

Inspection of Christopher Hatton Primary School

38 Laystall Street, London EC1R 4PQ

Inspection dates: 23 and 24 February 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since December 2007.

What is it like to attend this school?

This is an exceptional school. Leaders and governors have built a cohesive community. Relationships throughout the school are excellent. Pupils are polite and considerate. All members of the school community show each other the utmost respect. Pupils cannot recall instances of poor behaviour or bullying. They have full confidence that the adults, whom they trust implicitly, would sort out any concerns. They really enjoy coming to school and have a thirst for learning.

Leaders place great emphasis on developing pupils' character. Pupils are proud to be here. They told inspectors that 'Hattoneers' value and respect everyone equally, embrace challenges and put in their best effort.

Leaders put language development at the heart of pupils' education. They understand that the ability to express oneself clearly and confidently is an essential life skill. Their vision is that pupils will be informed, articulate and empowered. The wide range of pupils whom inspectors spoke to embodied that vision.

Leaders have designed a challenging and well-thought-through curriculum. Consequently, pupils develop a deep understanding in all subjects. The curriculum prepares pupils exceptionally well to take their place as responsible citizens in the modern world.

What does the school do well and what does it need to do better?

Staff share a common understanding of what characterises excellent teaching. This leads to strong and consistent practice across the school. Teachers are adept at building on what pupils know. For example, in Year 6 science, pupils used the information they had learned so far to classify the platypus, chosen because it has features from several different groups of vertebrates. Pupils relished the challenge and had deep and purposeful discussions about how, if it has a beak, whether that means it is a bird.

These principles are applied across all subjects. That, together with the well-designed and ambitious curriculum, ensures that all pupils achieve highly. Provision for pupils with special educational needs and/or disabilities (SEND) is excellent. Transition from one year to the next is smooth because expectations and routines are so consistent. This particularly supports the learning of pupils with SEND. They thrive in the inclusive and well-ordered environment that leaders have established.

Assessment is highly effective. For example, in physical education (PE), teachers regularly check on pupils' learning and adapt tasks accordingly. Similarly, in mathematics, teachers identify the precise support that pupils with SEND need. This ensures that all pupils are successful.

The quality of work in pupils' books and celebrated in displays around the school is exemplary. It shows that pupils are exceptionally well prepared for moving on to secondary school.

Leaders ensure that all children learn to read fluently. At the early stages of reading, teachers systematically check the sounds that pupils know. They match books precisely to these sounds. This enables pupils to practise their reading skills confidently. Children in early years regularly listen to and join in with songs, rhymes and traditional tales. For example, inspectors saw them enthusiastically re-enacting 'The gingerbread man' at story time.

Throughout the school, routines are extremely well established and happen seamlessly, without the need for adult intervention. Even the youngest children come in from play, put their coats away and get back to learning promptly. Low-level disruption is almost unheard of.

Staff go above and beyond to provide a wide range of high-quality enrichment experiences for every child as part of the 'enrichment pledge'. Governors show their commitment to equal opportunities by providing bursaries for disadvantaged pupils, such as for additional guitar lessons, so that they do not miss out.

Leaders promote pupils' personal development exceptionally well. Pupils' physical development is very well catered for. The PE curriculum is expertly focused on building skills in sequence. This is supplemented by a broad range of clubs, including those for taekwondo and basketball. A strong focus is given to developing self-esteem and resisting peer pressure. For example, staff speak to pupils about sexual harassment and consent as part of their work on healthy relationships.

Staff are proud to work at the school. They are given excellent opportunities to develop the skills they need to do their jobs to a high standard. Staff morale is high, and staff can see the extremely positive impact their work has on pupils. Staff believe that leaders take their well-being into consideration when making decisions. Staff turnover is very low.

Leaders engage exceptionally well with parents and carers. Parents were delighted that they will once again be able to visit classes regularly from next week. Describing the school, parents typically say it is 'a home from home'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular training. This has resulted in staff who are knowledgeable about safeguarding risks and vigilant in spotting even minor changes in pupils' demeanour. A new online system has made processes even more robust. These records show that staff report concerns promptly. Leaders then respond in a timely manner and keep detailed records of subsequent actions. Strong links with external agencies ensure that pupils and their families get the help they need.

Pupils explain how the school helps them feel safe and learn how to stay safe. For example, they talk confidently and at length about how to stay safe online.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	130342
Local authority	Camden
Inspection number	10211840
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair of governing body	Chris Giles
Headteacher	Gwen Lee
Website	www.chrishatton.camden.sch.uk
Date of previous inspection	3 December 2007, under section 5 of the Education Act 2005

Information about this school

- The school currently uses one registered alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and the senior leadership team.
- They also met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, history, mathematics and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked more briefly at other subjects, by looking at samples of pupils' work, speaking to leaders about the curriculum or discussing learning with groups of pupils.
- Inspectors reviewed safeguarding arrangements by checking safeguarding records, and talking to leaders, staff, parents, pupils and governors.
- Inspectors considered a range of evidence related to behaviour, attitudes and personal development by meeting with leaders, talking to pupils and reviewing relevant documentation.
- Inspectors took into account the views of parents, staff and pupils, including the replies to Ofsted's questionnaires, and the free-text responses to Ofsted's online Parent View survey.

Inspection team

Jeanie Jovanova, lead inspector

Ofsted Inspector

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