

HATTON NEWS

NOVEMBER
2025



DIARY DATES

25/11/25 - Flu Vaccinations
w/c 01/12/25 - 19/12/25 - Year 11 and VI
Form Mocks
04/12/25 - Year 7 Remote Parents Evening
09/12/25 - FOHA Film Night
15/12/25 - Festive Jumper Day
16/12/25 - HAT Christmas Concert

TERM DATES

19/12/25 - Academy Closes
05/01/26 - Teacher Training Day
06/01/26 - Academy Re-opens
14/02/26 - Academy Closes
24/02/26 - Academy Re-opens

TRIPS

18/12/25 - VI Form MK Shopping
21/01/26 - Year 13 CERN
22/01/26 - Year 13 Hamlet
04/02/26 - Year 7 London

MESSAGE TO PARENTS & CARERS

As we move through the autumn term, we continue to be impressed by our students' determination and commitment to their learning. Across the Academy there is a real sense of pride and positivity, with students embracing every opportunity to learn, lead and grow.

Staff have been particularly impressed with the way our young people have been responding to feedback and taking ownership of their own progress.

It has been wonderful to see our culture of celebration thriving, with over 73000 positive achievement points awarded during Term 1 and the countless examples of citizenship, teamwork and responsibility. Whether through classroom achievements, extra-curricular activities, or charity events like Wear It Pink Day, and our annual Armistice Service, student engagement has been impressive.

This newsletter introduces a new termly feature, updated from each Head of Year, highlighting key achievements, attendance successes, and areas of focus for each year group. We hope this gives you a closer look at how students are progressing.

Looking ahead, we are excited for the festive season including our annual Festive Jumper Day, our Big Fat Quiz of the Year and the Trust Christmas Concert. We wish our Year 11 and Sixth Form students the very best as they prepare for their up-and-coming mock exams.

Thank you, as always, for your continued support.

Best wishes,
Mr Mitchell & Mr Salisbury



TEXTILES

Year 10 Textiles students enjoyed an inspiring trip to the Victoria and Albert Museum, visiting the Marie Antoinette exhibition as part of their primary research for their first official coursework unit.

This year's theme, Consumerism, invites students to explore how fashion and design reflect society's relationship with consumption and identity. What better way to begin than by studying Marie Antoinette, the ultimate symbol of luxury and excess?

Students had a fantastic time immersing themselves in the opulent world of 18th-century France, gaining valuable insight into design, culture, and the role of fashion in expressing status and personality. Staff praised the group for their enthusiasm, curiosity, and excellent behaviour throughout the visit, noting that they were true ambassadors.



SCIENCE

Think Tank

On Monday 20th October, 142 year 7 students and 20 year 9 students travelled to ThinkTank in Birmingham to celebrate success, deepen understanding of chemistry and technological development, encourage curiosity for STEM, and for our year 9 students to launch Girls into STEM.

The day was filled with many interactive exhibits, with the talented staff at the venue providing lots of information and explanations to our students. We watched the show "Cauldron Chemistry" which had some fantastic displays of chemical reactions, finishing with a rocket launch!



Science Club

This term saw the launch of our year 7 and 8 Science Club. Students have had fun collecting leaves and separating the various pigments using chromatography, used different density solutions of different colours to make some density rainbows and used household substances and universal indicator to make rainbow fish!

For Bonfire Night, we explored fireworks then delved into light, looking at illusions, making telescopes and a pinhole camera, following this with some dancing oobleck and a range of festive activities to take us up to the winter break!

There are still places available to join – please sign up via Mrs Legassick in Science.



Pupils extracted the different pigments that can be found in the chloroplast in plant cells using paper chromatography

More information regarding Science at SCHA

Further information about Science at Sir Christopher Hatton Academy, can be found on our curriculum page [here](#).

For more detailed information about curriculum details, assessments, extracurricular opportunities, and how you can support your child's learning, please refer to the Science FAQs Letter on our website [here](#).

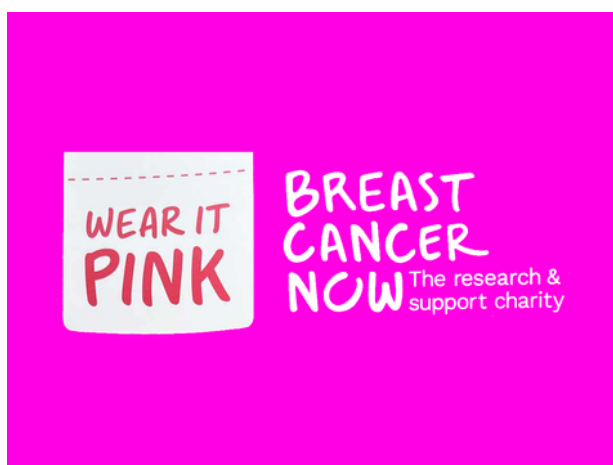
MUSIC



Congratulations to Luca 7R3, for passing his Grade 4 Piano exam with a Merit!



HATTON TURNS PINK FOR CHARITY!



STUDENTS RAISE NEARLY £1,500 FOR CHARITY

Before half term, Sir Christopher Hatton Academy was awash with pink as students and staff joined forces to raise money for two amazing causes, Breast Cancer Now and Niamh's Next Steps. Through a Wear It Pink Mufti Day, a series of fun competitions and games, and a hugely popular cake sale, the school raised a fantastic £1,487.32 in total: that's £743.66 going to each charity!

A huge thank you goes to Brakes Wholesale, the national food service and catering supplier who kindly donated all the cakes for the sale. Their generosity helped make the event a real success (and a very sweet one!).

There was no shortage of friendly competition either. Congratulations to Rita (Year 11), who won the Name the Dinosaur contest with the winning name "6/7", and to Finlay (Year 8), who was closest to the number of sweets in the jar!

We would also like to thank all the students and parents who contributed their £1 for Mufti Day and supported our events. Every little bit makes a difference — and your kindness really counts.



We're already getting ready for our next big event: Festive Jumper Day on Friday 15th December, when we'll be collecting food donations to support the Daylight Centre. Keep an eye out for more details soon — and start planning those festive jumpers!



CREATING A CULTURE OF CELEBRATION

Meet Mr Mclellan, our Vice Principal who is passionate about creating an environment where every student feels valued, motivated and proud to belong. He believes that consistency and strong relationships are at the heart of success.

“When we celebrate effort, character and kindness, success naturally follows.”

We have had a brilliant and busy start to the year, and across the Academy there has been a real buzz of positivity, purpose and pride. This year our focus is on building a culture of celebration.

TERM 1 HIGHLIGHTS

We're proud of how students have embraced our expectations and routines. The results speak for themselves:

- 73,583 positive points awarded across the Academy – a huge testament to the hard work and positivity of our students.
- A fantastic 95% positive-to-negative ratio – showing how strongly our culture of celebration is taking root.
- 673 students have zero behaviour points, and over 1,000 students have two or fewer.

Our behaviour and culture data shows that students are responding brilliantly to our shared routines and high expectations. What's most encouraging is that the majority of our young people are doing the right thing, every single day — often quietly and consistently.

LOOKING AHEAD

From this edition onwards, you'll also find updates from our Year Leaders in each termly newsletter. These will share highlights, achievements, and reflections from every year group: celebrating the progress, spirit, and success of our students term by term.

It's a fantastic opportunity to showcase what's happening across the Academy and to hear directly from those leading each year group day to day.

“Every child deserves a champion - an adult that will never give up on them.”

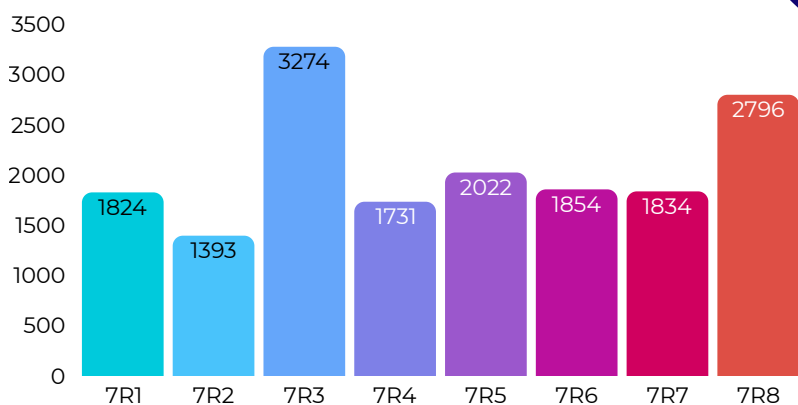
Rita Pierson

TERM 1 HIGHLIGHTS

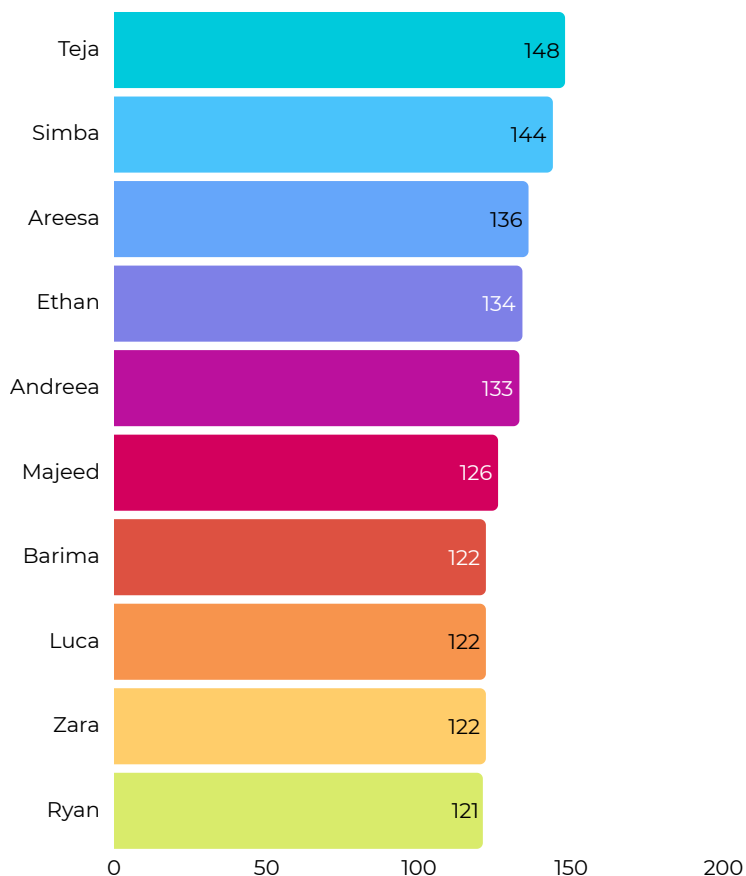
What a fantastic start to the year, Year 7! Last term, I was so proud to see how well you settled into secondary school life, from the enthusiasm you brought to lessons, to the respect you've shown around school. You've already achieved so much in such a short time, and it's been amazing to see so many of you displaying lots of our Hatton Character Qualities daily. As we begin this new term, I want you to keep pushing yourselves by aiming just that little bit higher in your learning to help you achieve excellence. Our year group's attendance has been excellent so far, but as we aim for excellence, let's see if we can push it even higher this term by being in school every day, ready to learn. A special shout out to 7R3 for having more than 3000 Hatton awards. I am looking forward to seeing more form groups reach that impressive 3,000 Hatton awards milestone. Let's keep up the commitment, teamwork, and determination that make Year 7 such a brilliant year group!



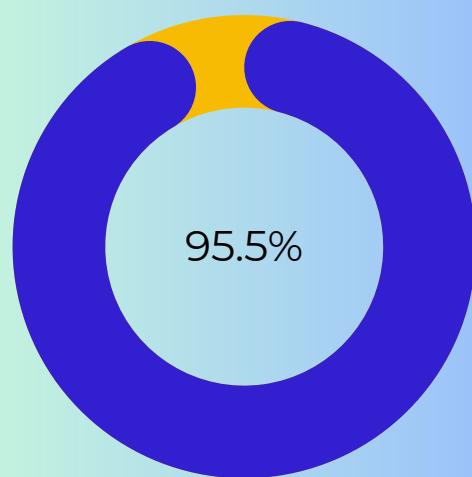
Achievement Points



Top Achievers



Attendance

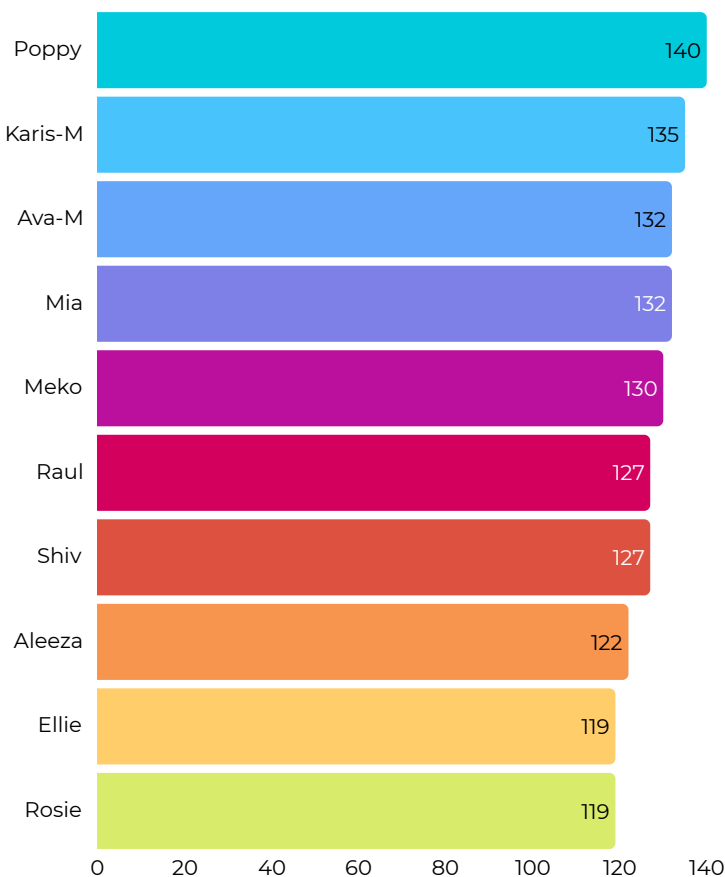


Top Tutor Group

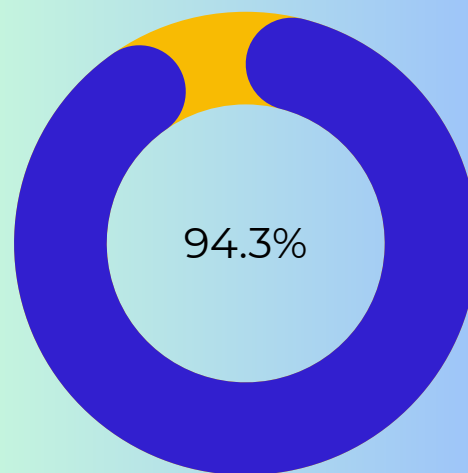


TERM 1 HIGHLIGHTS

Top Achievers



Attendance



Top Tutor Group

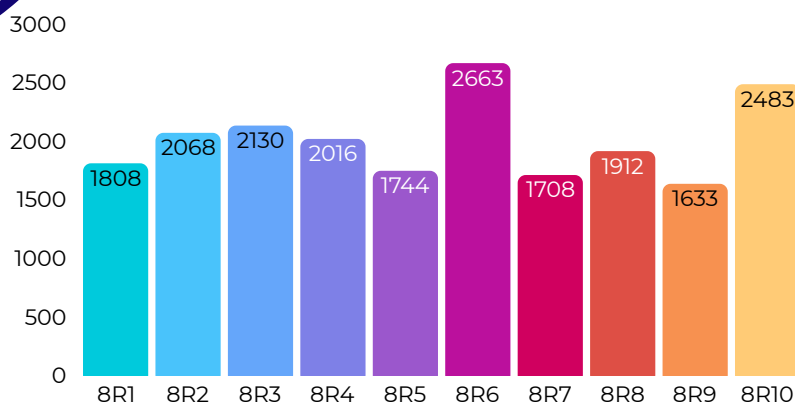


My highlight this term has been seeing the year group come together during the inter-house sports event. The energy, support, and sportsmanship were incredible. I'm really proud of how many of you have shown resilience and improved your attendance and punctuality. It's making a big difference to your learning.

Moving forward, I'd like us to focus on consistent effort in class and making sure homework is completed on time. These small habits will lead to big results. Here's your challenge: Let's aim for every student to achieve at least one positive comment from a teacher each week. Track your progress and celebrate your wins.

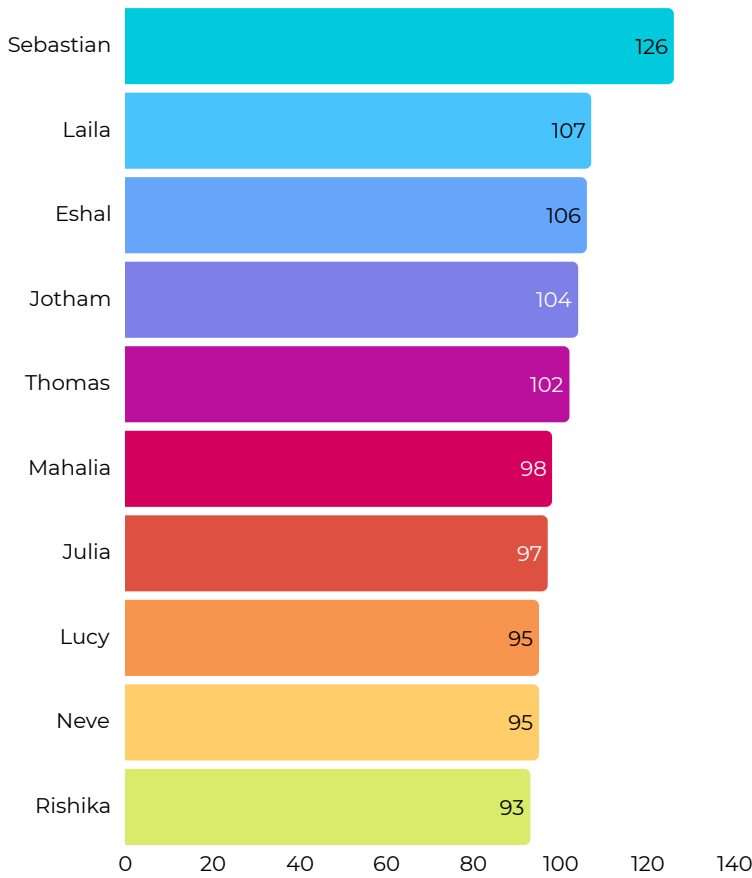


Achievement Points

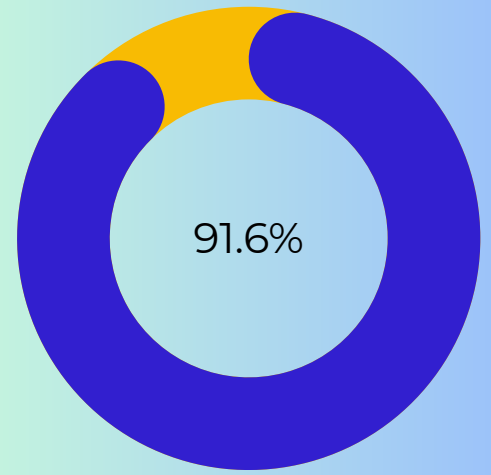


TERM 1 HIGHLIGHTS

Top Achievers



Attendance

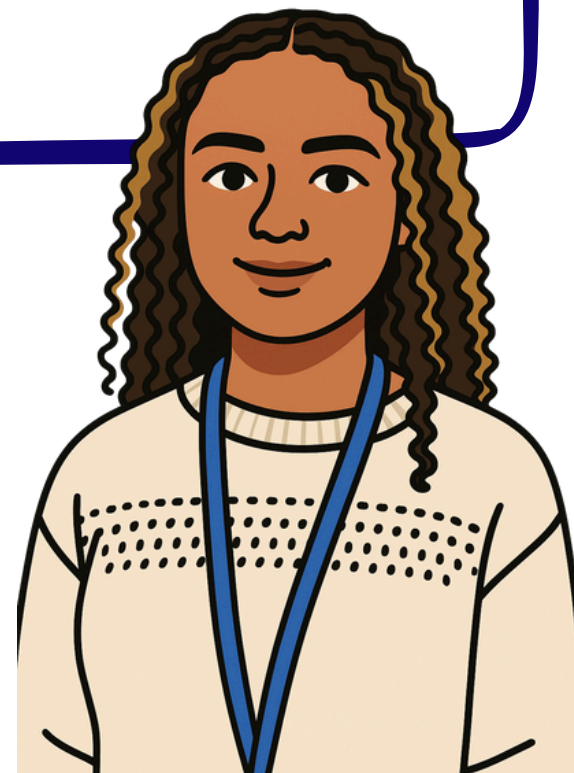
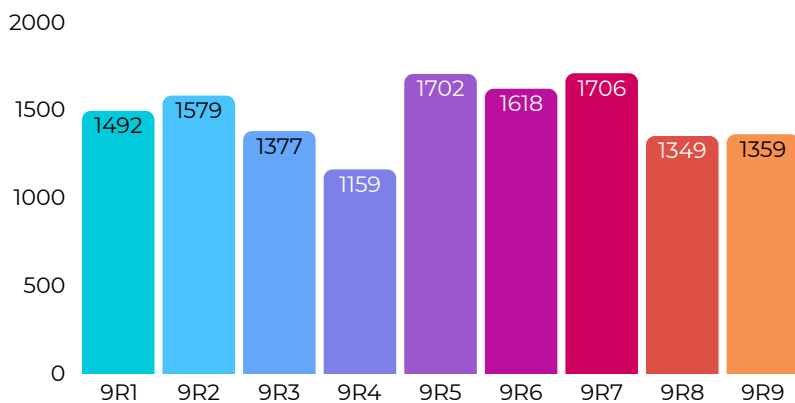


Top Tutor Group



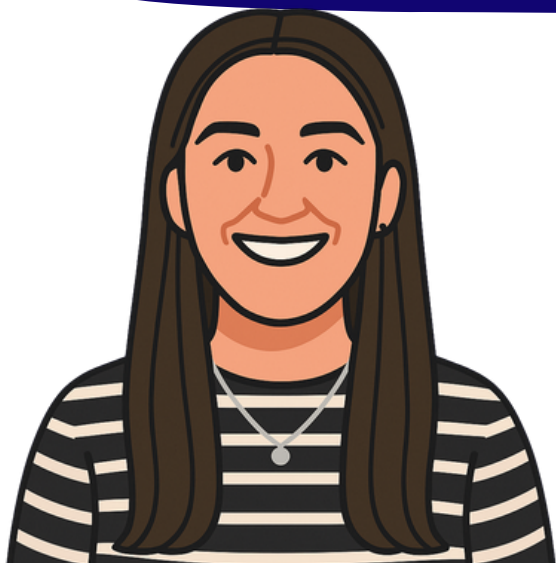
My highlight of the term has definitely been the Rowing Cup; it was amazing to see everyone cheering each other on and working together as a team. I'm so proud of how much the year group has grown this term; your manners have really improved, and it's been lovely to see you maturing and being kind to one another. This term let's keep that positive energy going by really focusing on our attendance and punctuality. Let's aim high and get our attendance up to 95%. I know we can do it if we all put in the effort.

Achievement Points

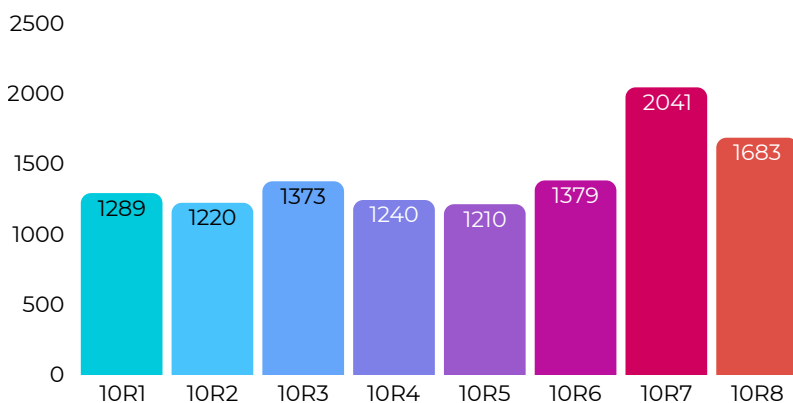


TERM 1 HIGHLIGHTS

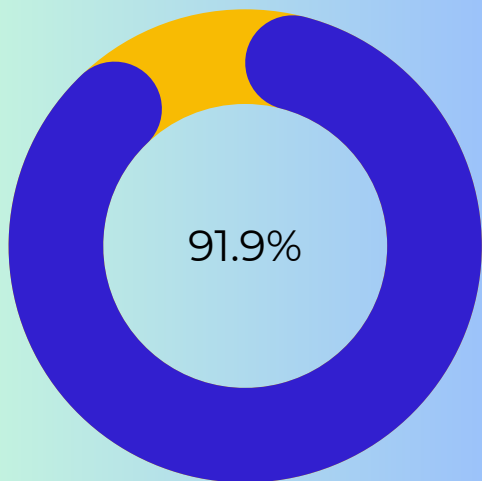
Firstly, I want to say how incredibly proud I am of how welcome you have all made me feel in my new role as your Head of Year. I've genuinely loved getting to know many of you and starting to build strong relationships, which has been such a highlight of last term. I'm so proud of the resilience you've shown. Not having a consistent Head of Year recently could have been tough, but you handled the transition brilliantly. Your ability to welcome me and move forward with such positivity speaks volumes. Moving forward, I would like to challenge Year 10 to improve their attendance. I really want us to focus on driving one another to improve our overall attendance score as a year group. Well done year 10!!



Achievement Points



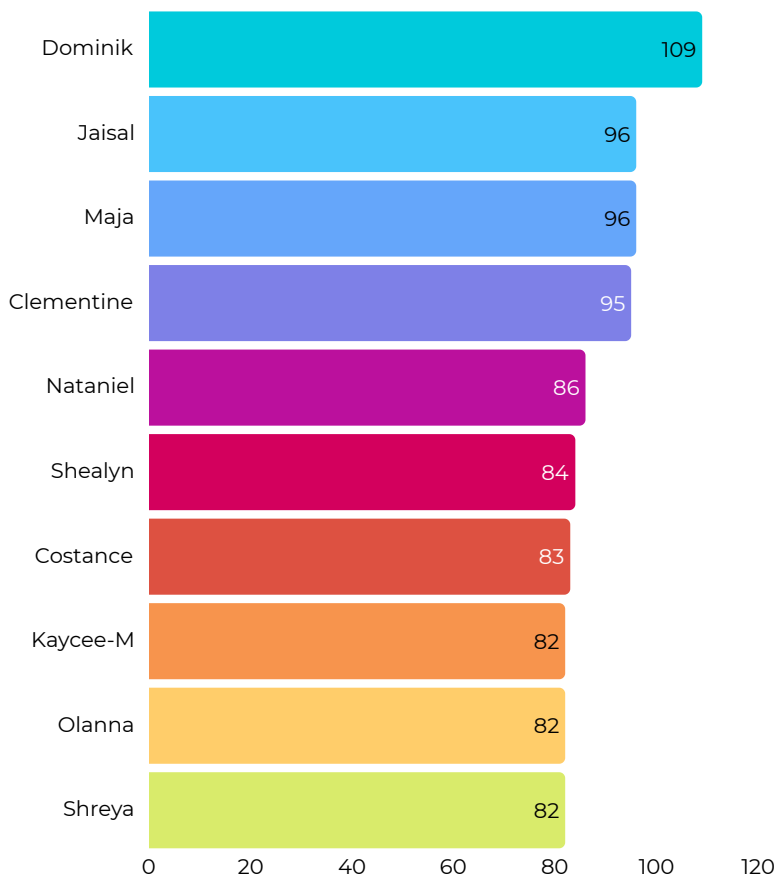
Attendance



Top Tutor Group

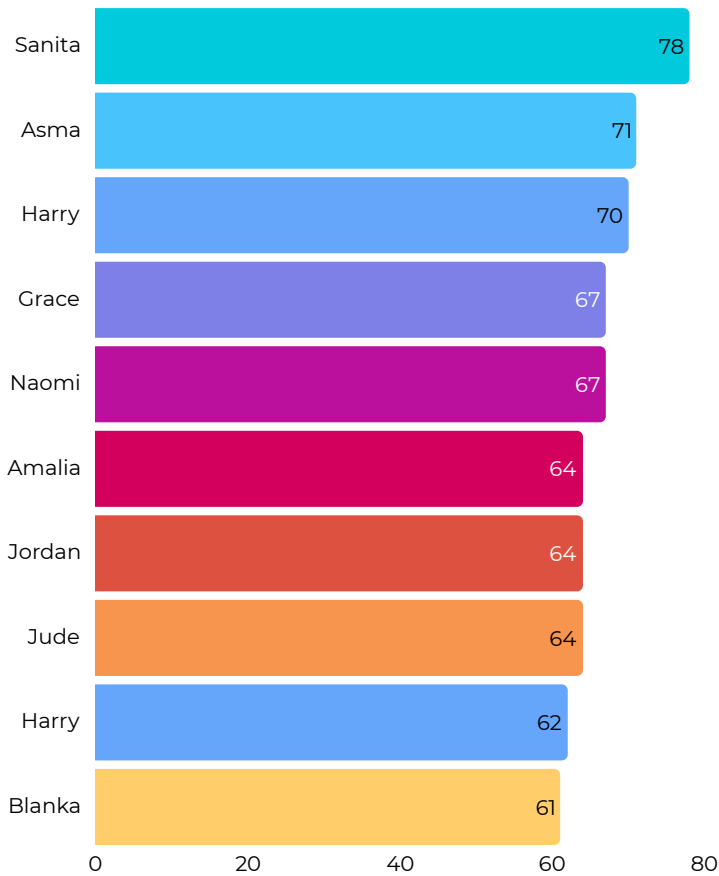


Top Achievers

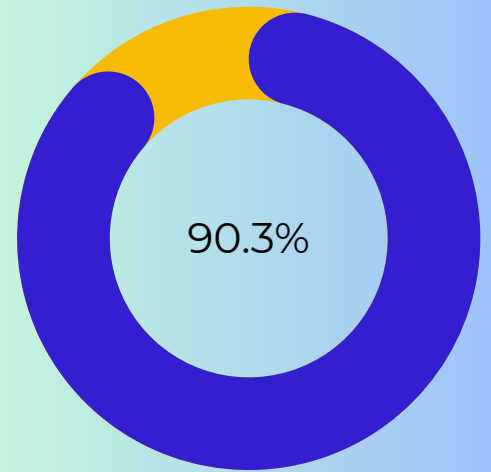


TERM 1 HIGHLIGHTS

Top Achievers



Attendance



Top Tutor Group



I would like to personally thank you all for accepting me as your new Head of Year. It was difficult to take on a new year group when you had such an established relationship with your previous Head of Year.

Over the last few weeks I have been incredibly proud of you all as a year group with your attitude and respect when we've had a lot of external speakers who are helping to prepare you for your post 16 destinations decisions. Your approach when applying for college/sixth form has been amazing.

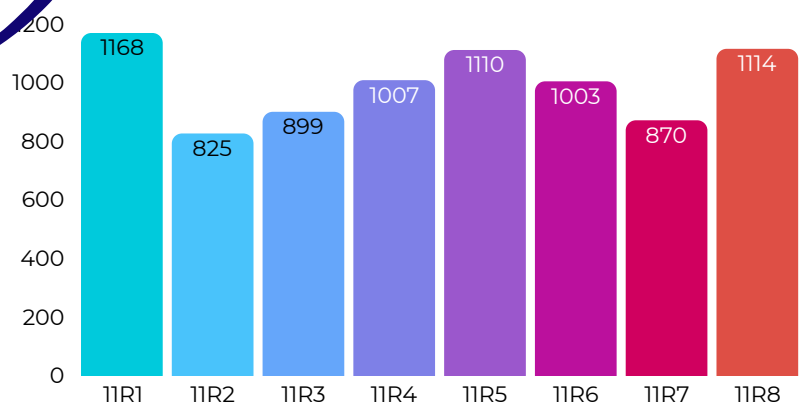
Please remember that we must continue to have high attendance to ensure that we make full use of lesson time to put us in the best position possible when completing our mock/ GCSE exams.

I would like us to reach 95% attendance by next term.

WE CAN ACHIEVE THIS TOGETHER AS A TEAM...



Achievement Points





DID YOU KNOW... YOUR CHILD HAS MORE CHOICES THAN EVER AT 16? #HATTONCAREERSANDCHARACTER

These are the facts..

At 16, students can choose from a range of routes:

- A Levels – Academic qualifications, usually 3 subjects, leading to university or higher-level study.
- T Levels – New technical qualifications, equal to 3 A Levels, with a strong work placement element (9 weeks). Designed for students who want a career-focused route.
- Apprenticeships – Earn while you learn. Students are employed, paid, and train towards a qualification. Available in hundreds of careers, from business to engineering to healthcare.

Why does this matter?

Every young person learns differently. Some thrive on exams, others on coursework or hands-on work experience. The right pathway can unlock potential, reduce stress, and open doors to careers or higher education.

How this shapes your child's future

At Hatton, we provide independent careers guidance, access to Unifrog, and multiple encounters with employers, universities, and training providers — all aligned to the Gatsby Benchmarks. Parents play a vital role in supporting conversations at home about which route best suits their child's skills, interests, and ambitions.

Talking openly about the differences between these pathways helps students feel confident and supported when making choices.

How You Can Support Your Child at Home

- **Year 9** – Discuss how their GCSE option choices support possible future careers (e.g. choosing Computer Science if interested in digital roles, or Art if creative careers appeal).
- **Year 10** – Explore the three post-16 pathways (A Levels, T Levels, Apprenticeships). Use Unifrog to look at sectors where these routes lead.
- **Year 11** – Support with applications to post-16 providers. Visit open evenings and compare courses together — ask: which route suits your style of learning and long-term goals?
- **Year 12** – Encourage them to begin exploring future course choices for after Sixth Form. Use Unifrog to compare university courses, apprenticeships, and careers.
- **Year 13** – Support with post-18 applications. If university is the goal, start conversations about student finance:
 - a. Tuition fee loans cover the cost of tuition.
 - b. Maintenance loans help with living costs (income-assessed).
 - c. Repayments begin after graduation, only once earning above the repayment threshold.
 - d. Guidance is available via Student Finance England. [Student finance in England - Everything you need to know](#)

Check out the careers section of the Academy Website for links and support: [Careers, Work Related Learning & Enterprise - Sir Christopher Hatton Academy](#)

DID YOU KNOW... HEALTH, CARE & TECH ARE BOOMING IN NORTHAMPTONSHIRE? #HATTONCAREERSANDCHARACTER



These are the facts...

- The health and social care sector is the single largest employer in Northamptonshire, with demand rising sharply due to an ageing population and new services.
- Digital and technology roles are expanding, with growth in cyber security, software development, and IT support.
- The care economy (including NHS, residential care, and early years) offers a huge variety of jobs, from nursing to management to therapy roles.
- Logistics and advanced manufacturing are also linked to tech and healthcare supply chains, making them growth areas too.

Why does this matter?

These sectors are not just growing locally — they're future-proof industries. They offer long-term stability, excellent career progression, and opportunities at every level from apprenticeships to degrees. Students with qualifications in science, IT, business, or social care will find their skills in high demand.

How this shapes your child's future

At Hatton, we highlight health, care, and tech pathways through guest speakers, work experience, and our use of Unifrog, which profiles hundreds of roles across these sectors. Students are encouraged to explore both traditional careers (like nursing or IT support) and emerging roles (such as AI technician or digital health specialist). www.unifrog.org.

By understanding where local growth is happening, students can make subject choices and career plans that connect directly to real opportunities.

How You Can Support Your Child at Home

- **Year 7-8** – Encourage curiosity. Talk about the wide range of jobs in the NHS and tech. Use Unifrog career quizzes together.
- **Year 9** – Discuss how GCSE options in science, computer science, or health & social care can open doors to these sectors.
- **Year 10** – Encourage attendance at employer events and ask your child what they learned about health/care/tech careers.
- **Year 11** – Compare post-16 routes (A Levels, T Levels, apprenticeships) in healthcare or digital. Look at local college and sixth form options.
- **Year 12** – Support exploration of university or apprenticeship pathways in nursing, IT, engineering, or healthcare management.
- **Year 13** – Help with applications — whether for healthcare degrees, digital apprenticeships, or NHS training pathways. Discuss long-term progression opportunities in these sectors.

NETBALL

Year 8 Netball Team Off to a Winning Start!

The Year 8 Netball team played their first match of the year, and what a fantastic start it was! Despite being a newly formed team, the girls showed great teamwork and determination, securing a convincing 11–3 win against Rushden Academy in their League Cup game.

There's plenty to build on over the next few weeks as they prepare for the District games in the spring term, but this talented group is definitely one to watch. Well done, girls!



Year 9 Netball Team Shine Once Again!

The Year 9 Netball squad continue to go from strength to strength. After an outstanding league campaign last term, the team remained undefeated for the second year in a row and were once again crowned District Champions!

Their success doesn't stop there; the girls are also through to the next round of the League Cup.

Most recently, they represented Hatton in the County Plate Tournament, competing against 20 teams from across the county. They placed 5th in their group, narrowly missing out on a place in the semi-finals.

Since joining in Year 7, these girls have consistently demonstrated commitment, teamwork, and resilience. They've developed into an incredible team who are a true pleasure to coach, and we couldn't be prouder of the way they represent Hatton, both on and off the court.





Mums & Daughters Training Sessions

at the Loughborough Lightning games

Open to all abilities, Daughters - U10 – U16



Sunday 2 November - 1pm
cinch Stadium at
Franklin's Gardens



Saturday 29 November - 3pm
cinch Stadium at
Franklin's Gardens



Sunday 21 December - 2pm
cinch Stadium at
Franklin's Gardens



Weekend of 21 March 2026
cinch Stadium at
Franklin's Gardens

Mums & daughters training session includes 1 x adult and 1 x junior Lightning match tickets.

* All ticket purchases are subject to a £1.50 booking fee.

For more information contact:
community@northamptonsaints.co.uk



TALKING TO YOUR CHILD ABOUT THEIR WORRIES

Life is fast-paced, teenagers are notoriously private, and it can be difficult to find time to have a conversation, or know what to say if you think that your child is worried about something. The fact that you want to listen, have communicated that to them, and have set aside appropriate time to do so is more important than exactly what you say. Sometimes, you may feel that you need to give advice: most of the time teenagers don't want to hear this. They just want to be heard themselves. To know that you can be relied upon to lend a non-judgemental listening ear and carve out space for a conversation is what matters most.



- Ask Twice. Asking someone once “are you ok” or “are you worried about anything?” is likely to prompt the reply that the person thinks you want to hear. Asking a second time makes them realise that you are truly interested in them and often leads to more information being shared.
- Validate feelings. Telling someone that they shouldn't feel a certain way, or that they should feel something different, or dismissing feelings out of hand, is not helpful. Recognise that this is how they are feeling right now and accept that. It will help them to be more open in the future if they feel safe to share their feelings now.



- Have curious, open conversations. The best time for this is when you are naturally side by side: such as when driving in the car, cooking/baking in the kitchen or out for a walk. Ask to listen; and use ‘why might that be?’ to help them to share more e.g.:
- What's the hardest thing about being you at the moment?
- Where do you feel most relaxed and safe? Why might that be?
- On a scale of 1-7 how are you feeling today? How does that compare to yesterday? Why do you think that might be?

“ASKING SOMEONE “ARE YOU OK” IS LIKELY TO PROMPT THE REPLY THAT THE PERSON THINKS THAT YOU WANT TO HEAR.”

YOU'VE HAD THE CONVERSATION – NOW YOU'RE WORRIED! WHAT NOW?!

Reassure yourself that having the conversation has not created the worry – prior to this, your child was dealing with it on their own and it's actually really positive that they have felt comfortable enough to share it with you. Try to keep calm and not react emotionally: an angry response or one that may appear judgemental will undermine all of your efforts so far. Remind them that you are here for them and accept their feelings for what they are: a true reflection of how your child sees things at present and an important part of who they are.

Reach out to the academy's welfare team for advice if you are unsure. Even if we don't know the answer, we can usually signpost you to an agency that does. You could also remind your child of the support available to them by clicking on the 'noticeboard' icon on their Edulink app.

If your child shares something that makes you concerned for their safety, consider whether you need to seek emergency support.

Did you know?

You can present with your child at A&E for a mental health assessment if you feel they are at risk of harming themselves.

Don't forget to seek support for yourself as well.



External Agency Focus: Wellbeing Cafe's

As part of the local mental health offer, these are weekly drop-in sessions (no appointment needed) for 11-18 year olds to talk to a mental health professional in a safe space. Friendly staff will listen and help by providing advice, support or signpost / refer your child to the relevant team or organisation. Children can come on their own or bring a friend/parent/carer to support them. The nearest one can be found at Service Six, 15 Sassoon Mews, Wellingborough, NN8 3LT which runs from 10am-2pm every Saturday. Find further details here: [Northamptonshire Drop-Ins | NHFT](#)



The online world can be a source of worries for your child. Consider limiting screen time, using parental content controls on your child's phone (just like you would on a computer), your child leaving their phone with you overnight, and having a family agreement on checking their phone intermittently. Remember: in most cases it is actually your phone if the contract is in your name! Look out for the upcoming online safety newsletter or access our online safety page for further information:

<https://www.hattonschool.org.uk/page/?title=Online+Safety&pid=239>

"Don't suffer in silence – even if we can't help you directly we are likely to be able to signpost you to an agency that can."



Website:

<https://www.hattonschool.org.uk/page/?title=Safeguarding&pid=186>



Contact:

01933 226077
(Ask for the Welfare Team)



Email:

safeguarding@hattonacademy.org.uk

Thriving in Life 11-19 Service

Drop in and talk to us about whatever's on your mind, like:



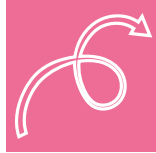
Emotional health including anxiety, depression, self-harm, stress, school worries and bullying



Healthy relationships including family issues, sexual health and contraception



Reducing risk-taking behaviour and making healthy choices including sleep, food/diet, vaping, puberty and continence



Transition to adulthood including understanding education and work options, finance and living independently

Your Youth Support Worker:

Date: Every Thursday

Time: Lunch time

Location: W3



Text ChatHealth
 on **07507 329 600**
 Monday to Friday
 9am to 4pm

Our conversations are confidential. We will not share anything unless you or someone else is at risk of harm. We will tell you first if we need to share information. We store your information on electronic records which will be seen by other health professionals who follow the same confidentiality rules. Scan the QR code to read more about our service in North Northamptonshire or visit nhft.nhs.uk/11-19northnorthants

