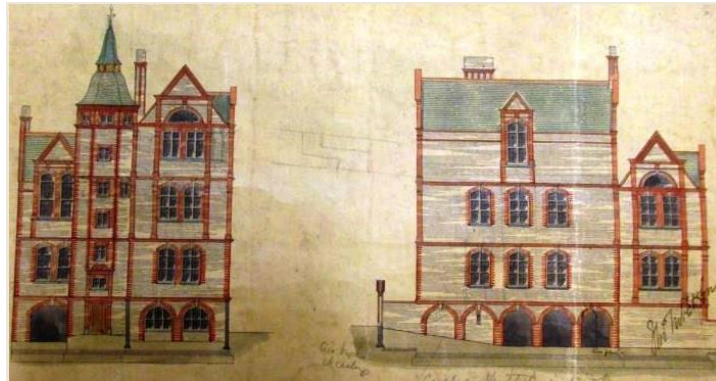


Hawley School

**1874-2016:
The First 142 Years**



***Compiled and written by Jean MacRae
Former Hawley parent/staff member/governor***

Introduction

I first came to Hawley Infants School as a parent in May, 1974, when my elder daughter started in the Nursery; my second daughter followed her in June, 1976, and in September, 1977 I followed them as a classroom assistant – or “primary helper” as they were called then. I remained on the staff, becoming the school secretary in 1981, until I left in May, 1999 to take up a full-time post with Camden Education Department providing IT support to primary schools. I was also on the school’s governing body from the mid-1980s until I left in 1999.

Finding an old floorplan of the school, dated 1912 and showing not just the Infants school but also another school building for Boys and Girls on a site north of the school with its entrance on Hawley Crescent, made me curious to know more about the history of the school: when was it built? What became of the Junior school building? What was it like to go to school there in the early days? I did a little early research in the Camden Local History Collection at Holborn library while still on the staff but was unable to find very much information – some old ordnance survey maps showed that there was no school there in 1870 but was in 1895, for example.

The prospect of the move to the new Hawley Primary School building gave me the incentive to try again to discover what the history of the old Hawley Infants School was and with the help of the resources of the London Metropolitan Archive, the Camden History Collection again and the internet (which of course did not exist when I first became interested back in the 1980s!) I have been able to put together the information in this document about what started as Hawley Crescent Board School, became Hawley Crescent Primary School when the London Country Council took over from the original London School Board and finally ended up as Hawley Infants School after the depredations of World War 2 bombing.

*Jean MacRae
October 2015-June2016*

Thanks are due to the Camden Local History Collection staff for their help with finding materials about the school and for allowing it to be used in this document and also to the London Metropolitan Archive for permission to use copies of materials held in their collections.

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https://en.wikipedia.org/wiki/Edward_Robert_Robson

Bomb Sight: Mapping the WW2 bomb census: <http://bombsight.org>

Documents, photographs and other records held by the London Metropolitan Archives,
40 Northampton Rd, London EC1R 0HB

Photographs, newspaper articles, maps and other materials in the Camden Local Studies and
Archives Centre, 32-38 Theobalds Rd, London WC1X 8PA

The school buildings

Hawley Crescent Board School opened in 1874 and was one of the first of the London School Board establishments resulting from the 1870 Education Act. This act was the first legislation to require that all children between the ages of 5 and 13 should be educated, though initially this was neither compulsory nor free. In London however bye-laws were passed by 1871 to make attendance required and by 1891 the state had made elementary education free.

The scale of providing education for all in London was so great that a school board to manage it was established from the outset and one of its tasks was of course to provide the buildings in which the children would be educated. To this end they appointed Edward Robert Robson as their chief architect and it was he who designed the Hawley Crescent Board School in 1873.

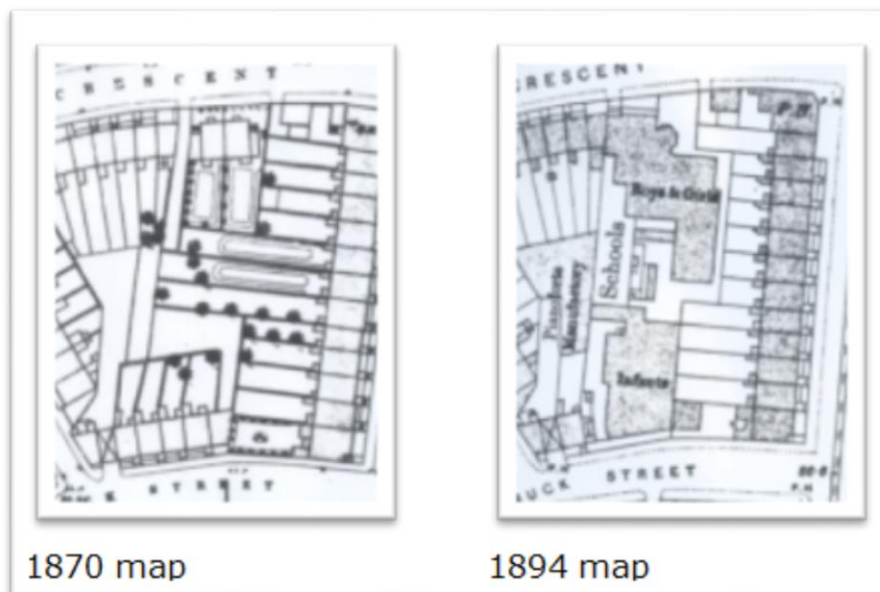
E.R. Robson had a very visionary approach to his task:

he believed ... that the new schools were 'henceforth to take rank as public buildings, and should be planned and built in a manner befitting their new dignity.' In a more sonorous phrase, he described them as 'sermons in brick'."

from *Schools of the London School Board* <https://municipaldreams.wordpress.com/2013/05/28/the-london-school-board-sermons-in-brick>

He designed several hundred London schools during his time with the London School Board, from 1871-1884, and many of these are still in use. Two fine examples which remain in Camden are Primrose Hill and the school in Holmes Road now occupied by the Collège Bilingue de France.

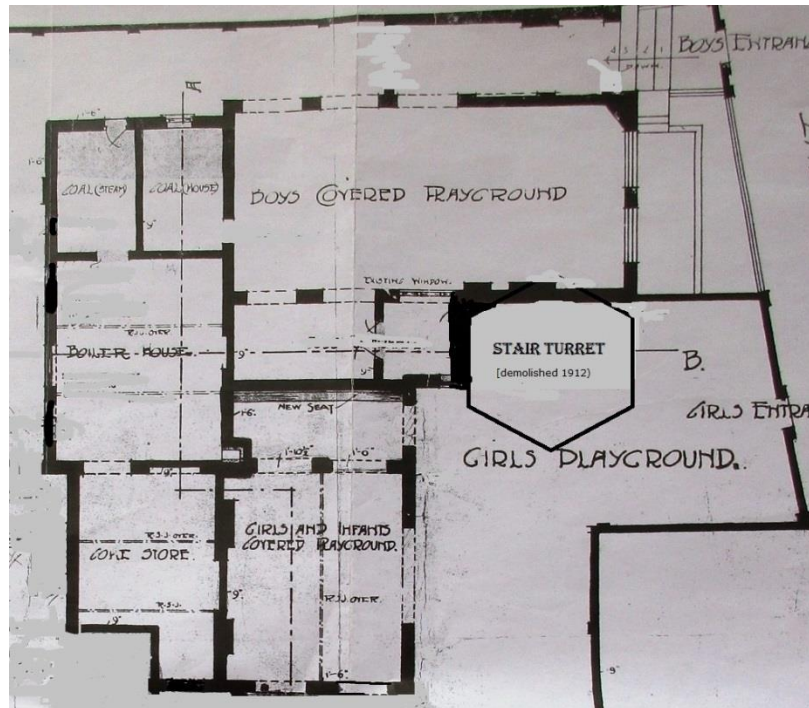
The Hawley Crescent Board School was built on a very narrow site running from Hawley Crescent through to Buck Street at the back of the houses on Stucley Place to the west and Kentish Town Road to the east. The maps below show the site before and after the school was built:



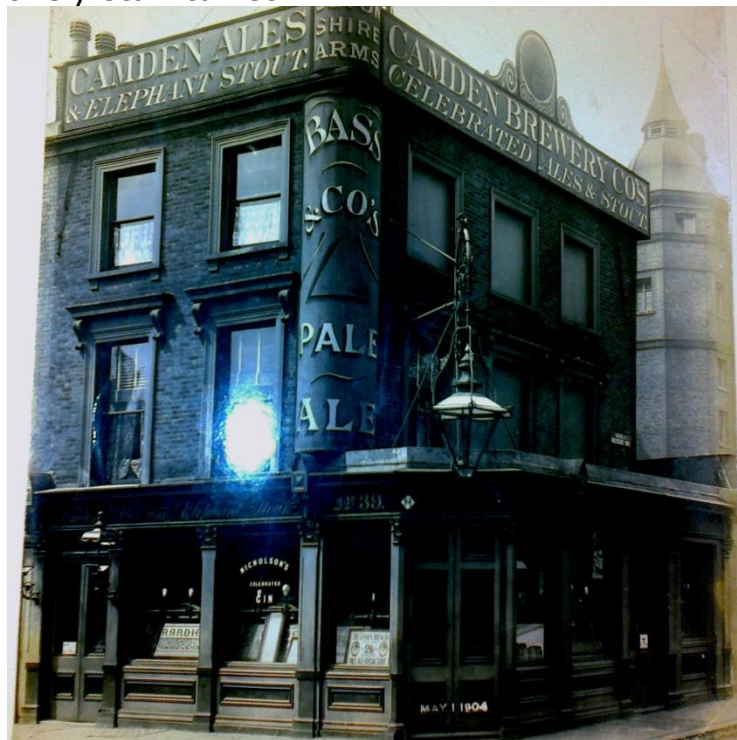
The school consisted of a large 3-tier building opening off Hawley Crescent for boys and girls up to the age of 13 and a one storey building on the Buck Street end of the site for Infants and Babies, as nursery was then called. This infant school building is, of course, the one still in use today.

The Junior school building

The 3-tier Junior school building had classroom accommodation originally for 350 boys and 274 girls.

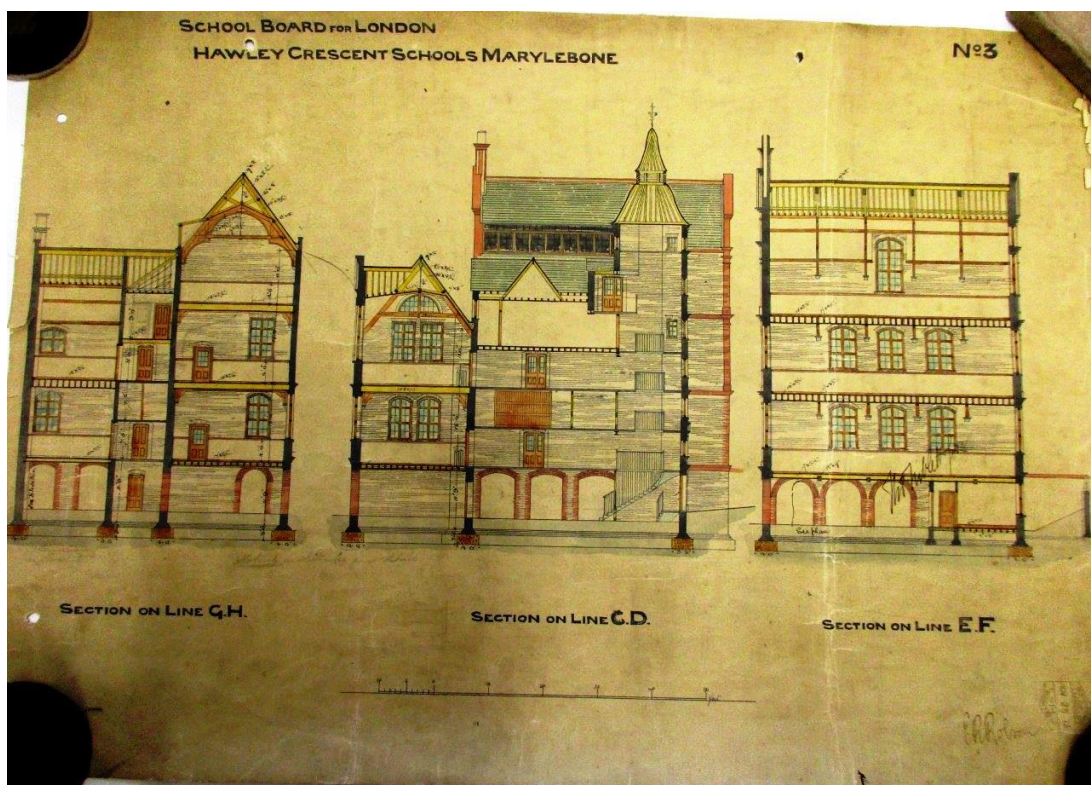
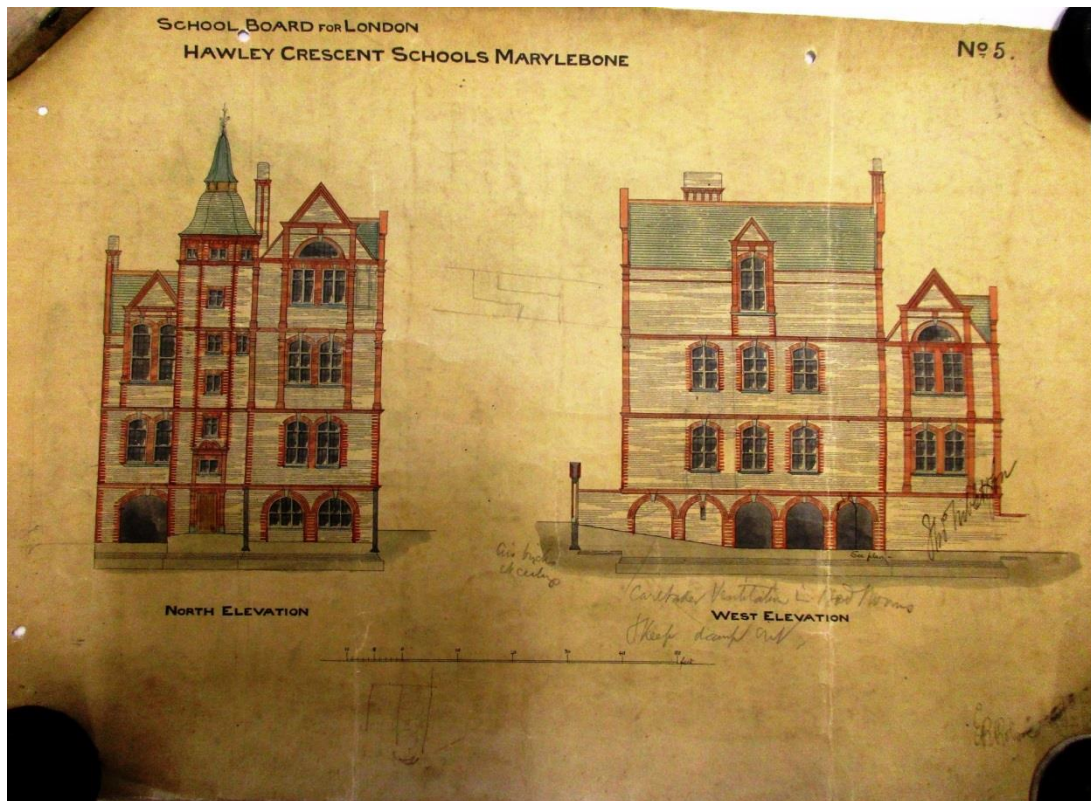


There are no photos of the Junior school building available but there is a glimpse of it in this photo taken in 1904 of the Devonshire Arms public house, showing what must have been a rather lovely stair turret:



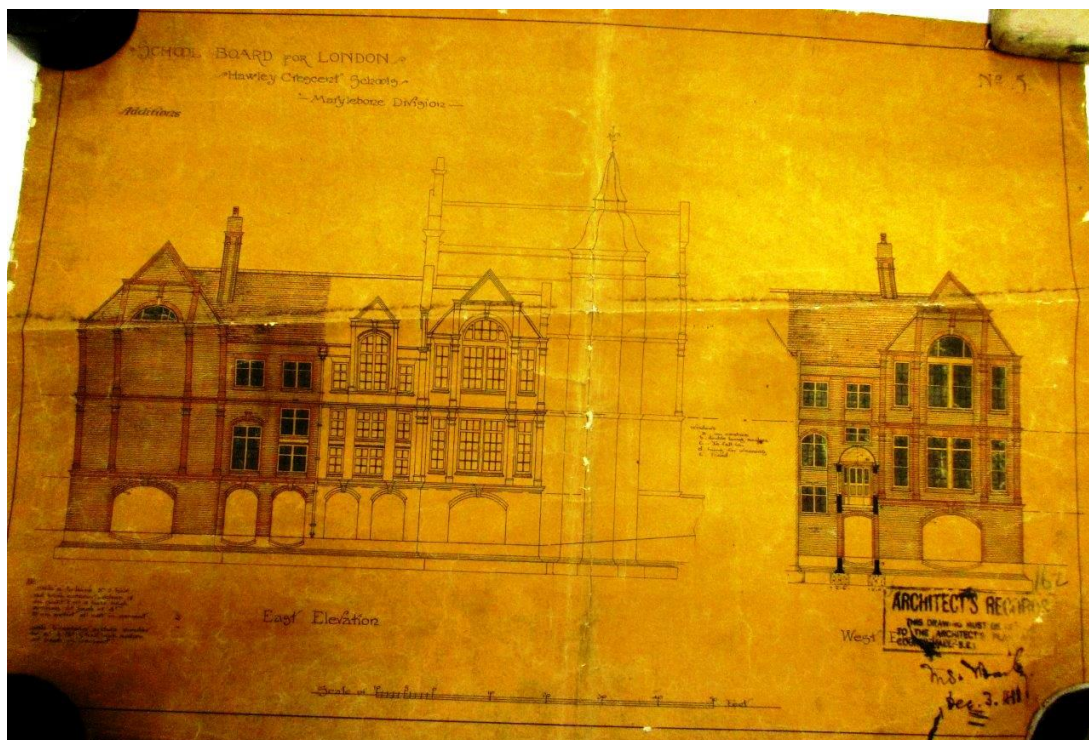
Reproduced by permission of Camden Local History Collection

The only other pictures are two of E. R. Robson's original architectural elevation drawings which are in the collections of the London Metropolitan Archive – both show the stair turret:



reproduced by permission of London Metropolitan Archive

In 1888, a further wing was added to the original building as this architectural elevation drawing shows:



reproduced by permission of London Metropolitan Archive

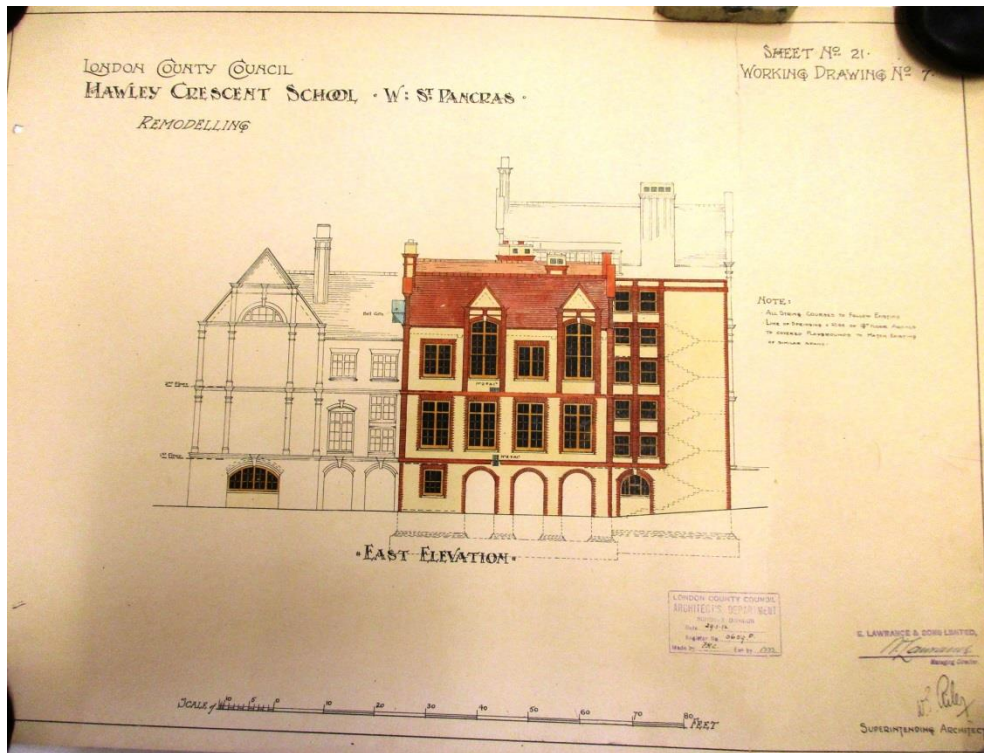
and another of the 1904 photos of the Devonshire Arms shows a glimpse of the top floor of this addition:



Reproduced by permission of Camden Local History Collection

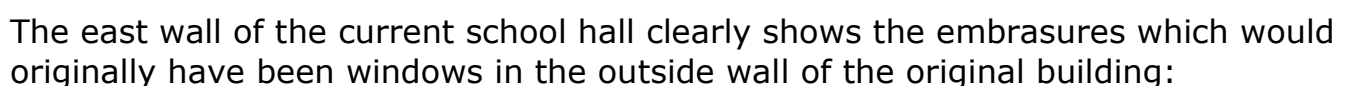
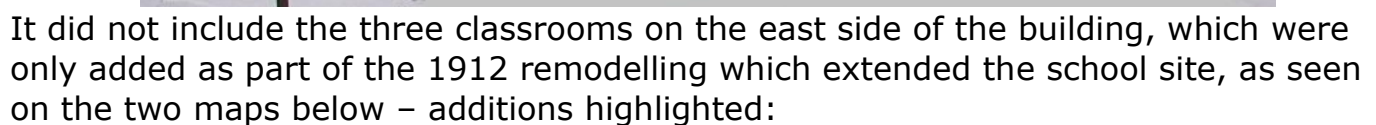
The ground floor plan for this addition shows a further boys' covered playground and new entrance and stairs for girls; we have no plans showing the upper floors:

but we have no floor plans for the other floors.



As part of this remodelling, classroom accommodation was reduced to 290 boys and 270 girls. There were no further additions made to the Junior school building after 1912.

The 1873 floorplan of the Infant school building was considerably smaller than the building we know today:

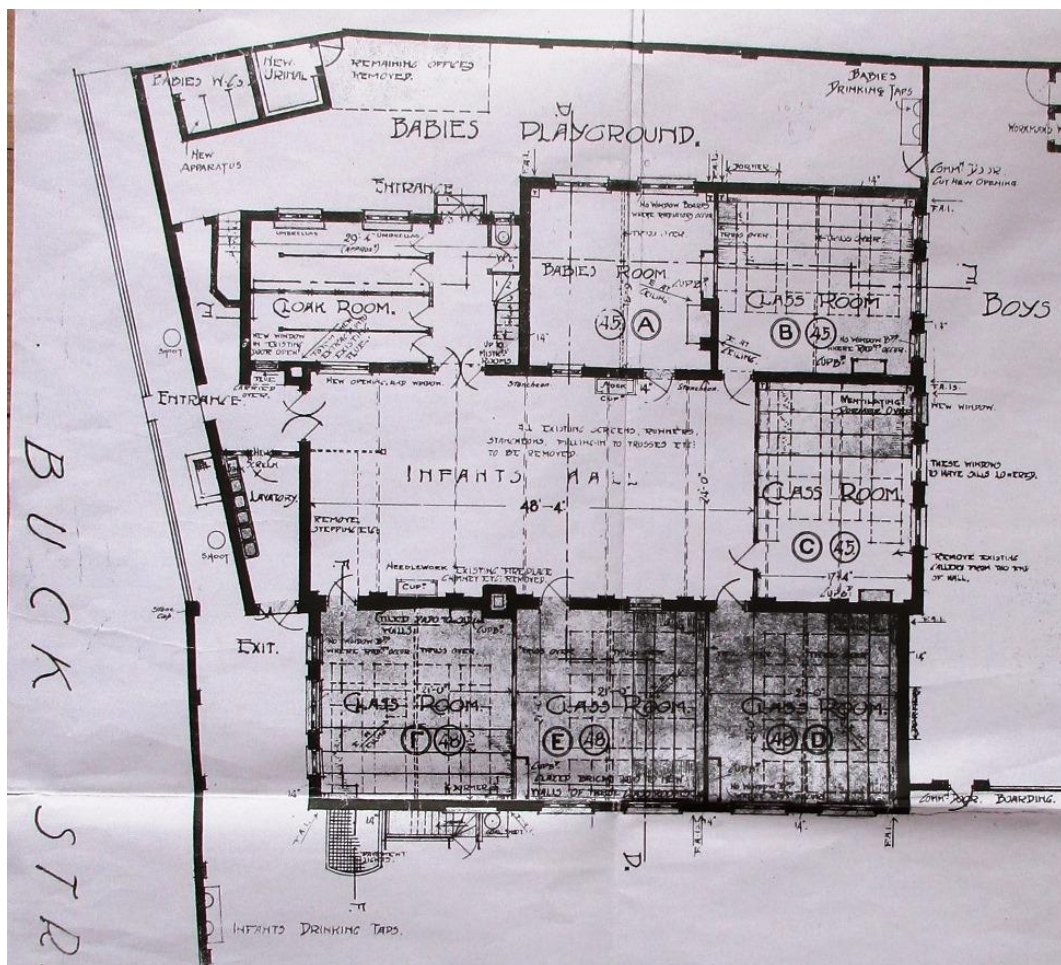




Three were made into doors for the classrooms; one still has a window.

Despite having so few classrooms, the original building accommodated 333 Infants, some of whom must have been taught in the hall as was common practice in Victorian schools. The "babies" had their own classroom and cloakroom where the current Nursery and Nursery toilets are: even the "babies" in this early school had outside WCs.

The 1912 remodelling provided the three new classrooms but also reduced the number of children to be accommodated to 279:



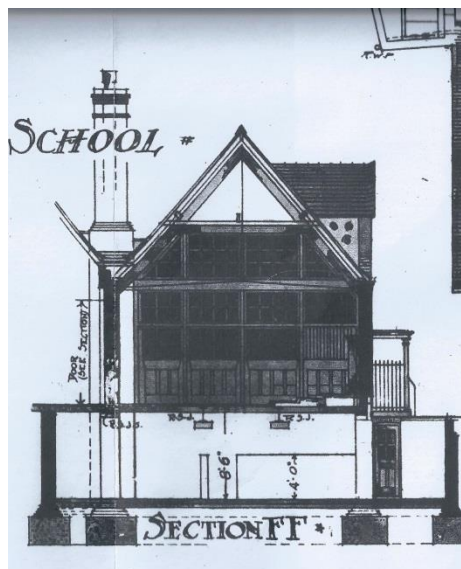
The number of pupils to be taught in each room is shown on the plan: 45 in the "babies" classroom and in classroom B, 48 each in classrooms D, E and F. It would seem that even the "babies" would have been sitting at desks.

There are no early photos of the Infant school building. All we have is another photo from 1913 which has a glimpse of the upper part of the building – the belfry is just visible. This photo also includes the two remaining houses on the corner as they originally were: the corner house is advertising "C. SMITH & SONS – SCULPTORS MOULDERS AND ART CAST POLISHERS" – perhaps the business of the occupant?



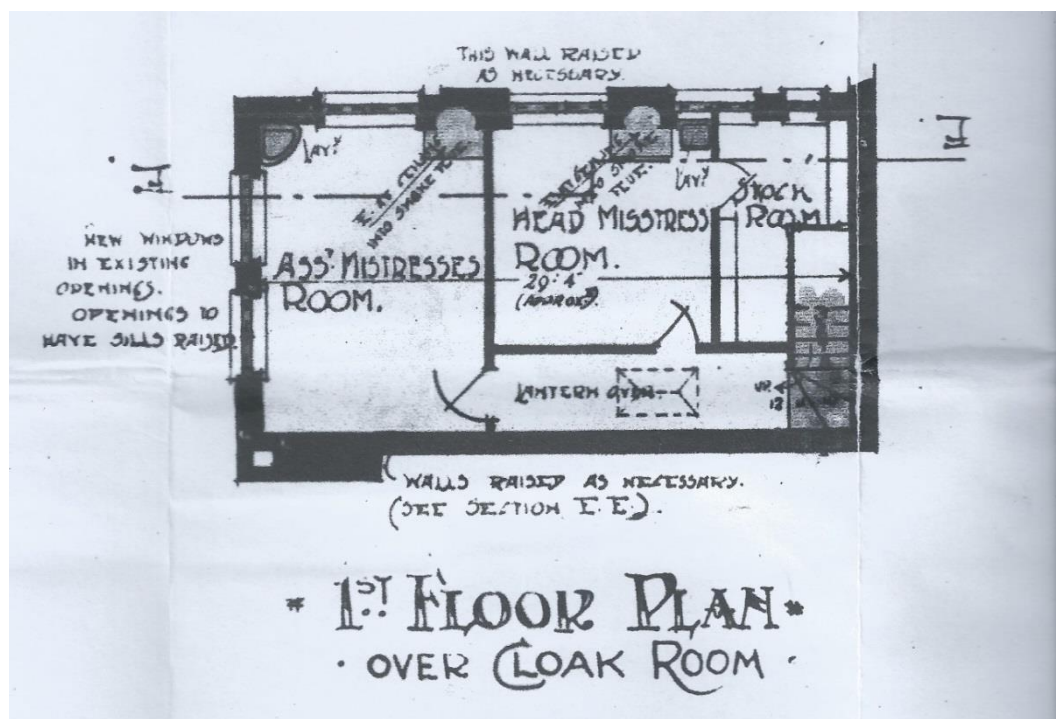
Reproduced by permission of London Metropolitan Archive

No architect's drawings of the Infant building were in the LMA collection – there is only one from the 1912 remodelling plans of the southern end of the new classroom block:



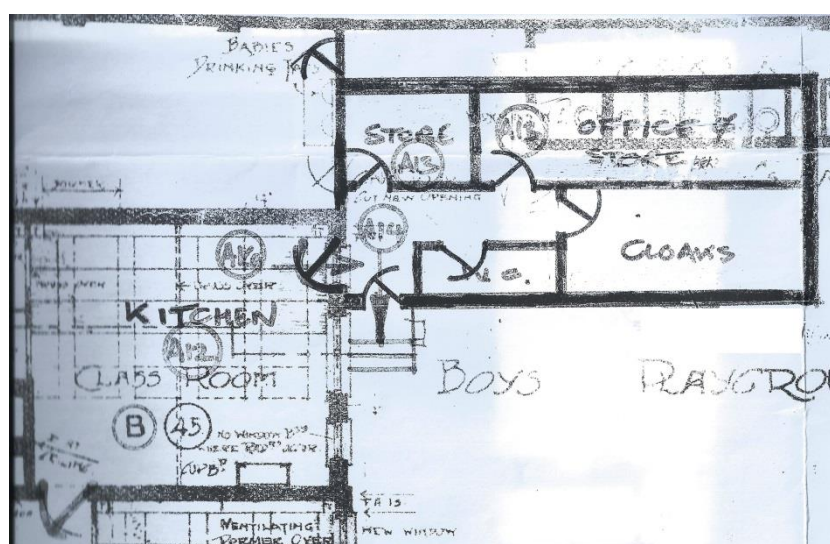
This is a "section" which shows the internal wall between this classroom and the next.

The 1912 remodelling plans also show the first floor plan – it is not clear whether this was being added or was a remodelling of an existing first floor over the "babies" cloakroom:

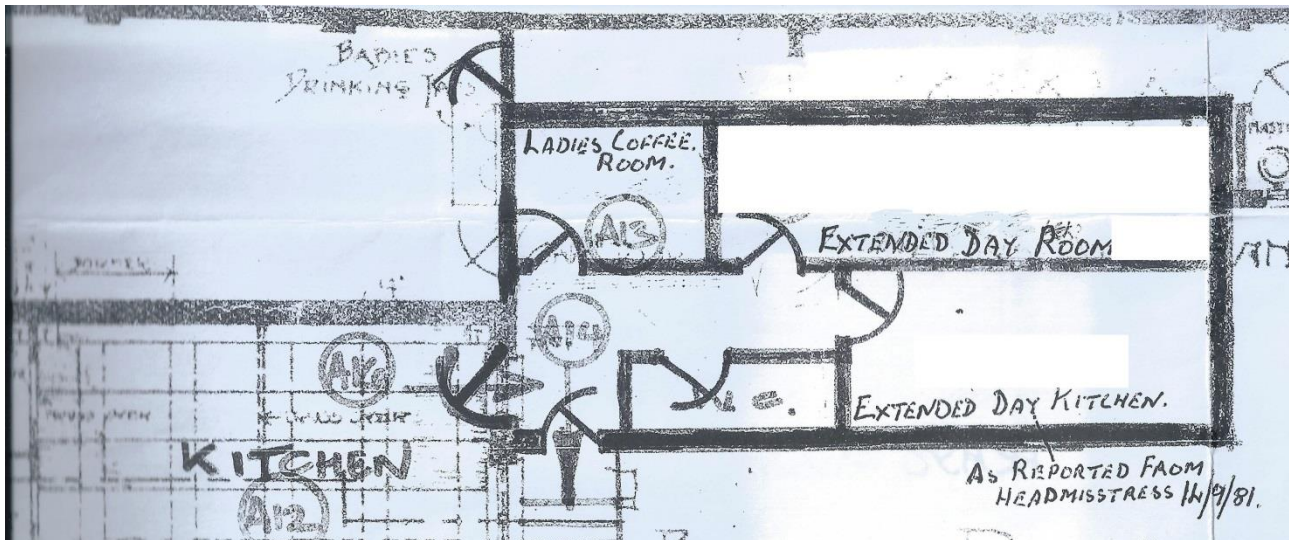


At some later date the Assistant Mistresses Room became the staff room and the Stockroom next to the Head Mistress Room became first a cloakroom for the head and then much later the secretary's office.

From 1912 we have no evidence of any further additions or alterations to the Infant school building until the 1950s. The first change made, probably when the school was re-opened after the war in 1948, was to turn one of the classrooms into a kitchen – there is a reference in the School Record Book in 1955 to the “kitchen (Class B)”. Presumably at the same time, a back extension was built which had storage for the kitchen, as shown on the (unfortunately undated!) floor plan below:



At some point after this, the smaller store room became the “ladies coffee room”, we presume for the kitchen staff, and in the early 1980s the remaining store room and the room labelled “cloaks” was converted into a sitting room and kitchen for the school’s new extended day after-school facility for children too young to attend the ILEA playcentres, as shown on this plan:



Another change in the 1950s was to put indoor toilets in for the Nursery children. Although there seem always to have been indoor WCs for the school staff, all the children, including the "babies", had only outdoor toilet facilities. This major work was discussed initially at a meeting recorded in the Headteacher's logbook on 27th April, 1959:

Monday, 27th April

Two official visitors from County Hall and the Deputy Divisional Officer and another D.O. representative made a special visit to discuss plans for installing three inside W.C.s and wash-basins for the nursery class

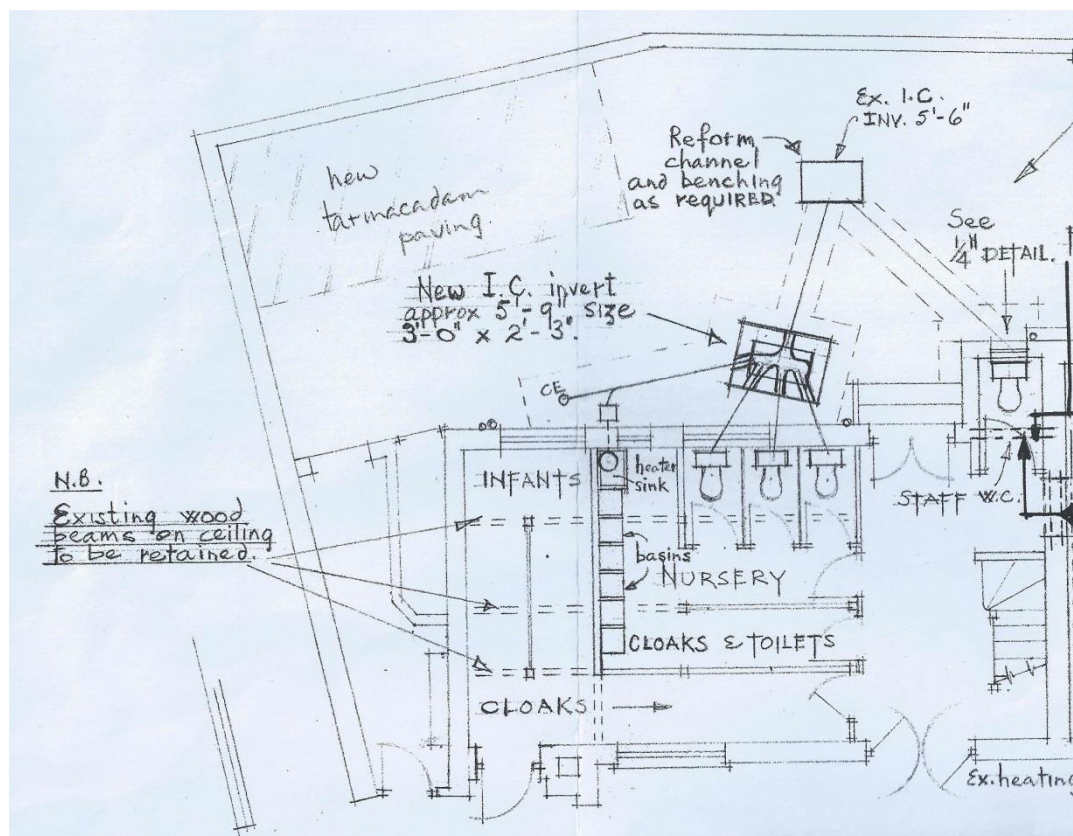
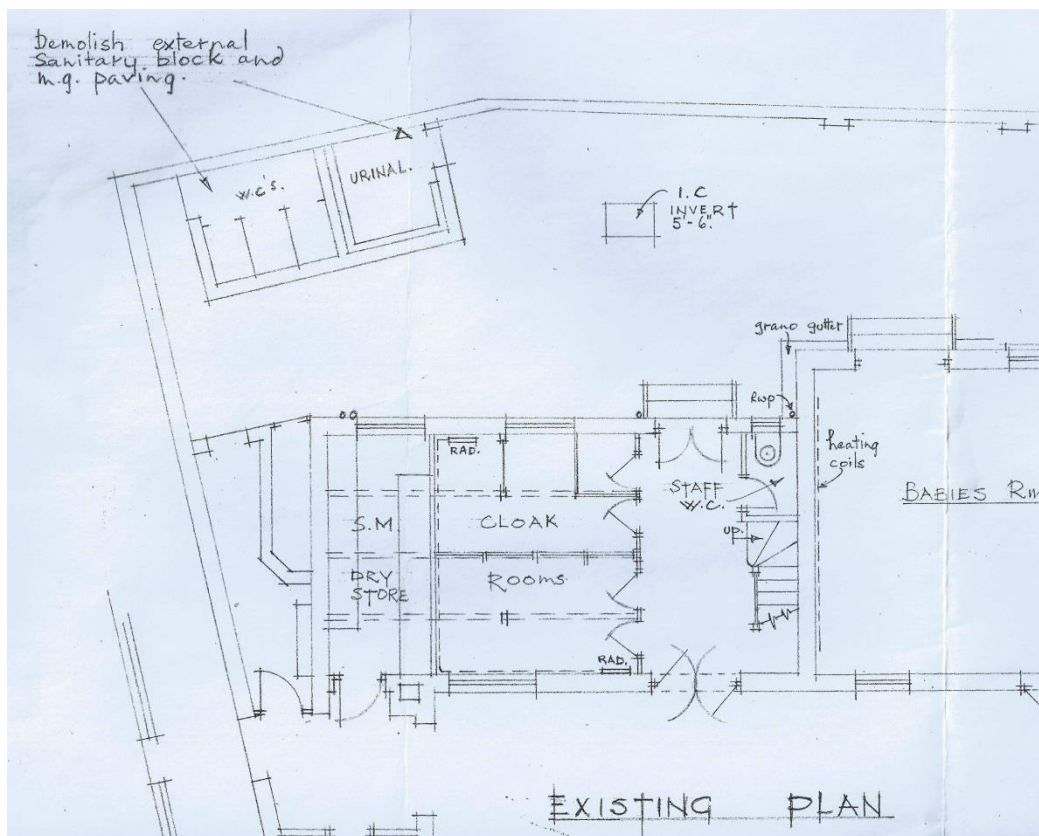
but a further extract from the Headteacher's log book shows that they were not actually installed until September, 1961:

Autumn Term 1961

Monday, Sept. 4th

Workmen on the premises installing new indoor toilets & washing facilities for nursery class

This was clearly a major work, as the floor plans below show, one of the space as it was and one the proposed new toilet facilities:



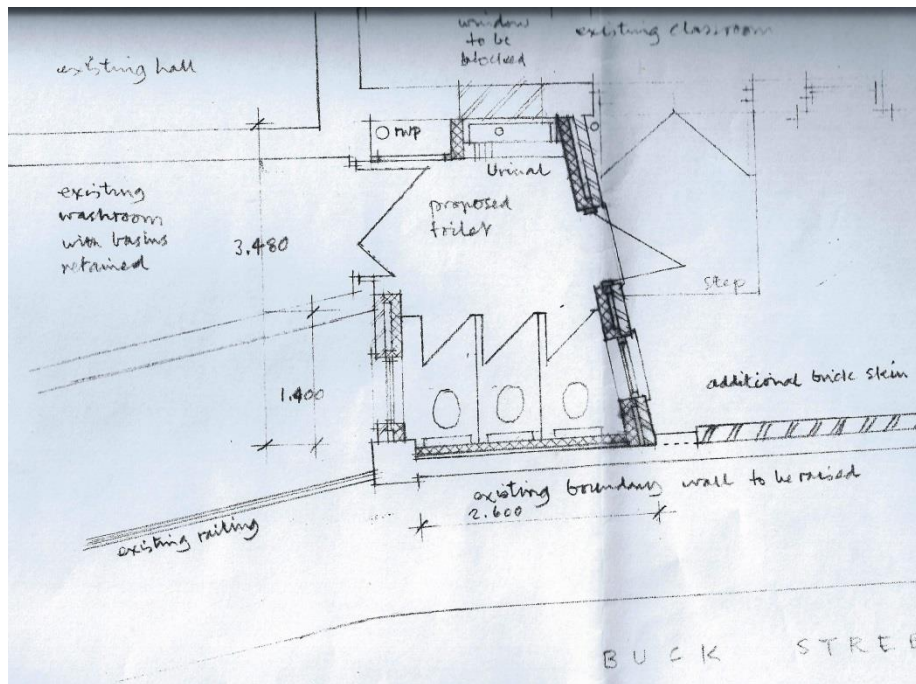
The Infant children continued to use the old outdoor toilets until the early 1980s. A pupil who was at the school from 1976-1980 remembers:

... the toilets being outside when you were bigger and them being really cold in winter and having that nasty council toilet paper that was like tracing paper (we actually sometimes used bits for tracing paper in class) and not at all absorbent so you would get wee on your hands...

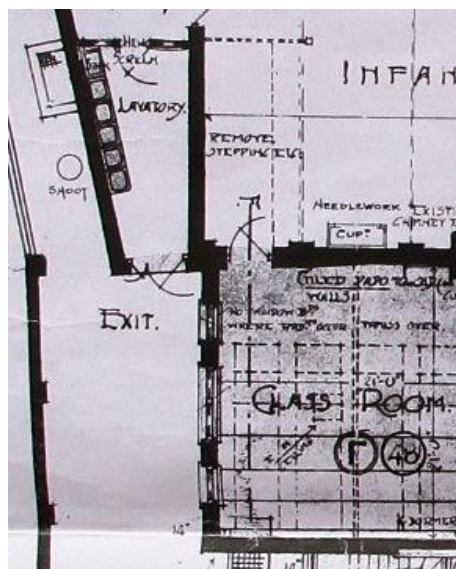
and a classroom helper that:

We sent the children out in pairs if they had to go during lesson time. If they didn't come back after a reasonable time, I would go out and would often find them playing!

The plans for the Infant indoor toilet block entailed building the extension shown below:



onto the east end of the existing washbasin block shown in this 1912 plan:



The plan for these indoor toilets is not dated but they were in use from about the mid-1980s.

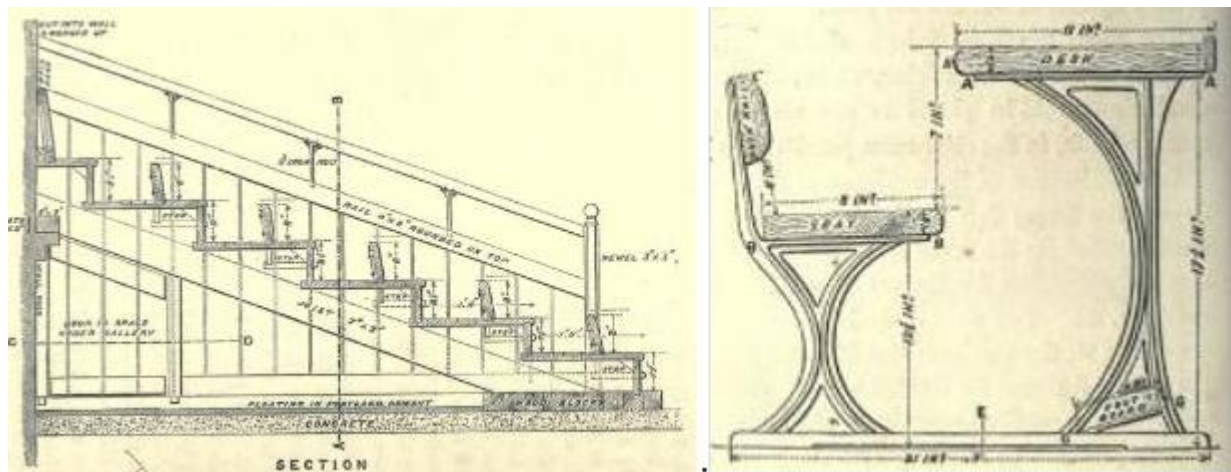
Early in the 2000s, a mezzanine floor was added to Classroom C, which had ceased to be a classroom from the early 1970s and was instead used as a library/general purposes space. The mezzanine provided a much-needed staff work space. This was the last major change made to the infant school building.

Education in Hawley Crescent School

What was it like to go to school at Hawley Crescent Board School? We have little direct evidence about this but we can use information we do have to give some idea.

We know from the floor plans for the renovations in 1912 that there would have been far more pupils in each class than is now the case. Anyone who knows the Hawley Infants School building will be startled to see from these that before 1912 there was accommodation for 333 Infant pupils, especially as before the 1912 renovations the three classrooms on the east side of the building did not exist! There were only the two classrooms on the west (which became in modern times the Nursery and school kitchen) and the classroom on the north which became in modern times a library/general purpose room.

How then were these children “accommodated”? E.R. Robson’s book “School Architecture” in the chapter on Infant Schools states that “the greatest number of Infants which can be managed with comfort by the average mistress appears to be 250, though some can control 300”! Robson also provides designs for Infant schools consisting of a large “school-room” and at least one separate classroom for the “babies” (children under 4) as “instruction given herein is little more than amusement under direction but the marching and other exercises create noise and complete separation by a wall is therefore indispensable”; he adds that a “pane of clear glass” must be provided in the wall dividing the “babies” room from the school-room “to enable the mistress to see how these youngest children are being interested” and that “the pupil-teacher intended for the management of an entirely untrained class should never be a beginner”, an interesting insight into the staffing of Infant schools where it was common practice to use pupil-teachers under the supervision of a senior mistress. He goes on to describe how older Infant children would be seated in stepped “galleries” at fixed desks with built-in seats – the drawing below shows a gallery and the type of desk:



E.R. Robson, School Architecture, p 190

Very specific space requirements for this galleried seating are given and he states that "the larger [*gallery*] being never so large as to accommodate more than 72 children, allowing 14 inches to each"! The school hall and the two classrooms other than the "babies" room could thus indeed have provided for the stated number of children, even if this "Infant" number did not (as is possible) include any of the "babies" (two 19thc admission registers for the infants school show there were children of only 3 years old admitted) - assuming, that is, that as Robson also states

in this chapter the room sizes were sufficient to provide not less than "eight feet to each infant [as] below this standard as to space no government grant on results will be paid and the school will also be condemned as overcrowded." The following entry from an Inspection report dated February 1905 indicates that the space in the Infant school is causing concern:

INFANTS'.—The absence of a hall in this department is sorely felt. The playground is small and narrow. Two of the rooms have each to accommodate two separate classes only partially divided by a wooden screen ; and the work of the teachers is rendered difficult by their noisy surroundings. None of the rooms have a side light, and the cloak rooms are very dark."

The Junior school before 1912 had accommodation for 350 boys and 274 girls, a total of 624. Boys and girls were taught separately. The Junior building was much bigger and was 3 storeys high but even so there would have been many more pupils in each classroom than nowadays.

Following the 1912 renovations, the three east side classrooms were added to the Infant building and the number of Infant pupils was reduced to 279 There were then 6 classrooms for them: the 1912 plan shows that each of the new classrooms could have 48 pupils and the 3 original rooms would have 45 each; they would still have needed to be seated in "galleries" of tiered desks, though with fewer in each room. To put this in perspective, Hawley Infants classrooms are currently deemed suitable by their floor space for only 29 pupils each.

We don't have any Victorian photos of classes at Hawley but this one of a class of Junior school girls which dates from 1910 gives some idea of the layout and of how crowded the classrooms were:



This is an Infant class in 1926 – the person who gave it to the school was 5 at the time, so these are Reception-age children:



As part of his book on School Architecture, E.R. Robson, the London School Board architect, included an appendix, "Regulations of the School Board for London" and some extracts from this are below:

I.—GENERAL REGULATIONS.

1. Infant Schools shall be mixed.
2. Senior Schools shall be separate.
3. Large schools shall be provided wherever it is practicable to do so.
4. As a general rule, Female Teachers only, shall be employed in Infant and Girls' Schools.
5. The period during which the children are under actual instruction in School shall be five hours daily for five days in the week. (This period may include the marking of Registers.)
6. During the time of religious teaching or religious observance, any children withdrawn from such teaching or observance shall receive separate instruction in secular subjects.
7. Every occurrence of corporal punishment shall be formally recorded in a book kept for the purpose. Pupil teachers are absolutely prohibited from inflicting such punishment. The head teacher shall be held directly responsible for every punishment of the kind.
8. Music and drill shall be taught in every School during part of the time devoted to actual instruction.

This is followed by a lengthy section on providing non-denominational instruction in "morality and religion" based solely on the bible provisions for prayers and hymns. Section II give details of what should be taught in Infant schools:

II.—REGULATIONS FOR INFANT SCHOOLS.

16. In Infant Schools instruction shall be given in the following subjects :—
- (a) The Bible, and the principles of Religion and Morality, in accordance with the terms of the Resolution of the Board passed on the 8th March, 1871.
 - (b) Reading, writing, and arithmetic.
 - (c) Object-lessons of a simple character, with some such exercise of the hands and eyes as is given in the "Kinder-Garten" system.
 - (d) Music and drill.

Section III covers Junior schools:

18. The following Subjects shall be Essential.

- (a) The Bible, and the principles of Religion and Morality, in accordance with the terms of the Resolution of the Board, passed on the 8th March, 1871.
- (b) Reading, writing, and arithmetic; English grammar and composition, and the principles of book-keeping in Senior Schools; with mensuration in Senior Boys' Schools.
- (c) Systematised object-lessons, embracing in the six school years a course of elementary instruction in physical science, and serving as an introduction to the science examinations which are conducted by the Science and Art Department.

(d) The History of England.

(e) Elementary Geography.

(f) Elementary Social Economy.

(g) Elementary Drawing.

(h) Music and Drill.

(i) In Girls' Schools, plain needle-work and cutting-out.

19. The following subjects shall be Discretionary :—

(a) Domestic Economy.

(b) Algebra.

(c) Geometry.

E.R. Robson, School Architecture, Appendix C p 425

The classrooms would have had educational pictures and charts on the walls, some of which can be seen in the two classroom photos above and also in this further photo, provided by the same person as the 1926 Infant classroom photo, of the same group of children in the school hall when they were "babies" in 1925:



There was not a great deal of emphasis on anything other than the "3 Rs" (Reading, wRiting and aRithmetic) in the Infant school curriculum. We do however have pictorial evidence that music formed a part of the Infant curriculum (if only for singing hymns and patriotic songs) from the photo below, posted in the Facebook group "Camden: A pictorial history".

The caption is "Empire Day at Hawley Crescent School c 1915" and it shows the children sitting by a piano in the school hall.



Note also the rocking horse...there was a similar rocking horse in the nursery at Hawley well into the 1990s: could it have been the same one?

Class sizes and teaching methods were not the only things that would have been very different from today in Hawley Crescent Board School. Among the very few documents specific to Hawley which are available from the London Metropolitan Archive are some early pupil admissions books for both Infant and Junior schools. These books contained columns for basic information about the child: date of admission, name of child, parent's name (always the father except rarely when the mother was the sole parent) address, whether exempted from religious education claimed, date of birth, previous school if any, whether it was a "public elementary school" and time spent in other schools. Then there were columns for assessment information: Standard when last presented (presumably at previous school) and 6 columns for the Standards achieved in Hawley Crescent Board School – these were levels of proficiency in reading writing and arithmetic and did not correspond to year groups, with many children not completing all of them. These columns were for use only in the Junior school. The final 2 columns were one for date of leaving the school and the last a column headed Remarks.

The Remarks column in the Infants admissions book gave details of where the child had gone on leaving the school, but in the Junior school the entries here were far more interesting! It seems to have been used for further comments on pupils' learning and school attendance. Some of these remarks are reasonable comments, such as *"nine years old and doesn't know his letters"*, *"very poor reader"*, *"can't do money sums"* (remember, this would have been in the old currency with complications such as 12 pennies to a shilling and 20 shillings to a pound!), *"away six months through illness"*, *"ordered by doctor to leave school for a time"*. Others however are often in terms that nowadays would be considered very inappropriate: *"doesn't look 12. Very backward for age"* (the word "backward" is frequently used: on one page 12 boys are described as such), *"truant and dunce"*, *"notorious truant"*, *"a complete dunce"*, *"a bad stammerer, failed in reading in II. Defective"*. One

unfortunate boy is described as "very backward for age (15) but was subject to fits in early age and has been absent for years together." For another, the entry reads simply "has been much afflicted" and a boy on the same page has "Truant, and on license" which is likely to mean that he is out on license from one of the Industrial Schools to which destitute and vagrant children were sent.

However it does seem that perhaps the frequency of these sorts of remarks reflects the social status of the area around the school from which the children come: it seems to indicate perhaps a level of deprivation which makes it hard for these boys to do well at school. At the end of the 19th century, Charles Booth, the Victorian reformer who at the end of the 19th century did a vast amount of research for his books on "Life and Labour of the People in London" and his research notebooks and "poverty maps" detailing conditions street by street all over London are available online at <http://booth.lse.ac.uk>. Booth used colour-coding in his notebooks to denote the level of prosperity the each street from which he created the maps. These show the streets immediately around the school as mainly **purple (mixed, some comfortable, others poor)** with a few pink (**fairly comfortable, good ordinary earnings**); the only exceptions to this are some of the houses in Stucley Place which are light blue (**poor 18s. to 21s. a week for a moderate family**) and a few houses in Union Terrace (a street between Buck Street and Camden Town Station which is no longer there) which are dark blue (**very poor casual. Chronic want**) and described in the notebook as "brothels"

A quotation from a novel by George Gissing, *The Nether World*, written in 1889 is also interesting in this context as it suggests that perhaps the more comfortably off families sent their children to smaller private or church schools:

Clara went to a Church school and the expense was greater than the new system rendered necessary. Her father's principles naturally favoured education on an independent basis [i.e. not linked to sectarian religion] but a prejudice...common among workpeople of decent habits made him hesitate about sending his girl to sit side-by-side with the children of the street. ¶

Chapter IX, p 78

Another Remark from the Admissions register worth noting is: "turned out of Fleet Road Junior Sch for non-payment of fees, so mother says". While the 1870 Education Act had legislated for all children between 5 and 13 to attend school, schooling was not yet free and weekly fees were charged – at Hawley Inspection reports from the 1870s and 1880s state:

MARYLEBONE DIVISION—HAWLEY CRESCENT SCHOOL.

Fees :—Boys 2d. Girls, 2d. Infants, 2d.

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The school board could decide to pay the fees for any child whose parent was in their opinion unable to do so, but it was not until the 1891 Elementary Education Act that education for these children became free:

1.-(1.) After the commencement of this Act, there shall be paid, out of moneys provided by Parliament, and at such times and in such manner as may be determined by regulations of the Education Department, a grant (in this Act called a fee grant) in aid of the cost of elementary education in England and Wales at the rate of ten shillings a year for each child of the number of children over three and under fifteen years of age in average attendance at any public elementary school in England and Wales (not being an evening school)

There are a number of Inspection reports for Hawley Crescent School available in the London Metropolitan Archives for the period up to the mid-1920s and these give an insight into education at the school. Most of these are only summaries, attached to schedules regarding statistics such as fees, grants and attendance, but there are two "Inspection and Examination" reports, for 1879 and 1880, and two from the 1920s which give fuller picture.

The one for 1879 is a good example of how schools were assessed in the Victorian period. It starts with general information about the school:

School Board for London.

INSPECTOR'S REPORT.

MARYLEBONE DIVISION—HAWLEY CRESCENT SCHOOL.

Fees:—Boys 2d. Girls, 3d. Infants, 2d.

Date of Examination & Inspection, February 25th, 26th and 27th, 1879.

1	Premises and Furniture.	The present Schoolkeeper has not yet had time to clean the premises properly.
2	Books and Apparatus.	Satisfactory.
3	Registers.	Properly kept.
4	Attendance. Teachers' Time Book.	Boys—Irregular and rather unpunctual. 219 boys have been admitted during the year. Girls—Irregular and unpunctual. Infants—Irregular and unpunctual. Miss Allen and Miss Reid are somewhat irregular in their attendance, through ill health. Miss Marsh is not always punctual.
5	Organisation.	The teaching power is not well distributed in the Girls' Department; the Boys' and Infants' departments are properly organised.
6	Efficiency of the Staff.	Boys—Mr. Montague is a weak disciplinarian; the other Teachers seem efficient. Girls—Miss Reid teaches very fairly; the other Teachers work with only moderate success. Infants—The Teachers are of average efficiency.
7	Discipline. Punishment Book.	Boys—Fair. Girls—Good on the whole. Infants—Satisfactory. Boys—65 entries in the year. Girls—No entries. Infants—7 entries.
8	Tone.	Boys—Very fair. Girls—Good. Infants—Good.

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The entries in the section on Discipline are interesting: corporal punishment was allowed (and in fact continued to be allowed in schools up into the 1970s!) but there were strict rules about who could administer it and how it must be recorded, as per the Regulations of the School Board for London included by E.R. Robson in his book "School Architecture" quoted above.

The pupils work was examined each year and page 2 of the report gives the results:

9	Bible Instruction.	Boys—Satisfactory. Girls—Very fair. Infants—Good.
10	Reading.	Boys—Fair in I. and Lower Division of II.; very fair in the other classes. Girls—Very fair in I. and II.; satisfactory in the other Standards. Infants—Fairly good.
11	Writing.	Boys—Fair in I.; very fair in the other Standards. Girls—Good in I. and II.; very fair in III. to VI. Infants—Fair.
12	Spelling.	Boys—Rather weak in I, III, IV., and Lower Division of II.; satisfactory in the other classes. Girls—Fair in I. and II.; unsatisfactory in III. and IV.; very fair in V. and VI.
13	Arithmetic.	Boys—Good in I. and III.; very fair in II.; weak in IV.; fair in V. and VI. Girls—Very good in I.; fair in II. and VI.; very unsatisfactory in III, IV. and V. Infants—Pretty fair.
14	Music.	Boys—Very fair. Girls—Fairly good. Infants—Very fair.
15	Drawing Exercises.	Boys—Satisfactory. Girls—Fair.
16	Class Subjects.	Boys—Grammar: very fair in II. and III.; unsatisfactory in IV., V. and VI. Geography: very fair in II.; fair in III.; weak in IV., V. and VI. Girls—Grammar: below the mark.
17	Specific Subjects.	Boys—Physiology: very fair. Girls—Domestic Economy: very fair.
18	Object Lessons.	Fair.
19	Kindergarten.	
20	Desk Drill.	Satisfactory.
21	Home Lessons.	Satisfactory.

The third page of the report gives information about the school roll and classes, attendance and staff – the attendance statistics are not very good with a lot of children absent on the day of the inspection:

	Accommodation.	Average number on the Books for the past Quarter.	Average number present at all per week for the past Quarter.	Average half-daily attendance for the past Quarter.	Average attendance in corresponding Quarter of previous year.	Present on the day of Inspection.	Per-centage of Attendance for Quarter.
Boys	321	363	335	276	275	275	76
Girls	216	241	222	181	183	185	75
Infants	333	202	181	155	109	188	77
Totals	870	806	738	612	567	448	76

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The staff includes a number of pupil teachers, 3 with Junior boys, 2 with Junior girls and 2 with Infants. Becoming a pupil teacher was a way that children who had done well could stay on past school leaving age to help teachers in exchange for receiving further lessons themselves for free with the possibility of themselves becoming qualified teachers. These pupil teachers could be in charge of a class (for example, the "Babies" class in the Infants might well have been in the charge of one) under the overview of a teacher, thus enabling the school to manage all classes with fewer teaching staff. At Hawley at the time of this inspection the girls in Standards IV, V and VI are shown as being taught by one "Ex-P.T." and one P.T. under the supervision of the Head Teacher. The boys in Standard I and IV each have a P.T., also under the supervision of the head teacher, while Standard II with 110 pupils has a teacher and a P.T. The 1879 Inspection report has a section detailing the teaching time given to these pupil teachers:

22	Time of Instruction of Pupil Teachers.	Boys—7.50 to 8.50 a.m. and 4.45 to 5.45 p.m. on Tuesday. Girls—(Summer) 7.50 to 8.50 a.m. (Winter) 4.30 to 5.30 p.m. Friday 6 to 8 p.m. Infants—7.50 to 8.50 a.m., and 4.30 to 5.30 p.m. Tuesday.
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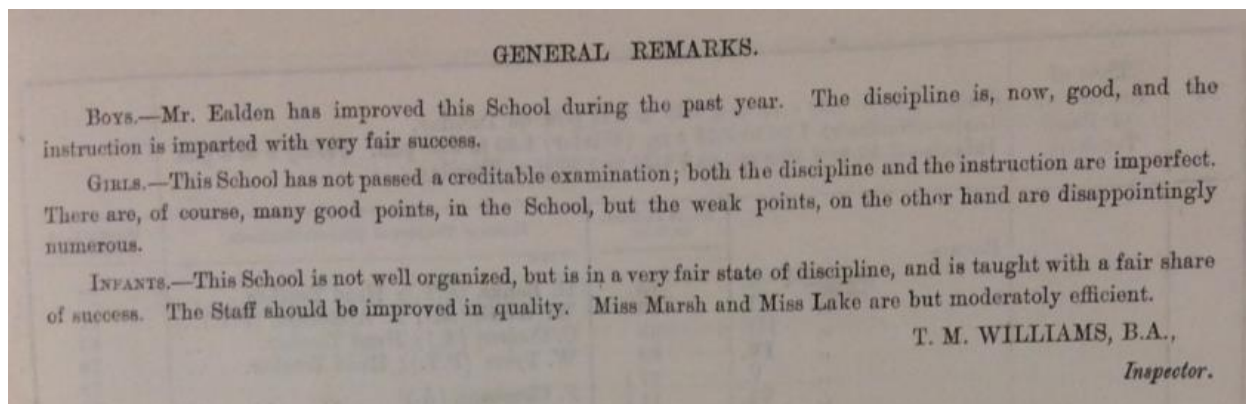
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The report ends with some General remarks:

GENERAL REMARKS.	
Boys:	This School has improved in most respects during the past year. The Discipline and Order will not be satisfactory so long as the upper Standards are under the charge of Mr. Montagnon. The weakest points in the instruction are the Spelling and Arithmetic of Standard IV. and the Grammar and Geography of the three upper Standards.
Girls:	This School has not passed a very satisfactory Examination; the Spelling of Standards III. and IV. and the Arithmetic of Standards III., IV. and V. being exceptionally poor. The Order and Discipline are, on the whole, creditable.
Infants:	Mrs. Ealden has considerably improved this School during the past year.
T. M. WILLIAMS, B.A., <i>Inspector.</i>	

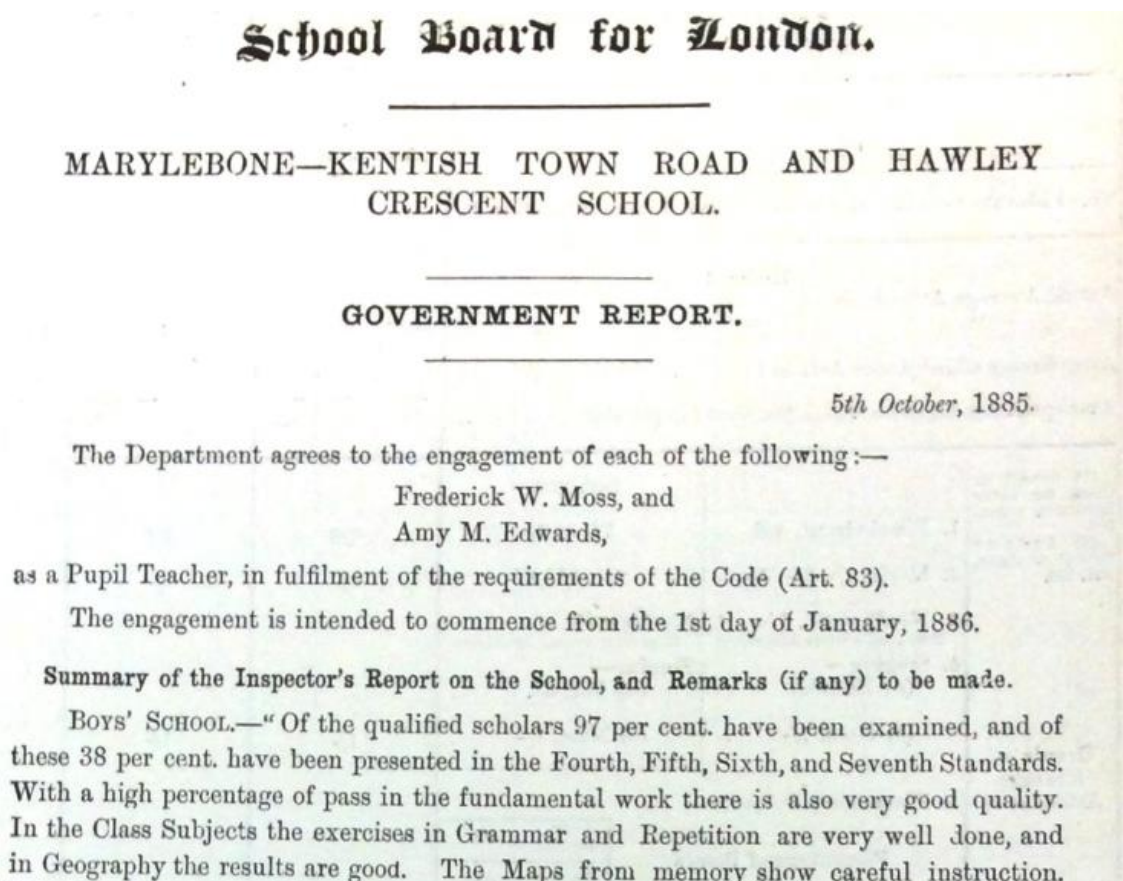
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The "Inspection and Examination" report for 1880 is similar; some staffing changes have taken place (Mr Montagnon has been replaced and one of the pupil teachers has clearly qualified as she is now an assistant teacher), assessments in certain subjects have improved but in others have gone down, attendance percentage for the quarter is lower but more pupils were present on the day of the examination and the final summary is:



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The summary reports available are for September, 1878, September 1880, September, 1883, October, 1885, and September 1886. They consist of a general statement about the Boys school, the Girls school and the Infants followed by a second page regarding fees and grants – the statement from October, 1885, is a typical example:



Two Specific Subjects have been taken up—viz., Algebra and Animal Physiology—and with good results. Singing is good both by Note and Ear, and the Discipline is efficiently maintained. There is much evidence of zeal with knowledge in the teaching of this School. I recommend the Merit Grant of Excellent for this year. One of the reading-books of the First Standard does not contain sufficient matter."

GIRLS' SCHOOL.—"Of the qualified scholars 92 per cent. have been examined, and of these 31 per cent. have been presented in the Fourth, Fifth, Sixth, and Seventh Standards. Of the fundamental work the Reading is fairly fluent, but there is a lack of intelligence. The Writing is fairly good, except in the Second Standard, where it is only fairly moderate, and the Arithmetic is, on the whole, satisfactory, the Sixth and the Third Standards being the least accurate in this subject. The exercises in Grammar are poorly done. The Needlework is reported very good. Singing is fairly good both by Note and Ear. The answers in Domestic Economy are very meagre, very inaccurate, and show little evidence of specific scientific teaching; *e.g.*, 'The minerals that are required to nourish the body are heat giving, bone making, flesh forming, *albumen*, and gluten. The *articals* of food in which they are found are dripping, oil, fat, treacle, sugar, rice, peas, potatoes, salt, lard.' And again, 'Brown holland, alpaca, and merino are made from cotton, only are of different names.' The Spelling is as in the original. The Discipline is satisfactory. I recommend the continuance of last year's Merit Grant."

INFANTS' SCHOOL.—"The instruction in Elementary Subjects is, on the whole, good in quality, particularly in the Writing and Arithmetic of the First and Second Classes, and in the Reading and Writing of the Fifth and Sixth Classes. The various occupations are well done, and the instruction by Object Lessons is fairly good. The Recitations and Games combine amusement with instruction in a satisfactory manner, and the Drill and Discipline are efficient. I recommend the continuance of last year's Merit Grant."

The presentations in Cookery of the scholars numbered 174 and 194 on the Examination Schedule have been disallowed because they were not examined in Elementary Subjects (Article 109 (H)).

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A report from the Managers is also available for the year ended June, 1901 and gives interesting information of things other than the examined subjects:

MARYLEBONE—

HAWLEY CRESCENT, CAMDEN TOWN, BOARD SCHOOL.

MANAGERS' YEARLY SCHOOL REPORT SCHOOL YEAR ENDED JUNE, 1901.

BOYS' DEPARTMENT.—The School has been somewhat affected by the unusually large number who have moved from the neighbourhood. The School Library has been well used, but the popular books are a good deal worn out, and need replenishing. A great deal of interest is taken by the Teachers in Cricket, Football, and Swimming. Many avail themselves of the Country Holiday Fund, which is well worked. An annual visit to the Zoological Gardens gives great pleasure. Help has been received from the Marylebone "Old Clo" Society. The annual entertainment at Christmas has been well attended, and gives an opportunity of meeting and interesting parents in the work of the School.

GIRLS' DEPARTMENT.—This department has been free, on the whole, from any special sickness. The floor and ceiling between the Boys' and Girls' classroom is still a source of great difficulty. It is so resonant that the slightest sound is heard in the Girls' room, which is that used by the higher Standards. Besides going to the Cookery and Laundry Centres, the Girls in VI and VII Standards go to Household Management Classes at the Centre. The library is in good condition, and well used. A few Girls learn Swimming at the Baths. Many make use of the Country Holiday Fund, and the children are encouraged to save by their Teachers.

INFANTS' DEPARTMENT.—The School looks much brighter and cleaner from being painted last year. The substitution of the gallery for desks in the Babies' room has been a great improvement.

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It is interesting to note from this that even the children in the "Babies" class (who could be as young as 3) were clearly expected to be seated: presumably the replacement of desks by the type of galleried seating described earlier in this document may have at least provided a bit more floor space for them?

Beyond the Victorian period, there are only two reports from the 1920s available, one from June/July 1924 for the Boys' school and one from July, 1927, for the Girls' school. These are much different in style to the Victorian inspections quoted above. Both start with information about the accommodation within the school and recommendation for its improvement, followed by a section on the neighbourhood from which the children come.

In the 1924 report this is very brief:

2. The neighbourhood is a somewhat rough one, and many, perhaps most, of the children come from overcrowded tenements. There is no great measure of poverty, save when there is much unemployment; but home discipline is often lacking, and late nights are the rule. Poor physique and mental inertia follow as a matter of course.

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The remainder of the 1924 report on the Boys school is criticism of its organisation, curriculum and syllabuses, which were clearly a cause of serious concern, with only general mention of a few subject areas as they are relevant to this; a reference is made to "detailed reports" of the curriculum areas which are not included with the part of this report which has survived. This section begins with information about the staff:

While this school cannot be regarded as a difficult one, it requires a good staff able to carry out a well-planned curriculum in which Handwork, Art, Music and Games are prominent features. Unfortunately, it has suffered much from changes of staff during the last four years, and at one time had not a single experienced male assistant on the permanent staff, only women and ex-service men on probation. Even now it is far from strong, none of the 5 masters being of outstanding merit, though one of the mistresses is excellent. All are willing and anxious to do better; but to this end they want definite guidance in planning work and help in dealing with the difficulties of teaching and handling the boys, such as they have a right to expect from their head teacher. It

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It continues by expressing very serious concerns about the leadership of the school:

It is, therefore, with regret that we have to report, not only that this guidance and help do not appear to have been forthcoming to the extent needful, but that the head master, who was appointed to this school 4 years ago, does not seem to us to have realised fully the nature and extent of his responsibility. The circumstances of this school call for special attention on the part of the head master, not only to the supervision of the work in the classrooms, but also to the organisation of the school, to the planning of the curriculum, and to the drafting of syllabuses. In respect of each of these matters, however, we find ground for serious criticism.

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The remainder of the report covers the detail of each of these issues – organisation, curriculum and syllabuses and finishes:

The natural, though unfortunate, consequence of the defects in organisation and supervision is that the work done by the boys in nearly every direction is poor in quality and considerably below the standard reasonably to be expected in a school of this type.

It is also with regret that we note that the discipline and tone of the school as a whole do not reach a satisfactory standard.

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The 1927 report on the Girls' school has much more detail on the neighbourhood:

2. The neighbourhood is a rough one and housing conditions are very bad. Overcrowding is rife, and in many houses all water has to be carried from a tap in the yard and brought down again when dirty. Some of the houses were condemned before the war, but are still occupied, though *very* dirty. About 90 per cent. of the mothers go out to work, and in consequence many of the children bring themselves up. In the circumstances, it is not surprising that a considerable number of girls are very backward nor that much social work has to be done.

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A section on Equipment follows (it is "satisfactory") and then one on organisation and curriculum:

4. The organisation and curriculum call for few general comments. In our opinion too much time is given to Arithmetic to the loss of the humanistic subjects, to which more time might very well be given in such a school as this. There should be some agreement on methods of writing and on the stage at which script should give place to cursive writing. We are also doubtful of the wisdom of teachers going up through the school with their classes. All teachers are not qualified to take lower and upper standards equally satisfactorily; and it is not always good for the children to be taught by one person only. The disadvantages are enhanced by the fact that there is very little specialisation, probably because at present there are not the necessary specialist qualifications among the staff.

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It continues with "general comments" on organisation and curriculum and then has a section for the individual subject areas taught to the girls. The curriculum seems to be more extensive than that laid down by the London School Board regulations quoted earlier: the girls are taught, English, History, Geography, Arithmetic, Science, Handwork, Drawing, Music, Needlework and Physical Education. Some interesting features:

Arithmetic includes "a useful section [*which*] deals with domestic accounts, measurements, etc., including savings, rent, rates and taxes".

Science "provides for Nature Study in the lower classes, with hygiene and a little physiology in the upper ones.... In the upper classes hygiene is so taught as to rouse the interest of the girls and to give them much useful knowledge"*[it is a shame there are not more details about what the "useful knowledge was"!].*

Handwork is only taught in the lower three classes and is related to what they are doing in arithmetic, history, geography and nature study. "Paper, clay and plasticene are the media generally employed, but in one class straw plait had been used to great advantage"!

Drawing shows "good results" and concludes "the children are receiving valuable lessons in the appreciation of beauty, apart from the mechanical technique of the subject.

The report ends:

15. In conclusion, we have pleasure in recording our opinions that this is a good school. The head mistress is unremitting in supervision, knows her girls individually, is keenly interested in their physical and moral welfare, and succeeds in obtaining the hearty co-operation of a loyal and hardworking staff. The girls, coming as they do from poor homes, are neat, clean and well-mannered, evidently are fond of their school and teachers and progress very satisfactorily in their studies.

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Hawley and the Second World War

At the outbreak of WW II in September, 1939, the evacuation of children from London meant that most schools were closed and many of them were requisitioned for use by the Civil Defence Services. Whilst not an ARP depot, Hawley was used as sleeping accommodation for the depot in Inverness Street:

On mobilisation, conditions at the depots were poor, no proper sleeping accommodation or canteens had been provided. It was necessary at Inverness Street and Bartholomew Road Depots to erect temporary quarters formed with timber and sandbags and fitted with rough bunks. Some men slept in their lorries (if only these lorries could speak, what a tale they could tell!) and some on their stretchers. Meals were taken at local dining rooms, no canteen facilities being available at any depot. Conditions were soon improved, sleeping accommodation was found at Old William Ellis School and Malet Place Depots, men from Bartholomew Road Depot slept at Torriano Road Schools and from Inverness Street at Hawley Road Schools. Canteens were soon arranged by

From Wartime St Pancras, p 15

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In the minutes of the LCC Education Sub-Committee from January, 1948, it is mentioned that Hawley is to be reopened "after being reconditioned following occupation by the National Fire Service" and there was until recently this very faded notice on the wall of the Infants school building which clearly relates to that:



A bomb also fell just south of Buck Street but the Infant school building was apparently not affected by this, although houses opposite and in Dewsbury Terrace (where the Camden market is now) were badly damaged – shown as purple on the map on the previous page.

There are no photographs of the area in Hawley Crescent where the bomb fell, but there are of the bombing of Camden Town Tube station, which may well have happened on the same night::



One of the two entrances to the Camden Town deep level air raid shelter was opposite the Infants school in Buck Street – and is still there, next to the market site:



After the war

Minutes for the London County Council Primary Education Sub-committee meeting on 28 January, 1948, have the following entry:

Haverstock Hill school (*St. Pancras, S.W.*) at present accommodates 1,252 secondary and 207 infant children, and the secondary school accommodation is so inadequate that some of the pupils have to use classrooms in the infants' school and in neighbouring schools. It has therefore been decided to close the infants' department and to transfer the children to other schools in the vicinity including Hawley Crescent school, which is to be reopened after being reconditioned following occupation by the National Fire Service.

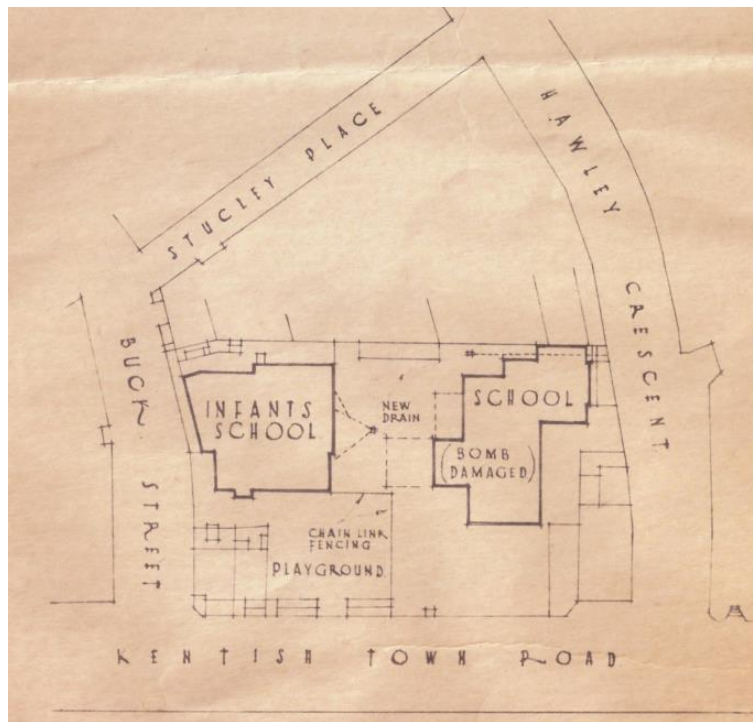
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The Infants' school on Buck Street was re-opened on 30 August, 1948, as recorded in the School Record book which is in Hawley's archives:

30th. August 1948 Hawley Crescent Infants' School re-opened. Fifteen children attended the school on the first day. The Staff consisted of three teachers; -
Miss Boswood, Head Assistant, in charge temporarily.
Mrs. Smith
Miss Harding
These three teachers were previously on the staff of Haverstock Hill Infants' School.

Miss Boswood was in due course appointed as headmistress and remained at the school until her retirement in December, 1965. The school was renamed in 1949 (minuted in the LCC Sub-Committee report for 7 December) from Hawley Crescent Primary to simply Hawley.

The Junior school was still standing as in shown in this undated plan relating to alterations and repairs to school drains which must be from around this time:



Here the Junior building is marked BOMB DAMAGED and there is chain link fencing indicated between it and the Infant building.

We sadly have no information as to when the Junior building was finally demolished. An entry in the Headteachers' School Record book for 16 May, 1955 shows that the site was still empty:

During the past week-end boys (presumably) had thrown large stones and lumps of clay from the bombed site, breaking several windows in Room D and in the kitchen (Room B)

A further clue comes from a London County Council Establishment Report dated 3 December, 1957,

Office accommodation – appropriation.

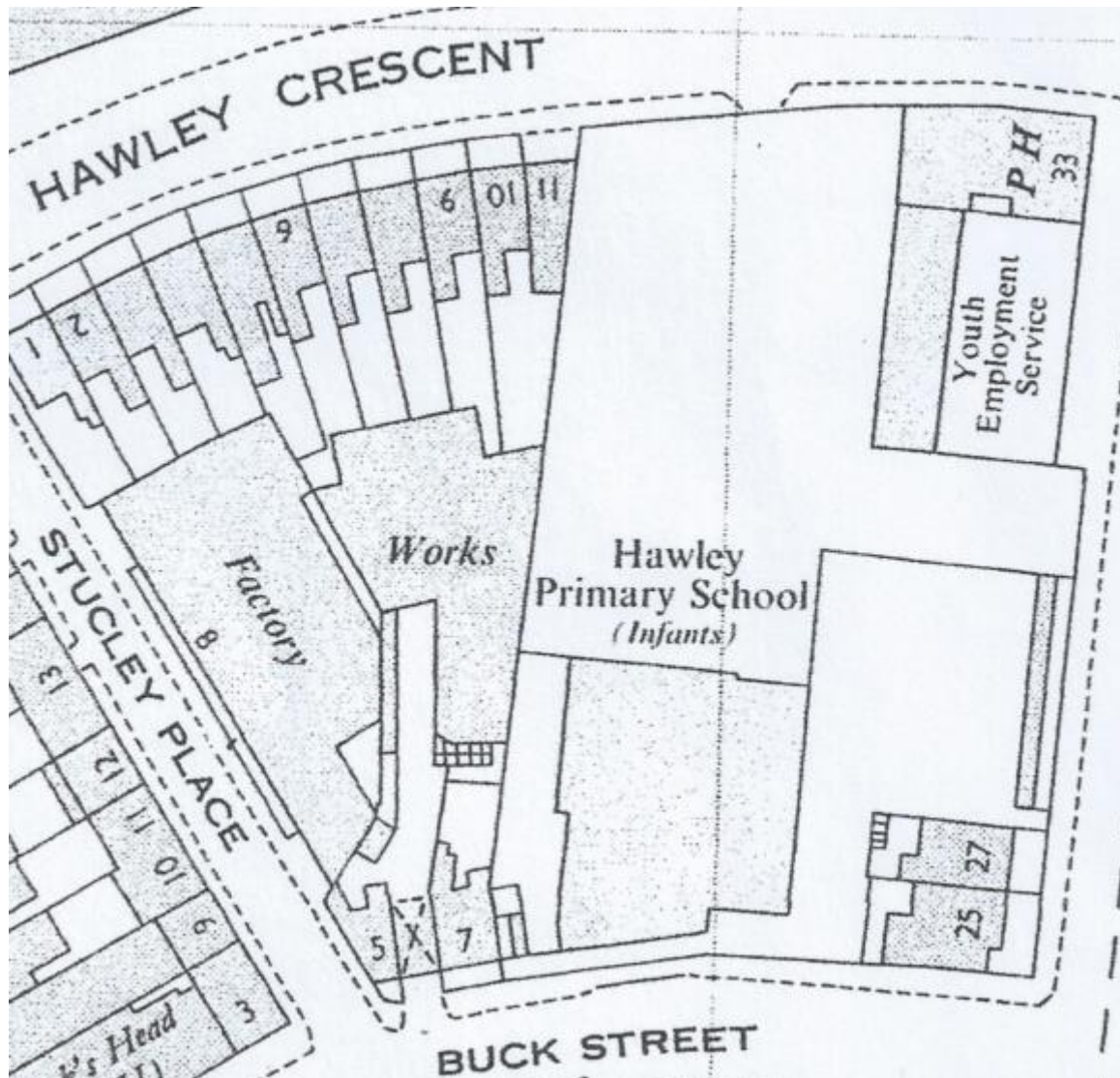
1. We have approved a proposal that about 0.095 acre of that part of the site of the former Hawley primary school (St Pancras North) which is no longer required for education purposes shall be appropriated for the erection of a prefabricated building for the Camden Town youth employment bureau, which is at present housed in unsatisfactory premises at 27 Kentish Town Road (St Pancras North)

The transfer value of the site is £4000 and an estimate will be submitted after the consultations... have taken place.

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The tender for erection of this building was only finally approved in November, 1960 – the resulting building later became the Careers Office and remained in use till the 1990s.

Clearly by then there was no plan to have a Junior school building on the site and this seems to be confirmed by a later minute dated 15 May 1962 which approves the leasing of property in Hawley Crescent and Kentish Town Rd to the London Co-operative Society for use as a milk distribution depot – the Kentish Town Road building that resulted was between the Infants school site and the Careers Office site and therefore had been part of the original school and it can be presumed that the Hawley Crescent site was the Junior school buildings frontage next to the Devonshire Arms. The 1963 Ordnance survey map would appear to pre-date these buildings as it shows the Junior school site as empty except for the Youth Employment Service building:



Interestingly, if it is accurate, it also shows the Infants playground as not including the area immediately north of the building: perhaps that section was added when the Co-op depots were built.

The other mystery is when and why a decision was taken to re-open the Infant school but not to rebuild the Junior school, leaving Hawley as a standalone Infant school with no junior department. Other schools in the borough received heavy bomb damage but were rebuilt – for example, Gospel Oak which was completely destroyed. We can only speculate that it was originally planned that the Junior building would be rebuilt but that for some reason funding was never available.

Proposed closure of Hawley Infants School

In October, 1975, the headteacher Mrs Jessie Parrish was killed in a car accident during the half term holiday and the deputy, Mrs Sophie Darlow, became Acting Head. As a result of the headship vacancy, the ILEA considered the future of the school (their report to the school Managers stated "it is usual practice when a headship becomes vacant for consideration to be given to the present position of the school and its likely future") and the Education Committee Development Sub-committee issued a report on 21 Jan 1975 which begins:

1 The headship of Hawley (I) school has become vacant following the death of the previous head. The roll of the school has fallen in recent years, and the primary school projections for the area indicate a further substantial decline by 1980. It is therefore appropriate to consider the future of the school.

2 Hawley is an isolated Infants school situated in Camden Town. The building dates from 1874 and has accommodation for 105 pupils aged 5-7 and a part-time nursery unit for 60. The school occupies a site of 0.17 hectare (0.42 acres). No extension to the site is planned, and no replacement site has been reserved. Summer term rolls for the last four years have been:-

	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>
5-7	101	83	65	64
Under 5's	4	15	5	13
Nursery	24/24	17/19	26/22	24/18

3 The school lies in Catchment area IIB near its boundary with Catchment Area VI. The primary school projections indicate that rolls in these areas will decline by 34% and 37% respectively in the period up to 1980. It is inevitable that the roll of Hawley will decline further, and it is evident that the existing provision in JII and I schools will be more than sufficient to meet long term needs even allowing for the reduction in maximum class sizes to 30.

4 In the circumstances, it is not possible to see a permanent future for Hawley. Further a separate infants school is not a very satisfactory long-term organisation. The Sub-Committee may therefore be prepared to agree that considerations should be given to the closure of the school.

The report continues with statistics for other schools "in the area served by Hawley" from which it concludes that:

The above figures show that there would be sufficient places available at other schools in the area to make early closure practical. The nearest school, and the one to which the largest number of Hawley children transfer at 7+ is Primrose Hill. It is uncertain at this stage how many children would wish to transfer to this school if Hawley were to close. If it emerges that a substantial number of children would wish to transfer to Primrose Hill, consideration could be given to the retention of the Hawley premises as a temporary annexe to Primrose Hill for say one year after its actual closure. The problems of dispersal would be significantly eased if Hawley ceased to recruit for one year prior to its actual closure. This would, however, have implications for the children at present attending the nursery class who, but for the impending closure, would proceed to the school. I therefore suggest that the staff and managers of Hawley (I) school be consulted on a proposal that Hawley should cease to recruit other than by internal transfer from the nursery class, in September 1975 and close at the end of the summer term 1976. If this were agreed, arrangements could be made for a temporary head to be appointed. In view of the possible implication of the closure on Primrose Hill, I also suggest that the staff and managers of that school be informed of the terms of the above proposal.

RECOMMENDATION -

- (1) That consultations be authorised with the staff and managers of Hawley (I) school on a proposal that the school should close probably at the end of the summer term 1976, and that this school should cease to recruit other than by transfers from the nursery class one year prior to its actual closure.
- (2) Subject to the approval of (1) above, that the staff and managers of Primrose Hill (JN) (I) school be informed of the above proposal.

The Sub Committee's report was sent to the Town Clerk and Chief Executive of Camden on 18 February, 1975, and he informed the school Managers on 25 February. The Divisional Officer, the District Inspector and the clerk to the Managers also met with Sophie Darlow, the acting headteacher to tell her of the proposals and to invite the school to submit their response "within two days".

This was done and the "submission of views" from the Acting Head Sophie Darlow and the staff dated 27th February makes interesting reading because it focuses on reasons why Hawley is a successful school "precisely because of its size":

Submission of views by Acting Headmistress and Staff against
the closure of HAWLEY NURSERY & INFANT SCHOOL, BUCK STREET,
CAMDEN TOWN, N.W.1.

To understand the loss to the community from the closure of HAWLEY it is important to be clear about exactly what this small school represents.

- a) It is situated in the heart of Camden Town, a typical inner city area, with all the social problems associated with such places - bad housing, problem families, delinquency, rootlessness, high proportion of immigrants, and educationally disadvantaged children. Yet HAWLEY is a success - and we would like to suggest that it is so precisely because of its size. It provides a focus for the community - it attracts the children of a wide range of social and cultural backgrounds. (The parents of HAWLEY are responsible for the School Fund of £600.00) and a balance of this colour can only be got through good will and the parent's enthusiasm and appreciation of what we have to offer their children!)
- b) Large schools are not appropriate to tackling the education and behavioural problems of young children of inner city areas. Indeed it is increasingly claimed that because of their very size and anonymity they aggravate them. In a large unit the aggressive ~~unit~~ ^{children} can become more distinctively assertive - the withdrawn children more lost. It is harder to draw either children or parents into a sense of community and so divisions and distrust can increase rather than be combatted. A small unit like ours is much better suited to identifying and dealing with problem children of which we continually draw a high percentage and to which we can give individual help. It is also particularly useful for the child with language difficulties - either because of the foreign background where ENGLISH is little used, or educationally impoverished home where speech is not so important. Two thirds of the children entering the Nursery Class understand little or no English, ~~and~~ as there has always been a large waiting list for the Nursery - to deprive the children of an opportunity that we can give them in the Nursery and the follow on of the security and personal attention in the infant classes is only to postpone difficulties which later result in the form of Remedial Classes and extra help. - We feel that no REMEDIAL CLASS at a later stage could make up for the loss that HAWLEY provides.

It is precisely because HAWLEY is a small unit and therefore appropriate to the area and the children that it must be retained. To close the school at this time would be to destroy something of value which it would be expensive, if not impossible to replace.

Divisional Office 2, under which Hawley Infants came, then organised a Managers' meeting for 6 March to consider the report and its proposal to close the school. The papers for this meeting included a further report to the Managers giving more estimated information about school population in the Hawley area over the next 5 years, including the fall in "live births in Camden" and the effects of proposed housing development on the number of primary-aged pupils. Their estimated 1980 primary roll figure shows a drop of over a thousand children on the May, 1974 rolls:

1. Estimates of School Population

Since my earlier report (4.3.75) was written even more up to date information about roll trends has become available and this shows the following decline in school population between now and 1980 for the planning areas bounded by Parkhill Road, Easton Road, Regents Park and the borough boundary.

May 1974 rolls

5,313

Estimated 1980 roll

4,285

Details of the new housing development in the area of Hawley School which were taken into account are given in an appendix to this report.

The 5 year old age group in the schools in the Hawley area has fallen from 362 in September 1969 to 265 in September 1974, a decline of 26.8%.

The number of live births in Camden has fallen from 2,750 in 1969 to 2,117 in 1972 and is estimated to be 1,990 in 1973.

The school accommodation in the two planning areas on the basis of maximum class sizes of 30 amounts to 5,790 places.

At the meeting on 6 March, the Managers made their opposition to the ILEA's proposed closure very clear and also produced their own statistics which showed that there was in fact a rising child population in the catchment area of the school.

Following this meeting, the headteacher and chair of governors called a meeting for parents on 12th March, which was well attended despite the short notice. The meeting was also attended by local papers. Opposition to the proposal to close was unanimous and it was resolved to send a petition to the ILEA, to appoint a sub-committee of parents to draw up a memorandum to submit to the ILEA and to write to Jock Stallard, the local MP, to local papers and to other interested individuals and bodies.

The Memorandum to the ILEA regarding the proposed closure focuses entirely on the quality of the school both in the education it offers the children and in its position as a genuine "community" school which provides for the needs of the different socio-economic groups and multi-racial nature of Camden Town. It emphasizes that it is in part the small size of the school which enables the children's education to meet their individual needs. It also mentions that parents are made to feel welcome and encouraged to take an interest in the education of their children and the policy of the school in accepting voluntary help from parents, all factors which ensure that "barriers between the cultures of school and home are... broken down because parents are in sympathy with what the school is trying to do". There is also a long section on how the school are providing a "flexible learning environment" and have made changes to "create a special matrix which allows for flexibility in the learning groups and for variation in teaching styles, patterns of classroom activities, work displays, organisational arrangements and social relations" which "is, in *[their]* view, a valuable alternative within the tradition of British Education. That parents in Camden should have the option of sending their children to such a school is a matter of great educational significance." And they finish by saying: "we are aware that the Schools Council is going to begin a three year evaluation of "Open Education" in a project which will be based at Lancaster University" and that "Hawley Infants'...could provide an outstanding example of flexible education in the ILEA".

Several local papers reported on the meeting at the school and published letters – two examples below:

Save our school protests grow



Planting after the felling

WITHIN SIGHT of the devastation caused in Broad Walk, Regents' Park a matter of weeks ago, by the Department of Environment's felling of 23 mature horsechestnut trees, the Department's Parliamentary Under-Secretary, Lady Burke, came last week to plant a sapling, in National Tree Week.

Lady Burke faced questions and protests at the felling, carried out because the Department claimed there was hazard from falling branches.

One of those waiting to see her was Dr John Bray, leader of the protest.

Lady Burke told the Journal she held to her view that the felling was justified.

The objectors and the newly formed Regents' Park Preservation Society, the

By Daphne Whittington-Ince

TWO PETITIONS, a protest to ILEA and a plea to Education Minister Reg Prentice to "save our school" have been put in hand by parents, managers and staff of Hawley Infants School in Hawley Crescent, Camden Town.

The campaign was launched at the school when its managers summoned parents to an emergency meeting over the shock news that ILEA plans to close one of the most sought after schools in the area.

At the meeting, a telegram of support from Primrose Hill School was read with another promise of support from Camden Federation of Tenants' and Residents' Associations.

Many local schools are expected to protest; Hawley School's high educational standards equip its seven-year-old leavers particularly well for admission to junior schools.

ILEA's decision is based on its view that the local school age population is declining and that the in-

take at Hawley School will fall. This view is based on false assumptions, managers said.

"SHODDY"

Mr David Mills, vice-chairman of Camden's social services committee and a manager of Primrose Hill School, pledged his committee's support for the campaign and declared that ILEA "had not done its homework."

The report in support of its argument was "a shoddy piece of paperwork", he accused.

He said: "We know what ILEA does not. We know what this school means to people and the good job it does. I am sure Camden Council will be behind you".

Children of pre-school age in Hawley's nursery class, would also be affected.

It would mean the loss of 50 nursery school places when, says manager Mrs Maggie Mills, "there are only a few nursery places free in the area between Richard Cobden School in Camden Street and Brecknock in Crowndale Road."

Hawley Infants' Schools' reputation and popularity is proved by its waiting list of entrants and by the numbers who apply to work there, says Maggie Mills.

But at present, she says, the school is handicapped by "education blight".

Because ILEA has for some time been debating the school's future, no permanent headmistress has been appointed to succeed former head Mrs Parish, who died in a road accident last year.

APPLAUSE

Similarly, new staff have been engaged on a temporary basis only, and, because of general uncertainty, four children have recently been taken away by their parents and sent to schools where prospects are secure.

One aim of the meeting was to urge parents not to move children elsewhere.

Parent Mr Michael Hussey drew applause with his condemnation of ILEA's wish to close a small school "which is a great success and where each child is an individual."

Parents are writing individually to County Hall and to their MP Jock Stallard. One parent, a statistical expert, is meeting ILEA's statistician to present statistics supporting the school's claim that its numbers are on the increase.

Your Journal

● **DUE TO THE** Easter holiday, your Journal will be on sale one day earlier next week — on Thursday instead of Friday. Deadline for advertisements: 4.30 pm Monday.

● **WE APOLOGISE** for the absence of a number of news items which should have appeared today. This is

the result of a disagreement between some members of the National Union of Journalists employed by North London News Ltd., over the publication of an advertisement for an organisation which the journalists consider to be racist. Those NUJ members concerned declined to work any further on this week's issue after their request to have the advertisement removed was refused.

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LETTERS TO THE EDITOR

Hawley is the perfect school

HOW often do parents claim that their children go to a perfect school? In our experience Hawley Infants' School in Camden Town is that rarity.

Our children go there, and we know the parents of many other children who also do. Without exception, children and parents seem delighted with the school. No wonder the numbers are rising, though it is still a small, intimate society with which children are able to identify.

Hawley represents the socialist concept of education at its very best, and the pupils come from a wide variety of backgrounds. The dedication and involvement of the staff and their serious approach to the education of the children in their care is gratifying to behold.

Why, then, at a recent meeting of the Development Sub-Committee of the Education Committee of the ILEA (sic), was it suggested that Hawley School should close? The main reason advanced was that the numbers at the school are falling, which is directly contrary to the facts.

Could it be that a school which, to everyone who knows anything about it, works superbly is an embarrassment to the ILEA? It would be tragic if it were to close.

—MARGARET and
GILES GORDON,
9 St Ann's Gardens,
NW5.

THE "suggestion" put forward by the Development Sub-committee of the ILEA that Hawley Infants' School should close at the end of the summer term 1976, horrific as it is, comes as no surprise to those of us who have followed the ILEA's appalling lack of concern for the school since the

tragic death of the headmistress, Mrs Parrish, last October.

This alone would have been enough to make the running of any school difficult, but unfortunate circumstances also lost us the only teacher allocated by Divisional Office and the then schoolkeeper, Mr Grimly, who retired shortly afterwards.

The school was left in the following position: The deputy head, appointed only in September 1974, became acting head. This left only one of the three original class teachers and there followed a series of temporary teachers and schoolkeepers.

While the position of head was not being advertised, that of deputy could not be offered either. No such advertisement materialised. No permanent or even semi-permanent staff were sent to replace the divisional member of staff. The position of schoolkeeper has never been advertised.

Despite all this, the parents have only praise for the quick and efficient way the acting head has restored to the school its original sense of community and for the great efforts made by her to reduce the ill-effect on the children of constant changes in teachers.

It was not until February this year that the managers were told of "the suggestion" that Hawley should close, citing falling rolls as the reason for closure. But the rolls are not, in fact, falling.

Is it not possible that the ILEA, hoping the school would collapse under the strain, deliberately withheld their support when it was most needed?

—SUSAN BRENCHEER,
Parent Manager,
28 Jeffreys Street, NW1.

Express & News, 21 March 1975

The letter campaign on the part of staff, managers and parents was also extensive and letters were sent, among others, to Jock Stallard, MP, who vigorously supported the school staying open, to members of the ILEA and the GLC, to the Advisory Council for Education and the NUT. A petition was organised and was sent to the Education Officer for submission to the Sub-committee.

Following on from the consultations with Managers and parents and the further statistical documentation provided by the ILEA in support of their case for closure, Michael Conolly, the chair of the Managers, prepared the school's submission to the ILEA Development Sub-Committee with the following cover letter:

Re: The Suggested Closure of Hawley School

I have great pleasure in presenting you with 'Hawley School - The Case against Closure'. The Managers and Parents of Hawley School have made every effort to present a correct picture of the School and the area in which it is situated. We, therefore, hope that you and your Committee will find the facts and figures presented here of value in your deliberations. The implications of these, for us, are quite clear. We understand that you welcome such contributions from local groups and are keen to keep an open mind on the proposal.

The document covered five main points:

Summary of the Main Points of the case against
the suggested closure of Hawley School

1. The I.L.E.A. has provided no substantive reasons for the proposed closure of Hawley school.
2. The I.L.E.A. apparently has no plans for the building and/or the site of Hawley school should the proposal to close the school be successful. This, economically speaking, lacks sense through non-planning.
3. The proposed closure of the school does not take into account the loss of fifty half-time nursery places in an area of high density and stress. Nor does it take into account the correct level of nursery provision in the area.
4. The I.L.E.A. has failed to take completely into account the flattening of the birth rate, the rise of infant numbers and the extent of rebuilding in the area around Camden Town.
5. The I.L.E.A. has not taken into consideration the advantages for small children of the intimate atmosphere engendered by a small educational unit.

Mr Conolly addresses the two reasons that the ILEA had given for closure, namely that "the child population on Inner London and, in particular in the Camden Town

area is in decline” and that “there are sufficient places available in nearby schools to absorb the Hawley children”.

For the first point, he provided arguments backed by statistical research to show that “the figures ... given to support this...are irrelevant, imprecise and misleading” and that in fact while the figures given by the ILEA may be accurate for Inner London and for the borough of Camden as a whole, in fact for Camden Town specifically while the school’s roll had indeed fallen between 1971 & 1973 this “coincided with a mass of housing loss due to local redevelopment” and with the opening of a new Catholic school with an Infant department. It was therefore temporary and already since 1973 had stabilised and begun to increase. The report provides considerable supporting evidence of relevant population trends/movements and birth rates.

For the second point, he states that “this argument does not take into account” the loss of 50 half-time nursery places at a time when “the declared aim of the ILEA is to increase” nursery provision. His report provides supporting information about the ILEA’s policies with regard to the need for nursery education, which must be local particularly where it is part-time places, and statistics regarding provision in other local schools of nursery places which would not be great enough to absorb the 50 part-time places lost if Hawley closed. He also points out that the local state schools are not nearby, that it is proposed to reduce one of them, Primrose Hill, to 2-form entry and that in the immediate vicinity of Hawley there is a “predominance of church schools,...allowing for no real parental choice”. For this section of the report, Mr Conolly provides supporting evidence of nursery requirements and places available.

The report concludes with a full discussion of the advantages of a small school for very young children and responses to the ILEA assertions that there would be difficulties presented by such a small staff as Hawley’s and resultant class organisational difficulties such as family grouping (where mixed-year children are in the same class) which was already partially and successfully in practice at Hawley. Information is also given about the fact that the school’s catchment area has a significant number of one-parent families and households where the mother of children under five works and that the school has attracted many non-English speaking children.

Following the consultation period, the ILEA Development Sub-Committee reported on the future of Hawley in July, 1975:

HAWLEY COUNTY INFANTS SCHOOL—FUTURE

2 The roll at Hawley county infants school [*Camden, St Pancras North*] has been falling for some years and, in the area generally, the number of children of primary school age seems likely to continue to fall. Following a vacancy in the headship of the school, we decided to consult the staff and managers of Hawley school and of the neighbouring Primrose Hill infants and junior schools about the future of Hawley school. Very strong views have been expressed locally that the school should remain open.

The staff of Hawley school pointed to the loss to the community should the school be closed and expressed the view that, as a small unit, it is able to deal successfully with educationally disadvantaged children in this inner city area. The managers submitted a detailed case against closing the school mainly on the basis of a higher demand, in their view, than the projections indicated, the loss of nursery places much needed in the area if the school were closed and the advantages of a small unit. Parents submitted a memorandum in favour of keeping the school open. They claimed that there were advantages to the community in having a local school; that it is well supported by parents; that its smallness enables the school to meet the needs of disadvantaged inner city children; that parents feel welcome; that there is a strong sense of community; and that the school has a well planned flexible learning environment.

The staff and managers of Primrose Hill schools expressed views in favour of keeping Hawley school open and reference was made to the difficulty of accommodating more children at Primrose Hill schools. Representations from Camden borough council, Camden Campaign for the Advancement of State Education and St Pancras North Labour Party and a petition signed by 257 parents and friends of Hawley school opposing closure were also received.

In view of the strong local views that there should be a county infants school in this particular locality, the need for the nursery provision and, in the view of the Sub-Committee the absence of strong educational grounds for its closure, we have decided that Hawley infants school should continue in being.

The campaign of opposition to the closure and Mr Conolly's very thorough submission of the case for keeping the school open had been successful!

And now the future...

By this decision, the future of Hawley Infants School and its nursery was assured. A new headteacher, Mrs Beryl Laoutaris, was appointed to start in January, 1976.

During the uncertainty resultant from the threat of closure, the school had lost pupils, particularly in the nursery, and staff vacancies had been filled with a series of temporary supply teachers. Under Beryl Laoutaris's creative management, the building was renovated, permanent and dedicated staff appointed and pupil recruitment rapidly filled the vacant places. Hawley Infants School became a highly popular local school and there was always a waiting list for places in Nursery and Reception classes.

The issue of there being no "Hawley Junior School" however became an increasing problem. Up until the early 1980s, Hawley had always had a relationship with Primrose Hill Juniors (then a separate school to Primrose Hill Infants) who would take any Hawley pupils who wished to transfer there at age 7; there was good liaison between the two schools and the junior school teacher would visit Hawley to meet the pupils there and arrange for them to visit their new classes in Primrose Hill. This made the transition was relatively easy for those children and families felt secure in knowing that there was a place there for their children, though of course some chose to transfer to other local schools for various reasons. Unfortunately changes in Primrose Hill Juniors made the arrangement impossible to maintain and Hawley families were left to apply for places at any local junior school where they felt they had a chance of obtaining a place. This was socially disruptive for the children, though most did at least end up going to a junior school with a few other Hawley children. It also had the effect that some children left Hawley before or during their final year to

take up a place that had become vacant at the school in which their parents wished them to continue after age 7.

The governors of the school and the local authority over the years considered several options for finding a way to have a Hawley Junior School, looking at possible local sites for a new building and also at the feasibility of somehow increasing the school on the existing site, but none was found which was financially viable.

The breakthrough came in 2010 when in negotiations for re-development of the Hawley Wharf site bounded by the Regents Canal, Hawley Road, Camden High St and Kentish Town Rd, the development company agreed to include a new school on the site:

- Camden's planning department identified Area B as a site suitable for a new school in early 2010 and is proposing to move Hawley Infants' School from its existing location on Hawley Road to the site as part of the development. This proposal includes enlarging the school to admit junior pupils aged seven to 11. A consultation on this proposal was conducted by Camden in August 2012.
- Due to the various levels of statutory consultation involved in preparing a detailed school application it has been agreed with Camden that a hybrid application be submitted for Area B, comprised of a detailed residential proposal and outline application for a single-form entry nursery, infant and junior School occupying over half of the site.
- The proposal would see No. 1 Hawley Road fully restored and incorporated within the school.

From the Welcome Pack for the Hawley Wharf proposals exhibition September 2012

As a result of this, in September, 2016, Hawley Infants School will become Hawley Primary School and will move to the new schools building in Hawley Road – the end of one exciting era and the start of the next!

So, to finish, some photos of Hawley Infants as it has been:



and of Hawley Primary School that will be:



Hawley Infants School headteachers

Miss M Boswood	August,1948- December,1965 ("head assistant", then headmistress
Miss Bettles	Acting headmistress, January-March 1966
Mrs J Parrish	April, 1966-October, 1974
Mrs Sophie Darlow	Acting headmistress, October 1974- December, 1975
Mrs Beryl Laotauris	January, 1976-1981
Mrs Christine Hammond	1981- August 1988
Mrs Lynne Manton	Acting headteacher, September, 1988-June 1989
Mrs Julia Griffiths	July 1989-March-1999
Sandie Choi	Acting headteacher, April-August, 1999
Anne Fontaine	September, 1999 to present