

THE LONDON
ORATORY SCHOOL



Prospectus

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INTRODUCTION

Aims and Ethos of the School

The school is part of the Catholic Church. It is conducted as a Catholic school in accordance with the Canon Law and teachings of the Catholic Church and the trust deed of the London Oratory Charity and, in particular, religious education is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church, and at all times the school serves as a witness to the Catholic faith.

The school aims to assist Catholic parents in fulfilling their obligation to educate their children in accordance with the principles and teachings of the Church; to do this within an environment which will encourage and support the spiritual, physical, moral and intellectual development of the child and



The School attends Mass at the Oratory Church.



help him to grow towards full Christian maturity; and to provide a wide and rich range of educational, cultural and spiritual experiences which will encourage children to discover and develop their potential to its maximum and to strive for high standards of excellence in all activities.

Expectations

The school sees its primary function as that of a teaching establishment in which children are expected to learn and teachers to teach; to this end pupils are expected to behave and work properly. They are also expected to contribute fully to both the curricular and extra curricular life of the school and play a full part in the liturgical life of the school; parents are expected to support the school in achieving and

maintaining high standards.

The school, its pupils and their parents should feel confident that the aims, attitudes, expectations and values of the school and the home are in harmony and that there is a covenant of obligation and respect between all three parties. Trust and responsibility are central to the relationship.

In particular, parents are expected to: ensure that their son or daughter attends school regularly, punctually and properly equipped; inform the school of any concerns or problems that might affect their son's or daughter's work or behaviour; support the school policies, rules and regulations regarding uniform, discipline and orderly behaviour; encourage their son or daughter to work hard, give of his or her best and develop his or her potential to the fullest; ensure that their son or daughter completes all homework and coursework assignments properly and hands them in on time; encourage their son or daughter to take a full part in the extra-curricular life of the school and support the extra-curricular activities of the school; attend parent-teacher meetings and any other meetings which are arranged to discuss their son's or daughter's progress.

Pupils are expected to meet the expectations under which they are admitted to the school, keep the rules and regulations, show a proper regard at all times for the high standards and reputation of the school, maintain a smart appearance and in general to behave decently and with good sense. They are expected to behave in an orderly, civilised and well-mannered way at all times, both in and out of school, showing proper courtesy and respect for others and not to behave in a way that might cause inconvenience or put at risk the health and safety of others, or cause damage to property.

History of the School

The education of children has always been an important part of the work of the Fathers of the London Oratory in Brompton, Knightsbridge. They opened their first school in King William Street in the City of London in 1852 and two parochial schools in Chelsea in 1856. Seven years later, in 1863, at the request of Cardinal Wiseman, who wanted to provide a wider education for Catholic children than was available at that time, the Oratory Fathers established a



school for boys in Chelsea, and in 1870 a school for girls staffed by the Daughters of the Cross. These schools were fee paying and they were the forerunners of the present school.

Both schools flourished but in the early part of the last century Cardinal Vaughan asked the Oratory Fathers to inaugurate the first Central Schools for Catholic children. This they did in 1922, developing the two schools which ceased to be fee paying, into Central Schools on a site in Stewart's Grove, Chelsea. In 1959 the two central schools were amalgamated and in 1962 the Daughters of the Cross were withdrawn after almost a century of devoted work. In 1963 the school was classified as a four-form entry grammar school admitting only boys since there were already many more selective places for girls than boys in the schools in the diocese.

The school moved to its present site in 1970, becoming an all-ability school for boys, with six forms of entry (180) at 11+, with girls being admitted annually to the sixth form.

In September 1989 the school, formerly a voluntary-aided school, became a grant-maintained school, continuing in the trusteeship of the Fathers of the London Oratory, who own the building and grounds and appoint the majority of the governors.

A Junior House, occupying a newly built block adjacent to the Arts Centre, was opened in September 1996, to which 20 seven-year-old boys are admitted for a specialist music education, with a strong emphasis on Catholic liturgical music.

Under the School Standards and Framework Act 1998, the school became a



voluntary aided school in September 1999 and in 2011 converted to academy status.

In 2013-2014 the school celebrated its 150th anniversary with a series of events commemorating the history of the school and the long standing association with the Oratory Fathers in their mission to provide a Catholic education for boys and girls from across London; a mission which remains at the heart of the school today.

PATRON SAINT OF THE SCHOOL

SAINT PHILIP NERI

1515 - 1595

Born in Florence, the man who was to be called the apostle of the city of Rome was a son of a Florentine notary of good family. Philip was given a good education and then apprenticed in the business of a relative but he had come under the influence of the Dominicans at San Marco, where Savonarola had been a friar within living memory, and of the Benedictines of Monte Cassino, and at the age of eighteen left the business and went to Rome. There he lived as a layman for seventeen years, at first earning his living as a

tutor, writing poetry and studying philosophy and theology. Rome was at that time in a very demoralised state and from 1538 Philip Neri began to devote himself to work among the young men of the city. He founded a brotherhood of laymen which met regularly together for worship and to give help to pilgrims and the convalescent sick and which gradually developed into the great Trinity Hospital. He spent much time in prayer, especially at night and in the catacomb of Saint Sebastian, where in 1544 he experienced an ecstasy of divine love which is believed to have left a permanent physical effect on his heart.

In 1551 Philip Neri was ordained priest and went to live at the clergy house of San Giralmo. He soon made a name as a confessor and was credited with the gift of reading hearts but his principal work was still with young men. An Oratory was built over the church, where religious addresses and discussions took place and enterprises for relief of the sick and needy organised. Here too were first held services consisting of a musical composition on a biblical or other religious theme, sung by solo voices and a chorus (hence the name oratorio). Other young clergy assisted Saint Philip and by 1575 he had formed these into a Congregation of the Oratory. For this society, whose members do not take the vows which bind religious orders and congregations, he built a new church, the Chiesa Nuova, at Santa Maria in Vallicella. He became known throughout the length and breadth of Rome and his influence over the Romans of his day, from the lowest to the highest, was incalculable.

But Saint Philip did not escape criticism and opposition. Some were shocked by the unconventionality of his speech and actions of his missionary methods. He sought to restore healthy and vigorous life among the Roman Christians quietly working from within. He was



Painting of St Philip in the School Chapel.

not clerically minded: for him the path of perfection was for lay people as much as for clergy and monks and nuns. He preached more about love and spiritual integrity than about physical austerity. The virtues that shone in him were impressed on others: love of God and man, humbleness and sense of proportion, gentleness and gaiety. Laughter is a word of

frequent occurrence where Saint. Philip Neri is concerned. Like Saint Thomas More, he is notably marked by that cheerfulness which is supposed to distinguish every saint but which is more apparent in some than others.

He died in Rome in 1595 and was canonised in 1622. His feast day is 26th May.

PATRON SAINTS OF THE HOUSES

SAINT EDMUND CAMPION

1540 - 1581

More than any other city London can claim Edmund Campion as its saint as it was the place of his birth, of his early education and of his trial for treason, and of his imprisonment, torture and execution.

Edmund Campion was the son of a London bookseller who, after distinguishing himself at Oxford by his powers of leadership and oratory, found that he could no longer remain a member of the Protestant Church of England established by Elizabeth I.

Campion left England in 1571 and was received into the Catholic Church at Douai. He became a Jesuit, was ordained a priest in 1578 and returned to England in 1580 with the first Jesuit mission, disguised as a dealer in diamonds. He travelled through many of the Midland and Northern counties, conducted by guides from one Catholic house to another, preaching, confessing, giving encouragement and receiving people into the Church.

The division between Catholic and Protestant deepened. The Parliament of Elizabeth I passed laws imposing a year's imprisonment and heavier fines for attending Mass and making anyone received into the Catholic Church and the priest responsible guilty of treason. Almost inevitably, in July 1581 Campion was captured. He was

charged with conspiracy and tortured and on 1st December that same year he was hanged with several other priests at Tyburn, near the site of the present Marble Arch.

He was canonised by Pope Paul VI as one of the Forty English and Welsh Martyrs in 1970. His feast day is 1st December.

SAINT JOHN FISHER

1469 - 1535

John Fisher was a man of great intelligence and learning. He became Chancellor of Cambridge when he was only thirty-five, the same year in which he became Bishop of Rochester.

With Thomas More, John Fisher helped the young King Henry VIII to write his tract against Luther, *Defence of the Seven Sacraments*, but when Henry began to contemplate divorcing Catherine of Aragon, John Fisher protested. In the subsequent conflict of loyalties and when in 1534 he would not acknowledge the validity of Henry's divorce from Catherine nor his repudiation of the Pope's authority, his property was confiscated and he was imprisoned in the Tower. He was released because of ill health and Henry tried to persuade him to change his mind but this he would not do. Again he was sent to the Tower and then tried and sentenced to death as a traitor. He was beheaded in 1535, only a

few weeks after being created a cardinal.

Saint John Fisher was not only one of the greatest scholars of his day but he was as devoted to the welfare of his diocese of Rochester as he was to the learning of the University of Cambridge.

In 1935 he was canonised by Pope Pius XI and he now shares a feast day on the 22nd June with Saint Thomas More.

SAINT PHILIP HOWARD

1557 - 1595

Born in London, he was the eldest son of the Duke of Norfolk. On Elizabeth's accession his father conformed to the Church of England and Philip was brought up a Protestant. But when the duke proposed marriage to Mary, Queen of Scots, he was found guilty of high treason and executed in 1572. His family was therefore disgraced, but Lord Burghley was appointed Philip's guardian and he was presented at court. There he enjoyed the favour of the queen, until he became reconciled to his wife, Anne Dacres, whom he had married when only twelve years of age and had afterwards neglected.

In 1581, impressed by Edmund Campion in a disputation with Protestant theologians, he left court, became a Catholic and planned to live on the continent with his wife but he was arrested at sea and sent to the Tower. A charge of treason failed but lesser charges resulted in imprisonment during Her Majesty's pleasure. In 1589 he was again accused of high treason on the grounds that he had prayed for the Armada's success. Although this proved untrue he was found guilty and sentenced to death. The sentence was not carried out but, worn out by over ten years' continuous imprisonment, he died at the age of thirty-eight. "The Catholic and Roman faith", he wrote, "which I hold is the only cause.....why either I have been thus long imprisoned or

why I am now ready to be executed". He was canonised by Pope Paul VI in 1970 as one of the Forty English and Welsh martyrs.

SAINT THOMAS MORE

1478 - 1535

Like Saint Edmund Campion, Thomas More is very much a London man. He was born there and remained there for most of his life, studying law at the Inns of Court, becoming in 1504 a member of Parliament and marrying and setting up house in Chelsea which became a centre of intellectual life. When Henry VIII came to the throne in 1509, Thomas More began his brilliant public career which reached its peak when he was appointed Lord Chancellor in 1529. But the question of the King's divorce brought a conflict of loyalties. In 1532 More resigned because he opposed Henry's divorce from Catherine of Aragon and in 1534 he refused to take the oath of the Act of Succession. As one of the most influential figures in the realm, this refusal was a blow to the King's authority and prestige. More was imprisoned in the Tower, tried for high treason and beheaded, declaring on the scaffold that he was 'the King's good servant but God's first'.

Thomas More was not only a great legal and political figure but a scholar and writer. His Utopia in which he described a perfect society became known throughout the Europe of his day. He was a family man who lived austere and a deeply religious man who nevertheless had a keen sense of humour and whose views on education were centuries ahead of his time. He was canonised by Pope Pius XI in 1935.

SAINT NICHOLAS OWEN

1550 - 1608

A Jesuit lay brother, he came from an Oxfordshire recusant family and was trained as a carpenter and builder. This enabled him to construct hiding-places for priests in

various country houses with extraordinary skill and ingenuity over a period of twenty-six years, helping to save the lives of many priests and the fortunes of many recusant families. Most of these hiding places were built single-handed, at night, in complete secrecy.

He was imprisoned three times: once after the arrest of Edmund Campion, whom he served and praised, then after the imprisonment of John Gerard, whose escape he planned and executed and finally while service the Provincial Henry Garnet, at Hinlip Hall. Here Owen, after a fortnight without food in his own hiding-hole, gave himself up in the hope that the pursuit of the priests would be called off. He was taken to the Tower and mercilessly racked, although legally exempt from this torture owing to a rupture. As he constantly refused to give information about the whereabouts of priests, he was again racked, until on 2nd February he died in agony after his vital parts had burst out under torture. He was canonised by Pope Paul VI as one of the Forty English and Welsh martyrs.

SAINT ROBERT SOUTHWELL

1561 - 1595

Born at Horsham St Faith, Norfolk, the son of Sir Robert Southwell, a recusant who later conformed, Robert was educated by the Jesuits, first at Douai, then at Paris. In 1578 he walked to Rome to join the Society of Jesus. He became prefect of Studies at the English College in Rome, was ordained priest in 1584, and left for England in 1586. He arrived in London at the time of the Babington Plot and narrowly escaped arrest; for most of his seven years apostolate he lived at Arundel House in the Strand, the home of Anne the wife of Philip Howard who was imprisoned in the Tower. In 1592 Southwell was arrested, imprisoned in the Tower and at Newgate and was tortured at



Lettering by David Kindersley in the School Chapel.

least nine times. After three years of this treatment he appealed either to be tried or set at liberty. He was then brought to trial at Westminster Hall, condemned for being a priest and was executed at Tyburn, aged 33, on 21st February.

This event greatly shocked both the court and the country; like Campion, Southwell had a particularly acute mind and sensitive personality. He was, for example, a notable writer both of prose and lyric poetry, his best-known poems being the Burning Babe and St. Peter's Complaint, a long narrative of the Life of Christ. A portrait in crayon, based on a lost oil painting, survives at Stonyhurst College, Lancashire. He was canonised by Pope Paul VI in 1970 as one of the Forty English and Welsh martyrs.

SAINT EDWARD THE CONFESSOR

1003 - 1066

Patron saint of the Junior House

Edward was born in 1003 becoming the last of the Anglo Saxon kings when he was acclaimed king in 1042. In his life he showed how holiness can be attained in the highest and most onerous of positions. Many of the revenues of his kingship were directed to the relief of the poor and the welfare of the people, by whom he was universally loved.

He was reputed to have seen visions and cured scrofula (known as the King's Evil) by his touch and he strengthened the close links between the Old English Church and the Papacy, sending bishops to Leo IX's councils in 1049 - 50 and receiving papal legates in 1061.

During the second half of his reign he was responsible for the rebuilding of the Benedictine Abbey at Westminster, a magnificent Romanesque church which became the place of coronation and burial of kings and queens of England. It was finished and consecrated just before his death when he was too ill to attend but he was buried there and his relics are undisturbed to this day. Although Westminster Abbey is no longer a Catholic Church, it is traditional for Catholics to say the rosary at the shrine of Saint Edward in the Abbey on his feast day.

In 1102 the body was found to be incorrupt and in 1160 Henry II pressed for Edward's canonisation which he obtained in 1161. On 13th October 1163 the relics were solemnly translated. This was a national event and this day became the principal feast of Saint Edward.

When Henry III rebuilt the choir sanctuary of Westminster Abbey yet another translation to a new shrine of unparalleled magnificence took place in 1269 and although the shrine was despoiled at the Reformation Saint Edward's body was untouched.

In the Middle Ages Edward was a very popular saint: with Edmund of East Anglia he was widely considered to be England's patron and at the siege of Calais in 1351 English troops were said to have invoked Saint Edward (although no soldier himself) and Saint George together before making their assault.

Permission to quote from The Oxford Dictionary of Saints is gratefully acknowledged.

Religious Services

The Headmaster or a senior member of staff takes the morning service in the chapel each day. Forms attend in House groups on one day in each fortnight. Sixth form House Prefects take morning prayers with forms on the other days.

The school's Chaplains are provided by the Fathers of the Oratory. Mass is said in the school chapel daily, each form attending Mass every three to four weeks, and there is a voluntary Mass before school on Friday. Pupils are carefully instructed in serving and reading at Mass. Benediction takes place during the afternoon form period on Friday each week with forms attending on a rota basis.

The school attends Mass at the Oratory Church on the Holy Days of Obligation which fall during term, and on other important Feast Days. The school's Annual Carol Service is also held at the Oratory Church on the last day of the Michaelmas Term.

Retreats and Visits

These are a valuable and popular element in the religious practice of the school. Talks, pilgrimages, visits to places of religious



Morning Prayer in the School Chapel.

interest and retreats and days of recollection are arranged for lower school pupils. Sixth formers have the opportunity to spend three days on residential retreats.

The Friends of The London Oratory School

The purpose of the Friends of The London Oratory School is to raise money to help meet costs not normally covered by government grants. These costs include those arising from the school being a religious foundation as well as those needed to help maintain and improve the high standards achieved by the school.

Each family is invited to make a monthly voluntary contribution and to Gift Aid their contribution to enable the school to reclaim tax from the Inland Revenue thus considerably increasing its value.

Pupils

There are 1,380 pupils, including 370 in the sixth form, of whom more than 70 are girls. 180 boys are admitted each year from a large number of junior schools from the inner and outer London boroughs, 20 being admitted to the Junior House at the age of seven and 160 to the first form at the age of eleven.

Junior House

Twenty seven-year old boys are admitted to the Junior House for a specialist musical education, including instrumental tuition. Some of the boys are admitted as choristers and sing in The Schola. Boys admitted to the Junior House are full members of the school and are expected to continue their education at the school until the age of eighteen.

Pupils are selected on the basis of their musical aptitude and general ability and are required to take part in musical and, in the case of choristers, choral activities arranged

outside normal school hours, including weekends and holidays, and to learn at least one musical instrument.



The Schola

The Schola was established as a means of providing Catholic boys from the age of seven with a rigorous choral education within the maintained system, something hitherto only available in the independent sector. The development carried the full support and encouragement of the late Archbishop of Westminster, Cardinal Hume.

The school's close association with the Oratory places it in a strong, if not unique, position to provide this form of specialist education and to contribute to the development of traditional liturgical music. The partnership between the Oratory and the school provides ideal opportunities for the school to train boys within the context of a living tradition and liturgy.

The Oratory in London is part of a dynamic liturgical and musical tradition which goes back to the sixteenth century when the first Oratory was established in Rome at the time of the Counter-Reformation. Both Palestrina and Vittoria were closely associated with the Oratory and Philip Neri, its founder, and Vittoria became an Oratorian. In particular, the Oratory in Europe has been closely associated with the development of polyphony and the chant. The Oratory in London has a reputation for maintaining this tradition and for providing some of the finest liturgy and liturgical music in Europe today. The school has a strong musical tradition and for many years has been closely associated with liturgy and music of the Oratory.

The Schola sings at the Saturday evening Mass at the Oratory every week in term time and at other Masses and services during and outside term, and in the School Chapel during the week. In addition to the liturgical commitment, concert work and touring will become a regular feature of the choristers' lives.

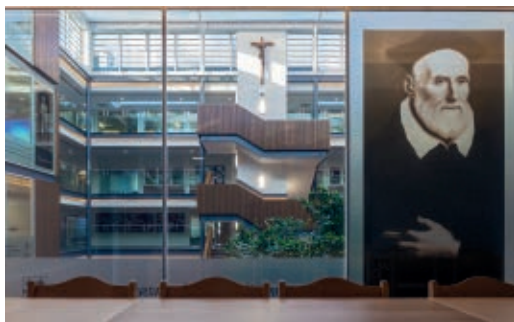


The Schola.

Choristers normally join the school at the age of seven and are selected by audition, examination and interview, although places may sometimes be available to boys who join the school, including the sixth form, later.

Choristers rehearse at 8 o'clock every morning, as well as for an hour immediately before services, and frequently during the lunch break and after school.

The School Buildings



The original school buildings were designed by David Stokes, RIBA. The chapel, Arts Centre, Junior House and Newman Wing were designed by Richard Hazle, RIBA

In 2013 a major refurbishment project was launched to improve the quality of classrooms and laboratories, establishing a new Library (St Philip's Library) in the centre of the school, improving study areas for sixth formers and upgrading the school's computer facilities. The addition of a number of small seminar rooms has also opened up new areas for extended study.

The Chapel

The school chapel designed by the school's architect, Richard Hazle, was built in 1992. It seats 220 and has a spacious sanctuary and a fine Ancaster stone altar. Natural materials have been used, such as English oak, hand-made clay bricks and slate flooring and roofing tiles which will mellow with time yet always retain their character. A large, clear,

west window gives the interior a constantly changing pattern of light and shadow. A Choir Transept was built in 1996.

The John McIntosh Arts Centre

The Arts Centre, which was inaugurated in 1991 by the Prime Minister John Major, has a 340 seat theatre, with fly-tower, dressing rooms and orchestral pit, art studios and gallery space, a pottery, music teaching rooms, a recital area and practice rooms. In the foyer there is a large bronze sculpture of Athena by Sir Eduardo Paolozzi and major series of his original prints.

Throughout the year there is a varied programme of concerts, recitals, plays, and exhibitions by pupils, parents and visiting artists and performers.

The Friends of the Arts Centre enables parents and friends of the school the opportunity to give their active support.



The John McIntosh Arts Centre.

THE HOUSE SYSTEM

The senior school is divided into six Houses, Campion, Fisher, Howard, More, Owen and Southwell, each with a Housemaster, who, together with the form tutors, is responsible for the academic and social well-being of the boys in the House. Although all sixth formers are expected, as prefects, to take an active part in the running of the Houses, their well-

being is looked after by the Assistant Head with Responsibility for Sixth Form.

THE CURRICULUM



The school seeks to provide a broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of its pupils and of society; and prepares pupils for the responsibilities and experiences of adult life.

The courses followed and the assessments of achievement are designed to include any statutory requirements and, where they lead to external examinations, are in accordance with regulations made by the Secretary of State.

Junior House

Throughout the four years pupils will be taught Religious Education, English, Mathematics, Science, Information Technology, Technology, Art, Geography, History, Music, Italian, Physical Education, Swimming and, in the third and fourth years,

Latin. Key Stage 2 examinations will be taken in the final year in English, Mathematics and Science.

Senior School (11 to 16)

A broad general education is given in the first three years in Religion, English, Mathematics, French or German, Biology, Chemistry, Physics, ICT, Art, Design and Technology, History, Geography, Music, Art and Design, Physical Education, Swimming and Games, with most boys taking Latin.

In the fourth and fifth forms, Religious Education, English Language, English Literature, French or German, Mathematics, Chemistry, Physics and Biology are obligatory. ICT is also covered within the curriculum. Physical Education and Games are also obligatory along with two other subjects chosen from Art, Geography, Spanish, History, Latin, GCSE Physical Education, Computing, Design and Technology, and Music.

Sex education is an integral part of the Science and Religious Education courses throughout the school and, whether as part of the planned programme or whether it arises in the general context of the curriculum, is given in accordance with the teaching of the Church.

All pupils take GCSE or equivalent approved examinations in curriculum subjects and the most able pupils may also have the opportunity to sit a GCSE in an



additional modern foreign language and/or a further mathematics qualification (FSMQ). In fourth form the most able pupils are identified for the Academic Scholar Programme which gives these boys the opportunity to explore areas beyond the curriculum through seminars and presentations. Other extension programmes include the AQA Higher Project; an independent research project leading to an approved qualification.

Sixth Form

Each pupil takes three A levels, examined at the end of two years. Pupils may take four A level subjects provided they have a strong GCSE profile. Pupils focusing on three full A levels will follow an AS level and/or an Extended Project in their first year. Full details of the minimum GCSE qualifications required of the pupils taking an advanced course are published separately.

The A level courses normally include: Art and Design, Ancient History, Biology, Business Studies, Chemistry, Design and Technology, Economics, English Literature, French, Geography, German, History, Italian, Latin, Mathematics, Further Mathematics, Music,



Physical Education, Physics, Politics, Spanish and Theology.

All sixth formers, other than those taking Theology at A level or AS level, follow a general religious education programme in the sixth form.

All able pupils are expected to aim for university places. The school has well established links with several Oxford and Cambridge colleges.

Organisation of the Curriculum



In the first form boys are assigned to one of two broad bands by ability. The banding is monitored and reviewed in the first, second and third forms. In the first and second forms, pupils are taught in their form groups for all academic subjects. In the third form, pupils are set separately in each subject according to ability and aptitude. Up-to-date and more detailed information about the curriculum and courses is published in the Further Information section of the prospectus.

Special Educational Needs

Pupils with special educational needs are provided with a balanced and broadly based curriculum which enables them to have full access to the curriculum. Pupils with an Education, Health and Care Plan are allotted the required support.

Where possible, pupils with special needs are given in-class support; where more intensive or specialist support is required pupils are sometimes withdrawn from their

normal classes.

Lifts and ramps give pupils with mobility difficulties access to all areas of the school.

Homework

Homework is not regarded as an optional extra but as an integral part of the normal curriculum. A home study programme is followed by all pupils. Pupils cannot fulfil the requirements of the curriculum unless they make a conscientious effort in the homework which is set and in regular revision. In order that parents may assist the school in seeing that this attention is given, each pupil has a planner in which he must enter all homework, and teachers also record details online. Parents are asked to check that the work is completed and the required time is given to the exercises. In each subject a main homework and a minor homework are set each week. Each main homework should require a time ranging from approximately 30 minutes for junior pupils, 45 minutes in the first form to one hour in the fifth form. The minor homework should take between 20 and 30 minutes. Many pupils will be willing and able to devote more time to homework than that stated. As part of home study pupils are expected to undertake a half hour's reading each evening.

Parents are given a copy of the homework timetable at the beginning of each session. Homework must normally be done on the day on which it is set.

Supervision is available at the school for one hour each afternoon after school, for pupils who wish to remain to do some of their homework.

Reports

Parents are sent written reports three times a year. An assessment is given for each subject along with an indication of progress, effort and contribution in both classwork and

homework and comments are made on attendance, punctuality, turnout and conduct.

Assessment marks are based on a series of tests or half yearly examinations and take into account pupils' coursework.

Parents' Meetings

Parents are invited to attend meetings each year to discuss their son's or daughter's progress with their teachers after they have received their report but if parents wish to visit the school at other times, they should write or telephone for an appointment.

Careers

In the third, fourth and fifth form, the Co-ordinator of Careers gives individual guidance and arranges professional advice. In the sixth form advice on university and college courses and careers is given by the senior sixth-form staff and by professional advisers.

School Meals

All pupils have school lunch and parents are asked to pay for these a term in advance. Free lunches are available for pupils from families receiving Income Support. Details can be obtained from the Finance Officer.

Breakfast is available between 7.45 and 8.20am.



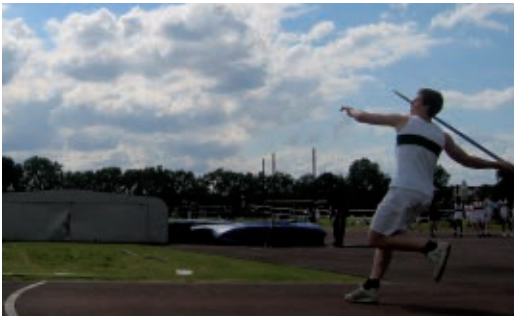
SPORT AND PHYSICAL EDUCATION

The school has a well-equipped fitness centre, its own indoor swimming pool, a 4G pitch and the use of playing fields and a sports centre at Barn Elms.



Water polo is a popular activity and the teams have been successful in local and national competitions.

All pupils have at least two periods of sport and physical education each week, the major games being rugby and hockey in winter; in summer tennis, cricket and athletics. Up to twelve rugby teams turn out regularly on Saturday mornings to represent the school.



Many pupils participate in athletics competitions.

In addition to organising its own inter-schools sevens competition, the school enters for the major sevens competitions. Inter-house competitions are held during the year.



Rugby is the main competitive sport of the school.



Sixth Form girls may join the Netball Club.

MUSIC AND DRAMA

Music

During the first three years all pupils have two periods of music a week. Emphasis is placed on practical work in which both class singing and instrumental activities feature prominently. Besides lessons in elementary aural, composition and written theory, pupils study and discuss a wide range of musical works from all periods and genres. From fourth form, music is taken as an optional subject and may be studied for GCSE, AS level and A level examinations and for music diplomas.



Pupils from first to fifth form play alongside sixth formers in the School Orchestra.

For pupils with an aptitude for music and a desire to study seriously, the school affords extensive opportunities for tuition, study and



Junior House musicians.



Pupils learn many instruments and perform a range of genres.

performing in public. The school carries on a tradition of choral music which dates back to Saint Philip Neri, the sixteenth century founder of the Oratory, a wide range of both sacred and secular music being sung by the various choirs and groups.

There are five choirs: The Schola, the Junior House Choir, the School Choir, the Chamber Choir and the Girls' Choir. The



Orchestral workshop.

Schola sings at the Oratory Church every week during the term and also in the school Chapel during the week: it is formed mainly from boys who have joined the school at the age of seven and who have been selected by audition and examination. The School Choir and the Chamber Choir are open to all pupils with



Oliver!

choral ability, the Chamber Choir specialising in the more demanding music, particularly the traditional liturgical music of the Church. The Girls' Choir is drawn from the girls in the sixth form. The Choral Society is open to pupils, parents, staff and friends and performs a concert each term in venues in London.

Over 400 pupils attend weekly lessons given by some of London's leading professional musicians in a wide variety of instruments. Where possible instruments are loaned to pupils in the initial stages. Pupils are entered for the Royal School of Music examinations.

The Senior Orchestra and various ensembles provide pupils with an excellent introduction to group music making. All orchestral instrumentalists are encouraged to join one or more of the groups such as the Senior Orchestra, Chamber Orchestra, Junior Strings, Concert Band, several chamber groups and a jazz group: The Seagrave Stompers. Choral and orchestral concerts are held each term in the Arts Theatre and pupils and teachers give lunch hour recitals in the foyer of the Arts Centre and Junior House choir room.

Drama

Drama plays an important part in the life of the school. There are a number of productions each year: a major drama and opera

production in conjunction with the Music Department, smaller scale productions by the Junior Drama Club and other groups of pupils and periodic performances by visiting companies.



Wind in The Willows.

Great importance is attached to all theatrical skills so that pupils become closely involved in the design and construction of scenery, the making of costumes, the use of the school's extensive and up-to-date lighting system, stage management and the technique of make-up.

Several members of staff direct, often assisted by pupils from the sixth form.



One Man, Two Guvnors.

EXTRA-CURRICULAR ACTIVITIES



Chess Club.

Clubs and Societies

All pupils are encouraged to take part in some of the extra-curricular activities, which include orchestra and choir, drama and opera, chess and bridge, photography, debating, history, philosophy, art and pottery, mathematics, science, technology, fitness training, fencing, basketball, volleyball, hockey, swimming and water polo.

Community Sports leader Award

Fifth and sixth form pupils have the opportunity to follow the Community Sports Leader Award (CLSA), an externally assessed qualification, which involves devising, organising and leading sports activities in a variety of contexts. A period of voluntary service forms part of the award.

School journeys

The school has a well-established tradition of arranging journeys and tours during the school holidays. These include foreign exchanges, journeys to France, Germany, Italy, Poland, USA, Spain, the Czech Republic as well as to the First World War battlefields. Rugby teams have toured the United States, Canada and Australia, and singers and

instrumental players have performed in the USA, Austria, Belgium, Italy, France, Spain and Germany, Portugal, Poland and Malta. These journeys and tours give an excellent opportunity for pupils to travel abroad with friends and teachers and to extend their interests.

Combined Cadet Force

The School's CCF is sponsored by The Irish Guards and The Royal Air Force. Membership is voluntary and open to pupils aged thirteen and over. Meetings are held three evenings a week after school in the purpose-built Cadet Lodge and cadets have full use of the school's sports facilities. Numerous weekend camps are held throughout the year and in



The CCF form the Guard of Honour at the school's annual Patronal Festival Mass at the Oratory Church.

addition, an adventure training camp is held in Wales at Easter and a two week camp in the summer. Activities include abseiling, canoeing, shooting, climbing, lightweight camping, flying, gliding, swimming and sport, in addition to subjects taught in the Cadet Force training syllabus. Uniform and equipment are issued on loan.



RAF Flying Experience.

Duke of Edinburgh's Award

The Duke of Edinburgh's Award Scheme recognises individual achievement of young people between the ages of 14 and 25. Participants engage in activities both in and out of school to qualify for the different sections of the award. These are service, skills, physical recreation and expeditions. There are three different levels: bronze, silver and gold. Over one hundred and fifty pupils are participating in the award over the different levels. The range of activities offered includes chess, karate, athletics, music and altar serving. An offshore sailing trip with the Ocean Youth Trust fulfils the skills section,

Expeditions have been undertaken on the North Downs and in the Brecon Beacons.

Overseas Expeditions

Senior pupils have the opportunity to take part in expeditions organised by an experienced company specialising in the provision of leadership, teamwork and personal development training for young people. The countries to which groups of pupils from the fifth and sixth forms have travelled on expedition include Namibia, Bolivia, Argentina, Kenya, Kyrgyzstan, Tanzania, Romania and Mongolia. Expeditions include a trekking phase and a community project.



Pupils on D of E expedition.

EXPECTATIONS IN RESPECT OF PUPILS ADMITTED TO THE SCHOOL

The school expects pupils to work and behave properly and to contribute to the life of the school and parents to support it in achieving and maintaining high standards. Any pupil unable or unwilling to profit from the education provided at the school may be asked to withdraw from the school after reasonable notice.

Home Study

Homework is an essential part of the normal curriculum and pupils cannot fulfil the requirements of the courses unless they make

an adequate attempt at all of the homework set. In order that parents may assist the school in seeing that this attention is given, each pupil has a planner in which he must enter all homework as it is given. Parents are asked to look at this planner each evening and to see that the required time is given to the exercises. Parents are given a copy of the homework timetable at the beginning of each session. Homework must normally be done on the day on which it is set. Parents are asked to initial all main exercises to show that their son has spent the required amount

of time on these and to sign his diary each weekend. Where a boy appears to have an inadequate amount of homework, parents should inform the Headmaster.

Punctuality

Parents are responsible for ensuring that the pupils arrive at school in good time for school and any school activities outside normal school hours. Where this is not done satisfactorily, the parents may be asked to withdraw their son from the school.

Absence

When a pupil is absent from school, parents must send a note of explanation with the pupil in the case of absence for one or two days, or part of a day, and by post on the second day, if absence is to exceed two days. Telephone calls are acceptable only in urgent cases. Parents should arrange for routine medical, ophthalmic and dental check-ups and treatment during the school holidays. Where it is necessary for boys to be absent for an appointment, parents should send a written request for absence with their son at least 24 hours in advance. All pupils who leave the school during the day must obtain an exeat slip from the receptionist immediately before leaving and if they return on the same day they must report to her on arrival at the school.

Discipline

Pupils are expected to keep the rules and regulations of the school, to behave in an orderly, civilised and well-mannered way in school and on their way to and from school and to obey their teachers. Pupils may be punished by withdrawal of privileges; the setting of written punishment exercises or tasks; early morning reporting; detention after school, on Saturday mornings or during school holidays; or by exclusion from the school.

Games

Pupils must take part in school games during their games periods and, if required, outside normal school hours, including weekends and holidays, unless a doctor's certificate is produced for exemption for a number of weeks, or a note from the parents for occasional exemption.

Uniform

Pupils must wear the uniform of the official pattern and material. Pupils arriving incorrectly dressed will not be admitted. All boys must have the uniform raincoat or uniform waterproof jacket which must be worn in bad weather. Books must be carried in the official school bag or a brief case. Hair must be short and tidy, clear of the face and shirt collar and in a straightforward style.

Personal Property

All personal property, including uniform and sports kit, must be clearly marked with the owner's name. Pupils must not bring expensive equipment to school unless with the prior approval of the Headmaster. The school will not accept responsibility for loss of or damage to private property brought into or left in the school by pupils.

Holidays

Leave of absence will not normally be granted for pupils to take holidays during term time.

Remuneration and fees

Remuneration and fees paid by outside bodies in respect of pupils who take part in activities, which have been organised by or through the school, must be paid to the school. These monies will be used for the general benefit of pupils.

School Service Book and School Bible

Each pupil is expected to buy a copy of the School Service Book and the School Bible. The Service Book is to be brought with him on all days on which the school meets at the Oratory Church.

Magazine

Each pupil is expected to buy a copy of the school magazine.

Books and materials

Books and materials are provided free of charge. They remain the property of the school and must be given up when the pupils leave. Payment may be required for loss or damage to such books, instruments and materials and parents are asked to

ensure that items taken home for reference or study are not misused.

Employment

Employment out of school hours and during term may not be undertaken by pupils without the permission of the Headmaster. This permission will be given only to pupils of thirteen years of age and over and only if the school work and homework of the pupil concerned are satisfactory. Parents who wish to ask for this permission should send the request in writing to the housemaster.

Food

All pupils are expected to pay for and eat school lunch. Sixth formers may leave school from 1.00pm until 1.35pm but must not eat or drink whilst walking in the street at lunchtime. Chewing gum is not allowed in school.

CONDITIONS WHICH APPLY TO BOYS ADMITTED TO THE JUNIOR HOUSE AND THE SPECIALIST MUSIC COURSE

Pupils are offered places on the specialist music course and as choristers on the understanding that they fulfil the requirements and conditions on which they were admitted. In addition to the general conditions, the following conditions apply to boys admitted to the Junior House and to the specialist music course.

Length of the school day

For all boys in the Junior House, the school day normally starts with 40 minutes choral or instrumental work at 8 o'clock. In the senior school, choristers are normally required to attend Schola rehearsals at 8 o'clock each day; non-choristers are normally required to attend school at 8 o'clock on three mornings and to take part in choral or instrumental practice or rehearsal on two afternoons. All may also be required to attend other rehearsals, particularly

when preparing for concerts.

Musical Activities

All boys admitted to the Junior House and specialist music course are required to take part in musical activities arranged outside normal school hours, including weekends and holidays.

Instrumental tuition

All pupils are required to learn two musical instruments. Tuition is arranged by the school and for the first instrument is charged at 75% of the full cost. Pupils are required to follow the programme of practice set by the tutor. All pupils are required to take part in ensemble work and must attend rehearsals and must undertake the practice required for rehearsals.

Choristers

Choristers are required to take part in choral activities outside normal school times and terms and must attend rehearsals as required. Responsibility for travel to and from activities outside the school lies with parents, unless other arrangements have been made by the school.



The Schola perform in many concerts in London and beyond.

THE GOVERNING BODY'S DISCIPLINE STATEMENT

Preface

The school, its pupils and their parents should feel confident that the aims, attitudes, expectations and values of the school and the home are in harmony and that there is a covenant of obligation and respect between all three parties. Trust and responsibility are central to the relationship.

Pupils are expected to meet the expectations under which they are admitted to the school, keep the rules and regulations, show a proper regard at all times for the high standards and reputation of the school, maintain a smart appearance and in general to behave decently and with good sense. They are expected to behave in an orderly, civilised and well-mannered way at all times, both in and out of school, showing proper courtesy and respect for others and not to behave in a way that might cause inconvenience or put at risk the health and safety of others, or cause damage to property.

Bullying

Bullying, physical or otherwise, or the encouraging or supporting of bullying will not be tolerated and will be regarded as serious misconduct.

Anyone who knows, or has good reason

to suspect, that a pupil is being, or has been, bullied, or otherwise threatened or intimidated, has a responsibility to report the matter immediately. Any pupil who is the victim of bullying can be assured that the matter will be dealt with sensitively but firmly.

Cigarettes, Alcohol and Illegal Substances

The possession of cigarettes or smoking and the possession or consumption of alcohol by pupils while they are under the jurisdiction of or representing the school, will be regarded as serious misdemeanours for which a pupil might expect to be excluded from school.

The possession or use of drugs (other than those prescribed by a medical practitioner or non-prescription drugs being used for proper medical purposes) or other illegal substances will be regarded as very serious offences, for which a pupil might expect to be excluded permanently.

Publicity

No pupil may give information or contribute photographs, articles, letters, etc concerning the school to any journalist or publication, other than an official school publication, or

to any person who does not have a legitimate right to the information or items, without the specific permission of the Headmaster.

Responsibilities of the Headmaster

The Headmaster shall determine measures, including the making of rules and regulations* and provision for enforcing them, with a view to:

- giving effect to the discipline policy statement of the Governing Body and any guidance which may be given from time to time by the Governing Body;
- securing good order and a high standard of behaviour;
- promoting self-discipline and a proper regard for authority;
- encouraging good behaviour, proper respect for others and a sense of responsibility;
- preventing all forms of bullying and improper discrimination; and
- otherwise regulating the conduct of pupils.

The measures determined by the Headmaster shall be publicised by him in the form of a written document, which he shall make known within the school and to parents of pupils at the school and which, at least once a year, he will take steps to bring to the attention of all pupils at the school, their parents and all persons employed, or otherwise engaged to provide their services, at the school.

Nothing in this statement or in any document published by the Headmaster, or the absence of any particular provision therein, should be read or taken as fettering or in any way prejudicing the proper exercise of discretion by the Headmaster in taking action which he may deem as necessary in meeting particular circumstances which may not be covered explicitly in this statement or in any document published by him in accordance with the provisions of this statement.

**The Rules and Regulations are published and distributed to pupils and parents at the beginning of each academic year.*



The Chapel Courtyard.

HOME-SCHOOL AGREEMENT

The School

The school was founded by and is in the trusteeship of the Congregation of the Oratory of Saint Philip Neri, London. The school is conducted as a Catholic School in accordance with the teachings and canon law of the Catholic Church and the trust deed of The London Oratory.

Its aim is to assist Catholic parents in fulfilling their obligation to educate their children in accordance with the principles and teachings of the Church; to do this within an environment which will encourage and support the spiritual, physical, moral and intellectual development of the child and help him to grow towards full Christian maturity; and to provide a wide and rich range of educational and cultural experiences which will encourage pupils to discover and develop their potential to its maximum and to strive for high standards of excellence in all activities.

The school expects pupils to work and behave properly and contribute to the life of the school and parents to support it in achieving and maintaining high standards.

The school will:

- regularly assess and monitor the progress of each pupil and ensure that the education provided is appropriate to his age, ability and aptitude;
- set and mark homework and coursework assignments in accordance with the school policies and timetables;
- provide parents with information about their son's or daughter's performance and provide them with opportunities to discuss his progress with his teachers;
- encourage pupils to be involved in extra-curricular activities;
- review regularly and, where appropriate,

revise school policies;

- keep parents informed about school policies and activities; and
- inform parents of any concerns regarding their son's or daughter's academic or social development (including attendance and punctuality).

Parents*

Parents undertake to:

- meet the expectations set out in the *Acceptance of a Place at the School* form which they signed when they accepted a place for their son at the school;
- ensure that their son or daughter attends school regularly, punctually and properly equipped;
- inform the school of any concerns or problems that might affect their son's or daughter's work or behaviour;
- support the school policies, rules and regulations regarding uniform, discipline and orderly behaviour;
- encourage their son or daughter to work hard, give of his best and develop his potential to the fullest;
- ensure that their son or daughter completes all homework and coursework assignments properly and hands them in on time;
- encourage their son or daughter to take part in extra-curricular activities and to support the extra-curricular activities of the school;
- attend parent-teacher meetings and any other meetings which are arranged to discuss their son's or daughter's progress;
- notify the Headmaster of any special medical conditions or needs which their

son or daughter has, to inform him immediately of any changes and to observe the regulations concerning the conditions under which pupils may bring medicines into the school ; and

- notify the Headmaster immediately of any change of the following details:
- the address and telephone number of the pupil;
- their address and telephone number;
- the telephone number(s) at which they may be contacted during the day; and
- the telephone number of another person whom the school may contact during the day if the parents cannot be contacted.

Parents understand that they do not have the right to take their children on holiday in term time.

On accepting a place in the school parents and pupils will be asked to sign a home-school agreement.

** Throughout this agreement 'parent', 'mother' and 'father' includes guardian or person having custody of the pupil concerned at the time.*



St Philip Neri Library.

Notes

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