

THE LONDON  
ORATORY SCHOOL



*Prospectus*

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# INTRODUCTION

## Mission of the School

The London Oratory School is part of the Roman Catholic Church. As such it has in common with Catholic schools, the mission to make Christ known to all people and to encourage the spiritual and ethical development of children towards full Catholic maturity. We exist in the way that we do to assist parents, the primary educators, in fulfilling their obligations to educate their children in accordance with the principles and teachings of the Catholic Church. We also foster and develop a culture of vocation whereby the course of life is considered as a journey towards God, motivated by love.

If that is what we share with all Catholic schools, what makes us distinctive? For this, we draw our inspiration, style and charism from the founder of the Oratory, St Philip Neri, and from the educational vision of



*The School attends Mass at the Oratory Church.*

St John Henry Newman, who established the Congregation of the Oratory in England. This vision puts an emphasis on providing an excellent education of the intellect alongside an education in the spiritual and ethical virtues which ought to characterise every well-formed Catholic. Following Newman we aim to deliver an education that integrates and develops our God-given abilities and talents with the cultivation of our ethical nature, expressed in the cardinal virtues of prudence, fortitude, justice and temperance. Moreover, we look to understand all things as ordered to the end of finding joy and fulfilment in this world with a view to the world to come, which gives everything its true perspective, as expressed in the school motto: *Respice finem*.

## Vision

With this in mind, what does it look like when the school is delivering on its mission? First, we aim to shape well-formed Catholics, active in spiritual and corporeal works of mercy, with a living prayer life, thriving as a force for good in this and the next stage of their lives. Secondly, we aim to develop pupils well-formed in recognising, promoting and celebrating virtuous behaviour, aware that their 'character' will be their 'destiny'. Thirdly, we aspire to form well-educated Catholics, highly competent in cultural, mathematical, scientific and technical knowledge and skill, whilst being able to situate the culture of achievement and material success within its rightful perspective. In sum, we aim to fit pupils well for the next stage of their journey, whether at The London Oratory Sixth Form or elsewhere.

Amongst our most distinctive curriculum features are included: RE, Music, Latin, Greek, the liberal arts and a range of European languages. Amongst our most distinctive co-curricular features are included:

a full Saturday fixtures list for rugby, with other fixtures for football, water polo, cricket and athletics, amongst much else; plentiful opportunity to engage in music, whether choirs, instrumental, orchestral, or the liturgical Schola Cantorum; a 300 seat theatre with a thrilling level of drama; a thriving CCF, a strong Duke of Edinburgh's Award provision.

## Expectations

At the heart, the school is 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.

Given that partnership is central to how school and parents need to work for the good of the pupils, we expect parents 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.

For their part, 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, 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.



*The Chapel Courtyard.*

# 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



*Painting of St Philip in the School Chapel.*

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 Girolamo. 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 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 least nine times. After three years of this treatment he appealed either to be tried or set at liberty. He was then brought



*Lettering by David Kindersley in the School Chapel.*

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. 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 regularly in the school chapel, 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 interest and retreats and days of recollection are arranged for lower school pupils.



*Morning Prayer in the School Chapel.*

## 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 Victoria were closely associated with the Oratory and Philip Neri, its founder, and Victoria 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*

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.

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 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 teachers, 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 Head of Junior House has responsibility for the boys in Junior House.

## 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, 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 Religious Education, English, Mathematics, French, German or Spanish, Biology, Chemistry, Physics, 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, a Modern Foreign Language, Mathematics, Chemistry, Physics and Biology are obligatory. Physical Education and Games are also obligatory along with two other subjects chosen from Art, Geography,

History, Latin, Classical Greek, GCSE Physical Education, Computing, Design and Technology, and Music.

RSHE is taught 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.

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. That said, all pupils are encouraged by Housemasters to engage in areas of personal interest, in order to stretch and challenge their talents and understanding.

### 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, Biology, Business Studies, Chemistry, Classical Civilisation, Classical Greek, 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 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 and has a very high intake to Russell Group universities.

### **Organisation of the curriculum**

In the first form boys are assigned to one of three 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 on the school website.

### **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.

The school's SEND policy can be found on the school website.

### **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.

### **Reading**

The school places great emphasis on reading with a whole school programme which involves pupils reading texts together as class readers in form time. The texts are carefully chosen to promote literacy and engage pupils in storylines covering a range of genres.

### **Reports**

Parents are sent reports twice a year. An assessment is given for each subject along with an indication of progress, effort and contribution in both classwork and homework and information is provided on attendance, punctuality, turnout and conduct.

### **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**

Pupils follow a graduated careers programme beginning in the first form. 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.



*Rugby is the school's major sport but cricket has a strong following in the Trinity tern.*



*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.

## MUSIC AND DRAMA

During the first three years all pupils have two periods of music a week.

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

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



*The John McIntosh Arts Centre.*

productions each year: a major drama and musical 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.

## EXTRA-CURRICULAR ACTIVITIES



### Clubs and Societies

All pupils are encouraged to take part in some of the extra-curricular activities, which include orchestra and choir, chess, photography, debating, history, philosophy, art and pottery, mathematics, science, technology, fitness training, board games, lego, swimming and water polo.

### 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. Activities include abseiling, canoeing, shooting, climbing, lightweight camping, flying, gliding, swimming and sport.

### School journeys

The school has a well-established tradition of arranging journeys and tours during the school holidays. These include, journeys to France, Germany, Italy, Poland, USA, Spain, Portugal, Greece as well as to the First World War battlefields.

### 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. There are three levels: bronze, silver and gold.

## 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 academic year. 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 pupil 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 child from the school.

## Absence

When a pupil is absent from school, parents must telephone the school by 9am on the morning of absence. If absence is for more than one day parents should call on each day of absence. Parents should arrange for routine medical, ophthalmic and dental check-ups and treatment during the school holidays. Where it is necessary for pupils to be absent for an appointment, parents should send a written request for absence at least 24 hours in advance. All pupils who leave the school during the day must obtain an exeat slip from their Housemaster or Senior Sixth Form Tutor to hand to reception before leaving and if they return on the same day they must report to reception 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, 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. 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 Bible

Each pupil is expected to buy a copy of the School Bible.

## 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 Headmaster.

## **Food**

All pupils are expected to pay for and eat school lunch. Sixth formers may leave school from 1.05pm until 1.40pm 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 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.*

# 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 or daughter 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.*

# **THE LONDON ORATORY SCHOOL ADMISSIONS ARRANGEMENTS SEPTEMBER 2027**

## **AIMS OF SCHOOL**

The School was founded by The Congregation of the Oratory of Saint Philip Neri (London) and the Fathers of this Congregation are the Trustees of the School. The London Oratory School and the London Oratory Church have always maintained a close working relationship which includes the Oratory Fathers supplying chaplaincy to the School and the School supplying the Schola choir for the parish.

The School's aim is to assist Catholic parents from across London in fulfilling their obligation to educate their children in accordance with the principles and teachings of the Church, to provide a unique liturgical life founded in the spiritual and musical traditions of the oratories of St Philip Neri and of the London Oratory Church; to do this within an environment which will encourage and support the spiritual, physical, moral and intellectual development of the child and help them to grow towards full Christian maturity; and to provide a wide and rich range of educational and cultural 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.

## **ARRANGEMENTS FOR ALL ADMISSIONS**

In these arrangements, "parent" means the parent of, or adult with legal responsibility for, the child (candidate) for whom a place at The London Oratory School is being sought.

## **FIRST FORM (YEAR 7)**

### **MEETINGS FOR PARENTS AND PROSPECTIVE PUPILS**

Parents are encouraged, accompanied if possible by their son, to attend one of the meetings for parents of prospective pupils, where the Headmaster and his staff will explain the nature of the School, the demands it makes of both pupils and their parents and the commitment which they make when they accept a place at the School. These meetings do not play a part in the admission decision-making process and attendance is not a condition for allocation of a place. The dates of meetings for parents and prospective pupils are:

Wednesday 9th September 2026, 5.30pm and 6.30pm

Tuesday 15th September 2026, 5.30pm and 6.30pm

Thursday 17th September 2026, 5.30 and 6.30pm

For further details of these meetings and other enquiries please contact the School's Registrar.

### **CLOSING AND NOTIFICATION DATES FOR APPLICATIONS**

Applications for places should be made on your local authority's e admission system and on The London Oratory School online Supplementary Information Form (SIF) for those applicants who,

in the case of there being more applicants than places available, wish to be considered against the relevant over-subscription criteria. The SIF is available via the School website. All applicants should register an application on the e-admission system by 5.00pm on 31st October 2026. Parents will be informed of the outcome on 1st March 2027.

Applications received after the applicable closing date given in these arrangements will only be considered in exceptional circumstances, for example, when a family has just moved from abroad.

Separate provision is made for candidates with an Education, Health and Care Plan (EHCP). Details of this separate procedure are set out in the SEN Code of Practice.

There were 694 applications for the 160 places (Published Admission Number) in first form in September 2026.

## **FIRST FORM ADMISSION ARRANGEMENTS**

The School will admit 160 boys from across London to the first form (year 7) without reference to ability. In determining to which candidates places will be offered, priority will always be given to Catholics (*see note 1*).

After the admission of boys with an Education, Health and Care Plan which names the School, places will be allocated according to the arrangements below.

## **OVER-SUBSCRIPTION CRITERIA**

### **Category A**

Catholic looked after boys and Catholic boys who have been adopted, or made subject to child arrangements orders or special guardianship orders, immediately following having been looked after (*see notes 3, 4, 5 and 6*).

### **Category B**

Catholic boys from practising Catholic families with a Certificate of Catholic Practice (*see note 2*).

Within this category the following candidates will have priority:

- (1) Candidates who have a sibling at the School on the date of admission to the School (*see note 7*). Candidates meeting this criterion will be placed at the top of Category B.
- (2) Candidates who are a sibling of a former pupil (*see note 8*). Candidates meeting this criterion will be placed at the top of Category B after any candidates meeting (1) above.
- (3) Candidates who have a parent/guardian who is a member of staff at the School (*see note 9*). Candidates meeting this criterion will be placed at the top of Category B after any candidates meeting (1) and/or (2) above.
- (4) Candidates who at the time of application attend the Oratory Primary School, Bury Walk, Cale Street, SW3 6QH. Candidates meeting this criterion will be placed at the top of Category B after any candidates meeting (1) and/or (2) and/or (3) and/or (4) above.

### **Category C**

Other Catholic children.

### **Category D**

Other looked after and previously looked after children (*see notes 3, 4, 5 and 6*).

### **Category E**

Catechumens (see *note 10*) and members of an Eastern Christian Church (see *note 11*).

### **Category F**

Any other children.

### **Tie-break**

In the event of a tie for a place after the above criteria have been applied, a ballot system of random allocation will be used with each tied candidate's name being entered into the ballot and names then selected randomly by an independent external organisation, until a rank of all candidates has been established. If the School is oversubscribed by Catholic applicants with a Certificate of Catholic Practice, only children from Category B will be included in the tie-break.

## **OFFERS**

Offers of places will be sent to parents by their home Local Authority on 1st March 2027. The School will also inform parents with successful applications, providing them with the necessary forms to complete, and a reply within five working days will be appreciated, so that the School has an early indication of places not taken up at this stage which will then be offered to the next eligible candidates.

## **WAITING LIST**

After admissions decisions have been made and places have been accepted, the Governors will hold a waiting list of candidates until 31st December 2027, using the priority order set out in the admission policy, of those who have positively indicated their wish to be placed on the list. Each added child will require the list to be ranked again in line with the published over-subscription criteria. Priority will not be given to children based on the date their application was received or their name was added to the list.

## **FAIR ACCESS**

The School is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the Governing Body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the Diocese and the Governing Body for the current school year. The Governing Body has this power even when admitting the child would mean exceeding the published admission number.

## **CHILDREN EDUCATED OUTSIDE THEIR CHRONOLOGICAL AGE GROUP**

Parents may apply for their child to be educated outside his chronological age group i.e. a year behind or a year ahead. Supporting evidence should be submitted at the same time as the application and Governors will consider each case on its own merits.

## **APPEALS**

If an application for a place is unsuccessful, parents will be given an opportunity to appeal against the decision to an appeal panel set up in accordance with the statutory provisions in force at the time.

# **SIXTH FORM (YEAR 12)**

## **MEETINGS FOR PARENTS AND PROSPECTIVE PUPILS**

Parents are encouraged, accompanied if possible by their son or daughter, to attend one of the meetings for parents of prospective pupils, where the Headmaster and his staff will explain the nature of the School, the demands it makes of both pupils and their parents and the commitment which they make when they accept a place at the School. These meetings do not play a part in the admission decision-making process and attendance is not a condition for allocation of a place. The dates of meetings for parents and prospective pupils are:

Thursday 24th September 2026, 6.00pm

Wednesday 30th September 2026, 6.00pm

For further details of these evenings and other enquiries please contact the School's Registrar.

## **CLOSING AND NOTIFICATION DATES FOR APPLICATIONS**

Children and parents applying for a place in the Sixth Form as an external candidate should do so by completing online The London Oratory School Supplementary Information Form and the Sixth Form Courses sheet (both of which form part of the sixth form admissions pack available from the School website) and submitting these by 5.00pm on Friday 6th November 2026. Applicants will be informed of the outcome by the second week in February 2027.

Applications received after the applicable closing date given in these arrangements will only be considered in exceptional circumstances, for example, when a family has just moved from abroad. Separate provision is made for candidates with an Education, Health and Care Plan.

There were 366 applications for the 40 places (Published Admission Number) in Sixth Form in September 2026.

## **ARRANGEMENTS FOR ADMISSION TO THE SIXTH FORM**

Each year the School admits 40 external candidates to the Sixth Form for A level courses. The School will only consider candidates suitable for the A level courses published by the School. All places will be offered conditional on candidates meeting the Requirements for Advanced Courses, which accompanies the Sixth Form Courses booklet for the year concerned. Parents and pupils are advised to attend one of the meetings for parents and prospective pupils, which will provide advice on options and entry requirements for particular courses.

An assessment of suitability for an A level course will be made from information about expected performance at GCSE which will be sought from each pupil's current school. Those candidates, whose applications best indicate suitability for sixth form study, may be invited to attend a course guidance meeting at the School. This is designed to provide advice concerning subject choices and to enable prospective pupils to determine how their needs and requirements can be best met at the School.

In determining which suitable candidates will be offered a place, priority will always be given to Catholics (defined as a baptised person in full communion with the See of Rome). In the event of over subscription, the arrangements set out below will be used to determine the girls and boys to whom the places will be offered.

## OVER-SUBSCRIPTION CRITERIA

After the admission of pupils with an Education, Health and Care Plan which names the School, places will be allocated according to the criteria below.

### Category A

Catholic looked after children and Catholic children who have been adopted, or made subject to child arrangements orders or special guardianship orders, immediately following having been looked after (*see notes 3, 4, 5 and 6*).

### Category B

Candidates from practising Catholic families with a Certificate of Catholic Practice (*see note 2*).

Within this category the following candidates will have priority:

- (1) Candidates who have a sibling at the School on the date of admission to the School (*see note 7*). Candidates meeting this criterion will be placed at the top of Category B.
- (2) Candidates who are a sibling of a former pupil (*see note 8*). Candidates meeting this criterion will be placed at the top of Category B after any candidates meeting (1) above.
- (3) Candidates who have a parent/guardian who is a member of staff at the School (*see note 9*). Candidates meeting this criterion will be placed at the top of Category B after any candidates meeting (1) and/or (2) above.

### Category C

Other Catholic children.

### Category D

Other looked after and previously looked after children (*see notes 3, 4, 5 and 6*).

### Category E

Catechumens (*see note 10*) and members of an Eastern Christian Church (*see note 11*).

### Category F

Any other children.

### Tie-break

In the event of a tie for a place after the above criteria have been applied, a ballot system of random allocation will be used with each tied candidate's name being entered into the ballot and names then selected randomly by an independent external organisation until a rank of all candidates has been established. If the School is oversubscribed by Catholic applicants with a Certificate of Catholic Practice, only children from Category B will be included in the tie-break.

## HOW IS AN APPLICATION MADE?

All applicants must complete:

- (i) The London Oratory School's Sixth Form Courses sheet  
*and*

All applicants who wish to be considered if the School is oversubscribed should complete:

- (ii) The London Oratory School's Supplementary Information Form, which may be found via the school website, which must be completed in accordance with the instructions and submitted online to the School on or before the applicable closing date given in these arrangements.

Applications which are received by the School without a Supplementary Information Form or which are incomplete or which are received by the School after the applicable closing date, will only be considered if there are fewer than 40 applicants for the 40 places. The School is under no obligation to advise parents on or before the applicable closing date that the application is in any way deficient.

## OFFERS

Offers of places will be sent in the second week of February 2027, with the necessary forms to complete, asking for a reply within five working days, so that places not taken up at this stage can then be offered to the next most suitable candidates on the list.

## WAITING LIST

After admissions decisions have been made and places have been accepted, the Governors will hold a waiting list of candidates until 31st December 2027, using the priority order set out in the admission policy, of those who have positively indicated their wish to be placed on the list. Each added child will require the list to be ranked again in line with the published over-subscription criteria. Priority will not be given to children based on the date their application was received or their name was added to the list.

## FAIR ACCESS

The School is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the Governing Body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the Diocese and the Governing Body for the current school year. The Governing Body has this power even when admitting the child would mean exceeding the published admission number.

## CHILDREN EDUCATED OUTSIDE THEIR CHRONOLOGICAL AGE GROUP

Parents may apply for their child to be educated outside his chronological age group i.e. a year behind or a year ahead. Supporting evidence should be submitted at the same time as the application and Governors will consider each case on its own merits.

## APPEALS

If an application for a place is unsuccessful, parents will be given an opportunity to appeal against the decision to an appeal panel set up in accordance with the statutory provisions in force at the time.

## **JUNIOR HOUSE (YEAR 3)**

### **MEETINGS FOR PARENTS AND PROSPECTIVE PUPILS**

Parents are encouraged, accompanied if possible by their son, to attend one of the meetings for parents of prospective pupils, where the Headmaster and his staff will explain the nature of the School, the demands it makes of both pupils and their parents and the commitment which they make when they accept a place at the School. These meetings do not play a part in the admission decision-making process and attendance is not a condition for allocation of a place. The dates of meetings for parents and prospective Junior House pupils are:

Thursday 5th November 2026, 6.00pm

Wednesday 18th November 2026, 2.00pm

For further details of these meetings and other enquiries please contact the School's Registrar.

### **CLOSING AND NOTIFICATION DATES FOR APPLICATIONS**

You should submit, to this school, our online Supplementary Information Form and Music Inquiry Form by Friday 8th January 2027. These are available from the School website. Parents will be informed of the outcome in the week beginning 24th February 2027.

Applications received after the applicable closing date given in these arrangements will only be considered in exceptional circumstances, for example, when a family has just moved from abroad. Separate provision is made for candidates with an Education, Health and Care Plan.

There were 38 applications for the 20 places in Junior House in September 2026.

### **ARRANGEMENTS FOR ADMISSION TO THE JUNIOR HOUSE**

Twenty boys will be admitted to the Junior House at the age of seven for a specialist musical education. In determining to which candidates places will be offered, priority will always be given to Catholics (defined as a baptised person in full communion with the See of Rome). Of the twenty places, up to ten are to be offered to choristers. Boys in the Junior House are full members of the School and are expected to remain at the School until the end of their secondary phase of education.

In the first instance only candidates falling under Category A and B will be considered. Only if there are insufficient candidates in these categories will category C, D, E and F children be considered.

Candidates will be tested for general ability. Those candidates whose ability test score indicates average or above average ability will then be considered in relation to suitability for a specialist music course as assessed in the musical audition, to determine to whom places will be offered.

The music audition will involve candidates being tested aurally and orally for general musical aptitude and potential, and, in the case of candidates applying to be a chorister, for choral aptitude and suitability as a chorister. The purpose of the audition is to assess the candidate's musical potential and suitability for a specialist musical education at the School. A candidate whose application for a place as a chorister is unsuccessful, may still be considered for a place as a non-chorister.

In the event of over-subscription, the arrangements set out below will be used to determine the boys to whom the places will be offered.

After the admission of boys with an Education, Health and Care Plan which names the School, places will be allocated according to the criteria below

## **OVER-SUBSCRIPTION CRITERIA**

### **Category A**

Catholic looked after boys and Catholic boys who have been adopted, or made subject to child arrangements orders or special guardianship orders, immediately following having been looked after (*see notes 3, 4, 5 and 6*).

### **Category B**

Catholic boys from practising Catholic families with a Certificate of Catholic Practice (*see note 2*).

Within this category the following candidates will have priority:

- (1) Candidates who have a sibling at the School on the date of admission to the School (*see note 7*). Candidates meeting this criterion will be placed at the top of Category B.
- (2) Candidates who are a sibling of a former pupil (*see note 8*). Candidates meeting this criterion will be placed at the top of Category B after any candidates meeting (1) above.
- (3) Candidates who have a parent/guardian who is a member of staff at the School (*see note 9*). Candidates meeting this criterion will be placed at the top of Category B after any candidates meeting (1) and/or (2) above.

### **Category C**

Other Catholic children.

### **Category D**

Other looked after and previously looked after children (*see notes 3, 4, 5 and 6*).

### **Category E**

Catechumens (*see note 10*) and members of an Eastern Christian Church (*see note 11*).

### **Category F**

Any other children.

### **Tie-break**

In the event of a tie for a place after the above criteria have been applied, a ballot system of random allocation will be used with each tied candidate's name being entered into the ballot and names then selected randomly by an independent external organisation, until a rank of all candidates has been established. If the School is oversubscribed by Catholic applicants with a Certificate of Catholic Practice, only children from Category B will be included in the tie-break.

## HOW IS AN APPLICATION MADE?

All applicants must complete:

- (i) The London Oratory School's Music Inquiry Form
- (ii) The London Oratory School's Supplementary Information Form, via on line application through the School website, which must be completed in accordance with the instructions on the form on or before the applicable closing date given in these arrangements.

Applications which are received by the School without a Supplementary Information Form or Music Inquiry Form, which are incomplete or which are received by the School after the applicable closing date, will only be considered if there are fewer than 20 applicants for the 20 places. The School is under no obligation to advise parents on or before the applicable closing date that the application is in any way deficient.

## OFFERS

Offers of places will be sent to parents by the third week in February 2027 providing them with the necessary forms to complete, asking them to reply within five working days so that places not taken up at this stage can then be offered to the next most suitable candidates on the list.

## WAITING LIST

After admissions decisions have been made and places have been accepted, the Governors will hold a waiting list of candidates until 31st December 2027, using the priority order set out in the admission policy, of those who have positively indicated their wish to be placed on the list. Each added child will require the list to be ranked again in line with the published over-subscription criteria. Priority will not be given to children based on the date their application was received or their name was added to the list.

## FAIR ACCESS

The School is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the Governing Body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the Diocese and the Governing Body for the current school year. The Governing Body has this power even when admitting the child would mean exceeding the published admission number.

## CHILDREN EDUCATED OUTSIDE THEIR CHRONOLOGICAL AGE GROUP

Parents may apply for their child to be educated outside his chronological age group i.e. a year behind or a year ahead. Supporting evidence should be submitted at the same time as the application and Governors will consider each case on its own merits.

## APPEALS

If an application for a place is unsuccessful, parents will be given an opportunity to appeal against the decision to an appeal panel set up in accordance with the statutory provisions in force at the time.

## NOTES (These notes form part of the Admission Arrangements)

1. **Catholic** means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received if it were not for their status as a looked after child (e.g. a looked after child in the process of adoption by a Catholic family).

For a child to be treated as Catholic, evidence of baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the laws of the Church.

2. **Certificate of Catholic Practice** means a certificate issued by the family's parish priest (or the priest in charge of the church where the family attends Mass) in the form laid down by the Bishops' Conference of England and Wales. It will be issued if the priest is satisfied that at least one Catholic parent or carer (along with the child, if he or she is over seven years old) have (except when it was impossible to do so) attended Mass on Sundays and holy days of obligation for at least five years (or, in the case of a child, since the age of seven, if shorter). It will also be issued when the practice has been continuous since being received into the Church if that occurred less than five years ago. It is expected that most Certificates will be issued on the basis of attendance. A Certificate may also be issued by the priest when attendance is interrupted by exceptional circumstances which excuse from the obligation to attend on that occasion or occasions.
3. **Looked after child** has the same meaning as in s.22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by a local authority in the exercise of their social service functions at the time of making an application to the school). A child is regarded as having been in state care outside of England if it appears to the Admission Authority that they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.
4. **Adopted** refers to a child who is adopted under the terms of the Adoption and Children Act 2002 s.46 (adoption orders).
5. **Child Arrangements Order** means an order under the terms of the Children Act 1989 s.8 settling the arrangements to be made as to the person with whom the child is to live. Children 'looked after' immediately before the order is made qualify in this category.
6. **Special Guardianship Order** means an order under the terms of the Children Act 1989 s.14A which defines it as an order appointing one or more individuals to be a child's special guardian(s).
7. **Sibling** is defined as a brother or sister of whole or half-blood, or an adopted brother or sister who permanently resides at the same address.

- 8. Sibling of a former pupil** is defined as a brother or sister of whole or half-blood, or an adopted brother or sister, of a former pupil who completed at least one full year of education at the School.
- 9. Member of Staff at the School** means an employee of the School who works at the School at the time of the application and has done so continuously for at least two years before making the application.
- 10. Catechumen** means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a certificate of reception into the order of catechumens.
- 11. Eastern Christian Church** includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

## NOTES ON CATHOLIC PRACTICE

Extract from the current Code of Canon Law, promulgated by Pope John Paul II on 25th January 1983. For members of Eastern Catholic churches the relevant CCEO canons will apply.

### MASS ATTENDANCE

**Canon 1246.** Sunday, on which by apostolic tradition the paschal mystery is celebrated, is to be observed in the universal Church as the primary day of obligation. The following feast days are also to be observed as holydays of obligation: the Nativity of Our Lord Jesus Christ, The Assumption of the Blessed Virgin Mary, the Apostles Peter and Paul and All Saints.

**Canon 1247.** On Sundays and other holydays of obligation, the faithful are obliged to participate in the Mass. They are also to abstain from such work or business that would inhibit the worship to be given to God, the joy proper to the Lord's Day, or the due relaxation of mind and body.

**Canon 1248.** The obligation of participating in the Mass is satisfied by one who assists at Mass wherever it is celebrated in the Catholic rite, either on the holyday of obligation itself or on the evening of the previous day. If it is impossible to participate in a Eucharistic celebration, either because no sacred minister is available or for some other grave reason, the faithful are strongly recommended to take part in the liturgy of the Word, if there be such in the parish church or some other sacred place, which is celebrated in accordance with the provisions laid down by the diocesan Bishop; or to spend an appropriate time in prayer, whether personally or as a family or as occasion presents, in groups of families.

### BAPTISM

Canon 867. §1 Parents are obliged to see that their infants are baptised within the first few weeks. As soon as possible after the birth, indeed even before it, they are to approach the parish priest to ask for the sacrament for their candidate, and to be themselves duly prepared for it. §2 If the infant is in danger of death, it is to be baptised without any delay.

### CATHOLIC EDUCATION

**Canon 226.** §1 Those who are married are bound by the special obligation, in accordance with their own vocation, to strive for the building up of the people of God through their marriage and family. §2 Because they gave life to their children, parents have the most serious obligation and the right to educate them. It is therefore primarily the responsibility of Christian parents to ensure the Christian education of their children in accordance with the teaching of the church.

**Canon 793.** §1 Parents, and those who take their place, have both the obligation and the right to educate their children. Catholic parents have also the duty and the right to choose those means and institutes which, in their local circumstances, can best promote the Catholic education of their children. §2 Parents have moreover the right to avail themselves of that assistance from civil society which they need to provide a Catholic education for their children.

**Canon 796.** §1 Among the means of advancing education, Christ's faithful are to consider Schools as of great importance, since they are the principal means of helping parents to fulfil their role in education. §2 There must be the closest cooperation between parents and the teachers to whom they entrust their children to be educated. In fulfilling their task, teachers are to collaborate closely with the parents and willingly listen to them; associations and meetings of parents are to be set up and held in high esteem.

**Canon 798.** Parents are to send their children to those Schools which will provide for their Catholic education. If they cannot do this, they are bound to ensure the proper Catholic education of their children outside the School.



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