



Developments in Teaching & Learning

The London Oratory School has continued over the past five years to be recognised by numerous organisations for its achievements in education. In 2009, it was ranked by both OFSTED and Diocesan Inspectors as an 'Outstanding' school, with GCSE and A Level results consistently equaling that of the best Catholic state and private schools. Yet we believe there is still work to be done especially in our new area of Catholic Leadership.

The Essence of Catholic Leadership

The Mission of My Life

God has created me to do Him some definite service. He has committed some work to me which He has not committed to another. I have my mission. I may never know it in this life, but I shall be told it in the next. I am a link in a chain, a bond of connection between persons. He has not created me for naught. I shall do good; I shall do His work.

Blessed John Henry Newman (1801-1890)

Our Challenge

As the Bishops of England and Wales state in the Joint Pastoral Letter on Catholic Schools (2007), *The Church seeks to achieve three purposes through her commitment and investment in Catholic education:*

To help everyone within the school community to grow in faith;

To make the most of every ability they have [child] been given, and,

To achieve academic excellence and to prepare well for adult life in a modern and diverse society.

To achieve this goal, however, it is imperative that we continue to listen to God, and to faithfully respond to the signs of the world. We must be honest and frank about the challenges that face us in shaping an authentic Catholic ethos in our school. Both Pope John Paul II and Pope Benedict XVI present us with a clear assessment of these challenges:

First and foremost, we have a crisis of values which... assume the form, often exalted by the media, of subjectivism, moral relativism, and nihilism.

In a society where relativism has become a dogma, the light of truth is missing; indeed, it is considered dangerous and "authoritarian" to speak of truth, and the end result is doubt about the goodness of life...and in the validity of the relationships and commitments in which it consists.

Education tends to be reduced to the transmission of specific abilities or capacities whose only goal is a career or profession.

The satisfaction of the desire for happiness among the new generations is reduced to the acquisition of consumer goods and transitory gratification.

These challenges can create an emptiness and mediocrity to daily life, making it susceptible to 'events' constructed by organisations, which cannot be missed without condemning oneself to the endlessness of the ordinary. In this world, 'the subject' is constantly exposed to manipulation and 'reality' is rarely what it seems. The danger for our pupils is a life increasingly lived on the surface rather than in the interior, a life characterised more by mediocrity and loss of direction than meaning and vocation.

Our Solution

Leadership in the Holy Spirit is crucial to the cultivation of an authentic Catholic ethos in our school and in our lives. Catholic Leadership encourages pupils to realise their baptismal dignity of sharing in Christ's threefold ministry of priest, prophet, and king (Lumen Gentium, 10), which is a calling to Christian Leadership. Peer-to-peer leadership is particularly important in fostering respect for the person, respect for the school environment, and the cultivation of a climate of civility and good manners among the pupils.

Our strategic plan calls for the development of Catholic Leadership in all our pupils. The drive for Catholic Leadership is built upon our current established faith formation programmes and emphasises a social justice rationale to build a better world through young men and women who will be the agents of change in Christ.

In our strategic plan we define the characteristics of Catholic Leadership as:

Knowing ourselves in Christ and being the best we can be; Actively demonstrating our faith; Reaching out in loving service to others; and Being role models for others.

Pope Benedict invited the school pupils of Britain to consider the question: *what kind of a person do you really want to be?* This is the human face of the vocational challenge and shows how it can be expressed in an inviting way that embraces all people. We believe that Catholic Leadership is essential to help young people answer that question.

I would like to thank all who have contributed to the life of the School and the development of this strategic plan – parents, governors, staff and pupils.

David McFadden
Headmaster

CATHOLIC LEADERSHIP FOR ALL PUPILS

THE LONDON ORATORY SCHOOL STRATEGIC PLAN 2012-2015

OUR PURPOSE

To be a distinctive, Catholic school for London, maintaining high academic and personal standards within the traditions of a London Oratory education.

OUR CORE VALUES

Based on Catholic beliefs, we value:

Faith - Developing a personal and shared relationship with God

Respect - Caring for yourself, others and the environment

Justice - Recognising that in a just and civilised society we are called to be tolerant, accept difference, act with forgiveness and serve others

Excellence - Striving to be the best you can be in all you do

Knowledge and understanding - Enabling informed decisions and the quest for truth and freedom

Individuality - Valuing all people and honouring their individual gifts and talents

Tradition - Respecting and building on the foundations of the past

OUR STRATEGIC DIRECTION

Our strategic direction retains and extends The London Oratory School's strengths and distinctive characteristics, realising the full potential in each pupil.

We aim to develop young men and women strong in faith who will have the knowledge, courage and conviction to uphold moral values, strive for social justice, serve others and be Catholic leaders in their homes, communities and throughout their lives.

KEY THEMES

We will build upon the school's high standards and achievements through the following five themes:

- Catholic leadership for all pupils
- Formation and development of staff
- Curriculum development
- Parents and wider community
- Resources and infrastructure

Scope

Leadership programmes, faith formation, pastoral care, mentoring, personal excellence, community service, leading by example, health and well-being.

Outcomes

We aim to achieve the following outcomes:

- Pupils who are prayerful, knowledgeable of the Gospel and have a good understanding of Catholic doctrine and social teaching
- Pupils who develop the qualities of Catholic leadership:
 - o Knowing themselves and being the best they can be;
 - o Actively demonstrating their faith;
 - o Reaching out in loving service; and
 - o Being role models for others.
- Pupils who have a strong work ethic and strive for excellence in all they do.
- Pupils who are active, responsible citizens, now and throughout their lives.

Measures

The following information will help us to assess the extent to which we are achieving the outcomes:

- Evidence of pupils actively practising their faith and demonstrating the qualities of Catholic leadership.
- Number of pupils actively involved in the life of the School.
- Level of pupil participation in service to others.
- Pupil engagement and behaviour.
- Physical and mental health of pupils.
- Analysis of pupils' reports.
- Feedback from pupils, parents, staff and former pupils.

Strategy

- 1.1 Further develop programmes to enable and encourage all pupils to be Catholic leaders, including:
 - a) Defining and communicating our ethos in relation to Catholic leadership.
 - b) Further development of leadership programmes and extension to younger pupils.
 - c) Further development of retreats and reflection.
 - d) Extension of service learning programmes.
 - e) A focus on showing our pupils how to be Catholics in the 21st century.
- 1.2 Develop senior pupils as Catholic leaders and role models, actively contributing to the life of the School, assisting and mentoring younger pupils, and serving the community.
- 1.3 Review and enhance pastoral care roles, systems and structures and embed in the daily life of the School.
- 1.4 Develop the House System including:
 - a) Review of the House structure.
 - b) Introduction of House Councils / Pupil Councils.
 - c) Further development of peer mentoring.
 - d) Increased focus on House identity and inter-House competition across a range of activities.
- 1.5 Further develop rewards, recognition, celebration and positive reinforcement to promote achievement, personal standards and good behaviour.

FORMATION & DEVELOPMENT OF STAFF

Scope

Professional, career and leadership development and faith formation for all staff; coaching and mentoring of staff; standards and skills for teaching and pastoral care; staff induction, staff communication and participation; staff recognition and celebration.

Outcomes

We aim to achieve the following outcomes:

- For all staff:
 - o Staff who make a difference in the life of the School and who are happy and valued, with a strong sense of belonging; role models for others; reflective and self-motivated to learn, develop and achieve work / life balance.
 - o Effective structures for faith formation, staff development and appraisal, open communication and staff input to the life of the School.
- For teaching staff:
 - o An ongoing dialogue about teaching and learning and staff who work together to enhance teaching practice and innovation in the classroom.
 - o Staff who appreciate their pastoral care responsibility and have the required skills and resources to actively support their pupils.

Measures

The following information will help us to assess the extent to which we are achieving the outcomes:

- Standard of teaching and classroom practice.
- Extent of mentoring, coaching and peer support for staff.
- Level of staff satisfaction and their involvement in faith formation and professional development.
- Level of staff participation in the life of the School.
- Outcomes of staff appraisal.
- Feedback from staff, pupils and parents.

Strategy

- 2.1 Continue to develop the quality of teaching and learning including:
 - a) Rigorous understanding and further development of pedagogy aligned to boys' education.
 - b) Encouraging reflective practice.
 - c) Enabling mentoring, peer support and coaching of staff.
 - d) Opportunities for observation, team teaching and sharing of best practice.
- 2.2 Review and develop the role and skills of Heads of Department in the academic leadership of their subject areas. Including:
 - a) A strong focus on leadership in pedagogy and quality of teaching and learning.
 - b) Roles in staff development, appraisal, career path planning, coaching and mentoring.
 - c) Further development of relationships with the wider education community.
- 2.3 To further develop integrated processes for staff development, appraisal and career path planning for all staff.
- 2.4 Explore the introduction of off site staff retreats and colloquia focusing on personal and spiritual development and the qualities of Catholic leadership.
- 2.5 Identify and evaluate different ways to assist staff to achieve work / life balance.
- 2.6 Review and enhance opportunities for staff recognition, reward and celebration.
- 2.7 Maintain open, two-way communication and further develop staff meetings and avenues for input to the life of the School.

CURRICULUM DEVELOPMENT

Scope

Curriculum and co-curriculum design; integration of Catholic ethos and culture; subjects and programmes offered; timetabling; study skills and independent learning; assessment and reporting; eLearning and use of technology in the curriculum; homework policy; specialist music programme, work experience, careers advice and preparation for university through subject choices and university admissions.

Outcomes

We aim to achieve the following outcomes:

- An Oratory education that embraces the academic and co-curricular and provides an extensive breadth of educational experience.
- Pupils who strive to achieve their academic and personal potential.
- Pupils who use technology effectively and appropriately to enhance learning and communication.
- An enriching and engaging curriculum that:
 - o Embeds Catholic ethos and culture.
 - o Integrates best practice in boys' education and learning technologies.
 - o Goes beyond statutory requirement and values sports, arts and culture, offering pupils opportunities they might not otherwise encounter.
- Timetabling that enhances the quality of teaching and learning and strives to meet the needs of the individual.
- Assessment and reporting that informs learning and teaching.

Measures

The following information will help us to assess the extent to which we are achieving the outcomes:

- The extent to which Catholic ethos and culture are embedded in the curriculum.
- Analysis of pupils' reports, exam results and university entrance.
- Analysis of schemes of work and classroom practice
- Feedback from pupils, staff and parents.

Strategy

- 3.1 Review and enhance the way Catholic ethos and culture are integrated into the curriculum.
- 3.2 Develop clear direction for the School regarding the use of technology as a tool to enrich learning, including:
 - a) The role of eLearning in specific subject areas.
 - b) Development of eLearning resources.
 - c) Effective and appropriate use of technology by pupils.
 - d) Staff training and development.
- 3.3 Continue to review curriculum and assessment, including:
 - a) Focusing on consistency, flexibility and appropriateness.
 - b) Preparing pupils for life in the 21st century.
 - c) Development of specialist programmes.
 - Study skills.
 - Careers advice.
 - Requirements of university entrance and assistance in seeking university places.
- 3.4 Review co-curricular provision in terms of diversity and range of sports.

PARENTS AND WIDER COMMUNITY

Scope

Parent partnership and communication; involvement of former pupils; community relationships; links to schools, parishes, charitable organisations, higher education institutions and government.

Outcomes

We aim to achieve the following outcomes:

- Parents who are at the heart of their children's education and informed about what is happening in the School.
- Opportunities for parental involvement, input and volunteering for the benefit of the life of the School.
- Assistance for parents in relation to their children's learning and development and support for families experiencing difficulties.
- A growing network of former pupils and their ongoing involvement.
- Positive and effective relationships with, and contribution to, the local and wider community.

Measures

The following information will help us to assess the extent to which we are achieving the outcomes:

- Level of parent involvement.
- Level of former pupil involvement.
- Extent of external relationships and benefits achieved.
- Feedback from parents on the effectiveness of communication.

Strategy

- 4.1 Further develop the partnership with parents including:
 - a) Clarifying channels of communication with teaching staff.
 - b) Providing parent workshops / education in relation to
 - The School's direction in using technology to support learning.
 - Appropriate use of social media by young people.
 - Parenting adolescents.
 - c) Further developing opportunities for parents to meet with other parents, including social events.
 - d) Expanding further opportunities for parent involvement in providing career talks and work experience.
- 4.2 Further develop the Old Oratorians Association and the involvement of former pupils in the School.
- 4.3 Plan the celebration of the 150th Anniversary of the School.
- 4.4 Explore the potential to expand to other site(s) to meet demand for quality Catholic schooling in London.

"The London Oratory School provides an outstanding education in all areas of its provision. This first-class education is offered to pupils drawn from across London. The school gives outstanding value for money..."

(Ofsted Inspection Report 2009)

RESOURCES AND INFRASTRUCTURE

Scope

All aspects of space, buildings and facilities including information technology; staffing, funding and resources; environmental sustainability; safety and security; policies and procedures

Outcomes

We aim to achieve the following outcomes:

- A flexible and effective school design that maximises learning and optimises available space.
- Access to ICT to meet the needs of pupils, staff and parents.
- A safe and secure school site.
- Sustainable site design and efficient resource usage.
- Staffing structure and resources to implement the strategic plan and achieve its outcomes.

Measures

The following information will help us to assess the extent to which we are achieving the outcomes:

- Extent to which buildings and facilities provide an effective learning environment.
- Computer to pupil ratio; computer to staff ratio.
- Number and quality of staff.
- Level of energy utilisation and recycling of resources
- Feedback from pupils, staff and parents.

Strategy

- 5.1 Create a long-term master plan for development of the school site and associated facilities, including information technology.
- 5.2 Continue to research and investigate funding sources.
- 5.3 Develop a coordinated fundraising plan.
- 5.4 Further develop the School's assets register.
- 5.5 Establish a policy for environmental sustainability and investigate Fairtrade purchasing.
- 5.6 Review school policies.
- 5.7 Develop a risk management strategy.

"The excellent teaching, when combined with the outstanding curriculum and highly structured care, guidance and support, ensures that both pupils and their teachers reach the challenging targets, which have continuously led to exceptionally high standards and outstanding achievement."

"Pupils, parents, staff, governors and past, present and future Oratorians are rightly proud of the school, which is an exceptional place to be."

(Ofsted Inspection Report 2009)