

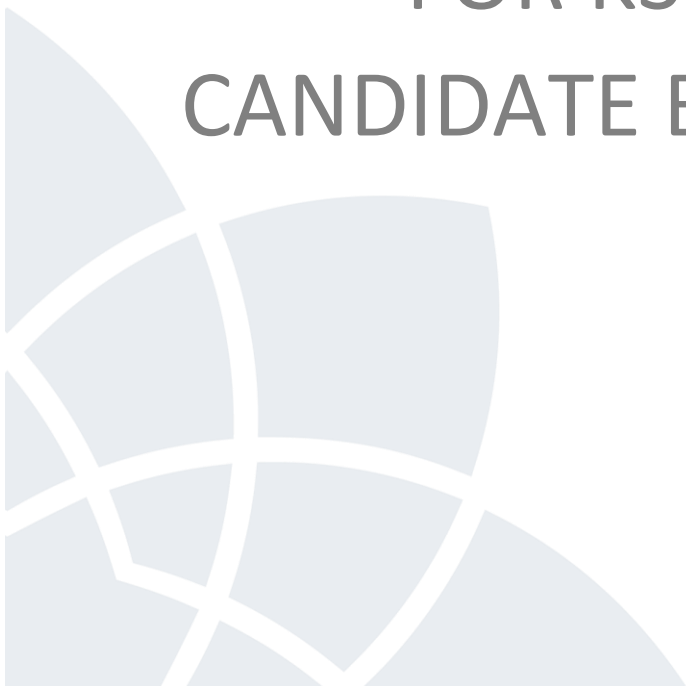


FARRINGTONS
SCHOOL



Hundreds of **individuals.**
One **community.**

PREP SCHOOL TEACHER
FOR KS1 OR KS2
CANDIDATE BRIEFING PACK





Welcome from the Head

Farringtons is a truly remarkable school with both a rich history and an excellent grasp on the various demands of modern day teaching. Our dedicated and inspirational teachers are wholly committed to helping every pupil achieve their full academic potential, encouraging them to be independent, curious and creative. The school's enhanced National Curriculum provides a great deal of breadth and it is a fantastic reflection on our pupils that the extra freedom they are given to undertake specialist subjects yields such commendable results year on year.

Equally, however, we believe strongly that learning should not be limited to the classroom nor measured solely by performance in exams. We place great emphasis on providing opportunities for pupils to pursue a wide range of extra-curricular interests, on developing the art of leadership, teamwork and those all-important soft skills. This is seen not only in sport but also in Music, Drama and the Arts as well as through our vibrant activities programme.

Underpinned by the school's strong Christian ethos, we also take great pride in the quality of our pastoral care and the excellent relationships which exist between staff and pupils. Being a co-educational school, with both day pupils and boarders who choose to come to us from all over the world, we are blessed with a very diverse and cosmopolitan community, something we consider to be a real strength.

Besides the beautiful buildings, outstanding facilities and expansive school grounds, which are an amazing asset given our proximity to central London, what invariably strikes visitors to Farringtons is the friendliness of everyone they meet and the sense of family. I hope that this Briefing Pack, as well as our website, gives you a flavour of what a special place this is and I very much look forward to receiving your application.

David Jackson
Head





PREP SCHOOL INFORMATION



Mr Rishi Boyjoonauth
Head of Prep School

At Farringtons, we provide a bespoke learning experience for our children. Due to our small classes, we are able to differentiate effectively, providing our pupils with stretch and challenge, as well as support where required.

We have form teachers, specialist teachers, a range of higher level teaching assistants, teaching assistants and a prep school SEND department, who all play a key part in ensuring our children are successful learners.

Our Luceat Programme aims to develop five cornerstone skills for pupils as they progress through the Prep School.

These are:

- Intellectual curiosity
- Independence
- Creativity
- Citizenship
- Communication.

Pupils will be able to participate in activities each academic year, to enhance and improve these skill sets.

Our Forest School encourages and inspires all our pupils to enjoy a positive outdoor experience. Children have the opportunity to learn about the natural environment and learn how to use their initiative, solve problems, cooperate with others and manage risk. Getting muddy, building shelters, using tools and toasting marshmallows are just some of the experiences our pupils enjoy at Forest School

The creative arts form a fundamental part of a child's learning at Farringtons. Pupils are taught a range of subjects by senior school specialists including photography, food and nutrition.

In addition, we offer instrumental lessons, including ukulele, piano and strings delivered by visiting music teachers from Bromley Youth Music Trust.

We also offer a range of extra-curricular activities, including numerous sports, choir practice and theatre and dance.

We offer a range of fun educational day trips to enrich the curriculum. Children are encouraged to participate in residential trips in years four, five and six. These include a PGL activity residential, and a trip to France.

We provide wrap around care, FIZ Club, for pupils from pre-prep to year seven. This includes:

- breakfast club from 7.00am to 8.00am
- after school care until 6.30pm
- holiday club (for 5 weeks of the holiday period)

THE ROLE

Thank you for your interest in working at Farringtons School.

The post we are recruiting for is for a full time Prep School Teacher for Key Stage one or Key Stage Two. We would welcome ECTs to apply.

We are looking to appoint an enthusiastic, qualified and highly motivated Teacher to inspire and educate in our Prep School, who will motivate and do the very best for our pupils enabling them to develop and shine. You will be able to work both independently and collaboratively as part of a team.

You should be ICT literate, be a Form Tutor and contribute to extracurricular activities. The most important requirement, however, is innovation; we are looking for a creative and imaginative classroom practitioner who will be willing to contribute to the on-going development of the Prep School.

The successful candidate would ideally have experience of teaching across both Key Stages.

We look forward to receiving your application.

In your supporting statement please include the following points:

- Your experience to date
- Your views and beliefs about the teaching within a wide ability setting.
- What you can offer Farringtons School, specifically relating to one or more of the areas listed above

Farringtons School is committed to safeguarding and promoting the welfare of children, and we will check the suitability of staff to work with children.

The post will be offered subject to all the necessary safer recruitment pre-employment checks, including a medical questionnaire and an enhanced DBS check.

If you would like any further information, please do not hesitate to contact me. You may like to look at our website www.farringtons.org.uk as a further source of information.





JOB DESCRIPTION

We are seeking to appoint an enthusiastic and dynamic member of staff to teach in our Prep School. You will join a dedicated and well-resourced team and take an active part in the whole school community. You will receive excellent support for your own professional development. This post would suit a motivated individual and we would welcome applications from ECTs.

Main Duties

The core purpose of this post is to contribute to the continuing development of the Prep School curriculum. It is expected that the successful candidate will consistently plan and deliver outstanding lessons, as well as carry out the professional duties of a teacher in accordance with the school policies.

You should be ICT Literate, be prepared to be a Form Tutor and contribute to extracurricular activities.

By the direction of the Head of Prep School, carry out the following professional duties of a teacher as circumstances may require and in accordance with the school's policies.

We will expect you to:

- Teach a minimum of 44 teaching periods per week out of 55 periods. You may be required for cover and this is allocated on a rota basis
- Attend early morning briefings, presently at 7.50am on Monday mornings
- Attend meetings after work including Monday evening CPD, parents' evenings and Open Days and other marketing events
- Run an extra-curricular activity / club
- Have a tutor group

Teaching

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes, using the school's assessment systems and attending Pupil Progress meetings as and when required
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain pupils' interest in the subject, and address any misunderstandings

- Have strong knowledge of the English and Maths Curriculum as per the National Curriculum 2014
- Demonstrate a critical understanding of developments in subject and curriculum areas
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject
- Have a clear understanding of systematic synthetic phonics and a clear understating of appropriate teaching strategies for early mathematics

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of teaching and learning lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Incorporate the use of relevant technology in lessons where appropriate
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) and drawing from the National Curriculum 2014

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment
- Liaise with the Learning Development Department and Prep School SENDCO to ensure that appropriate interventions are put into place to enable all pupils to make good progress

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas you teach, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through written records, and encourage pupils to respond to the feedback, giving dedicated improvement times in lessons
- Ensure that workbooks are marked regularly in line with the School's Marking Policy

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's Behaviour Policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- Manage classes effectively, using approaches which are appropriate and matched to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of Farringtons School
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support and being prepared to adapt practice where necessary
- Deploy support staff effectively where appropriate
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with pupils, parents and carers with regard to pupils' achievements and well-being
- Attend marketing events as and when directed by the Senior Management Team and Prep Leadership Team

Generic Responsibilities for All Farringtons Staff

- To actively promote the aims and ethos of Farringtons
- To work within the Farringtons framework with regard to Health and Safety
- To be committed to child safety and undergo child protection screening (DBS check) and training
- To promote equal opportunities at Farringtons
- To support Farringtons commitment to the continued professional development of all staff
- All staff are expected to be willing to contribute to the Farringtons School co-curricular Floreat Program
- To undertake any additional duties as may reasonably be requested by the Head or members of SMT.

Safeguarding

- To promote and maintain the standards of the school's commitment to safeguarding children
- In line with the school's safeguarding policy, record pertinent information/pupil disclosures and liaise with the Designated Safeguarding Lead where necessary
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- The school follows safer recruitment checks which includes obtaining references, right to work checks and as this role will involve direct contact with children, all staff are required to undertake an enhanced DBS check through the Disclosure and Barring Service.

Prevent Duty

- To promote and maintain the standards of the school's commitment to ensure all staff understand the risks of radicalisation within our school and how this risk may change from time to time.
- To ensure that staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- The school is committed to placing a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Health and Safety

- All employees have a legal duty to ensure the safety of themselves and all the pupils and staff within the school as detailed in the Health and Safety at Work Act 1974.

Data Protection / GDPR

- All employees should familiarise themselves with and follow the Data Protection and GDPR guidelines and practices.

Code of Conduct

- All Employees are expected to demonstrate consistently high standards of personal and professional conduct.
- All Employees must maintain high standards of the aims and ethos of the School both within and outside school, by:
 - treating pupils, staff and parents with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the employee's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
 - having proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

This job description will be reviewed on an annual basis and following consultation with you may be changed to reflect the changes in the job requirements and reflect the true nature of the role which are commensurate with your job title.

THE PERSON

Qualifications

- Qualified Teacher status
- Degree or comparable qualification

Professional Development

- Evidence of continuing professional development

Experience

- Ability to undertake teaching of within the Prep School
- An understanding of the learning needs of pupils of all academic abilities
- Experience of monitoring and evaluating pupil performance
- Experience of the specific responsibilities within the job description
- Monitoring the effectiveness of teaching and learning

Knowledge and Skills

- Effective time management and organisational skills
- Strives for excellence in all aspects of work
- Sets high standards and expectations of Pupils
- A clear understanding of the latest curriculum developments
- Range of approaches to engage young pupils and be able to encourage them to learn
- An innovator – excited by change, able to turn innovative thinking into practical and successful classroom outcomes
- Motivate pupils at all levels of ability, thus ensuring that all pupils fully access the curriculum
- Committed to cross curricular collaboration across the School
- A good knowledge of relevant ICT applications and techniques for the teaching within the Prep School
- Evidence of effective teaching practices targeted at improving progress of groups of children

Personal Qualities

- A 'can do' person who works positively and collaboratively
- Passionate, energetic, versatile and creative about their subject and teaching in general
- Evidence of being able to build and sustain effective working relationships with pupils, staff and parents
- Play a full and active role in the wider development of the school
- A commitment to developing lunchtime and after school activities
- A strong and supportive team player
- A willingness to organise and participate in trips and visits
- Flexible, well-organised, energetic and self-directed

HOW TO APPLY

Please send in your completed application form, and supporting statement to:
recruitment@farringtons.kent.sch.uk

The closing date for applications: **Friday 17 May 2024 at Noon**

Early applications are recommended as we reserve the right to appoint before the closing date.

Interviews: **Interviews will be held on Tuesday 21 May 2024**

Further information can be obtained by looking at the school website: www.farringtons.org.uk

Farringtons School is committed to safeguarding and promoting the welfare of children and we will check the suitability of staff to work with children.

The school follows safer recruitment checks which includes obtaining references, right to work checks and as this role will involve direct contact with children, all staff are required to undertake an enhanced DBS check through the Disclosure and Barring Service.



BACKGROUND

Farringtons School is a leading, co-educational, independent day and boarding school in Chislehurst, Kent, for pupils aged between 3 and 18 years.

Founded in 1911, the School has a rich history and thrives today providing a balanced academic, sporting, musical and social curriculum that enables each pupil to fulfil their potential. This is delivered by a team of passionate teachers, who support pupils to achieve their best academically and in whatever they put their minds to.

The School's site and warm, nurturing Christian environment encourages all pupils to pursue activities and develop new skills. Farringtons offers an eclectic range of sports and activities which are made possible through a range of first-class facilities. The sports hall, swimming pool and 25 acres of school grounds provide superb facilities for many sports whilst the teaching and learning facilities, including the recently completed science and maths building, and the music Mac suite, provide excellent learning spaces and support a broad and balanced curriculum.

Aims, Values & Objectives

Farringtons Aim

To be recognised as one of the leading independent, co-educational day and boarding schools in Kent, providing education for children aged 3-18. To be the first choice school in the local area.

Farringtons Values

The School motto, Posside Sapientiam, (Growing in Wisdom) influences much of what the School does. Underpinned by Christian values, Farringtons School aspires to be a place of trust

and respect where teachers take an active interest in the intellectual, physical, moral and spiritual development of every student. The School believes co-education to be the right platform for developing the interpersonal skills necessary to succeed in the modern world. The importance Farringtons places on nurturing individuality and the manageable size of the School ensures that students do not get lost, but rather thrive in their own way – they are encouraged to 'Develop and Shine'

Farringtons Core Objectives

- To inspire each individual to achieve success through excellent teaching, go to university, college or an occupation and have a desire for lifelong learning.
- To create a community that promotes Christian values, gives students the confidence to live their unique lives to the full and have the capacity to think of others.
- To be known as a school where every child matters, has outstanding pastoral care and communicates successfully in and out of school.
- To provide a safe and fit for purpose environment that encourages children to achieve their best.
- To build strong partnerships and networks locally, nationally and internationally to raise the profile of the School and consequently benefit all parts of the School and local community.
- To create an environment that prepares students for their life after school, gives them real confidence and humanity and ensures that they always feel part of the Farringtons family.



EYFS & PRE- PREP SCHOOL

Early Years and the Pre-Prep School

Farringtons prides itself on having an integrated community and maintaining continuity of learning from Early Years through to the Senior School. Children start the School in the Early Years department at 3, where the curriculum is structured around fun, relevant and motivating activities.

The purpose-built Pre-Prep School is light, secure and spacious with an outdoor play area. The transition from Early Years into Reception is seamless, as the classrooms are adjacent to each other and staff and children come together for regular playtime and other activities.

As children progress through the Pre-Prep School they benefit from an increased emphasis on specialist teaching delivered by practitioners who share their enthusiasm and deep knowledge with the pupils. The School encourages all pupils to discuss and discover in order to develop enquiring minds, self-assurance and positive work habits, ready for the next stage of their education.

Early Years Foundation Stage (EYFS)

EYFS is based on the recognition that children learn best through play and active learning. The provision of the curriculum ensures that children experience a full range of learning opportunities including child initiated, teacher directed and group learning.

Reading and writing are taught through guided sessions, alongside daily phonics and are supported by a systematic synthetic phonic scheme called 'Little Wandle'.

Children are assessed through observations, conversations and photographs. Parents, staff and the children themselves all contribute to the assessment process. In the Pre-Reception class,

the developmental phases are used for assessment purposes and the foundation stage profile in Reception.

Pre-Prep School (KS1)

The children in KS1 follow the National Curriculum subjects as well as personal, social, health education with citizenship. The transition from Reception to Year 1 is dealt with sensitively, especially in the first term where Year 1 children learn through play, which continues to use the principles of EYFS to develop the child's learning and social development.

Year 1 teachers use the foundation stage profiles to build an accurate picture of children's learning and progress and then move onto the School's assessment levels. All learning and teaching in KS1 is based on an enhanced Primary Curriculum with children exploring subject knowledge through a linking topic. Mathematics and English are taught daily, there are two hours per week of Science and PE. Children have a weekly guided reading session with their teacher and also receive bi-lingual teaching every week in French.

Reading, writing, speaking and listening continues to be taught through the use of synthetic phonics and are supported by a structured reading scheme. We teach structured and creative English lessons supported by the Primary Literacy Framework and all children are taught spelling. Guided writing is a precision intervention tool that is taught as part of an agreed approach through English, in order to target specific learning skills.

Luceat

The Luceat programme aims to develop 5 key cornerstone skills for pupils as they progress through the Prep School.

These are: Intellectual curiosity, independence, creativity, citizenship and communication.

Pupils will be able to participate in activities each academic year, to enhance and improve these skill sets.



PREP SCHOOL

Children who are more able and those with additional educational needs are identified and interventions are put in place to help address their needs. Children needing further encouragement and support may also work in small groups with our team of support staff, including the KS1 learning support teacher and qualified High Level Teaching Assistants (HLTAs).

Key Stage Two (KS2)

In KS2, all children continue to be taught the enhanced National Curriculum subjects as well as subjects such as Photography and Food & Nutrition. Some lessons in KS2 are taught by specialist teachers from the secondary phase. Mathematics and English are taught daily, there are two and a half hours per week of Science and four hours of PE. In English, key texts or excerpts are taught throughout each year to ensure coverage of the full range of genre and skills. We teach discreet grammar, creative writing and comprehension lessons.

Pastoral Care

Farringtons is renowned for its pastoral care. The School's ethos, size and determination to treat every member of the Farringtons family as an individual and as a member of the community makes for a supportive environment for the pupils to thrive and staff to develop. The School works in partnership with parents to ensure that all of the pupils feel that they are cared for and valued. The SMT, SLT, Chaplain, School Counsellor and Mental Health and Wellbeing Lead are all involved closely in the pastoral life of the School through assemblies, Chapel worship and our Wellbeing Programme. Farringtons also organises regular Year Group meetings so parents are able to discuss their

child's progress with staff. *Flourish at Farringtons* is a dedicated series of seminars to help parents better understand important pastoral matters of the day; topics have included: on-line safety and food & nutrition.

Beyond the Classroom

Farringtons' co-curricular programme and competitive House system gives pupils the opportunity for fun and fellowship whilst developing leadership skills by offering experiences and activities in a safe but challenging environment. As a result, pupils become more adventurous, confident and develop those soft skills which will enable them to flourish in later life. Whenever possible, teachers bring learning to life through a programme of outings, residential trips and workshops led by visiting specialists.

Forest School

Our Forest School encourages and inspires all our pupils to enjoy a positive outdoor experience.

Children have the opportunity to learn about the natural environment and learn how to use their initiative, solve problems, cooperate with others and manage risk.

Getting muddy, building shelters, using tools and toasting marshmallows are just some of the experiences our pupils enjoy at Forest School.





SCHOOL LIFE

The School believes that class work is enriched by these experiences and that they provide invaluable opportunities for children, staff and parents to learn together. Pupils enjoy exciting excursions to the British Film Institute, Port Lympne, Science Museum, Horniman museum, British museum as well as walking in the local area.

The School fosters an appreciation of, and an involvement in, the local community and pupils are encouraged to learn about, and take part in, fundraising activities for local, national and international charities. In addition, Farringtons offers a huge range of activities, including arts and crafts, football, dance, choir, orchestra, and taekwondo.

Farringtons Interactive Zone (FIZ) is an essential aspect of the Prep School, providing 'wrap around care' for pupils from Pre-Reception to Year 7. FIZ Club has been designed to help parents and guardians balance work and family commitments, while giving children a broad range of experiences, as well as supporting them with their school work.

Academics

In 2023, at GCSE all subject areas achieved a series of excellent results, 10 subjects achieved 100% pass rate with 92% of students achieving five good passes including English and Mathematics. In English and Mathematics just shy of 60% of grades were awarded at 6- 9. In

this year group, value-added scores for students were impressive, with students going on to achieve marks higher than predicted when those students joined the School in 2018.

In 2023, at A-Level, the successes of our students were equally well deserved. 33% of students achieved at least one A* and 22% achieved at least two A*. The vast majority of students have gone on to secure places at their first-choice universities, including a good number at Redbrick institutions.

At Farringtons, all pupils are helped to achieve the best academic results they can. This is especially true in the Prep School where year on year our pupils surpass themselves by achieving results significantly higher than the national average. This is accomplished by dedicated teachers with supportive parents encouraging every pupil to be the best they can be.

Boarding

Boarders at Farringtons live in one of two boarding houses. There is South House for boys in Year 7 to 13 and West House for girls in Years 7 to 13. Each house is led by a team of House Parents and supported by the School Healthcare team.

Christian life at Farringtons

Chapel is an integral aspect of life at Farringtons, and a place where both Prep and Senior School pupils worship regularly. All Chapel worship is inclusive and welcoming for those of different faiths, and also none at all. During worship, the School covers a range of topics which ensure that pupils are aware of local, national and worldwide issues. Pupils are encouraged to tolerate, understand and respect each other.



HISTORY OF FARRINGTONS

Methodist Independent Schools Trust (MIST)

Farringtons School is part of the Methodist Independent Schools Trust (MIST). MIST has overarching responsibility for 12 independent schools across England and works closely with other independent schools of Methodist foundation elsewhere in the UK and overseas.

MIST provides opportunities for its member schools to work closely together. What is characteristic of all MIST schools is the shared Christian/Methodist ethos. Methodist Schools are inclusive and welcoming communities where individuals are valued, good order is respected, relationships cherished, and where excellence in its widest sense (academic, extra-curricular and lifestyle) is pursued.

Methodist Schools encourage a sense of belonging, seek to improve lives and boldly expect the impossible; in Methodist Schools, educational experiences and activities bring mind and heart, intellect and passion together; and Methodist Schools work in mutually beneficial partnerships with each other and the wider Methodist Church.

History

The story of Farringtons School begins in 1908. At that time, there was already a very successful Methodist boys' school in Cambridge, The Leys School, but no equivalent Methodist school for girls – an earlier establishment having closed some years before. A committee was formed to create a school to educate girls in the Methodist tradition, and Farringtons was born as a 'sister school' of The Leys.

After looking at several sites, they settled on buying the land which the School now occupies in Chislehurst. This land had formerly been the

site of a small mansion dating back to the 17th Century. Before it fell into disrepair, the house had been home to several families, including three generations of the Farrington family who lived there during the late 17th and early 18th centuries, and it is from this connection that the school took its original name – Farringtons.

The first school building, originally known as 'School House' but now called 'East House', was constructed and Miss Alice Hollingdrake Davies was appointed as the first Headmistress. She opened her school on Thursday 21 September 1911 with fourteen pupils. Over the next 90 years the School grew and came through the challenges of the World Wars.

In 1994, Farringtons merged with Stratford House – a local girls' school that had opened in Bickley in 1912. Stratford House had a similar ethos to Farringtons and similar traditions, and so the name 'Farringtons and Stratford House' was born. The merged School was soon operating happily as a single unit, colloquially known as FASH, and the pupils continue to proudly wear the Coat of Arms that was granted to Farringtons back in 1928. In September 2004, the School reverted to its original name, Farringtons School.

The Millennium saw further exciting developments. In September 2006, Farringtons became the location for a new nursery development – Busy Bees at Farringtons – providing day care for children aged three months to four years. In 2010 the school accepted boys into Year 7 for the first time. Today Farringtons is fully co-educational and thriving. Over 100 years since it was founded, it still flourishes as a School proud of its rich history and excited about the future.

Further information on Farringtons School can be found on our website.



FARRINGTONS
SCHOOL

Farringtons School
Perry Street, Chislehurst
Kent, BR7 6LR
020 8467 0256
www.farringtons.org.uk