

School inspection report

11 to 13 November 2025

Farringtons School

Perry Street

Chislehurst

Kent

BR7 6LR

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors maintain efficient oversight of the school. They ensure that leaders fulfil their responsibilities effectively and that the requirements of the Standards are met. Leaders prioritise the wellbeing of pupils in the actions that they take, in line with the school's ethos and values. They undertake their responsibilities effectively. For example, they have a strategic approach to the management of risk and take effective and appropriate action to mitigate the risks identified.
2. Leaders have created a curriculum that is broad and meets the needs and aptitudes of pupils. It is thoughtfully supported with activities which provide academic enrichment and promote pupils' personal development. Teachers know their pupils well, have good subject knowledge and use a range of activities, resources and feedback to help pupils to learn effectively. Leaders' tracking of pupils' progress ensures that they identify and support pupils to achieve well. As a result, pupils make good progress. However, progress in academic courses in the sixth form is less marked than in other areas of the school.
3. Pupils' mental, emotional and physical health are well supported. Pupils are responsible and respectful. Behaviour is good and bullying is rare. The programme of physical activities supports pupils' physical and mental wellbeing. The curriculum, together with the co-curriculum and assemblies, actively promotes pupils' self-confidence and self-esteem.
4. Leaders have a systematic approach to the management of health and safety, including fire protocols. However, during the inspection some issues were identified in relation to the maintenance of premises. These matters were rectified during the inspection. Appropriate first aid is readily available when required.
5. Boarding provision is carefully led and managed by knowledgeable and experienced staff. Accommodation is well maintained, and boarders have access to a range of well-thought-out recreational activities. Conscientious supervision and a rigorous approach to safety ensure that boarders are kept safe and know how to report any worries or concerns.
6. Pupils understand the importance of tolerance and respect for others. They benefit from a well-structured careers education programme, which enables them to make informed choices about their next steps. The personal, social, health and economic education (PSHE) programme informs pupils about finance. However, this programme is less well developed in the sixth form.
7. Governors maintain rigorous oversight of safeguarding practices at the school. Staff understand and implement the school's procedures for reporting any safeguarding concerns that might arise. Leaders carry out recruitment checks as required by current statutory guidance and these are recorded appropriately. Pupils learn how to keep safe, including when online.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that teaching and assessment are effective in raising pupils' achievement in sixth-form academic courses
- strengthen pupils' understanding of economic education and personal finance so that they are better prepared for life as young adults
- ensure that oversight of health and safety is consistently robust so that any issues with the maintenance of the school site and premises are quickly identified and rectified

Section 1: Leadership and management, and governance

8. Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively, including actively promoting the wellbeing of pupils. Governors assure themselves that the Standards are met by effective scrutiny and monitoring of the school's practice and procedures. They receive detailed reports, regularly visit the school and review documentation. They provide appropriate challenge and support to leaders.
9. Leaders have an accurate view of the effectiveness of the school and areas for further development. They carefully consider the impact that their actions have on pupils' wellbeing and success. They are methodical and detailed in their self-evaluation, which informs their strategic school development planning. This planning focuses on improving the impact on pupils' wellbeing across all areas of the school's provision. For example, leaders monitor the quality of teaching through lesson visits, work scrutiny and discussion. These activities support professional dialogue and improvement.
10. Across the school, reports provide parents with detailed information about their child's attainment, progress and attitudes to learning. These consistently provide information on what pupils need to do to improve their performance. In the early years, children's achievements are shared effectively with parents using an online platform. Required information about the school, including its aims and ethos, is made available to parents and external agencies, largely through the school's informative website.
11. Leaders foster close links with external agencies to promote the wellbeing of pupils. In particular, they maintain an effective working relationship with local safeguarding partners. The school reviews the provision for any pupils with an education, health and care plan (EHC plan) and provides local authorities with required information, including that related to income and expenditure. Leaders also provide information to the local authority about any pupils who join or leave the school at non-standard transition points.
12. Leaders manage any complaints appropriately and keep thorough records of these and any actions taken by the school in response. Complaints are dealt with within the timeframes stated in the school's policy.
13. Boarding routines and practice are well communicated. Leaders ensure that new members of the school undergo an effective induction process, allowing them to settle in quickly and understand the school's expectations and procedures. This enables new pupils to benefit from staff who are knowledgeable about boarding provision.
14. Leaders are committed to supporting the youngest children to have the best start in their learning and development. They ensure that there is a well-resourced and planned learning environment that supports the children's curriculum. Staff are knowledgeable about the needs of children and the requirements of current statutory guidance. They ensure that children are well prepared to transition into Year 1.
15. Leaders have a comprehensive and robust approach to risk management. They have an effective understanding of physical, welfare and safeguarding risks and respond with urgency and diligence to mitigate areas of potential risk when these are identified. Risk assessments evaluate potential risks thoroughly and outline appropriate steps to reduce or eliminate these. Leaders systematically monitor risk assessments to check their continued effectiveness.

16. Leaders implement a detailed and appropriate accessibility plan that enables all pupils to access the curriculum and facilities, for example by improving the physical environment and the providing assistive technology. The school fulfils its duties under the Equality Act 2010.

The extent to which the school meets Standards relating to leadership and management, and governance

- 17. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

18. Leadership ensures that the curriculum is rich and varied and creates opportunities for cross-curricular links. The school's 'Floreat' and 'Luceat' programmes are embedded into the curriculum. These provide pupils with opportunities to further their interests in academic enrichment or in recreational activities. Project work, along with short courses which are offered on a rotation, ensure that pupils are offered a broad and diverse curriculum alongside opportunities for further personal development. As pupils get older, they are able to choose from a range of qualifications, culminating in the sixth form where the curriculum offers both academic and vocational courses appropriate to the needs, interests and aspirations of pupils.
19. Leaders encourage teaching that combines rigour, care and reflection. Teachers plan thoughtfully. They encourage pupils to link subjects meaningfully, such as English and PSHE, to promote an appreciation of different perspectives and critical thought. Teachers use discussion, practical tasks and independent enquiry to challenge pupils and to build their resilience. Teachers provide personalised guidance and feedback so that pupils can improve their understanding and their work.
20. Typically, pupils are attentive, contribute articulately and enthusiastically, and produce high-quality written work. They often take pride in their efforts and engage thoughtfully with questions and their learning. The library and specialist classrooms are welcoming spaces where reading, research and curiosity are encouraged. Pupils make use of resources, collaborate productively and show growing independence in managing their own learning as they progress through the school.
21. Leaders analyse assessment and performance information regularly to check on the progress that pupils are making. They identify any pupils who need additional support, and ensure that this is provided, often through class teachers and the guidance that they offer to pupils. Leaders ensure that the youngest pupils develop subject knowledge, technical and creative skills, and confidence in speaking, listening and literacy. Pupils also develop their skills in numeracy through applying their knowledge in science and in other practical contexts. As they get older, pupils achieve well in a range of GCSE and vocational qualifications, making good progress from their different starting points. Although attainment at A level has improved in recent years, pupils do not make the same rates of progress in academic subjects in the sixth form. Leaders' monitoring and action have not been fully successful in improving this.
22. Leadership has established comprehensive systems for identifying pupils who have special educational needs and/or disabilities (SEND), which is supported by well-qualified and experienced staff. Staff training ensures that teachers have the skills to meet the needs of these pupils, including for children in the early years. The special educational needs co-ordinators (SENCOs) lead rigorous systems of assessment, target setting, support, review and reflection. Over time, pupils who have SEND learn and achieve well.
23. Pupils who speak English as an additional language (EAL) are well supported to develop their linguistic understanding. In classrooms, through the provision of materials and resources, pupils at the early stages of learning English access the curriculum alongside their peers. When needed, some pupils benefit from sessions taught by a specialist teacher. As a result, these pupils access the curriculum effectively and learn and achieve well.

24. Leaders ensure that there are positive and nurturing interactions between staff and the youngest children in the early years. Teachers use these opportunities to expand children's vocabulary, for example when talking about people who help us such as healthcare professionals, including midwives, paramedics and surgeons. Through well-planned activities, for example in phonics, children develop their knowledge of early reading quickly and fluently. They use stories, rhymes and songs to develop language, for example by predicting and hypothesising what might happen next in a story. In mathematics, they have many opportunities to learn about shapes and the difference between them. They are well prepared to transition into Year 1.
25. Leaders provide an extensive co-curricular programme that enriches academic life and fosters personal growth. Activities such as debating, academic support clinics, outdoor learning, The Duke of Edinburgh's Award scheme (DofE) and creative clubs are run with enthusiasm and purpose. The range of activities supports the wider development of pupils' skills and encourages collaboration, resilience and enjoyment. Pupils have a range of opportunities to work with peers in their own year group and across other year groups. They gain confidence and learn to lead.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 26. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

27. Leaders actively develop pupils' spiritual and moral understanding through the promotion of the school's values of generosity and service. Teachers guide pupils to think about gratitude and ethical choices, using examples from daily life and literature to prompt reflection. Mindfulness activities, outdoor reflection and initiatives such as 'postcards of thanks' help pupils appreciate compassion and shared humanity. Classroom discussions encourage pupils to reason and respond thoughtfully to differing beliefs and opinions.
28. Pupils' wellbeing is very well supported. Staff, through encouragement, praise and patient guidance, help pupils to identify strengths, set personal goals and encourage self-expression and resilience. Wellbeing lessons and enrichment activities allow pupils to explore interests and build self-awareness. The curriculum emphasises kindness, wellbeing, online safety and emotional literacy, with lessons that combine instruction and reflection. Pupils engage in discussions about managing emotions, making safe choices and understanding the impact of health on wellbeing. Pupils understand how to maintain physical and emotional wellbeing. They learn about when to seek help and develop mature and balanced views on mental health and personal responsibility.
29. Leaders promote pupils' wellbeing through an inclusive physical education (PE) programme. Leaders ensure that physical activity is accessible and enjoyable for pupils, offering plenty of choice and variety. Teachers support pupils' skill progression through modelling and reinforcing techniques and strategies across a range of activities. Lessons are structured to develop fundamental movement skills, co-ordination and sport-specific skills, alongside tactical understanding and decision-making. As a result, PE supports health and fitness and equips pupils with skills such as resilience, teamwork and confidence and fosters attitudes needed for independent participation in physical activity.
30. Leaders provide an appropriately planned and taught PSHE curriculum and effective relationships and sex education (RSE) programme. Through the age-appropriate study of topics such as families, relationships, puberty and consent, pupils are well informed to make decisions, build positive relationships and know how to stay healthy.
31. Leaders ensure that the policy and procedure for behaviour are used consistently and effectively by staff. Leaders promote a culture of respect and inclusion across the school. Staff model fairness, empathy and integrity, ensuring that kindness and equality underpin behaviour and communication. Pupils behave kindly and considerately towards others. Relationships across the community are inclusive and grounded in mutual trust. Leaders manage any rare incidents of pupil behaviour effectively. Staff and pupils collectively contribute to a positive learning environment.
32. Leaders ensure that there is an effective anti-bullying strategy which minimises bullying to protect pupils from harm. Leaders act in a timely and effective way when incidents occur. As a result, bullying and unkindness are rare.
33. Leaders ensure that suitable and accurate admission and attendance registers are maintained. Patterns of absence are monitored, and leaders take action to support pupils when needed. Leaders inform the local authority about any attendance concerns and about pupils who leave and join the school at non-standard transition points. This helps to promote the safety and wellbeing of pupils.

34. Buildings are well maintained, including boarding facilities. Leaders have suitable arrangements in place to systematically manage health and safety procedures. Fire safety is maintained through a range of appropriate activities. However, during the inspection a number of issues pertaining to the maintenance of premises were identified. These matters were rectified during the inspection. First aid and medical provision are well managed, with timely and competent care that meets pupils' health needs. Leaders ensure appropriate facilities and effective management of medicines. Staff have suitable training to support pupils, including children in the early years and boarders. Leaders prioritise pupil safety in their daily operations, with careful planning and oversight of pupil and boarder supervision.
35. Leaders ensure that boarding is well managed. Boarders' induction programme welcomes them to the community and provides them with suitable information about the guidance on offer. Boarders can locate boarding staff and know how to contact them overnight. Boarding accommodation is of good quality, enabling boarders to live confidently in their environment. The prefect system in boarding is well understood by other boarders. Boarding leaders ensure that prefects are carefully supported and monitored.
36. Leaders provide children in the early years with many opportunities to develop physically. For example, they support children's gross and fine motor skills such as when creating a skeleton from craft materials, cutting out shapes, and practising to write their name. The youngest children show growing confidence as they develop or refine new or existing skills.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

37. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

38. Leadership promotes an understanding of cultural and social diversity through the curriculum. Teachers encourage pupils to understand their own backgrounds while learning from others, fostering appreciation of diversity and shared values. Teachers help pupils to relate their studies to real-world questions. For example, pupils in the prep school discuss life for children in Uganda and compare it with their own experience. Pupils analyse complex issues with sensitivity. Studies of literature, art and chapel themes highlight empathy and inclusion.
39. Leaders promote the school's motto of 'growing in wisdom' by creating a community of trust and respect where everyone is known and supported. For example, a pupil-led diversity group meets with staff to consider a range of areas of equality. Pupils are taught about the importance of respect and inclusion. They form a welcoming, understanding community.
40. The PSHE programme contains content which develops pupils' understanding of economic education and personal finance, covering topics such as budgeting, digital banking and the risks associated with gambling. However, the curriculum for pupils in the sixth form is less well planned. The oldest pupils in the sixth form are not provided with sufficient information to advise their financial decision-making in preparation for life beyond school.
41. There is a structured programme of careers education. Work experience and alumni engagement provide pupils with a broad range of post-school options. Pupils receive accurate and personalised impartial advice that supports informed decision-making. Pupils are well supported to develop an understanding of their future pathways, and the variety of routes open to them in their studies and the world of work. Pupils are well prepared to make appropriate decisions about their next steps in education, training or employment in line with their personal ambitions, interests and abilities.
42. Leaders promote moral integrity and ethical awareness. Pupils are encouraged to think critically about their actions and the effect they have on others. This gives pupils practical experience of decision-making and consequences. Pupils learn how to distinguish right from wrong and act with honesty and fairness. They understand that good choices build trust and contribute to a safe and caring community.
43. Pupils are taught about the importance of law, civic responsibility and democratic participation as essential parts of modern British life. Pupils learn about the role of public institutions and the value of the rule of law. They express balanced and informed views. They appreciate the protection that laws offer, respect those who serve the community, and participate in democratic processes with understanding.
44. Leadership encourages pupils to take responsibility and to make meaningful contributions to school life. Through the house system pupils contribute to charitable initiatives and learn about service. The mixed-age house groupings encourage pupils to model positive attitudes and support younger peers, helping them to develop responsibility and respect. Prefects take responsibility for specific areas of school life such as the chapel, raising awareness of diversity and boarding. Boarders learn to consider others' needs as well as to develop independence through doing laundry and learning to share communal spaces.

45. Leadership promotes community engagement and experiential learning for boarders through their 'Londuction' activities. Pupils engage in regular visits to care homes as part of the school's service programme. Pupils develop practical skills and empathy through meaningful community interaction. These experiences promote the school's ethos of care and service, while strengthening social responsibility, resilience, and confidence.
46. Staff's high-quality interactions and the use of a range of activities and equipment support the social development of children in the early years. Teachers celebrate children's achievements and help them to understand and articulate how they have shown the school values. Children are encouraged to work together and to share, such as in PE where the children work with a partner on their ball skills. Children grow in confidence with one another and with adults.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 47. All the relevant Standards are met.**

Safeguarding

48. There is a vigilant culture of safeguarding in the school. Safeguarding arrangements are effective and reflect the requirements of current statutory guidance. The arrangements are appropriately outlined in the safeguarding policy that is available on the school's website.
49. Leaders with designated safeguarding responsibilities respond promptly and appropriately to any safeguarding concerns that arise. They consult with external safeguarding partners and refer safeguarding concerns to them when appropriate. Suitable arrangements for the handling of allegations against staff or senior leaders, including low-level concerns, are in place. These are well understood by staff and followed when required. Leaders keep suitable records of safeguarding concerns and the decisions and actions taken in response to these.
50. Leaders are aware of the contextual risks and challenges facing pupils beyond the school, including risks relating to radicalisation and extremism. This understanding is used to inform staff training and the development of the PSHE curriculum.
51. All governors undertake suitable training in safeguarding. Governors maintain an effective overview of the safeguarding policy and procedures. A governor conducts thorough reviews of safeguarding practice at the school through a range of activities. Governors review this information routinely to check on the effectiveness of leaders' actions to safeguard pupils and boarders.
52. Safeguarding induction and training for staff, including for the safeguarding team, are thorough, regular and in line with local and statutory requirements. Leaders provide safeguarding updates and scenario-based training for all staff, followed by quizzes to review understanding. Staff understand their safeguarding responsibilities and escalate concerns appropriately when required.
53. Leaders provide a number of ways for pupils, including those in boarding, to raise any concerns that they might have. The availability and the role of the school's independent person are well publicised to boarders.
54. Pupils are taught how to keep themselves safe, including when online. Suitable internet filtering and monitoring procedures are in place. Any alerts are immediately reviewed by members of the safeguarding team, who take action as required. These systems are tested regularly by the school.
55. Leaders ensure that all appropriate safer recruitment checks on adults who work with pupils or reside in boarding houses are made in a timely manner and accurately recorded in a suitable single central record of appointments.

The extent to which the school meets Standards relating to safeguarding

- 56. All the relevant Standards are met.**

School details

School	Farringtons School
Department for Education number	305/6007
Registered charity number	1142794
Address	Farringtons School Perry Street Chislehurst Kent BR7 6LR
Phone number	020 8467 0256
Email address	head@farringtons.kent.sch.uk
Website	www.farringtons.org.uk
Proprietor	Methodist Independent Schools Trust
Chair	Mr Ian McCaig
Headteacher	Mr David Jackson
Age range	3 to 19
Number of pupils	639
Number of boarding pupils	12
Date of previous inspection	16 to 17 November 2022

Information about the school

57. Farringtons School is an independent co-educational day and boarding school in Chislehurst, Kent. It is owned by the Methodist Independent Schools Trust. The trustees hold legal responsibility for the school and delegate oversight of the management to the school's governing board. Since the previous inspection, there is a new chair of the proprietor body and a new chair of the governing body.
58. There is one boarding house on the school campus for male and female boarders from Years 7 to 13.
59. There are 27 children in the early years, comprising one Pre-Reception and one Reception class.
60. The school has identified 180 pupils as having special educational needs and/or disabilities. Seven pupils in the school have an education, health and care plan.
61. The school has identified English as an additional language for nine pupils.
62. The school states its aims are to be a caring Christian family community committed to the development of the full potential of each individual; to be a place of trust and respect where teachers take an interest in the intellectual, physical, moral and spiritual development of every pupil; to create an inclusive environment which nurtures individuality, ensuring that pupils do not get lost and can thrive in their own way; to provide a truly holistic education which emphasises the importance of the co-curriculum; and to develop pupils' interpersonal skills and confidence, so that they leave as well-rounded global citizens who are keen to make a positive contribution to society.

Inspection details

Inspection dates

11 to 13 November 2025

63. A team of seven inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and another governor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education and the learning support area
- visits to the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net