



FARRINGTONS
SCHOOL

ISI INSPECTION REPORT HIGHLIGHTS

NOVEMBER 2025





Introduction

I am very pleased to share with you the highlights of our recent ISI Inspection Report. Under the comparatively new framework introduced in September 2023, ISI reports are intentionally factual and measured in tone. As a result, direct comparisons with previous inspection reports are not like-for-like.

Nevertheless, we very much felt that the inspectors got to the heart of what makes Farringtons such a special school and community during their time with us. The feedback we received, both verbal and written, was extremely positive and we were delighted that after robust scrutiny, close observation and in-depth conversations we were found to have met all of the five standards below:

1. Leadership, management and governance
2. Quality of education, training and recreation
3. Pupils' physical and mental health and emotional wellbeing
4. Pupils' social and economic education and contribution to society
5. Safeguarding

It is, of course, very gratifying that ISI has recognised the high quality of our academic, pastoral and co-curricular provision. Equally, it was reassuring that the inspection team commented on the aspirational and inclusive culture that permeates through the school, our focus on pupils as individuals, as well as the nurturing and supportive environment which allows them to develop and shine.

I am hugely grateful to everyone connected with Farringtons who contributed to this positive outcome: staff, pupils, parents and governors. Indeed, the findings very much confirm our shared commitment to providing a truly holistic education for every one of our children.

I am particularly proud of my colleagues for their ongoing dedication and professionalism and of the pupils too, of course, whose achievements and contributions to making Farringtons the wonderful school that it is have been very clearly acknowledged.

David Jackson
Head

"Leadership ensures that the curriculum is rich and varied."



The process



ISI (Independent Schools Inspectorate) is appointed by the Department for Education to inspect association independent schools in England. Their inspections report on the extent to which the statutory Independent Schools Standards and other applicable regulatory requirements have been 'met' or 'not met'.

Farringtons School was inspected on 11–13 November 2025 by the Independent Schools Inspectorate under the newly implemented framework introduced in September 2023.

A team of seven Inspectors visited Farringtons School for two and a half days. The inspection included the following:

- Observation of lessons, some in conjunction with school leaders
- Observation of registration periods and assemblies
- Observation of a sample of co-curricular activities that occurred during the inspection
- Discussions with the chair and another governor
- Discussions with the head, 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, documents and records provided by the school

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

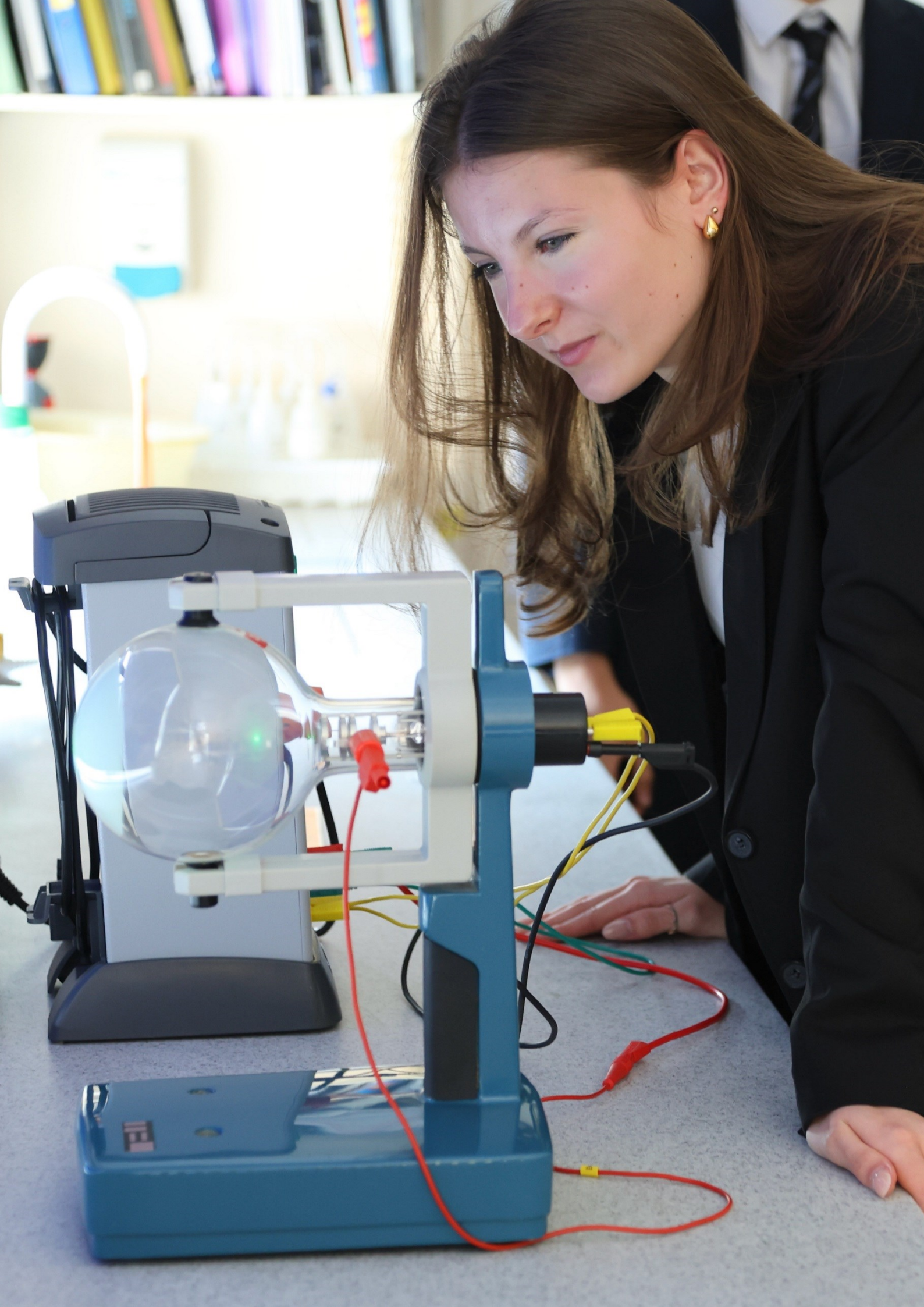
"Leaders are committed to supporting the youngest children to have the best start in their learning and development."



Summary of inspection findings

- 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.
- 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 promoted 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.
- 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.
- 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.
- 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.
- 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.
- 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.

"Leaders prioritise the wellbeing of pupils in the actions that they take."



Section 1: Leadership and management, and governance

- "Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively, including actively promoting the wellbeing of pupils."
- "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."
- "Across the school, reports provide parents with detailed information about their child's attainment, progress and attitudes to learning."
- "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."
- "Leaders are committed to supporting the youngest children to have the best start in their learning and development. Staff are knowledgeable about the needs of children and the requirements of current statutory guidance. They ensure children are well prepared to transition into Year 1."
- "Leaders implement a detailed and appropriate accessibility plan that enables all pupils to access the curriculum and facilities."



All the relevant Standards are met.

"Leaders provide an extensive co-curricular programme that enriches academic life and fosters personal growth."



Section 2: Quality of education, training and recreation

- "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. 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."
- "Leaders encourage teaching that combines rigour, care and reflection. Teachers plan thoughtfully. Teachers use discussion, practical tasks and independent enquiry to challenge pupils and build their resilience."
- "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."
- "Staff 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 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."
- "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."



All the relevant Standards are met.

"Pupils are well prepared to make appropriate decisions about their next steps."



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

- "Leaders actively develop pupils' spiritual and moral understanding through the promotion of the school's value of generosity and service."
- "Mindfulness activities, outdoor reflection and initiatives such as 'postcards of thanks' help pupils appreciate compassion and shared humanity."
- "Staff, through encouragement, praise and patient guidance, help pupils to identify strengths, set personal goals and encourage self-expression and resilience."
- "Leaders ensure that physical activity is accessible and enjoyable for pupils, offering plenty of choice and variety. 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."
- "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."
- "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."
- "Leaders provide children in the early years with many opportunities to develop physically. The youngest children show growing confidence as they develop or refine new or existing skills."



All the relevant Standards are met.

"Pupils' wellbeing is very well supported."



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

- "Teachers encourage pupils to understand their own backgrounds while learning from others, fostering appreciation of diversity and shared values."
- "Leaders promote the school's motto of 'growing in wisdom' by creating a community of trust and respect where everyone is known and supported."
- "There is a structured programme of careers education. Work experience and alumni engagements provide pupils with a broad range of post-school options. Pupils receive accurate and personalised impartial advice that supports informed decision-making."
- "Leaders promote moral integrity and ethical awareness. Pupils are encouraged to think critically about their actions and the effect they have on others."
- "Through the house system pupils contribute to charitable initiatives and learn about service."
- "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."
- "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."
- "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."



All the relevant Standards are met.

"Children develop their knowledge of early reading quickly and fluently."



Safeguarding

- "There is a vigilant culture of safeguarding in the school. Safeguarding arrangements are effective and reflect the requirements of current statutory guidance."
- "Leaders are aware of the contextual risks and challenges facing pupils beyond the school, including risks relating to radicalisation and extremism."
- "All governors undertake suitable training in safeguarding. Governors maintain an effective overview of the safeguarding policy and procedures."
- "Staff understand their safeguarding responsibilities and escalate concerns appropriately when required."
- "Leaders provide a number of ways for pupils, including those in boarding, to raise any concerns that they might have."
- "Pupils are taught how to keep themselves safe, including when online."



All the relevant Standards are met.

"There is a vigilant culture of safeguarding in the school."



The full ISI Report can be found at:



www.farringtons.org.uk/school-information/policies-and-inspections/

"Boarding provision is carefully led and managed by knowledgeable and experienced staff."



FARRINGTONS SCHOOL

www.farringtons.org.uk