FARRINGTONS
SCHOOL



KEY STAGE 2 TEACHER 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 co-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





A Message from the Head of Prep



At Farringtons Prep, every child is known, valued and stretched. Small classes and adaptive teaching let us personalise learning, balancing high expectations with excellent pastoral care. We use clear data and pupil voice to shape next steps, so each child makes confident progress at their pace, including Greater Depth opportunities.

Brendan O'Keefe

Form Teachers, subject specialists and our skilled teaching assistants work closely with the Prep Learning Enrichment Department to remove barriers, stretch pupils achieving Greater Depth and to celebrate progress and effort. Safeguarding and wellbeing are crucial to us and enable children to feel safe to take managed risks, to then reflect and improve.

The Luceat Programme

Our Luceat Programme sets the culture for learning and enrichment across the Prep School. It develops five cornerstone skills that pupils revisit and deepen each year:

- Intellectual curiosity
- Independence
- Creativity
- Citizenship
- Communication

Every pupil participates in purposeful activities, clubs and projects linked to these skills, with badges and showcases that recognise effort, progress and character, aligned with British Values.

Forest School

Our Forest School invites children to learn through adventure. Pupils explore the natural world, solve problems, collaborate and manage risk with growing confidence. Building shelters, using tools, getting muddy and toasting marshmallows are all part of learning to think, connect and act responsibly outdoors.

Creative Arts

Creativity is central to a rich education at Farringtons Prep. Senior School specialists teach across the arts, including photography and food and nutrition, giving pupils expert guidance and access to high-quality facilities.

Music thrives here. Visiting tutors from Bromley Youth Music Trust offer instrumental lessons, including ukulele, piano and strings, and pupils enjoy regular opportunities to perform.

Co-curricular life

A broad co-curricular programme complements classroom learning and Luceat goals. Pupils can choose from numerous sports, choir, theatre and dance, alongside clubs that build curiosity, leadership and service, with opportunities in Greater Depth Clubs and Luceat Extension Clubs.

Trips and visits

Carefully planned day trips enrich the curriculum and widen horizons. In Years 4 to 6, pupils are encouraged to join residential experiences, including a PGL activity residential and a trip to France, building independence, resilience and teamwork.

Wraparound care: FIZ Club

Families can rely on flexible, high-quality care from Pre-Prep to Year 7:

- Breakfast Club from 7.00 a.m. to 8.00 a.m.
- After-school care until 6.30 p.m.
- Holiday Club for five weeks across the holiday period

Across all we do, our aim is simple: opportunity plus confidence leads to adventure and self-discovery. Here, everybody can be somebody.

THE ROLE

Key Stage 2 Teacher

School	Farringtons School, Chislehurst
Post	Full-time, Key Stage 2: Years 3–6
Start	Easter 2027, with an earlier start welcomed if possible

Thank you for your interest in joining Farringtons Prep. We are seeking an ambitious, reflective teacher who combines strong classroom practice with attentive pastoral care and a commitment to helping every pupil make progress.

Our ethos is simple: “Here, everybody can be somebody.” We want pupils to feel known, challenged and supported, and to leave Prep with secure foundations, confidence and independence. Our curriculum combines academic ambition with specialist teaching, outdoor learning and a broad co-curricular programme.

The opportunity

You will teach an allocated KS2 class and subjects, take on Form Tutor responsibilities and lead a co-curricular activity or club. You will work closely with Prep leaders, specialist teachers, the SENCO and teaching assistants to provide coherent teaching and effective support.

We welcome a contribution to the wider life of the school, whether through oracy, creativity, sport, outdoor learning, digital learning, entrepreneurship or another area of expertise. The essential requirement is excellent teaching and a willingness to contribute to the team.

What we are looking for

- QTS, or an equivalent teaching qualification recognised by the school, with secure knowledge of KS2 teaching and curriculum progression.
- Evidence of effective teaching, including training placements for early career teachers, and the ability to plan, assess and adapt teaching for pupils with a wide range of abilities.
- High expectations of pupil progress, behaviour and presentation, with a clear understanding of SEND, reasonable adjustments, EAL and greater-depth challenge.
- Warm, professional relationships with pupils, parents and colleagues; sound judgement; and a consistent approach to pastoral care and safeguarding.
- Confident, responsible use of technology, a reflective approach to professional development and enthusiasm for a Form Tutor role and co-curricular contribution.
- Applications from early career teachers are welcome. Any statutory induction arrangements and applicable timetable entitlements will be agreed as part of the appointment process.

THE ROLE

We look forward to receiving your application.

In your supporting statement please include the following points:

- Your relevant teaching experience, including placements where applicable, and evidence of the difference your teaching has made to pupils' learning.
- How you teach effectively in a class with a wide range of abilities, including support for SEND and EAL and challenge for pupils working at greater depth.
- Your approach to behaviour, pastoral care, safeguarding and constructive communication with parents.
- What you would contribute to Farringtons Prep and its co-curricular programme.

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 go to our website www.farringtons.org.uk





JOB DESCRIPTION

Key Stage 2 Teacher

Department	Prep School, Farringtons School
Phase	Key Stage 2: Years 3–6, ages 7–11
Responsible to	Head of Prep, through the designated Prep line manager
Role	Full-time teacher with Form Tutor responsibilities

Purpose of the role

Provide ambitious, well-sequenced teaching and attentive pastoral care so that every pupil makes strong progress, feels safe and develops confidence and independence. Contribute to the continuing development of the Prep curriculum and to the ethos, "Here, everybody can be somebody."

Teach the allocated KS2 class and subjects, working with specialist teachers, teaching assistants and Prep leaders. Take responsibility for a form group and contribute to the co-curricular programme.

Core commitments

- Teach a minimum of 44 teaching periods per week out of 55 periods, subject to applicable ECT statutory induction timetable reductions and agreed reasonable adjustments. Provide cover allocated on a rota basis.
- Attend early morning briefings, staff and departmental meetings, CPD and parents' evenings, including scheduled meetings outside the teaching day.
- Run a co-curricular activity or club and undertake allocated supervision duties, school events and educational visits.

Safeguarding and professional boundaries

- Safeguard and promote pupils' welfare. Read, understand and follow the current Keeping Children Safe in Education, including Part One and the additional material required by school policy, and the school's safeguarding and staff conduct policies.
- Complete induction, annual safeguarding and online safety training, and regular updates. Maintain appropriate professional boundaries and use approved communication channels.
- Act on concerns immediately, report through the appropriate safeguarding route and make accurate, timely records. Do not delay urgent action while completing a written record.

High expectations and pupil progress

- Create a safe, purposeful and stimulating learning environment, rooted in mutual respect, where pupils are motivated to work hard and take pride in their learning.
- Be accountable for the attainment, progress and development of every pupil taught, using knowledge of starting points, prior learning and individual circumstances to plan the next steps.
- Set ambitious, achievable goals for pupils of all abilities. Develop independence, resilience, responsibility and the ability to reflect on learning.
- Model the positive attitudes, language, values and behaviour expected of pupils.

Subject and curriculum knowledge

- Maintain secure knowledge of the KS2 subjects taught and of progression across Years 3–6. Identify misconceptions and address gaps in understanding promptly.
- Teach the School's agreed curriculum and schemes of work, drawing on the National Curriculum and meeting the requirements applicable to independent schools.
- Promote high standards of reading, writing, spelling, oracy and mathematical understanding across the curriculum.
- Contribute to curriculum development and work with subject leaders and specialist teachers to ensure coherent provision and effective transition between year groups and into Senior School.

Planning and classroom practice

- Plan and teach well-structured lessons that build knowledge and understanding through clear explanations, modelling, questioning, purposeful practice and effective use of lesson time.
- Use assessment during lessons to check understanding, adapt teaching and identify when further explanation, practice or challenge is needed.
- Promote curiosity, creativity and a love of learning through worthwhile discussion, practical experiences, outdoor learning and appropriate enrichment.
- Set homework and out-of-class activities in line with school policy to consolidate or extend learning.
- Use technology where it improves learning or efficiency. Follow acceptable-use, online safety and data protection requirements, including when using AI; check the accuracy and suitability of generated material.
- Reflect systematically on teaching, respond to feedback and use professional development to improve pupils' learning.

Adaptive teaching and inclusion

- Adapt teaching to pupils' strengths and needs, including SEND, disability, English as an additional language and pupils working at greater depth. Maintain ambitious expectations and avoid fixed assumptions about ability.
- Identify barriers to learning early and work with the SENCO, parents and relevant specialists to agree, implement and review support and reasonable adjustments.
- Follow agreed pupil support plans, relevant education, health and care plans and medical care plans. Know the arrangements needed to keep pupils safe and able to participate.
- Plan effectively with teaching assistants in line with the School's Teaching Assistants Charter. Remain responsible for pupils' progress and assess the impact of additional support and interventions.
- Promote equal opportunity, respect and inclusion, adapting activities and access so that pupils can participate in school life.

Assessment, feedback and reporting

- Use formative and summative assessment in line with the school's assessment calendar and policies. Understand any statutory assessment requirements that apply to the setting.
- Maintain accurate assessment records, moderate judgements with colleagues and use evidence to identify gaps, review progress and plan teaching or intervention.
- Give clear, useful oral and written feedback in line with school policy, and provide time for pupils to respond and improve their work.
- Prepare accurate, constructive reports and contribute to pupil progress meetings. Communicate strengths, concerns, agreed actions and outcomes clearly to parents and relevant colleagues.

Behaviour, regulation and relationships

- Establish clear routines and consistently uphold the School Pledge. Use praise, House Points and Pledge recognition to reinforce positive behaviour.
- Apply current Prep behaviour procedures, including the Reflection Pathway, consistently and proportionately. Support regulation, reflection, repair and successful return to learning, with appropriate adjustments for individual needs.
- Respond promptly to bullying, discriminatory behaviour and child-on-child abuse; record and escalate concerns under the relevant policies and monitor agreed actions.
- Use prevention and de-escalation strategies. Any restrictive intervention must be lawful, necessary and proportionate, with prompt recording and reporting under current school procedures and guidance.

Form Tutor and pastoral responsibilities

- Know each pupil well, listen to their views and monitor academic progress, wellbeing, friendships, behaviour, attendance and punctuality.
- Maintain accurate registers and follow absence and missing-pupil procedures promptly. Share patterns of concern with the appropriate pastoral or attendance lead.
- Communicate regularly and professionally with parents through approved channels. Record significant contact, agreed support and follow-up actions, involving Prep leaders where required.
- Deliver allocated Wellbeing, PSHE and Relationships Education through the agreed programme and support pupils' personal development, leadership and transition.
- Supervise pupils actively during allocated duties and visits. Follow risk assessments, health and safety procedures and individual medical arrangements.

Wider professional contribution

- Make a positive contribution to Farringtons' Methodist ethos and school community, showing respect for pupils and families of all faiths and none.
- Develop effective working relationships with colleagues; share relevant information promptly and draw on professional advice and specialist support.
- Contribute to assemblies, trips, performances, Open Days and other school events as allocated. Represent the Prep School professionally with current and prospective families.
- Support co-curricular enrichment, including opportunities for creativity, communication, entrepreneurship, outdoor learning or other areas of expertise.
- Participate in appraisal, professional development and school improvement. Undertake other reasonable duties consistent with the role, as directed by the Head of Prep.

Safeguarding reporting and information handling

- Report pupil welfare concerns and low-level concerns through the routes in the safeguarding policy. Refer allegations about adults that may meet the harm threshold to the Head, using the alternative route specified in the policy where the concern relates to the Head.
- Follow escalation and whistleblowing procedures if concerns are not addressed. Recognise that safeguarding is everyone's responsibility.
- Keep pupil and staff information secure and share it lawfully with those who need it. Follow school rules for records, photographs, devices, digital systems and AI tools.

This job description should be read alongside the contract of employment, Staff Handbook and current school policies. It will be reviewed as the school develops; any substantial change to the role will be discussed with the postholder.

Generic Responsibilities for All Farringtons Staff

- To actively promote the aims and ethos of Farringtons
- To attend Open Morning – once a year normally the first Saturday in October
- 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 Programme
- To undertake any additional duties as may reasonably be requested by the Head or members of SMT.

Safeguarding

- To actively support and uphold the school's commitment to safeguarding and promoting the welfare of children and young people.
- To always comply with the School's Safeguarding and Child Protection Policy and procedures at all times, including appropriately recording and reporting any safeguarding concerns or disclosures to the Designated Safeguarding Lead (DSL).
- All staff are expected to share the school's commitment to safeguarding and promoting the welfare of children and young people.
- The school operates safer recruitment procedures. Appointment to this role will be subject to the appropriate pre-employment checks, including satisfactory references, right to work checks and an Enhanced DBS check, together with any other checks required for the role.

Prevent Duty

- To support and uphold the school's responsibilities under the Prevent Duty, remaining alert to the risks of radicalisation and extremism and reporting any concerns in accordance with the school's safeguarding procedures.
- To support the school in ensuring that staff understand their responsibilities under the Prevent Duty and can to recognise, respond to and report concerns relating to children and young people who may be vulnerable to radicalisation or extremism.
- To support and promote the school's values of respect, understanding, tolerance and inclusion, helping to create an environment in which pupils value diversity and are supported to make safe, informed and well-considered decisions.

Health and Safety

- All employees are required to take reasonable care for their own health and safety and that of pupils, colleagues and others who may be affected by their actions, in accordance with the Health and Safety at Work etc. Act 1974 and the School's Health and Safety Policy.

Data Protection / GDPR

- All employees are required to familiarise themselves with and comply with the School's Data Protection policies and procedures, including all applicable UK GDPR and data protection requirements.

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 always 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

- 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: Sunday 22 November 2026
Early applications are recommended as we reserve the right to appoint before the closing date.

Interviews: Interviews will be held Friday 27 November 2026

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.

All shortlisted candidates will undergo online screening checks. This practice is part of the "Keeping Children Safe in Education" (KCSIE) statutory guidance, which recommends schools conduct online searches for due diligence on shortlisted candidates to identify any publicly available information that might relate to their suitability to work with children



BACKGROUND

Farringtons School is a leading, co-educational, independent day and boarding school in Chislehurst, Kent, for pupils aged between 2.5 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 2.5 -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 2.5, 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

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.

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.

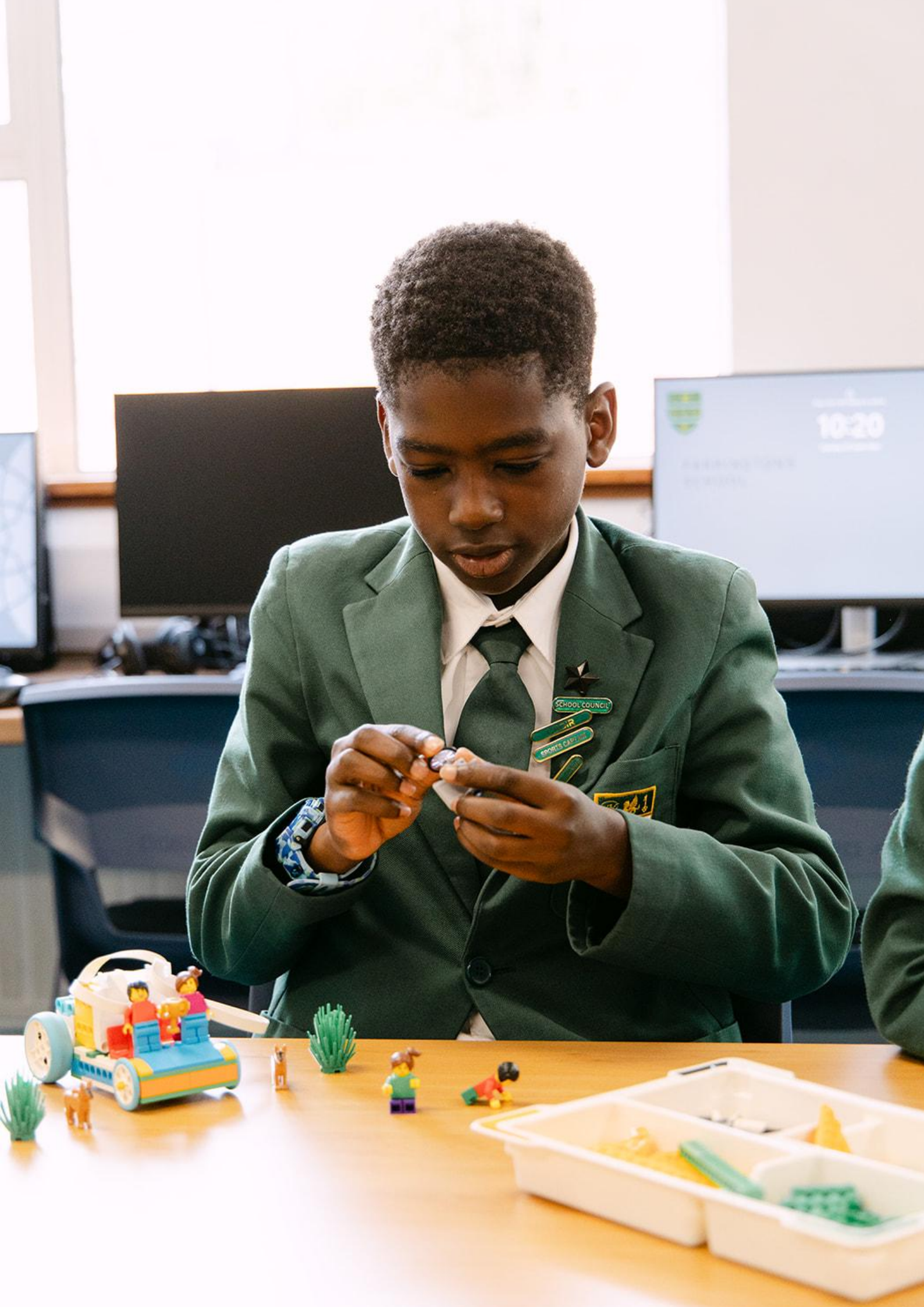
Forest School

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 COUNCIL
SPORTS CAPTAIN

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 2026, at GCSE, all subject areas achieved a series of excellent results, 15 subjects achieved 100% pass rate with 96% of students achieving five good passes including English and Mathematics. Across the board, 79% of all GCSE grades were awarded at 6-9. In this year group, value-added scores were very impressive, with huge numbers of students going on to achieve marks far higher than predicted when those students joined the school in 2021.

In 2026, at A-Level, the successes of our students were equally well deserved. The school achieved 99.3% pass rate at A Level. Perhaps more impressively, the rate of grades awarded at A*/A (or equivalent) was 30%. All Extended Project Qualifications (EPQ) grades were awarded at A*-D, reflecting the independent study commitment demonstrated by our students reaching for the very best university places.

At Farringtons, all pupils are helped to achieve the best academic results they can. This is true across the school. in the Prep School, 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

Wyvern House is situated within the main school building and is home to both our girl and boy boarders at Farringtons. We currently offer boarding to all our senior year groups; however, most boarders are from years 10 to 13. The house is led by the houseparent and the boarding staff who are 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 school 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, co-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

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