

A PROGRESSIVE DAY & BOARDING SCHOOL
FOR STUDENTS FROM THE AGE OF 3 TO 18

FREINSHAM HEIGHTS WHO WE ARE

OUR PROSPECTUS





WELCOME

Most likely you are looking at Frensham because you're looking for something different educationally. In fact, that is why I'm here too.

Previously I was at very traditional schools and although they provided a great education, I always felt there was something missing, that there was room for more.

There are many things that make Frensham different. We use first names, we wear our own clothes, but the thing that makes us truly unique is much more subtle. Relationships. Everything we do here is underpinned by relationships - with each other, with ourselves, with our school, with our world. We wholeheartedly believe that we cannot educate the mind until we educate the heart.

We aspire to help young people develop the right heart and mind to go out in the world and change things for the better.

Rick Clarke, Head of Frensham Heights

WHO WE ARE

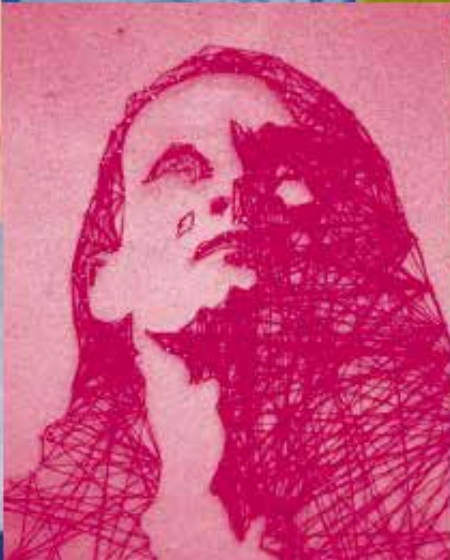
We are empowering tomorrow's changemakers to find their inspiration today through a transformative education.

We continue to pioneer a better education. One which:

- OUR MISSION**
- celebrates the individual as part of a nurturing and supportive community;
 - amplifies the voices of our community, encouraging self-expression and sharing of ideas;
 - brims with inspiration from strong relationships with outstanding educators in a stimulating environment.

We will:

- OUR AIMS**
- provide a nurturing and supportive community that allows all individuals to flourish, with equity, mutual respect and generosity of spirit at its heart;
 - inspire our students' creativity, intellectual curiosity and passion for learning with a rich progressive curriculum that develops resilient and self-reliant learners, prepared for the modern world;
 - promote education in its widest sense, with stimulating and unique enrichment opportunities;
 - instil and support collaboration, ethical responsibility and community engagement, encouraging our community to make a positive and lasting contribution to the world around them;
 - thrive by securing the future of our school and its communities.





At Frensham, we leave as we come - as individuals - but in our time here, we become more. We become stronger. Kinder. As the school approaches its centenary, it is clear that Frensham is bigger than any one of us, from our founders to our newest family, it is all of us. We are Frensham.





OUR VALUES

ORIGINALITY OF THOUGHT

FRENSHAM EMBRACES CREATIVITY

We encourage everyone to foster their boldness and innovation, seeking opportunities locally and globally to discover and bring fresh thinking to our community.

SPIRIT OF TOGETHERNESS

FRENSHAM NURTURES COMMUNITY SPIRIT

Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.

RESPECT OF INDIVIDUALITY

FRENSHAM CELEBRATES AUTHENTICITY

This is a place where you can be the true you; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.

COURAGE TO TRY

FRENSHAM FUELS PERSONAL DEDICATION

We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement and working collaboratively for the benefit of the whole community.



OUR HERITAGE

“Every child in our care is at a different stage of development, and every child is himself different yesterday, today and tomorrow. We are not doing the best possible for them unless we are keeping exact pace with them.”

Paul Roberts, Frensham Heights Headmaster (1928-1949)

Before looking at who we are, it's really important to look at where we came from. The things that make this school truly different were given to us by our founders almost 100 years ago and have not only stood the test of time, but are arguably more relevant now than ever before.

Frensham Heights was founded in 1925 by educationalists Beatrice Ensor and Isabel King and generous benefactor Edith Douglas-Hamilton. They were passionate about offering an alternative style of education with the child at its heart. A school and a community based on mutual respect, tolerance and generosity of spirit which would educate the whole child - mind, body and spirit. And so it has been ever since.

Our founders were not alone in this aspiration. Many other schools were founded around the world during this period as part of the Progressive Education Movement which sought to offer something truly different to the formal, instructional-style of teaching found in most traditional state and private schools.

Progressive Education can follow its origins back to philosopher Jean-Jacques Rousseau (1712-1778) whose theories were founded on the belief that humanity is ultimately good. Philosopher John Dewey (1859-1952), often thought of as the father of Progressive Education, held a profound belief in democracy within education. You can see Rousseau's faith in humanity and Dewey's belief in democracy in all aspects of Progressive Education. Schools were founded as compassionate communities not only under the strong belief that educating the whole child was essential, but also as democracies with children taking an active part in their education - championing independent thought, exploration and student voice.

PROGRESSIVE EDUCATION TODAY

Although relatively rare in this country, Progressive Schools are thriving around the globe. We are very proud to be a member of the international Progressive Education Network. This is important to us not only because we truly believe this style of education offers children a better chance of happiness and success, but also because it holds us to account as a school, as educators. By promising to uphold not only our school's founding ethos, but also the PEN principles, we have a better chance of continuing to offer the best possible opportunities for our students.

As many more conventional schools catch on to the importance of the soft skills and creativity that have been intrinsic to schools like Frensham from the beginning, we must continue to set an example and pioneer education. We must keep moving forward to provide the most dynamic, inspirational Progressive Education that we can.

“I would like all our students to leave as socially-conscious changemakers, determined to make the world a better place - for me there can be no greater goal for education”

Rick Clarke, Head





EDUCATIONAL PRINCIPLES

The purpose of school expands beyond prevailing education policy and practice. Progressive educators support their students' deep intellectual development and healthy identity formation—as developing individuals, as active learners within a school community, and as engaged citizens in the broader world.

EDUCATION MUST...

- Amplify students' voice, influence, conscience and intellect to create a more equitable, just, and sustainable world.
- Encourage the active participation of students in their learning, in their communities, and in the world.
- Respond to the developmental needs of students, and focus on their social, emotional, intellectual, cognitive, cultural, and physical development.
- Honour and nurture students' natural curiosity and innate desire to learn, fostering internal motivation and the discovery of passion and purpose.
- Emerge from the interests, experiences, goals, and needs of diverse constituents, fostering empathy, communication and collaboration across difference.
- Foster respectfully collaborative and critical relationships between students, educators, parents/guardians, and the community.





We are very lucky to learn, play and work in such beautiful, varied surroundings. There is something for everyone - an elegant historic house, modern facilities, busy walkways, sweeping lawns and natural woods. As they get older, the students can explore it all - we're not precious, it's their school and that freedom allows them to discover more than just the site. It gives them time to just be - and in a busy world that's quite something.



THE FRENSHAM SPIRIT

There is an energy, a feeling of happiness and calmness. It comes from all the children being comfortable in their own skins. With no prefects or head boys and girls, everyone is on a level playing field. They can be who they are.

If you ask someone who's never visited Frensham, they'll probably just say we're a school that uses first names and doesn't have uniforms. It might be said with a hint of doubt. That's a bit weird, right? But, if we look around at our modern society - the workplace, family life - is it really so strange?

These are actually very simple things, very natural things and their effect in a school setting is quite refreshing. Ultimately by taking away that hint of doubt about doing something differently, that worry about being a bit weird.

As from our founding days, everyone at Frensham is on a level playing field. When you come here, you can just relax and be yourself. The teachers don't hide behind titles or formal clothes and the children's individuality isn't hidden behind uniforms or false respect. Everyone is an important, valued part of the community.

Teachers don't need to spend time telling students to pull up their socks; instead, they have conversations, build relationships, really special relationships built on genuine, mutual respect and interest. Relationships that spark learning.

Ours is an environment that says come and be you. If you love dancing, then do that. If you love science, then great, do that. If you love wearing woolly hats all year, that's fine too. Be yourself, be open-minded and you've already created the perfect environment for learning.

“ONE OF THE THINGS THAT MAKES FRENESHAM MAGICAL IS THE BALANCE OF FREEDOM AND RESPONSIBILITY. STUDENTS ARE GIVEN MORE FREEDOM, BUT WITH THAT COMES GREATER RESPONSIBILITY”

Becks Scullion, Deputy Head





FREEDOM AND RESPONSIBILITY

Contrary to what many believe, Progressive Education is not without boundaries. Respect underlies everything we do at Frensham; respect that is earned, not demanded. We give children more freedom than at other schools, but with freedom comes responsibility and we have high expectations of everyone in our community.

There is a misconception that a school without uniforms and with children walking together rather than in lines is a school without discipline. It is true that we don't give detentions and the sanctions we do give out are not done on a whim for minor mistakes. What we do, and this takes much more time and patience, is talk and listen.

Our students make mistakes, everyone makes mistakes and that is okay, it's how you grow. You own your mistakes, learn from them and move on. But, the first time is a mistake, and the second time is a choice and you will find then that there are consequences at Frensham, just like at every other school, in any other tight-knit community.

Being shut down or shut out is an easy option all round. It stops the conversation, shuts the door and doesn't allow anyone to move forward or grow up. At Frensham, discipline is based on conversations. It's not an easy, laissez-faire option. These are difficult two way conversations about putting your hands up and owning and accepting your choices, rectifying, moving on and becoming the best version of yourself.

The freedom is here to help our students grow into open-minded, courageous, well-rounded individuals and for the most part they stand up and embrace the responsibility and the trust that goes along with that. It is truly refreshing and the perfect opportunity to get ready for life beyond school.



OUR TEACHING & LEARNING

“Plato was revolutionary in encouraging doctrinal diversity as he inspired his students to learn **how** to think rather than **what** to think. This is our understanding of what it means to be academic”

Laura Griffiths, Deputy Head (Academic)

We offer students a very broad curriculum to allow each child, to encourage each student, to follow their own path towards fulfilling their unique potential. Through Year 9, all students will explore a diverse timetable made up of mathematical and scientific, linguistic and literary, physical and technological, moral and spiritual, social and human, creative and performing subjects. All are held in equal importance. Our GCSEs and A-Levels are equally broad, allowing students to create a tailor-made curriculum supporting their passions, strengths and goals.

Classes are small allowing topics, activities and discussions to be modified to the students involved. If something's not working, if interest or understanding is failing, they can stop and discuss. How can we make this interesting for you? How can we make this work? And together they can find that spark that has them all engaged, involved and really learning.

Students are set homework if it is meaningful and adds something to their learning. We don't set homework just for the sake of it and sometimes giving students time to simply reflect on their learning can be a powerful tool. However, homework does give students the opportunity to work on essential life skills like organisation, time management and self discipline. It can also provide opportunities to consolidate learning and engage in a topic or independent research.

Homework can be extremely valuable but never at the expense of student wellbeing. Our priority is about striking the balance between homework providing academic support but also not becoming overwhelming. We want our students to be able to have time out of school to be children - to rest and play. If we strike the balance right, these are not mutually exclusive.



**“I FEEL SO
INSPIRED
BY MY
TEACHERS.
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HAVE A
GENUINE
PASSION
FOR THEIR
SUBJECTS.
THEY WANT
TO TEACH
YOU WHAT
THEY LOVE.”**

Current Sixth Former

LEARNING RELATIONSHIPS

We talk a lot about relationships at Frensham. To be very honest, and it's probably clear, we are very proud of the relationships that develop here. Not just the schoolmates who go on to be lifelong friends and actually not just the relationships between people. At Frensham, really special relationships grow between teachers and students and from that between students and the subjects they become passionate about during their time here.

With a more informal setting and smaller classes, the teachers and students really get to know each other, literally on a first-name basis. This is important because we ask our students to step up and be more responsible and self-motivated than they may need to be elsewhere. We expect each child to take control of their learning. Teachers learn each child's strengths and weaknesses. They reinforce where needed and push where they can, but most importantly, they are a friendly face. They genuinely want to help, not to intimidate or belittle.

Our teachers love the subjects they teach and they really want to pass that on. Their enthusiasm, interest and passion overflows into their students, particularly those that find they love those subjects too. That genuine shared enthusiasm breaks down barriers to learning. There's no stigma attached. You can be a super mathematician and chat equations with your tutor at break. You can sing your heart out in the corridor on the way to class. No one will judge. You can be really academic and truly creative. The support you see here between students, between friends, really can bring tears to your eyes.

As long as you do your best, take a few risks, step out of your comfort zone now and then, Frensham teachers will support you with whatever your dreams may be.

CREATIVE ARTS

“The combination of science and culture, technology and creativity is an unbeatable one.”

Stephen Barrett, Old Frenshamian - Architect & Partner at RSH & Partners

If you have stepped foot inside the Art & Design Centre at Frensham, you'll know it's simply breathtaking. Initially because of the outstanding facilities and equipment, but more powerfully for the breadth and quality of work on display. All students' work is displayed, not just that deemed better by a teacher, and the variety is immense and often challenging. This is not artwork created by following a prescriptive formula, but art created by students who are developing the courage to explore in their own way. That in itself is a gift which will benefit them no matter what they go on to do.

Students have dedicated art classes from Nursery upwards. For the younger children it's all about getting excited about their art education and raising expectations of what they believe they can do. Our full art curriculum kicks off in Years 7 to 9 where

students spend three hours a week, every week, exploring 2D Design, 3D Design and Design & Technology. Underpinning all is an experience of drawing, recording, investigating and exploring. The main goal is to balance a developing understanding of processes, materials and techniques with a willingness to experiment and take risks. The importance of a positive and mutually supportive group dynamic is key to developing enthusiastic learners who have the courage to challenge themselves and fully engage in the creative process. This builds confidence and ultimately self-esteem.



“WE PRIDE OURSELVES ON OUR CREATIVE EDUCATION, BUT THAT IS NOT JUST WITHIN THE CREATIVE ARTS. A CREATIVE APPROACH PERMEATES EVERYTHING WE DO HERE AT FRENESHAM.”

Brendan Horstead, Head of Faculty of Art, Design & Innovation





“EVERY CHILD IS AN ARTIST. THE PROBLEM IS HOW TO REMAIN AN ARTIST AS WE GROW UP.”

Pablo Picasso

FINDING THEIR OWN CREATIVE VOICE

Our primary aspiration is for our students to have the willingness and the courage to find their own creative voice – and once they have, to see the value in that. An important part of our classes throughout is discussion – coming together to talk about their experiences, to learn to value their own work and the work of others.

After a solid foundation up through Year 9, expectations step up in the GCSE years. We offer a wide range of Creative Arts options including Fine Arts, Graphic Communication, 3D Design and Photography. The students really start to develop a sense of ownership of intention and meaning. This means accepting responsibility for making decisions about the creative direction their work takes. What are they interested in? What do they wish to explore? What are they trying to say? What is the purpose of what they are doing? This is key.

Moving up to A-Level and our offering is not dissimilar to some art foundation courses. In Fine Art and Graphics, students have their own space within the A-Level studio for the entire duration of their course, while students of 3D Design and Photography can readily access workshops and studios outside of their scheduled lessons. Class sizes are small. This facilitates the sharing of ideas, not just through dialogue with teachers but between students as well.

From the youngest through to the Sixth Form leavers, our aim is to help each child have the courage to find their own creative voice. By the time they leave us, we want them to be ‘driving the bus’, if you like, while a teacher can in a sense take a seat at the back, encourage students to pull over and pick up an artist or two, speed up at times or slow down a bit, take your time, enjoy the scenery. Don’t obsess about destination and forget to enjoy the journey! Teachers bring a deep understanding and passion for what they do, but their goal is not just to share knowledge and technique, but also support and inspire an attitude of mind, a growth mindset, inspired and ambitious, individual and personal.



PERFORMING ARTS

“When I was at Frensham, I imagined everyday that I was in the job I’m in today. I was allowed to imagine that this life was absolutely possible and realistic. My dreams were never laughed at in anyway, they were constantly supported. I am sure this is what allowed me to succeed.”

Florence Andrews, Old Frenshamian - West End actress and singer

From Nursery through Year 9, Music, Dance and Drama are all part of our curriculum. Everyone has a chance to get on stage and for those who crave the limelight, those opportunities can be many. The courage to get on stage is developed from an early age as is the ability to watch, listen and appreciate others.

Aside from the bigger productions and concerts, students have dedicated time each week in the three Performing Arts and this is really where that confidence softly grows. Together, in a small group with a teacher they know well, they become comfortably uncomfortable, tentatively stepping or leaping excitedly out of their comfort zones to the place where learning really happens.

Each child is different and our teachers will get to know them so well that they will recognise where and how encouragement is needed, allowing even

the most reluctant wallflower to have their time to shine, along the way, reminding the most gregarious to step aside and let the others have their moment. So it’s not all about creating amazing dancers, singers and performers, although we do that too!

The Performing Arts serve another purpose at Frensham. They bring us together. Friends and families come together throughout the year to celebrate the spirit of our school. Whether it’s one of the amazing music and dance concerts, a musical, a big dramatic production, an informal recital or our Founders’ Day celebrations - our talented singers, dancers, actors, musicians, directors, designers, writers and teachers astound us constantly.

“It’s about building confidence, pushing forward, producing a change in yourself and really valuing that growth.”

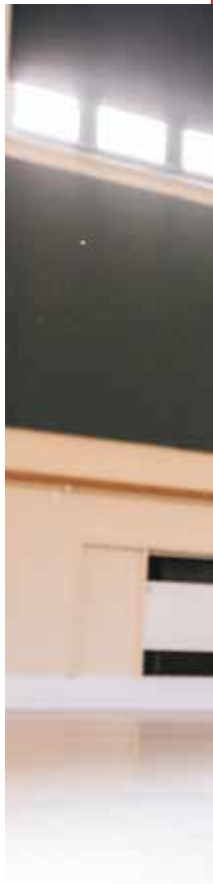
Bob Keane, Head of Dance

We don’t expect all our students to go on to become professional artists, musicians, dancers – although many do – but the creative-thinking and soft skills which develop best in these subjects are now more crucial than ever.

We are well into an age of computers and robots and we just can’t know what the future will look like, but empathy, resilience, cognitive flexibility, critical thinking and imagination are definitely what will set our children in good stead to find amazing careers and interesting lives. The courage to stand on stage, to paint their dreams, compose their own songs – these are the experiences which will make them stronger, make them individuals and stay with them, no matter what they go on to do.

DRAMA & THEATRE STUDIES

As with all the Performing Arts, Drama is part of our curriculum from Nursery upwards. The Early Years focus on making, performing and responding – exploring role, narrative, language and dramatic technique. These key areas are further developed as students move up the school and throughout there are further opportunities for passionate students to expand their skills and broaden their knowledge. Encompassing more than just what happens on stage, in class and when the productions roll around, there is the chance for those interested in being more behind the scenes – set design, writing and directing, sound and lighting – to play a big part as well.





DANCE & MOVEMENT

Dance is compulsory at Frensham through Year 9. This is unique and important. It takes us through those awkward, self-conscious, inhibited teenage years. Spend those in an environment where you're all feeling uncomfortable together - where you're all told it's normal, it's fine, have fun and try not to take it so seriously - and the effect can be not only phenomenal for teenage wellbeing, but life-changing. It's about learning to be uncomfortable and recognising how that helps you grow and move forward.

On the back of a really strong practical and theoretical foundation, our uptake to GCSE is really strong for boys and girls. Here, as in Sixth Form, the experience is personal. Everyone is on their own journey, constantly moving forward, but in their own progression, recognising their own changes and improvement and really valuing that achievement. The motivation and self-confidence that result are invaluable.



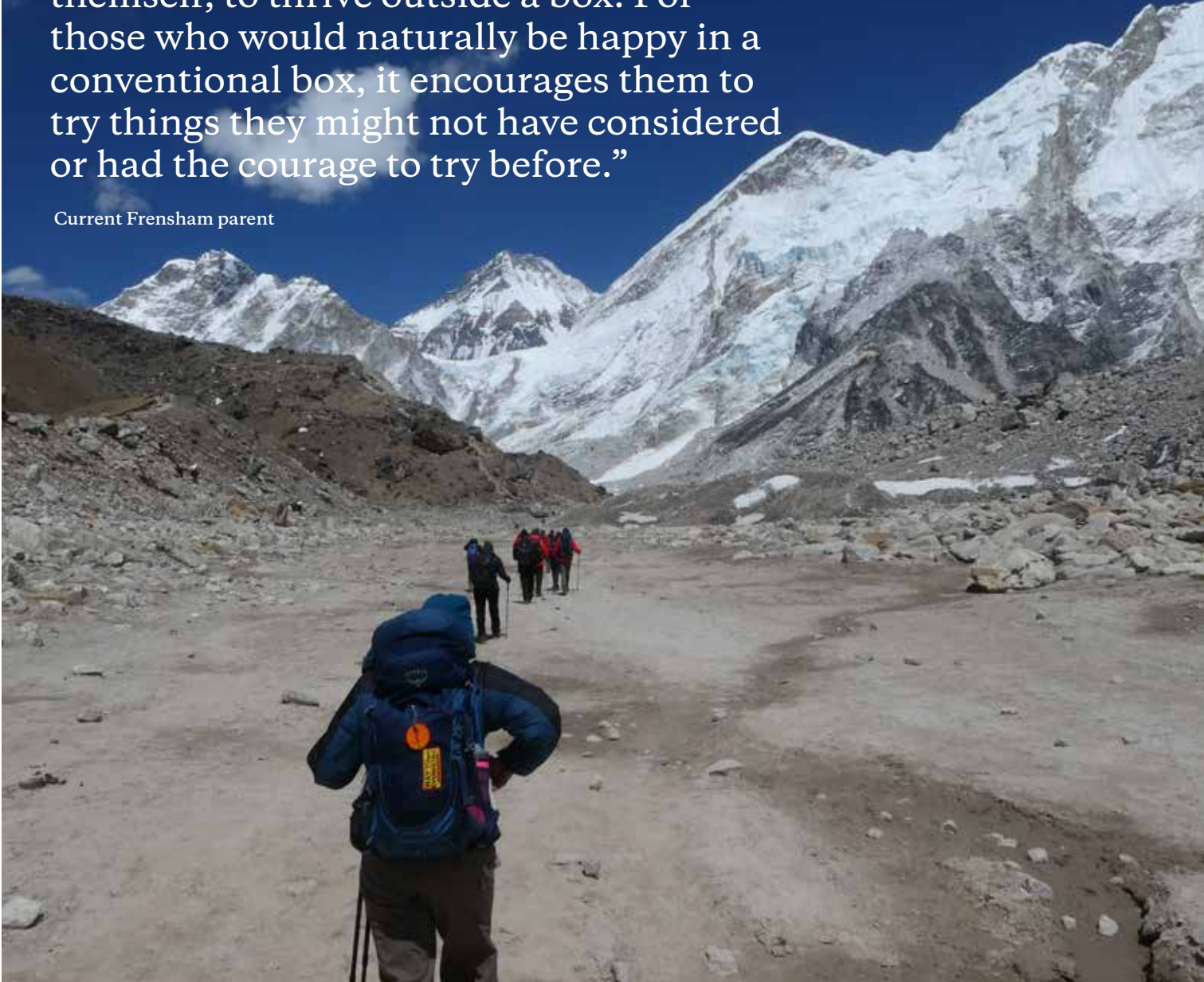
MUSIC

As an important part of our curriculum, we want to ensure that every child has the opportunity to listen, perform, explore and enjoy a wide range of music. We have access to a diverse array of specialist teachers, facilities and instruments allowing us to put practical music making at the heart of what we do.

Our class sizes mean our teachers not only have great relationships with the students, but they also know their needs and abilities really well. The beauty of music is that everyone has strengths in different areas. We pride ourselves in developing the skills of the individual and making sure each student is stretched in a manner that suits them.

“It’s a school that really broadens horizons by allowing each child to be themselves, to thrive outside a box. For those who would naturally be happy in a conventional box, it encourages them to try things they might not have considered or had the courage to try before.”

Current Frensham parent





EXTRA CURRICULAR: OUTSIDE THE CLASSROOM

If we can send each student off as a happy, self-confident, well-rounded young person, then we've done a good job. A broad curriculum of creative, physical and academic subjects is vital for this - alongside endless opportunities for wider experiences outside the classroom. What you see in our daily timetable is only half of what each student will be offered during their time here. Running alongside is an impressive array of extracurricular opportunities. Clubs, trips, speakers, workshops - these compliment what happens within the curriculum, but also expose the students to a wealth of new experiences.

Our extracurricular offering isn't just made up of after school clubs and activities, it also stretches to social and community outreach, to challenging speakers and trips. All of which encourage our students out of their comfortable bubbles and ask them to make a difference. Without the limits of a classroom, potential is really unleashed. Students' expectations of what they think they can achieve, what they believe is possible can really lift and change.



A real education is about so much more than accumulating facts and passing tests. Being able to apply knowledge, critical thinking, problem-solving and collaboration to real-world problems and situations - well, that's getting much closer.

KNOYDART

Every year our entire Year 9 travels to Knoydart, a peninsula on the west coast of Scotland, for ten days. In small groups, they rotate around three base camps each with its own core purpose: Curriculum, Community and Challenge. The trip to Knoydart is unique and beneficial in so many ways. It is technology-free. It is far enough from home for a true independence and self-confidence to grow within each child. They step outside their comfort zone, leave teenage stresses behind and are able to really appreciate the beauty of their environment and the relationships they have with friends and teachers.

BEYOND THE BUBBLE

Our students are very lucky to be given the opportunities they have - an amazing education and a safe, supportive beautiful environment. Through our extracurricular programme, we ask them to not only take risks with their own learning and abilities, but to also look beyond our comfortable bubble and commit to making a change, making a difference. Whether that is tackling climate change, standing up for human rights, helping our partner school in Malawi, or teaching science and IT classes to local children - they can each find a way to make a difference. If we don't offer an opportunity for them to support a cause they believe in, then they can ask, they can organise, they can make it happen. We aim to give our students an excellent education and the self-confidence to build a wonderful life - in return we ask them to do what they can to make the world a better, kinder place.

WITH REAL ADVENTURE THE UNEXPECTED WILL ALWAYS HAPPEN AND IT IS THEN THAT STUDENTS DISCOVER THEIR TRUE STRENGTHS AND EXCEED THEIR PERSONAL LIMITS.

OUTDOOR EDUCATION

At Frensham, we truly believe that as much, if not more, learning happens outside the classroom as within. Outdoor education has always been an intrinsic part of our curriculum from Forest Class for the Junior School through to very challenging expeditions for the older students.

The programme for all activities begins with learning the skill set to prepare them for the experiential learning - the real adventures. As their practical skills develop and the experiences widen, the students develop massively in confidence, empathy, resilience, collaboration and communication. This is a real chance for those children whose courage may not come through in the classroom to really shine.

Our onsite facilities are impressive - high-ropes, climbing wall, bike trails and Jacobs ladder to name a few. All activities and expeditions are run by staff who are constantly training and gaining further qualifications. It's a real passion for students and staff alike with Frensham being the only school in the UK to hold the Gold Standard accreditation from The Association of Heads of Outdoor Education Centres. Students can also choose to complete the Duke of Edinburgh Award through to the Gold Award.

Frensham truly aims to embed a spirit of adventure into all students from an early age. To let them develop the courage to take on risks and step out of their comfort zone as well as the skills, maturity and confidence to do it capably, wisely and kindly.





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Linn Kathenes-McGuigan, Head of Outdoor Ed



SPORT & PE

Our commitment to extracurricular opportunities and outdoor education shows our deep belief that activities outside the classroom, inevitably, lead to further success within it as well. We recognise and embrace that every child is different. A limited view of sport can't and won't challenge and engage every child. It is only natural that Frensham has always respected the importance of sport in many forms.

Our PE and Games programme is broad and exciting. PE is compulsory and taught across the school by dedicated teachers. The syllabus includes traditional games such as cricket, tennis, rounders, football, hockey, swimming, athletics and netball as well as more alternative sports including basketball, handball, gymnastics and parkour. If a group of students are interested in a sport we don't currently offer, we will do our best to get the equipment and knowledge and make it happen. We aim to provide sport for all regardless of ability and to motivate students to be active and healthy long into adulthood.

Sporting fixtures are arranged with other schools and we take part in local and national league competitions. The aim is to make sport enjoyable with the emphasis on having a go and building skills through games, structured practices and, for those who enjoy them, highly competitive matches.



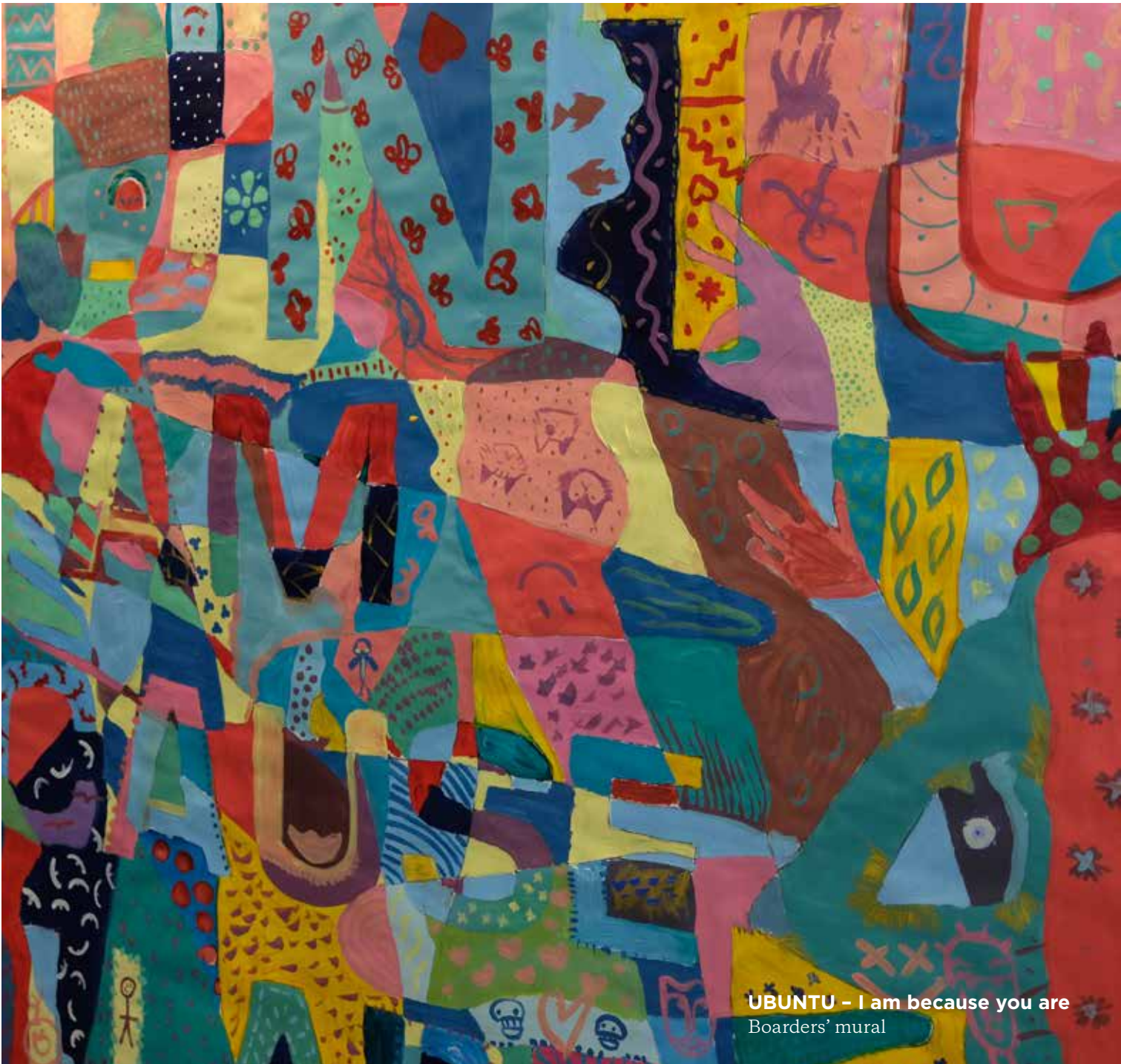


Sports is part of our broad curriculum, as equal as all the other parts. We hope our students will love sport, love going to matches, win some, lose some and, most importantly, know how to win or lose well. We want our students to be fit and healthy, to get involved and include and value others. As with all areas of our curriculum, we challenge them to step outside their comfort zone and raise expectations of what they believe they can do.

Sport has really changed at Frensham over the past ten years and it often takes reputations a while to catch up with reality. Physical activity has always been important in the school's provision, but the emphasis was always to promote a healthy lifestyle. This is still the case, but we have upped our game, so to speak, and brought in a wide range of competitive opportunities for those students who really thrive in this area.

We offer a bespoke and adaptive curriculum which offers the best provision for our students ensuring engagement and opportunity to nurture talent. We offer traditional competitive sport with over 400 fixtures a year alongside recreational sport to promote healthy and active lifestyles. We also offer academic PE through GCSE, A-Level and BTEC Sport Studies. For all, we ultimately hope to provide a lifelong affinity and involvement in physical activity.





UBUNTU - I am because you are
Boarders' mural

BOARDING: A NATURAL BALANCE

Within our beautiful environment, Frensham is able to offer the perfect natural balance of home and structure.

During the day, boarders are indistinguishable from day students, sharing the same classrooms, day houses and lunchroom, but as the day ends they head to one of our three boarding houses. Hamilton House provides a cosy base for the youngest boarders in Years 7 to 9; the elegant Main House, with its sweeping lawn and awe-inspiring views, offers more grown-up accommodation for the Year 10 and 11 boarders and finally, Roberts House, the Sixth Form hub, brings together boarding rooms, day studies and social spaces for all Sixth Form students.

Each house has its own dedicated residential team and, as the children grow up through the school, there is a natural progression of increased freedom matched with increased responsibility. Boarding at Frensham, like the whole school, is built on a very firm basis of mutual respect. Students are probably given more freedom than in other schools, but with

that comes greater responsibility and ultimately a better understanding of how to live and behave beyond the school and home environments.

All three boarding houses are coeducational. In each house the boys and girls have separate dormitories with shared social areas. Tech and WiFi are monitored and phones are stored away at night for the younger years. Prep time is set and a huge range of activities are organised from basketball to cooking plus shopping and cinema trips. Weekends, in particular, follow the flow and pattern that is family life with busier Saturdays and lazier Sundays. Throughout all there is a natural progression of what is expected from the youngest through to the oldest - a sliding scale of structure, freedom and responsibility.



Our boarding houses are like big families - full of sisters and brothers, chatter and laughter, chaos and calm. It can't be home, but it's as close as you can get without being at home.

PASTORAL

In all our boarding houses, great emphasis is placed on the creation of a caring community which shares a philosophy based on mutual respect, enthusiasm and enjoyment of each other's company and achievements. We aim to develop tolerant, friendly attitudes and good personal relationships. We try to minimise the distinction between boarding and day students and we welcome students from different backgrounds.

INTERNATIONAL STUDENTS

We have a small boarding family which is totally integrated into our larger day community. With around 20-25% boarders, we get to know all of our residential students really well and they benefit from a very special home-like environment. We welcome international students, but only about 7% of our students come from overseas. This means our international students get to really integrate into British culture while they're here. Our less formal environment also lends itself to making life long friends so students will go home knowing that their Frensham experience will continue well into the future.

**“I CATCH MYSELF SAYING
– OH, I’M GOING HOME
NOW – RATHER THAN
SAYING I’M GOING BACK
TO SCHOOL. IT REALLY IS
A HOME TO ME NOW.”**

Current boarding student

THANK YOU

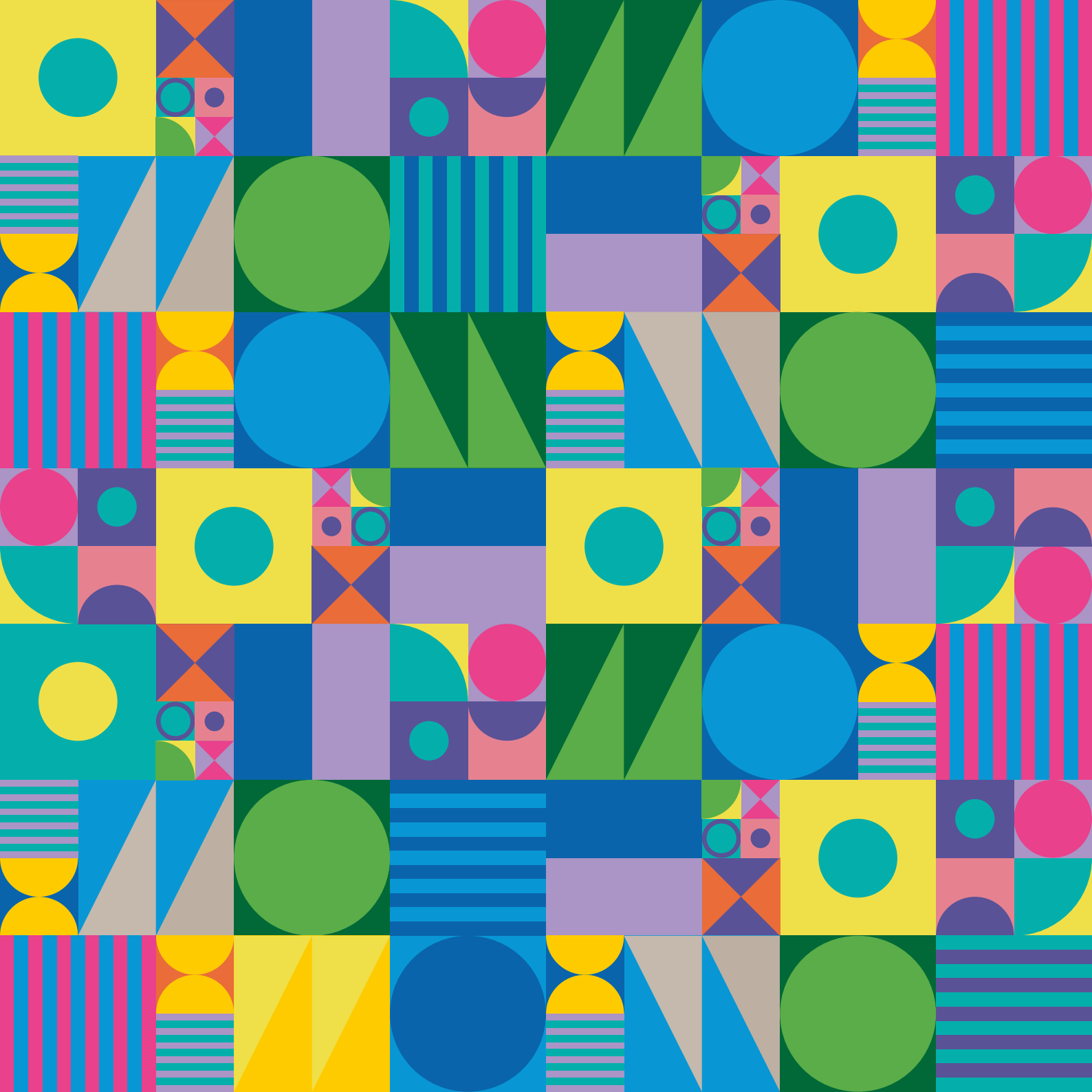
We hope this prospectus has given you a bit of a window into our school, but the best way to really understand is to come and see for yourself. If you haven't already been for a visit, we really hope you'll come and see us.

We're really proud of our unique ethos and the opportunity our founders gave us to build an alternative style of education within a very caring community.

In the words of an old headmaster, "we could be a whole collection of individuals who march about not caring about one another, not looking out for one another or showing kindness. Or we could be who we are which is a really remarkable institution. We are each a part, an equally important part, of a remarkable institution."

hello@frensham.org

“When I brought my stressed out nine year old to Frensham, I didn't give two hoots about exam results. I just wanted her to be happy in her own skin, able to play to her own strengths and still in one piece when she left school. Five years later and she is doing brilliantly, because she is really happy. She is supported in what she enjoys and is surpassing all expectations she had of herself.” - Current Frensham parent



We create an environment where children can explore, experiment and pursue their individual interests and discover more about their world, and themselves, in their own way. We provide the space, facilities, support and guidance - what happens next is up to them.

Ready for a different kind of education?

Then come and see us!

hello@frensham.org



Visit our website or call 01252 792561 to arrange a tour.
Frensham Heights Rd, Rowledge, Farnham GU10 4EA.

WWW.FRENSHAM.ORG