



October 2024

As we reflect on 23/24 we continue to be immensely proud of the academic progress all our children are making. Our broad curriculum is ensuring that not only are we achieving excellent academic rigour, but we are providing experiences and opportunities that develop the whole child equipping them with skills that will serve them well way beyond any classroom. As such our school development planning continues to reflect this and enhance our offering to ensure our curriculum is modern and relevant.

The theme for this year is "shaping character, how we learn and why we play!" We are introducing a new facet to our teaching and helping the children understand how they learn through metacognition. Metacognition enables children to have an awareness of thought processes and an understanding of their thinking. We will use 'The Thinking Framework' from Structural Learning to offer a structured approach to enhance children's thinking skills. Our children will be encouraged to use vocabulary and tools to understand better how they think and regulate their own approach to learning, evaluate different learning strategies and choose the most effective ones for a particular task. There are numerous studies showing the positive impact of metacognition on academic progress. The highly respected [EEF](#) (Education Endowment Foundation), has recently shown it to be amongst the most powerful educational interventions, and can add an additional seven months to learner progress.

We continue to place emphasis on the importance of "character" and helping our children define who they are, not just what they can do. Our Learner Powers have become an integral part to learning at BPS and this will continue with even greater opportunity to develop these skills both in and outside the classroom.

Our third ambition is to further our commitment to play and develop what this looks like across the school. Well established as an essential learning tool in the early years, we subscribe to the academic research that shows this most essential of learning styles should feature all the way through education and into the workplace. Interchanging play for exploration, investigation and discovery will allow our children to understand the importance of trial and error, problem solving and helping develop a genuine sense of curiosity about the world around them. Helping shape a school wide Ethos for learning, this approach will help shape learners who are adaptable, inquisitive and agile in their approach to life.

After review and consultation with United Learning there will be a slight amendment to our assessment timetable this year. All children will be assessed at the beginning of the school year to provide a baseline, which will inform our teaching and learning. They will be assessed again at the end of the year to provide comparative data to track each individual child's progress. We will continue with assessment for learning throughout each lesson and with our internal assessments each term allowing us to report throughout the year against age related expectations.

We are extremely proud of our academic achievements as a non-selective school. Our results show a cumulative progression and as in previous years the percentage of children achieving age related or above expectations is above the national average and our children achieving greater depth is more than double the national average in reading and maths.

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Year 6 (Key Stage 2)

	BPS	National (SATs)
Maths:		
Children working at or above the age-related expectation:	100%	73%
Children working at greater depth:	92%	22%

Reading:

Children working at or above the age-related expectation:	100%	74%
Children working at greater depth:	92%	29%

Year 5 Cognitive Ability Tests (CATs)

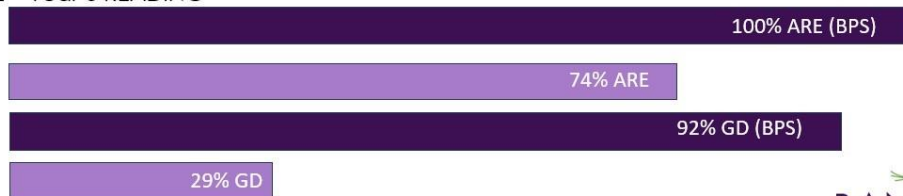
At or above the national average	96%
Significantly above the national average	70%

Academic Outcomes

Key Stage 2 – Year 6 MATHS



Key Stage 2 – Year 6 READING



Year 2 (Key Stage 1)

Maths: **BPS** National

Children working at or above the age-related expectation: **89%** 72%

Children working at greater depth: **41%** 16%

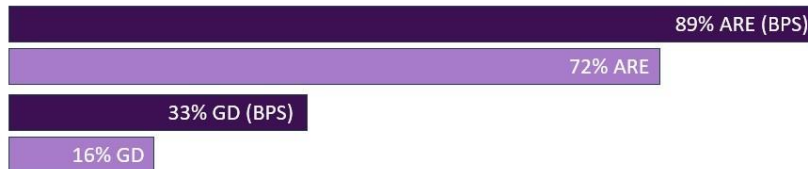
Reading:

Children working at or above the age-related expectation: **81%** 69%

Children working at greater depth: **44%** 19%

Academic Outcomes

Key Stage 1 – Year 2 MATHS



Key Stage 1 – Year 2 READING



BPS has twice the number of children working at greater depth than the national average. This is consistent across all age groups and from year to year.

Science

Last year children were also assessed against the national standards in Science in Years 3 to 6. The results demonstrate a tangible measure of our excellence in STEM at BPS through the specialist teaching, resources and environment available to our children.

Science

Year 6:

BPS

Children working at or above the age-related expectation:

100%

Children working at greater depth:

92%

Year 5:

Children working at or above the age-related expectation:

93%

Children working at greater depth:

89%

Year 4:

Children working at or above the age-related expectation:

93%

Children working at greater depth:

69%

Year 3:

Children working at or above the age-related expectation:

97%

Children working at greater depth:

79%

One of the many benefits of attending BPS is being able to confidently select the senior school that is most suited to your child, where they will continue to thrive. You can view the list of exceptional schools to which our Year 6 children have progressed on the [Destination Schools page](#) of our website. You can also read about how we prepare the children for 11+ assessments here: [11+ Preparation](#)

As always, if you have any questions about academic tracking at BPS, or about your own child's academic progress, please do get in touch with your child's form teacher in the first instance, who can also involve the phase leader or me if you need further information.

Sarah Nunn
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