



Welcome



Welcome

Agenda items

- * How the forum works
- * Being successful at English and Maths –
what happens at school, what helps at home
- * Playground update
- * Questions from parents
- * Feedback



How the forum works

Agenda items

- * Chance to share things going on at school
- * Chance to raise issues or ideas

We use this form to collect questions in advance.

Questions

Responses

16

Settings

Parent+Carers Forum July 2025 - any questions?

B *I* U ↻ ✕

Please use this form to raise any questions for the upcoming Parent+Carers Forum on Friday 11th July. Parent Forum is for talking about school-wide issues, so if you have a question that's specific to your child, please talk to your child's class teacher.

Child's name

Short-answer text



Succeeding at English and maths

What does success look like?



English



Chapter 1

Rixon Webster was twelve years old and nothing in his world could surprise him.

He knew, for example, that when his mum's footsteps stopped outside his bedroom she wanted to talk. Even though his bedside clock flashed 23:17.

'Rixy, darling,' she said, opening the bedroom door. 'There's something I need to tell you.'

He grunted vaguely in reply. He thought about pretending to be asleep, but that never worked—his mum just perched on the bed until he stirred. In any case, Rixon had a 'responsibility' towards his mother now. That's what his dad said: a 'responsibility'.

So he fumbled for the bedside light and, as his eyes blinked open, he focused on his mum's expression.

This is the first text studied in Coombe Boys Year 7 this year.



English

This is what the National Curriculum for Keystage 3 (Years 7, 8 and 9):

reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:

- English literature, both pre-1914 and contemporary, including prose, poetry and drama
- Shakespeare (two plays)
- seminal world literature

These are Common Keystage 3 texts (taken from BBC Bitesize).



A Christmas Carol

Explore the plot, characters and themes of A Christmas Carol by Charles Dickens.



A Monster Calls

Explore the plot, characters and themes of A Monster Calls by Patrick Ness.



Animal Farm

Explore the plot, characters and themes of Animal Farm by George Orwell.



Anita and Me

Explore the plot, characters and themes of Anita and Me by Meera Syal.



Boy Meets Boy

Explore the plot, characters and themes of Boy Meets Boy by David Levithan.



Frankenstein

Explore the plot, characters and themes of Frankenstein by Mary Shelley.



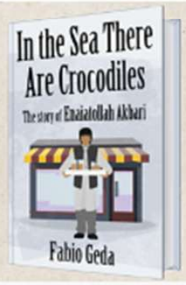
Ghost Boys

Explore the plot, characters and themes of Ghost Boys by Jewell Parker Rhodes.

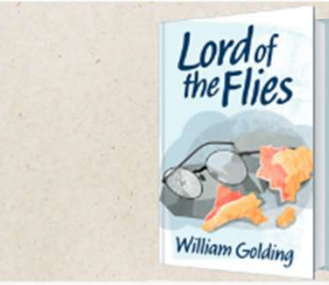


Girl. Boy. Sea.

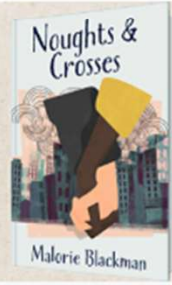
Explore the plot, characters and themes of Girl. Boy. Sea. by Chris Vick.



In the Sea There Are Crocodiles



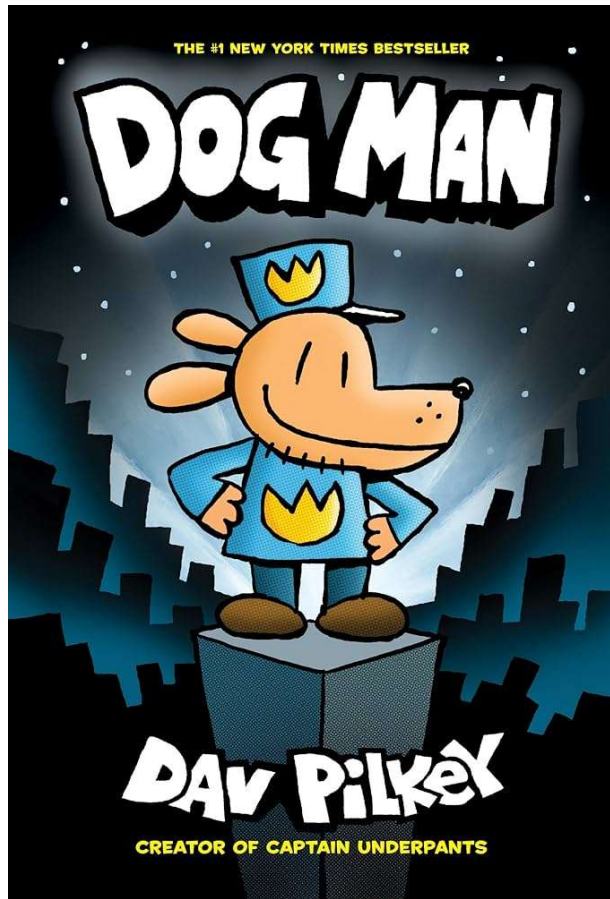
Lord of the Flies



Noughts & Crosses



Once



Reading Dog Man is fine – but it doesn't prepare children for the challenge to come!

Children need to be reading a range of quality, challenging children's books to be ready for the challenge of secondary school English.



What we do

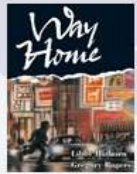
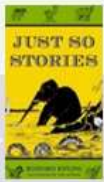
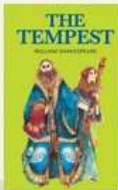
What we do to prepare children for secondary school reading.

Our English curriculum is built around high quality texts.

HIGH-QUALITY TEXTS
ENGLISH AND GUIDED READING LESSONS
LEARNING JOURNEY



TRANSITION TO
SECONDARY
SCHOOL



WELCOME TO
BURLINGTON
JUNIOR SCHOOL





What we do

Children on the school reading scheme or Read Write Inc will have a book at the appropriate level to take home.



They can take home another book at a higher level to share with an adult.





What we do

All classes also have a class reader – a story the teacher reads for them for pleasure and entertainment, not learning.

(Although they also learn a lot from them.)



What you can do

- * Listen to children read
- * Read to your children



What you can do

- * Listen to children read
- * Read to your children

Children age out of both these things at some point.
But there is no set limit.



What you can do

- * Talk to them about the books they're doing at school
- * Encourage them to read something they enjoy – even if it's not the perfect book.
- * Take them to the library
- * Consider audio books if appropriate



Maths

What does success look like?



Maths

What does success look like?

Let's take a look at what happens in tests.



Maths

Looking through a SATs paper from last year, nearly half the marks were for questions needing times table knowledge.

5

Olivia counts in eights, starting at zero.

Tick **all** the numbers Olivia should say.

24

42

78

112

9

Ali has 35 red counters.

He divides them into groups of 3

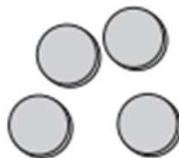


What is the **greatest** number of groups of 3 he can make?

1 mark

Maria has 35 green counters.

She divides them into groups of 4



How many green counters does she have **left over**?

1 mark

13Jack buys **four** concert tickets. Each ticket costs **£28**

Tick each calculation that Jack could use to work out the total cost.

One has been done for you.

$28 + 28 + 28 + 28$

$(20 \times 4) + (8 \times 4)$

$(4 \times 20) + 8$

$(4 \times 30) - (4 \times 2)$

$(4 \times 30) - 2$

Tick the fractions that are **greater than** $\frac{2}{3}$

$$\frac{5}{6} \quad \square$$

$$\frac{4}{9} \quad \square$$

$$\frac{9}{12} \quad \square$$

$$\frac{11}{15} \quad \square$$

$$\frac{10}{21} \quad \square$$

20

Sophie thinks of **two prime numbers**.

She adds them together.

Her answer is **24**

Write **all** of the different pairs of prime numbers that Sophie could think of.

and

and

and

21

The mass of a **1p** coin is 3.56 g

The mass of a **10p** coin is 6.5 g

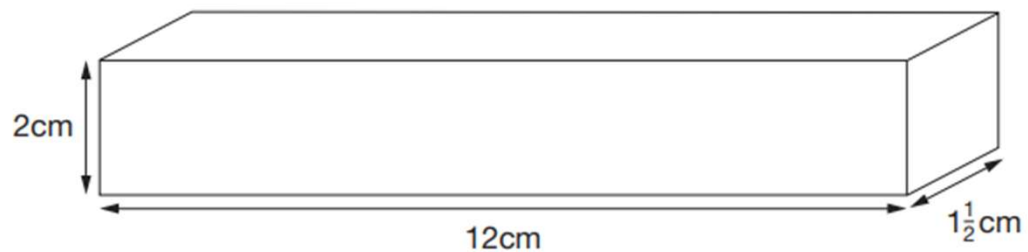


What is the **difference** in mass between £1 in 1p coins and £1 in 10p coins?

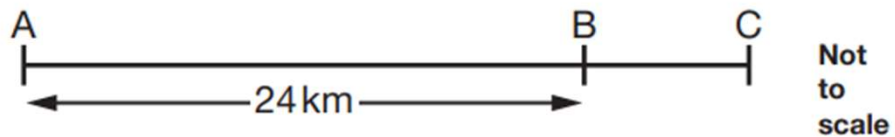
Show
your
method

g

22

Calculate the **volume** of this cuboid.

23



The distance from A to B is $\frac{3}{4}$ of the distance from A to C.

What is the distance from **B** to **C**?



Maths

Note: the last five questions – the hardest questions in the test – all needed times tables.



Maths

This carries on in secondary school – these questions come from a recent GCSE foundation paper.

5 Find the square root of 64

.....
(Total for Question 5 is 1 mark)

9 Here is a number machine.



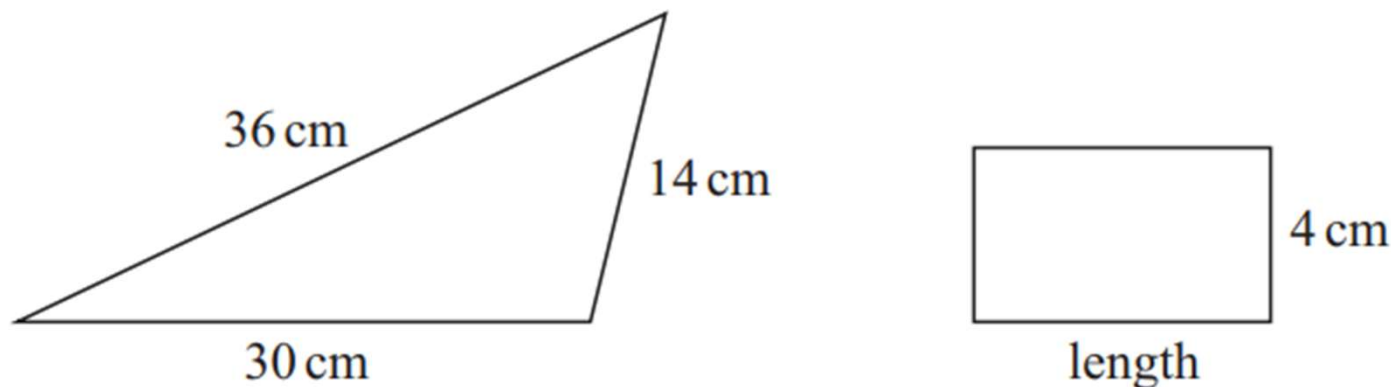
(a) Work out the output when the input is 13

.....
(b) Work out the input when the output is 28

10 There are 24 cows and 36 sheep on a farm.

Write as a ratio the number of cows to the number of sheep.
Give your ratio in its simplest form.

12 The diagram shows a triangle and a rectangle.



The perimeter of the rectangle is a quarter of the perimeter of the triangle.

Work out the length of the rectangle.



What do we do

Children in Year 3 are taught times tables throughout the year, following the order of tables set in the National Curriculum. Teachers use Times Table Rockstars to assess children's strengths and weaknesses. By the end of Year 3, some children will know all their tables



What do we do

Children in Years 4–5 complete an assessment at the start of the year to identify which multiplication and division facts they need to focus on. They then work through our Times Table Mountain, practising the relevant facts each week in school and at home to prepare for their weekly test. Each step of the mountain focuses on both multiplication and corresponding division facts. Children take part in a weekly practice session in school to develop these skills. When they demonstrate accuracy and confidence, they move up to the next level. Once children are secure up to 12×12 and reach the top of the mountain, they move on to completing a 144-grid sheet to deepen fluency.



What do we do

In Year 6, all pupils complete the 144 sheet fortnightly to ensure fluency, accuracy, and speed are fully embedded before they transition to secondary school. If any child remains uncertain about specific times tables, they continue practising those facts alongside the 144 sheet.



What do we do

Children in all year groups are encouraged to use TT Rockstars at home and during selected sessions in school. Each year group takes part in a weekly competition, with certificates awarded in assembly to celebrate effort.



What you can do

- * Help them learn and practise their tables – speed is important.
- * Speak positively about maths.



Playground update



* The land between the two fences at the back of this picture will become part of our field!



Questions from parents

Do the children have access to the balcony in the new building?





Questions from parents

Do the children have access to the balcony in the new building?

Not yet, but it's in progress.

It is slowed by:

- * Other building needs.
- * The Council knowing that this is space allocated for a five form school, so it is not priority for them.



Questions

Is there any way of sharing feedback from the children's spelling test each week?



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We don't formally collect results in spelling tests.

We have talked to teachers about encouraging children to take a note of their score in their reading diaries.



Questions

Has the school had any conversations with TFL/the Council about getting the Burlington Road crossing moved nearer the new entrance?



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Has the school had any conversations with TFL/the Council about getting the Burlington Road crossing moved nearer the new entrance?

This is an excellent point, but not something in the school's control. It would be great if parents and carers wrote to their councillors about this.



Questions

Why are trips and visits often booked on the same day or close to each other?



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We try to avoid this. There is a lack of flexibility in booking for all school trips – the places we go are very popular. It is particularly a problem for us as we're such a big school – it's tricky for venues to fit in 120 children. We use a centralised calendar to plan trips and visits.



Questions

Could we send letters as emails rather than attachments?



Questions

Could we send letters as emails rather than attachments?

Yes, this should be possible. The letter format is a leftover from when we used to send paper letters home.

This is a bit of a culture change for staff, so will take some time to embed!



Questions

Can the school find a way of sending fewer emails?



Questions

Why we end up sending so many emails:

Children are part of different groups. For example, if your child has a SEND, is in choir, has been chosen to run in a cross-country race and is going to PGL, and has a sibling in another year group, you could get a lot of different messages in one day, but all from different people.

Some of our year teams have part time leaders, so letters tend to go out on the days they are in.

As a school we are now often choosing to communicate information about something that's happened to your child (eg a bump on the head at break) by email than phone.



Questions

We TRY to put non essential emails together on a Friday.

Some of our parents appreciate reminders. Our job is to make sure children /parents have full access to events. We don't want a child to miss out on a trip because the parent has missed the one email about permission/ sign up.



Questions

Running a communication spreadsheet to manage is not easy – our office have a lot of other tasks to do, most significantly first aid.

However, we can talk to staff about thinking through what they send and when they send it.



Questions

Could we turn off the comment function on google classroom?



Questions

Could we turn off the comment function on google classroom?

This is a really interesting idea. At the moment, the majority of teachers are choosing to keep it on for teaching reasons. This is both for practical admin, but also for children to have a safe space to learn and make mistakes online. We will discuss this as a staff.