



# CLAYBROOKE PRIMARY SCHOOL

Together we flourish | Est 1814

**Claybrooke Primary School**  
(Part of INSPIRING PRIMARIES ACADEMY TRUST)  
Claybrooke Parva, Lutterworth, Leics, LE17 5AF  
Tel: 01455 209238 Email: [claybrooke@ipat.uk](mailto:claybrooke@ipat.uk)  
Website: [www.claybrooke.leics.sch.uk](http://www.claybrooke.leics.sch.uk)  
Head of School: Mr P. Rock

## Message from Mr Rock

Welcome back everyone.

I hope you all had a lovely bank holiday weekend.

This week we spent time in school focussing on the 80<sup>th</sup> anniversary of Victory in Europe Day. Each class took the time to learn about the events leading to VE Day. On Thursday, the whole school took part in a two minute silence on the playground showing respect and reflection to all those who have served.



Next week the Year 6 children will be sitting their end of Key Stage 2 SATs tests. Best of luck to our Y6 children, You have worked incredibly hard preparing for these tests. Make sure you get an early night and have a good breakfast each morning.

**Be safe,  
Be ready,  
Be respectful.**



Next week is Mental Health Awareness Week. South Leicestershire School Sports Partnership have produced a resource about the local communities that children and young people might like to join. To read it, follow this [link](#).

Thank you to all those who are being more considerate with parking outside the school gates before and after school. It is much appreciated.

Thank you for your continued support.

Mr Rock  
Head of School



**Congratulations to our certificate winners this week.**  
Excellent Work: Dakota, George & Grace  
Values: Martina, Bodhi & Patrick



# Go above and beyond!

## Upcoming events.

**Y6 SATs Week**  
12<sup>th</sup> - 16<sup>th</sup> May

Mon 19<sup>th</sup> May: Saffron Lane athletics  
Athletics (Invitation only)

Mon 2<sup>nd</sup> June: Forest School for Oak  
Class.

Wednesday 11<sup>th</sup> June: Sports Day

Sunday 9<sup>th</sup> June: Claybrooke Village  
Fete

Mon 23<sup>rd</sup> June: Forest School for  
Maple Class

Wed 25<sup>th</sup> June: Bikeability begins  
for Y6

Thursday 6<sup>th</sup> June: Y5 experience  
day at Lutterworth High School

Thoughts on SATs week from Y6

"I'm feeling confident", Tay  
"I'm feeling good about it", Joe  
"I'm ready to be done with them!", Chloe

**Team points this week:**

Red: 35  
Blue: 24  
Yellow: 21  
Green: 28



**WHOLE SCHOOL  
ATTENDANCE  
w/e 09.05.25**

**Oak: 88.4%**

**Maple: 90%**

**Willow: 87.7%**

**Whole school: 88.7 %**

**MOMENTS  
MATTER.  
ATTENDANCE  
COUNTS.**

# Oak Class

# NEWSLETTER

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Some of the children recently participated in the small schools netball tournament. They played brilliantly, showing respect and teamwork throughout. They played a total of 4 games and ended up winning the 'plate' of the tournament. Well done everyone!



In reading this term, we have started a new book - 'The Explorer'. The book follows 4 children who are stranded in the Amazon rainforest! The children are thoroughly enjoying the story so far and have been able to make inferences, predictions and retrieve information from the book.

We have been working on something new and exciting in writing this half term... The children have used a video stimulus of a creepy scene based at Whitby Abbey. They have used their skills and created great 1st person recounts, using imagery, onomatopoeia and similes. The stories have a really creepy feel to them, I'm looking forward to reading the final drafts!

The theme in this term's RE is, 'What would Jesus do?'. This question has been presented to the children as we've discussed the variety of Jesus' teachings, as well as how Christians use these lessons to guide their daily lives.

We have invited Miss Allison back to participate in our PE sessions this half term! We have been exploring movement within dance, putting together choreography based on last term's book, 'Boy in the Tower'. The children have thoroughly enjoyed themselves so far and have even been taking part in constructing some parts of the final piece. We can't wait to see it all as one!

Next week, our Year 6 children will be sitting their SATs. The children have worked incredibly hard all academic year for this moment. I know for certain that each and every one of them will be trying their best throughout the course of the week and we will all be proud of their efforts, whatever the outcome may be. You've got this, Year 6!

Miss Blower



# Upcoming dates.

<b>Summer Term 2025</b>	
Date	Event
Mon 28/04	School re-opens
Mon 28/04	Forest school begins for Willow Class
Wed 30/04	EYFS Farm trip. (with All Saints, Sharnford & Ullesthorpe)
Wed 30/04	Maple and Oak Dance festival begins.
w/c 12/05	Y6 SATs week
Mon 19/05	Saffron Lane Athletics (invitation only)
w/c 26/05	<b>Summer Half-Term Week</b>
Mon 02/06	Start of Summer 2nd
Mon 02/06	Forest school begins for Oak Class
Wed 11/06	School Sports Day
Wed 18/06	Reserve Sports Day
Mon 23/06	Forest school begins for Maple Class
Wed 25/06	Y6 Bikeability begins
Thur 26/06	Year 5 experience day at Lutterworth High School
Sun 29/06	Claybrooke Summer Fete @ St Peter's Church
Wed 02/07	Oak Class Production 2.00-3.00 & 6.00-7.00 *
Tue 08/07	Leavers' Assembly 9.30-10.30 *
Tue 08/07	Last day of term
Wed 09/07	<b>Summer holidays begin</b>
Tue 26/08	School reopens for pupils

## 10 Top Tips for Parents and Educators

# FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

### 1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.



### 2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.



### 3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.



### 4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.



### 5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.



### 6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.



### 7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.



### 8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.



### 9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.



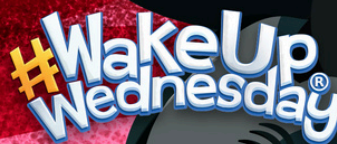
### 10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.



## Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



The National College

Source: See full reference list on guide page at: [nationalcollege.com/guides/fostering-a-sense-of-belonging](http://nationalcollege.com/guides/fostering-a-sense-of-belonging)

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ONLINE**

# MAY ACTIVITY CAMP



**LUTTERWORTH SPORTS CENTRE**

**Tuesday 27<sup>th</sup> - Friday 30th May**

**CHILDCARE VOUCHERS  
ACCEPTED**

**SIBLING DISCOUNT**

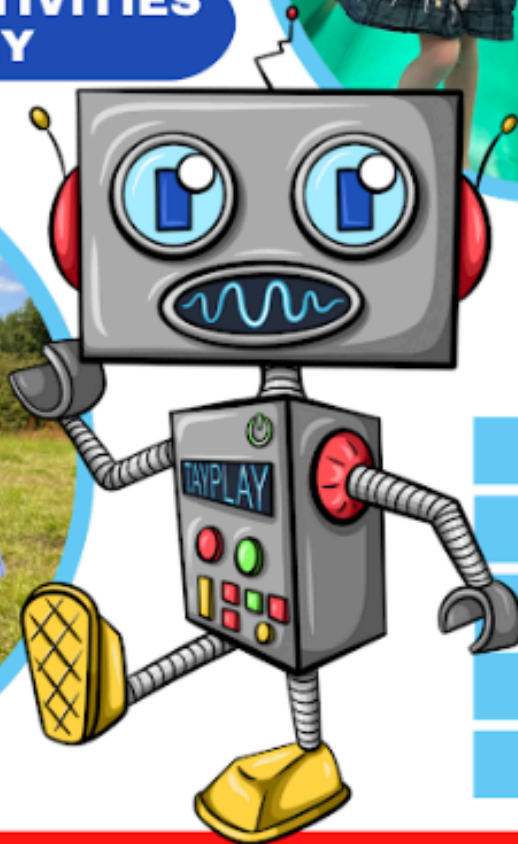
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