

16th January 2026



CLAYBROOKE PRIMARY SCHOOL

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www.claybrooke.leics.sch.uk

Claybrooke Primary School
(Part of INSPIRING PRIMARIES ACADEMY TRUST)
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Head of School: Mr P. Rock

Message from Mr Rock

We are currently in the process of moving our school website over to a new provider. As such our current website may not show the latest newsletter and other information. Once the new website is launched I will share the new web address.

Attendance.

Pupil attendance is currently much lower than it was last academic year. Anything below 95% means your child is at risk of being classed as persistently absent. Each school now has a government target that they have to meet each year. Our target is 87.2%. We are currently on 78.7% so there is lots of improvement needed.

Persistently absent is anything below 90%. This means that if your child's attendance is at 90% they will have already missed 9 days off school so far this term and the equivalent of roughly 52 lessons!

National Year of reading 2026.

2026 is the National Year of Reading. Across the UK, children are reading less than they used to and stories aren't getting the same space they once did. And it's happening across all age groups, from toddlers to teenagers.

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



We will be supporting this initiative in school alongside our usual curriculum work but if you want to find out more about the project and get some ideas to help your child at home please click this [link](#).

In Willow class the children have been creating a tasty healthy salad as part of their DT topic. I'm sure that they were delicious.

Maple Class have been busy completing their maths unit on Area and have been exploring stories from other cultures in their writing lessons.

Our Year 5 pupils had a fantastic visit to Lutterworth High School on Thursday to watch the pupils perform their school performance of Joseph and the Technicolour Dreamcoat.

Thank you for your continued support.

Mr Rock



**Congratulations to our
certificate winners this week.**

Excellent Work:

Elsie, Martina & Ashton

Values:

Chester, James M & Oliver



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LEICESTER

Accredited School
ROUTE TO RESILIENCE





Go above and beyond!

Upcoming dates

Wednesday 21st January.
Height and weight checks for
EYFS/Y6 pupils

Tuesday 27th January: KS2 Trip
to see the BFG in Stratford.

5th - 10th February: Book Fair

Half term w/c 16th February

Wednesday 25th February.
Class photos

Monday 2nd March: Reading
Festival starts

Thursday 5th March. World
Book Day

w/c 9th March: Spring parent
consultation meeting

**If your child received a new phone for
Christmas, you may want to check out
the WhatsApp guide further down this
newsletter**

Team points this half term:

Red: 48
Green: 62
Blue: 46
Yellow: 19



**WHOLE SCHOOL
ATTENDANCE
w/e 16.01.26**

Oak: 80.85%
Maple: 85.89%
Willow: 87.64%

**MOMENTS
MATTER.
ATTENDANCE
COUNTS.**

School this term : 78.7% / This week: 84.97%

Willow Class Newsletter

Our Reception children have been enjoying the story Each, Peach, Pear, Plum. Through this, we have been playing I Spy, discussing traditional tales, and exploring rhyming words. The children have been learning how to hold a sentence in their head and write it using their phonics knowledge – and we are very proud that many are beginning to use finger spaces independently!

This week, the children have also been learning about ordering events in their own lives by creating timelines. We enjoyed sharing baby photos and putting them in the correct order.

In science, we have been exploring how we grow and change as we get older. In PE this half term, the Reception children have been discussing why exercise is important and how it helps to keep our bodies healthy. They have explored different ways to be active, including dancing and playing a variety of games.

The Key Stage one children have been sharing poetry with great language and investigating the meaning of new vocabulary. Our writing focus this half term is non-chronological reports. The children will be reading a range of examples to understand the key features before writing their own reports on animals, plants, or topics that interest them



We have recently finished our History topic on the Great Fire of London. The children have learned lots of fascinating information about this important historical event and have shown great enthusiasm throughout the topic.

During maths, the children have been securing their knowledge of addition and subtraction. We have been using a hundred squares to count on. We have also been recapping how to use the base 10 resources to build two digit numbers, counting the 10s and 1s.

As part of our Design and Technology learning on food and nutrition, all children had the opportunity to create their own healthy 'jam jar salad' to take home. They practised a range of skills, including ribboning, cutting using the bridge technique, and grating.

We hope they were as delicious as they looked!

Thank you for your continued support.

A group of diverse young people, including a girl with glasses and a boy with glasses, are looking intently at a comic book. The background is a dark, industrial-looking space with blue lighting. The image is framed by a bright pink triangle in the top right and bottom left corners.

If you're into it, read into it.

Discover more at goallin.org.uk

**GO
ALL
IN.**

National
Year of
Reading
2026

What Parents & Educators Need to Know about WHATSAPP

AGE RESTRICTION
13+

WHAT ARE THE RISKS?

WhatsApp is a free messaging service owned by Meta which allows users to send text and voice messages, make video calls, share multimedia – such as images, videos, documents and polls – and have group chats. WhatsApp messages are encrypted, meaning only the sender and the recipient can view what is sent. While this privacy may sound attractive on paper, this app comes with several associated risks that must be considered – especially for younger users.

GROUP CHATS

Group chats let friends talk together but can pose problems for young users. They might feel excluded – like discovering events they weren't invited to. Hurtful comments can also escalate quickly, as more people join in, amplifying the impact through a wider audience.

EVOLVING SCAMS

WhatsApp's popularity makes it attractive to scammers. Tactics include impersonating a child in an 'emergency' to request money, or triggering a login code, then pretending to be WhatsApp and asking for it – giving them access to private messages and personal data.

CHANNELS

'Channels' let users follow topics anonymously, interacting only through polls or emoji reactions. However, fake channels can mimic real ones, spreading misinformation, hate speech, or phishing for personal data. WhatsApp may also collect and share channel-following info with third parties, raising privacy issues.

DISAPPEARING MESSAGES

Disappearing messages help share sensitive info, but young people may wrongly assume they're fully private. Senders can opt for their message to vanish after 24 hours, 7 days, or 90 days – or for media, after one view. However, recipients can still save them by bookmarking or taking screenshots, reducing their privacy.

FAKE NEWS

WhatsApp's simplicity makes sharing news quick – accurate or not. To help curb misinformation, messages forwarded over five times now show a 'Forwarded many times' label with a double arrow. This alerts users that the message isn't original and may be unreliable.

CHAT LOCK

The new 'Chat lock' feature lets users store specific messages in a separate passcode- or biometrically-protected folder. While useful for privacy, it could be misused by younger users to hide conversations or content they know parents and educators might find inappropriate, including age-restricted material.

VISIBLE LOCATION

WhatsApp's 'live location' feature helps friends meet up or parents check a child's route home. However, anyone in a child's group chats can track their location, potentially revealing their home address or regular travel patterns to strangers.

AI INTEGRATION

Meta AI on WhatsApp poses risks to children, including exposure to misinformation, inappropriate content, and data privacy issues. AI responses may be inaccurate, and kids might share personal information unknowingly. It can also hinder critical thinking by offering ready-made answers.

Advice for Parents & Educators

EMPHASISE CAUTION

Encourage children to treat unexpected messages with caution. Get them to consider, for example, whether it sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

ADJUST THE SETTINGS

It's wise to change a child's WhatsApp settings to specify which of their contacts can add them to group chats without needing approval. To do this, go to 'Privacy', then 'Groups'. You can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if the child needs to use 'live location', emphasise that they should enable this function for only as long as they need – and then turn it off.

THINK BEFORE SHARING

Help children understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content sent to one user to then be shared more widely, and even publicly on social media. Encourage them to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.

CHAT ABOUT PRIVACY

Have a conversation with youngsters about how they're using WhatsApp, emphasising that it's for their own safety. If you spot a 'Locked Chats' folder, you might want to talk about the sort of messages that are in there, who they're with and why they have been hidden. Also, if a young user has sent any 'view once' content, discuss their reasons for using this feature.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College