

13th February 2026

www.claybrooke.leics.sch.uk



**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
Website: www.claybrooke.leics.sch.uk
Head of School: Mr P. Rock

Message from Mr Rock

We have come to the end of the first half term of 2026! It has been a very busy half term with lots taking place in and out of classes.

Thank you for all your engagement with staff in school this half term, supporting your children with homework and reading at home and for checking out all of our Facebook posts. Your support is very much appreciated.

Thank you to everyone who came along and supported our recent Book Fair. Once we have the final total, I will share how much money has been donated to school to purchase books for the children.

This week in classes the children have been taking part in Children's Mental Health week. Each class has been doing a range of activities around the theme 'This is my place'. This involved the children exploring how they might feel when they are part of something, such as their family, their school, their group of friends or as part of a team. The children also discussed how 'belonging' can help them feel connected, valued, and accepted. As part of this they created maps and paper chains sharing where they felt was 'their place'. If you would like some ideas to support your children at home please follow this link:

<https://www.childrensmentalhealthweek.org.uk/families/>

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



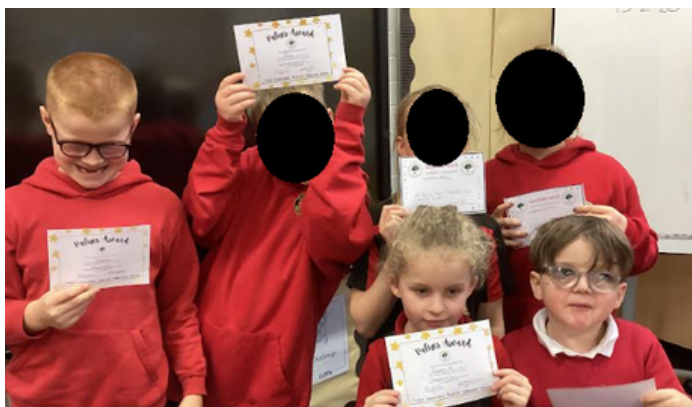
The children have also been doing work linked to Safer Internet Day in classes this week around the theme of 'Smart tech, safe choices'. Part of this involved exploring the impact of AI on all of our lives, looking at how AI can be used for good, and giving advice and guidance that empowers us all to use AI safely and responsibly if we choose to use it. Willow Class explored the story of Smartie the Penguin

On the first Monday back, Willow Class will be starting Forest School, Please see the letter sent via Arbor about what your child needs to bring in. PE days for Maple and Oak change next half term to a Monday and Friday.

Thank you for your continued support.

I hope you have a lovely half term and look forward to seeing you all back on Monday 23rd February.

Mr Rock



**Congratulations to our
certificate winners this week.
Excellent Work:
William, Marley & Emilia
Values:
Poppy, Parker & Freddie**



UNIVERSITY OF
LEICESTER

Accredited School
ROUTE TO RESILIENCE





Go above and beyond!

Upcoming dates

Half term w/c 16th February

Monday 23rd February: Forest School begins for Willow Class

Monday 23rd March: Topic Showcase 2:55pm

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

Friday 27th March. School breaks up for Easter

Team point winners will be shared after half term.



WHOLE SCHOOL ATTENDANCE w/e 13.02.26

Oak: 80.02%

Maple: 84.74%

Willow: 85.89%

School 83.72%

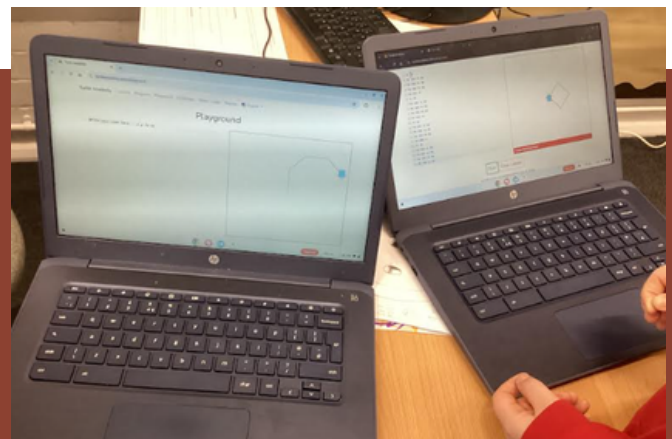
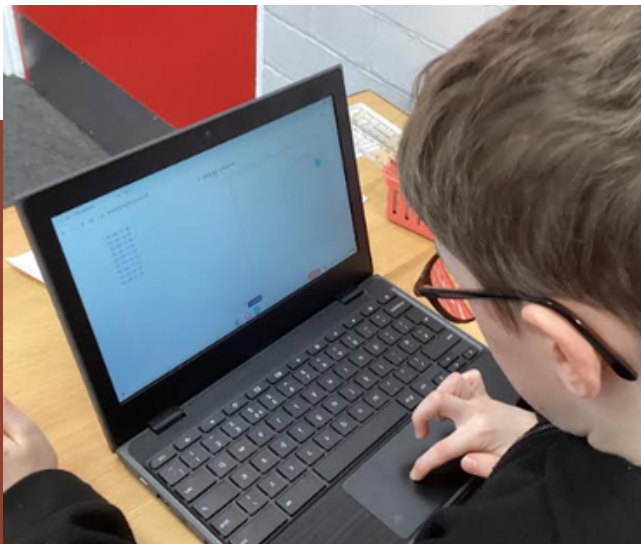
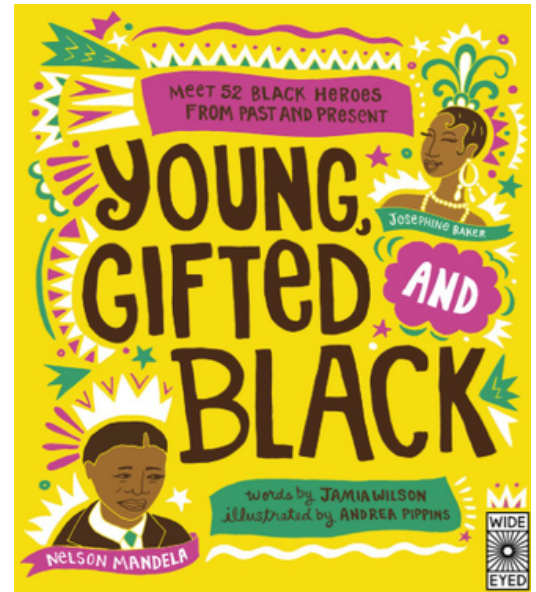
MOMENTS MATTER. ATTENDANCE COUNTS.

Maple Class Newsletter

Maple Class have started a new class book as part of their reading curriculum. They are currently reading 'Young Gifted and Black'. In this unit the children will learn about a range of icons of colour from the past and present through a collection of stories showcasing these change-makers and to encourage, inspire and empower the children,

In writing, the children have been exploring persuasive adverts. They created their own persuasive advert focussed on a wonder gadget that included rhetorical questions, slogans and superlatives.

In maths the children have concluded their unit on multiplication and division exploring reasoning, exchanging, scaling and correspondence questions.



In computing, the children have been further developing their understanding of 'repetition in shapes'. The children have been expanded their skills at repetition and loops within programming. Creating shapes, letters and patterns with repeating programming commands.

In Science we have been exploring identify the different types of teeth in humans and their functions as well as describing the simple functions and the basic parts of the digestive system in humans. After half term the children will be constructing and interpreting a variety of food chains, identifying producers, predators and prey.

Please can you support us with encouraging your child to complete their weekly homework tasks

Update: A message has been sent out via Arbor recently that our PE days change after half term to a Monday and a Friday.

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS



Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING



Involving children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS



Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them - all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS



Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE



Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES



Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS



Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES



Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS



Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'



Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

Meet Our Expert

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See full reference list on our website

PUPIL PREMIUM PARENT INFORMATION

Inspiring Primary
Academy Trust

WHAT IS IT?

'Pupil premium' is **additional funding** for our school to ensure we can support all pupils to **achieve their best**.

It's not a personal budget for individual pupils, but we will aim to **prioritise the academic support** of eligible pupils with it.

WHO'S ELIGIBLE?

Your child may be eligible if you receive: income support, jobseeker's allowance, employment and support allowance, asylum seeker support, universal credit, child tax credit, working tax credit, or state pension.

Remember: Our school can only receive pupil premium for your child if you claim it.

HOW DO I APPLY?

Get in touch with **Leicestershire County Council** as soon as possible to see if you're eligible.

