

27th March 2026

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**CLAYBROOKE
PRIMARY SCHOOL**
Together we flourish | Est 1814

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

Message from Mr Rock

Thank you to everyone who came along to our recent Topic Showcase on Monday afternoon. There was a slightly different focus this time, giving you the opportunity to see Forest School and our dance workshops in action.

Congratulations to Oak and Maple Classes who completed their dance workshops this week and performed their final showcase. There were some fantastic performances and expressive movements showcased. Well done everyone. Thank you to Miss Allison for coming into school to facilitate the workshops over this half term. We will arrange for a date after Easter shortly for any parents who were unable to attend the Topic Showcase to come into school to view the filmed recording after school.

Willow Class have had a fantastic few weeks in Forest School learning some new skills and enjoying being out in nature. After Easter it will be the turn of Maple Class. Please ensure the children bring suitable footwear to change into (welly's or trainers) as it may be muddy. They will also need to be wearing weather appropriate clothing for outdoor activities (coat, sun hat, etc)

Please can I ask you to take a few moments to check your current consents and permissions on Arbor to ensure you are happy with them. You can edit consents at any point through Arbor.

**Be safe
Be ready
Be respectful**



There have been a number of pupils coming into school recently not wearing the correct school uniform or footwear. Please remember that this is one of our non-negotiables and a key school policy. With the holidays coming up, this is an ideal opportunity to ensure your child has their correct uniform in place. Any breaches of the uniform policy will result firstly in communications home, sharing reminders of our policy and expectations. If there is any further non-compliance, this will be followed up with consequences in school. Thank you for your support in this to encourage a shared sense of belonging, respect and pride at being part of the Claybrooke family.

Congratulations to Green team for winning the most house points this half term. They can celebrate with a non-uniform day on Friday 17th April.

I hope you all have a lovely Easter holiday and look forward to welcoming everyone back to school on Monday 13th April.

Thank you for your continued support.

Mr Rock



**Congratulations to our
certificate winners this week.
Excellent Work:
Summer, Sawyer & Frank
Values:
Theo, Zac & Kathleen.
Spelling superstars: Edie, Peyton, Poppy & Theo**



UNIVERSITY OF
LEICESTER

Accredited School
ROUTE TO RESILIENCE





Go above and beyond!

Upcoming dates

Monday 13th April. Children return for the summer term.

Monday's after half term:
Forest School for Maple Class

Tuesday 14th April. Y6 trip to
The Warning Zone

Wednesday 15th April: Wear
yellow to mark Dandelion Day
(part of Month of the military
child)

w/c 11th May. SATs week for Y6

Wednesday 10th June: Sports
Day

Wednesday 17th June Reserve
Sports Day

Wednesday 1st July. Oak Class
production

Thursday 9th July. School
closes for the summer.

Congratulations to some of our current and past pupils who took part in the 'Scouts Sleep Out' event at the King Power Stadium last weekend highlighting the realities and challenges of homelessness. The children created makeshift shelters to sleep in overnight outside within the West Stand. Well done everyone, we are very proud of you for taking part.

Team points
this half term:

Red: 382
Green: 449
Blue: 423
Yellow: 307



**WHOLE SCHOOL
ATTENDANCE
w/e 27.03.26**

Oak: 75.16%

Maple: 65.7%

Willow: 80.68%

School 73.72%

**MOMENTS
MATTER.
ATTENDANCE
COUNTS.**

Willow Class Newsletter

All the children have had a wonderful time at Forest school this half term. The children learnt about fire safety and how to make our own fire. The children made bird feeders using lard and seeds. The children also played games and constructed their own shelters. They have loved the opportunity to splash in the stream and explore nature.

Our Art topic has been exploring textiles and collage using materials, and applying skills and techniques, such as cross hatching, printing and rubbings. We have been viewing abstract art and trying to recreate our own using a variety of materials.

Over the past few weeks the EYFS children have shared the story 'Chicken Clicking' learning about internet safety. We have also been exploring Easter by learning the bible Easter story and 'Paddinton's Easter Egg hut'. We decorated our own egg and then wrote about it using simple sentences. They loved utilizing lots of craft materials to create their own creations.

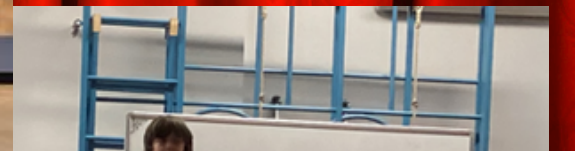


In History we have been learning about events beyond living memory involving flight. We have learned what chronological means, explored change, similarity and difference. We have been looking at how air travel has changed over time.

For Maths, the year 1 & 2 children have been consolidating multiplication and exploring division problems together. We have been exploring repeated addition and multiplication using images and arrays. We have been using phrases like 'divide' or 'share'. The children also practiced counting in 3s.

We hope you have a lovely Easter break!

MAPLE & OAK DANCE WORKSHOPS



Willow Class

FOREST SCHOOL



Easter Multi-Sports HAF Camps

**7TH
APRIL
TO 10TH
APRIL**
10AM - 3PM
Ages 6-14

All led by our
experienced DBS-
checked coaches

Table tennis, football
challenges, competitions,
& SAQ (Speed, Agility,
Quickness) movement
training

Claybrooke Primary
School, Main Road,
Claybrooke Parva,
Lutterworth LE17 5AF

BOOK NOW!

SCAN ME



 Leicestershire
County Council



Department
for Education

Activities and food are free for HAF-eligible children within Leicester

10 Top Tips for Parents and Educators

EFFECTIVE REVISION AND STUDY SKILLS

As exam season ramps up, revision often becomes louder, busier, and less effective. Many pupils still rely on comfort strategies like re-reading and highlighting. These can feel productive but rarely build long-term memory. This guide will help you create a low-effort, high-impact revision system that teaches pupils how to revise, rather than merely emphasizing its importance.

1 DIAGNOSE BEFORE DOING

Before adding more sessions, identify why a pupil is underperforming: knowledge gaps, weak routines, poor choices, or low effort driven by a lack of confidence. Treating every issue as 'needs more revision' creates noise. Use a quick check: what do they know, what do they misunderstand, what can't they retrieve under pressure, and what do they avoid? Then match revision to the actual problem.

2 TEACH REVISION EXPLICITLY

Most pupils haven't been taught how to revise well, so they pick what feels easiest. Build short revision mini-lessons into curriculum time; demonstrate retrieval, spacing, and how to self-check. Model it live, do it together, then gradually hand over responsibility. The goal is independence, not dependency. When pupils understand why strategies work, they're more likely to use them when it matters.

3 PRIORITISE RETRIEVAL PRACTICE

Make recall the default. Use methods such as low-stakes quizzes, flashcards, free recall, blurring, and 'answer then check'. Effective testing helps to measure and strengthen learning. Keep it specific and frequent – small chunks, lots of repetition, and immediate feedback. For parents, the best question isn't 'Have you revised?' but 'What can you remember today, without notes?'

4 SPACE IT OUT

Cramming can boost short-term performance, but it's weaker for long-term retention. Help pupils spread practice across days and weeks, revisiting content after memory has faded. That 'slight struggle' is the point. Use a simple rhythm: new learning, next-day retrieval, a three-day revisit, a weekly revisit, and mixed practice before the exam. This turns revision into a routine, not a panic.

5 MIX, DON'T BLOCK

Practising one topic for a long stretch – known as 'blocked practice' – can feel easy, but it can hide fragile learning. Mixing topics, question types, or methods strengthens long-term learning and helps pupils apply knowledge later. For educators, design homework and revision packs so topics reappear in a planned cycle. For parents, encourage sessions that mix two topics rather than focusing on just one.

6 USE DESIRABLE DIFFICULTY

Revision should feel effortful, not effortless. Durable learning comes from challenging revision techniques: attempting answers before looking, explaining ideas aloud, writing from memory, or tackling unfamiliar question formats. The key is 'hard, but doable'. If a pupil always gets everything right, it's too easy. If they always fail, it's too hard. Aim for productive struggle with quick feedback loops.

7 CENTRALISE MATERIALS SIMPLY

Revision fails when pupils waste energy finding resources, navigating platforms, or guessing what matters. Reduce cognitive overload by centralising what they need: a single hub per subject, a clear list of priority knowledge, and a small set of standard task types such as quizzes, flash cards, exam questions, or corrections. Less admin clutter means more working memory for learning.

8 PLAN, MONITOR, EVALUATE

Strong revision is self-regulated. Pupils plan what they'll do, monitor if it's working, and evaluate what to change next time. Use a weekly revision review routine that asks: 'What did I try?' 'What improved?' 'What didn't?' 'What's my next micro-goal?' Post-mock action plans are powerful here because they force honesty about time spent, strategy used, and impact achieved.

9 WRAP MOCKS PROPERLY

Mocks only help if pupils learn from them. Use an exam wrapper approach: before the mock, set strategy goals; afterwards, analyse errors such as knowledge gaps, misread questions, weak methods, and timing issues, then create a targeted relearn and retest plan. Parents can support by asking: 'What type of mistake was it, and what's your fix?' rather than 'What grade did you get?'

10 MAKE TIME VISIBLE

Revision becomes real when time is protected and predictable. Help pupils build a timetable that's short, repeatable, and realistic: 30–40 minute blocks, clear start and stop times, and specific tasks, not 'revise science'. Avoid perfectionist plans that look pretty and collapse by Tuesday. Consistency beats intensity. Build momentum with small wins, then build from there.

Meet Our Expert

Amjad Ali is the creator of Try This Teaching and the CPD and Inclusion Lead for the Children Learning Trust. With over 19 years' experience in education, including leadership roles in diverse and high-need schools, he specialises in inclusive, evidence-informed practice. His work focuses on practical, low-effort, high-impact strategies that help students learn more and retain knowledge over time.



#WakeUpWednesday

The National College