

8th May 2026

[www.claybrooke.leics.sch.uk](http://www.claybrooke.leics.sch.uk)



**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**

**Be safe  
Be ready  
Be respectful**

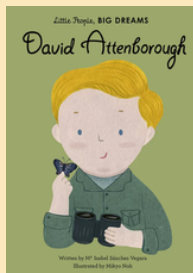


I hope you all had a lovely Bank Holiday weekend last week and the children enjoyed their extra day at home.

This week in school, Willow Class have been focused on learning all about Sir David Attenborough as he turns 100 using the book 'Little People, Big Dreams: David Attenborough' as a stimulus. The children also joined a UK wide live assembly on Friday afternoon celebrating his 100th birthday. In Computing their have been making 'sprites' in Scratch, in Maths they have been learning about block diagrams and in Music they have been exploring the theme of echo!



Oak Class have been hard at work preparing for their upcoming SATs tests which take place next week. We wish all our Year Sixes all the best next week.



Oak Class have also been developing their athletics skills in PE taking part in long and short distance relays. In Computing they have been using the program 'Tinkercad' to explore 3D modelling. In Spanish they have been learning about time and what time they study a subject.

Maple Class have completed their unit on 'Stories from other cultures', creating some fantastic writing. This week they have been exploring poetry, creating cinquains and haiku's. In Science they are exploring electricity, creating their own circuits and in RE they have been finding out all about how Jewish people celebrate festivals and family life.

Leicester County Council have launched a consultation regarding term dates for 2027-2032. You can find more details to share your views on this further down the newsletter.

Thank you for your continued support.

Mr Rock



**Congratulations to our  
certificate winners this week.  
Excellent Work:  
Finley, Lily & Oakley  
Values:  
Aubrey, Ray & Abi**



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**LEICESTER**

Accredited School  
ROUTE TO RESILIENCE





### Upcoming dates

w/c 11<sup>th</sup> May. SATs week for Y6

Tuesday 2<sup>nd</sup> June: KS1 Conkers trip (TBC)

Wednesday 10<sup>th</sup> June: Sports Day

Wednesday 17<sup>th</sup> June Reserve Sports Day

Thursday 18<sup>th</sup> June: Bikeability begins for Oak Class (TBC)

Monday 22<sup>nd</sup> June. New starter parent meeting. 2pm

Tuesday 30<sup>th</sup> June. New starters stay and play 2pm

Wednesday 1<sup>st</sup> July. Oak Class production.

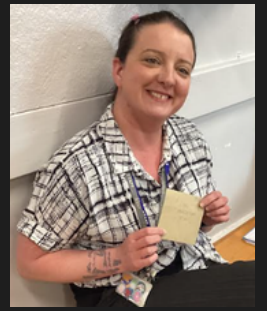
Y6 Leavers Assembly (For Y6 parents) Wednesday 8<sup>th</sup> July 9:30am

Thursday 9<sup>th</sup> July. School closes for the summer.

**Congratulations to Poppy, Aubrey and Sophia for their awards outside of school.**



**Congratulations to Mrs Burbage for getting a staff 'appreciation' this week.**



Team points this week:

Red: 45  
Green: 87  
Blue: 72  
Yellow: 90



**WHOLE SCHOOL ATTENDANCE w/e 08.05.26**

**Oak: 86.72%**

**Maple: 86.88%**

**Willow: 95.83%**

**School 90.13%**

**MOMENTS MATTER. ATTENDANCE COUNTS.**

# Maple Class Newsletter

It has been another busy couple of weeks in Maple Class. The children have completed their Writing unit all about Stories from Other cultures and have created some fantastic pieces of writing. Well done everyone.

This week we have started a new unit exploring the form of poetry. As part of this the children have been creating their own cinquains and haiku's.

In maths the children have completed their unit all about fractions.



In Science the children have been exploring circuits. They have been creating a variety of circuits, identifying the different parts of a circuit and what the effects might be of changing circuit components and batteries?

In Computing they have been exploring how to create shapes in the programme 'Scratch' using a variety of different loops.

In RE they have been learning all about Jewish festivals and family life.

## LCC Proposed School Term Dates from Autumn 2027 to Summer 2032 - LCC Education Effectiveness

A consultation on proposed school term dates has been launched today and will run from Tuesday 5 May to Monday 15 June. LCC are keen to hear your views on the proposals.

Feedback will help shape the pattern that schools follow over the next five years for schools controlled by the local authority. Although academies choose their own dates, most still align with the council's patterns.

The consultation includes two options for term dates for the academic years from Autumn 2027 to Summer 2032.

Both options keep Leicestershire's early start to the summer holidays, around two weeks earlier than neighbouring local authorities.

- Option one is a continuation of the current term date pattern.
- Option two preserves the early summer break and includes an earlier start to the autumn term to accommodate a two-week October half-term.

More information, and a link to the survey to have your say, can be found here:

[www.leicestershire.gov.uk/term-dates-consultation](http://www.leicestershire.gov.uk/term-dates-consultation).

Printed copies of the survey are available by emailing [admissions@leics.gov.uk](mailto:admissions@leics.gov.uk).



# 10 Top Tips for Parents and Educators

## HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

### 1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

### 2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

### 3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

### 4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

### 5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

### 6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

### 7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

### 8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

### 9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

### 10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

### Meet Our Expert

Catrina Leavel is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



See full reference list on our website

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# CLAYBROOKE PRIMARY SCHOOL

*Small School, Big Opportunities*

PLACES  
AVAILABLE  
**2026/27**

REST OF  
2025/26

# EYFS ADMISSIONS

*for September 2026*

## SMALL CLASS SIZES, BIG OPPORTUNITIES

Claybrooke Primary School is a nurturing, village school where every child is known, valued and encouraged to flourish.

We offer a warm and welcoming start to school life in our caring community.



RESPECTFUL



COMPASSIONATE



INCLUSIVE



TRUTHFUL



COLLABORATIVE



Inspiring  
Primaries  
Academy Trust

### PART OF A MULTI-ACADEMY TRUST

As part of Inspiring Primaries Academy Trust, we work in partnership with local schools to share expertise, resources and opportunities – helping every child to achieve and thrive.

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*Together we  
inspire excellence*