

The Nottingham Seed-to-Fork Primary Education Guide:

Growing healthy habits in Nottingham City primary schools & community

Nottingham City



Sustainable Food
Partnership



A project of the Nottingham City Sustainable Food Partnership



Nottingham
City Council

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1. Introduction

This guide is for Nottingham City primary schools. It is designed to help you understand the Seed-to-Fork approach, reflect on current practice and identify practical next steps for developing food growing and education in school. It also signposts you to relevant local organisations, resources and examples that can support this work in practice. This guide has been developed with the Nottingham City Sustainable Food Partnership, drawing on input from Nottingham Trent University, the University of Nottingham, Nottingham City Council's [Achieve Well team](#), Public Health Nottingham, local schools and the Nottingham Growing Network. This local contribution helps ensure the guide reflects the context, resources and opportunities available to Nottingham City primary schools.

Seed-to-Fork is an approach to food education that uses growing, gardening and food related experiences to support learning across school life, including PHSE. It includes the journey from growing and caring for food to harvesting, preparing, tasting, and understanding the nutritional benefits. In schools, this means embedding learning about healthy and sustainable food across school life. This includes the curriculum, wider activities, the school environment, and links with the wider school community. At its strongest, Seed-to-Fork is not a one-off activity or a single project, but a more joined up approach to enrichment and learning that is embedded across school life, reflects the needs of pupils, and is supported through teaching, leadership, the school environment and community links.

This provision is particularly important in communities where pupils experience barriers to accessing fresh food, skills or safe green space and where there are high incidences of child obesity (e.g., 27.1% or just over a quarter of pupils in Nottingham are obese) ([NCMP 2025](#)). When children and young people are involved in growing from a young age, they are more likely to pick up healthier habits and make healthier choices in the long-term ([Dimbleby and Vincent, 2013](#)).

Seed-to-fork is not just about growing. Studies show positive impacts on enhanced literacy and numeracy; awareness of the seasons and understanding of food production; increased wellbeing, confidence, resilience and self-esteem; development

of physical skills and a sense of responsibility; positive behaviour and attitudes to healthy food choices and improvements in social skills and emotional well-being; nutrition-related knowledge, including the health benefits of fruits and vegetables ([Horticultural Trade Association, 2018](#); [Passy, Morris and Reed, 2010](#); [Leake, McClam, Howell and Schreiber 2025](#)).

This guide is not intended to be prescriptive, rather, it supports schools to assess, develop and strengthen their Seed-to-Fork provision over time. To that end, we have collated numerous resources and case studies to help schools link growing to healthy eating and lifestyles and to embed this dynamic provision across the curriculum. The guide provides a simple planning cycle of Assess, Plan, Grow and Review, alongside self-assessment, development stages and local signposting, to help you reflect on what is already in place, identify priorities and plan next steps in a way that works for your setting.

Developing this kind of provision will look different in every school. Schools may have different spaces, staffing, confidence, local support and wider priorities. It can also be difficult to judge whether activity is still in the early stages or becoming more embedded. For that reason, this guide uses four development stages, Sprouting, Seedling, Budding and Blooming, to show how Seed-to-Fork provision can grow over time. The aim is to move towards Blooming, where healthy and sustainable food learning is embedded across school life and supports pupils to build healthy habits, practical skills and long-term understanding.



2. How the guide supports statutory frameworks

Food growing, cooking and healthy eating can easily become one off activities unless there is a clear plan behind them. This resource helps you take stock of what is already happening and decide what needs to be strengthened. It gives you a practical way to link this work to curriculum, enrichment, health and wellbeing and wider school life. When the approach is embedded, pupils are not just learning about food in theory. They are growing, preparing, tasting and talking about food through real experiences. This supports statutory curriculum areas such as PSHE, Design and Technology and wider subject learning. It also helps pupils understand healthy choices, the natural environment and where food comes from. The self-assessment, planning cycle and review tools give structure to this work. They help you show how provision is organised, how it develops and what difference it is making for pupils. This can strengthen Ofsted evidence around personal development, enrichment and the wider curriculum. Safe and inclusive practice is also built into the process. The planning prompts help you think through the practical details before activity begins, including supervision, risk assessment and food safety. This makes delivery clearer and helps show that activity is managed in line with good practice.

3. How to use this guide

At the core of this guide is a simple planning cycle of Assess, Plan, Grow and Review. This provides the main structure for the document and is intended to help you look at current Seed-to-Fork provision, identify priorities, put activity into practice and reflect on progress over time. To support this process, the guide also includes a set of tools and resources to help you engage with this cycle, including [Self-assessment Table](#), [Growing Stages Matrix](#), [Planning Matrix](#), [Resource Trove](#), [Action Plan Template](#) and suggested [SWOT Analysis](#).

3.1 The Seed to Fork planning cycle

Planning Seed to Fork provision can feel difficult because each school will be starting from a different place. You may already have growing spaces, food education or community links in place, or you may be at a much earlier stage. The planning cycle gives you a simple way to organise this work without needing to do everything at once. For most settings, **Assess** will be the best place to begin, as it helps you build a clear picture of what is already in place. **Plan** is about deciding what to focus on next and how provision could develop. **Grow** is the practical stage, where plans become real through planting, growing, food education, pupil involvement, family engagement and links with local partners. **Review** comes after activity has taken place, helping you look back at what changed, what worked well and what may need strengthening. Although the cycle has a natural order, it is not intended to be rigid. If you already have Seed to Fork activity underway, you can use the stage that best reflects where you are now, before continuing through the cycle from there.



3.2 Using the planning cycle and the guide



Assess: It may be helpful to begin your planning cycle here so that you can take a fresh look at what is already in place. Assess is the starting point in the cycle and helps you build a clear picture of current provision. You can use the **Self-Assessment Tool** and **Growing Stages Matrix** to help you determine where you are with your Seed-to-Fork provision. The self-assessment helps you take stock of current provision across a number of key themes. Each theme is scored using the RAG scale, and your total score then places you within one of four development stages: Sprouting, Seedling, Budding and Blooming.



Plan: This next phase helps you consider what to build on next. You can use the **Planning Matrix** to consider how to build on what you've already done. The matrix offers suggestions for actions that you can take to move to the next growing stage (e.g., how to move from sprouting to seedling, etc.). This is best used with the **Resource Trove**, which signposts you to organisations, toolkits and community partners who can help you plan and deliver your actions.



Grow: Once you have identified how you want to develop your Seed-to-Fork provision and any partners or resources that can help, you can map it all out on the **Seed-to-Fork Action Plan Template** to help put your plan in to action .



Review: This step gives you a chance to reflect on what has changed, what has worked well and what can be carried forward into the next round of assessment. You can use the suggested **SWOT Analysis** to identify strengths, areas for development, opportunities and barriers before moving onto the next cycle.



4. Assess

For many schools, this will be the best place to begin. Assessing first gives you a chance to take a fresh look at your current Seed-to-Fork provision, using a clear set of themes to help you recognise strengths and identify areas for further development. The self-assessment table is designed to support that process. It is organised around six core themes, shaped through discussion with schools and local partners, which reflect the areas identified as the most important in developing strong and inclusive Seed-to-Fork provision.

4.1. How to use the Self-Assessment Tool

Use the assessment table to look at your current Seed-to-Fork provision and identify strengths and areas for development. The 12 sub themes cover curriculum, leadership, environment and community engagement, helping you take a whole school view of current practice. Use the examples in each row to decide whether your provision is red, amber or green, then add up your total score to see which development stage best reflects your current provision. In the Plan phase, this can help you identify priorities and connect with relevant support, resources and examples later in the guide.

Scoring guidance:

- **Red (1 point):** Not yet in place or minimal activity
- **Amber (2 points):** Some activity or early-stage development
- **Green (3 points):** Well-established and consistently applied

Once scored, total your points (out of 36) to see where your school sits within the four-stage matrix on the next page.

This can then help you identify priorities for planning and make use of the themed support, resources and examples later in the resource table.



4.2. Self-Assessment Tool

Use this table to score each theme using the RAG system and add your total at the end.

Theme	Subtheme	Good practice examples	R 1	A 2	G 3
1. Whole-school Ethos	School vision and policies include sustainability, health, and food education	The school has a clear, shared vision for food, growing, and healthy living that is understood by staff, pupils, and families. Policies recognise the value of practical food and growing experiences and support staff to build them into everyday school life.			
	Seed-to-Fork programme is adequately resourced, prioritised and monitored	Named Seed-to-Fork coordinator, link governor, staff time or budget, review process and impact assessment in place.			
2. Meeting pupils' needs	Growing and cooking are accessible for all pupils	All learners can participate in a full Seed-to-Fork cycle. engagement is tracked and monitored for differences in demographics. Inclusion of different cultural, religious, dietary, and neurodivergent needs is clear and evident.			
	Pupil voice shapes Seed-to-Fork provision	Pupils voice is regularly sought, and food and growing provision is shaped by pupils' input.			
3. Comprehensive Seed-to-Fork in PSHE and the wider Curriculum	The wider school curriculum includes growing, cooking and eating while building understanding of the natural world.	There are clear cross curriculum links between subjects that connect growing, cooking, and eating.			
	Curriculum address key concepts at age-appropriate levels	Key ideas about food, growing, and sustainability are introduced in age-appropriate ways. Pupils learn where food comes from and how it changes through the seasons. Growing and food topics appear across relevant subjects, so concepts are built over time.			
4. Learning is applied inside and outside school	All Pupils are actively engaged in growing, harvesting, cooking/preparing and eating what they grow on a regular basis.	All year groups are engaged in all parts of the Seed-to-Fork growing cycle. Children have opportunities to engage in a range of curricular and non-curricular activities from growing, preparing or preparing and eating produce as well as composting, weeding and harvesting			
	Activities build practical life skills.	Pupils develop practical skills such as sowing, planting, harvesting, preparing, and cooking produce that is grown. Skills build progressively across year groups with age-appropriate tasks that pupils can complete with increasing independence			
5. A safe, supportive environment	Safeguarding and pastoral support are embedded with clear monitoring and reporting.	Safeguarding concerns are recorded and reported through school systems and provision follows statutory best practice in line with Keeping Children Safe in Education guidelines when involving volunteers.			
	Food that is grown is served safe for consumption.	Catering staff oversee food storage and preparation, and any food work with children is properly assessed and supervised. Buildings, equipment and growing areas are regularly risk and hygiene assessed.			
6. Growing staff confidence and increasing engagement with local networks families and the wider community	All staff are confident in supporting a Seed-to-Fork curriculum delivery	Staff feel confident supporting food and growing activities and have access to relevant CPD. Training is recorded and used to shape planning and improve practice. The school links with external food and gardening networks for support.			
	Information is shared with families to promote Seed-to-Fork at home	Families receive simple information to support growing and cooking at home. Practical resources are shared, such as recipes, tips or QR links. The school connects families with local gardens and growing networks. Families are asked for their views on food and growing plans. There are regular chances for families to take part in food and growing activities.			
Total score					

4.3. Growing Stages Matrix

Developing Seed-to-Fork provision can look very different from one school to another, and it is not always easy to judge where your current provision sits or what may need to strengthen next. The development stages below are intended to help with this. They give you a simple way to interpret your assessment score, understand what provision can look like at different points, and use that to help plan your next steps.

Use your total score from the self-assessment pages to identify which stage best reflects your current provision, then use the stage descriptions below to help recognise what is already in place and what may need to be strengthened next.

Score: 31–36; The Blooming Stage Seed-to-Fork is well established across school life. All classes have access to growing, healthy eating and food related learning across a range of subjects, with regular opportunities for pupils to take responsibility and lead aspects of the work. Staff, governors, families, and the wider community are actively involved, and produce may be used by pupils, shared with families, or contribute to wider community projects such as food banks. Key indicators • The self-assessment table shows mostly green ratings, with strong activity across all themes. • Provision is well embedded, and the themes are consistent and supported across the whole-school and is formally embedded in a whole-school approach through policy and school vision.	Score: 25–30; The Budding Stage Seed-to-Fork is becoming more established across the school, with clear signs of progress. Some growing, healthy eating and food related activity is in place, but it is still fairly isolated and not yet consistently connected across school life. For example, growing spaces may exist but not yet be regularly used by all pupils, and links with families or the local community may still be limited. Key indicators • The self-assessment table shows mainly amber ratings with some green, reflecting developing activity. • Provision is becoming more established, with increasing consistency across most themes but is not yet formally embedded into policy or school vision.
Score 18–24; The Seedling Stage The school has started to develop Seed to Fork provision. Some growing, healthy eating or food related learning is already taking place, and there may be early links to the curriculum, pupil voice or wider school priorities. However, activity is not yet consistent across year groups and may still depend on individual staff, specific classes or one off opportunities. Key indicators • The self-assessment table shows a mix of red and amber ratings, with inconsistent activity across the themes. • Provision is emerging with some themes becoming evident but still mainly isolated practice with no clear whole-school approach.	Score: 12–17; The Sprouting Stage Seed-to-fork is at a very early stage in the school. There may be interest in food growing or occasional food-related learning, but little practical growing is in place. Activity is likely to be limited, classroom based or dependent on individual staff rather than part of a planned approach. Key indicators • The self-assessment table shows mostly red ratings, with limited activity across themes. • Practice across the themes is minimal and not yet established.



Having used the Assess phase to look at current provision and identify priorities, the Plan phase helps you consider what to build on next. This section brings together development stages, local support, resources and examples to help you think about what may be most relevant at your current point in the journey. In the matrix below, theme references such as T1 or T2 show where each suggestion links to the Resource Trove. Where more than one theme applies, more than one reference is included. The organisations, resources and case studies included here are intended to support planning and delivery. Their inclusion does not indicate endorsement, and you should consider what best fits your own context, needs and local arrangements.

5.1. Planning Matrix

Score: 31–36: The Blooming Stage	Score: 25–30; The Budding Stage
Things to consider at this stage: • Share any surplus produce with local food banks or community food projects and link this to wider pupil development. (T6, T4) • Exploring more advanced food preparation, such as juicing, drying or simple preserving. (T4) • Develop small pupil-led enterprise ideas that make creative use of harvests. (T4, T2) • Building specialist partnerships with growers, chefs or food producers. (T6) • There may be scope to support other schools or contribute to local growing networks. (T6, T1) • Look at longer-term planning so that food and growing remain consistent over time. (T1) • Find simple ways to track the wider impact on pupils' wellbeing and engagement. (T2, T1) • Bring food, sustainability and climate work together into one shared whole-school strategy. (T1, T3) • Consider how food and growing can form part of pupil and family transition. (T2, T6) • Build monitoring or reflection into leadership reviews. (T1) • Establish a system for staff-to-staff knowledge transfer and training. (T6, T1)	Things to consider at this stage: • Take stock of current provision and look at consistency, curriculum coverage, and any gaps, with input from pupils, parents, and staff. (T1, T2) • Maintain or strengthening your working group, with representation from across year groups, subject leads, and a link governor. (T1) • Explore how Seed-to-fork can be woven more fully into curriculum planning across subjects such as science, DT, and PSHE. (T3) • Make greater use of outdoor space, ensuring it is accessible, planned for, and used more often for teaching and learning. (T4, T2, T5) • Widen access to training so that designated staff feel confident leading or supporting Seed-to-fork activity. (T6) • Strengthening community partnerships and visit opportunities, with termly or annual plans that include visits, guest speakers, or shared growing and cooking projects. (T6, T4) • Offer pupils or classes wider leadership opportunities, such as mentoring, leading small projects, or taking responsibility for seasonal tasks. (T2, T4)
Score 18–24: The Seedling Stage	Score: 12–17; The Sprouting Stage
Things to consider at this stage: • Complete or update a whole-school audit, looking at curriculum links, space, staff skills, and external opportunities. (T1, T3, T6) • Maintaining a working group with representation from across staff teams and a link member of SLT, and possibly a governor with an interest in food or sustainability. (T1)	Things to consider at this stage: • Carry out a school-wide audit of current provision, curriculum links, physical space, staff confidence, and community partnerships. (T1, T3, T6) • Set up a working group, including staff and an SLT link, to help guide next steps and coordinate the work. (T1)



• Refine your vision and priorities, so they link clearly to school improvement, inclusion, wellbeing, and pupil voice. (T1, T2) • Build on opportunities for activities such as growing, cooking, or food-themed lessons. (T3, T4) • Look at developing and strengthening relationships with local partners, for example through visits to gardens or exploring local food systems. (T6, T4) • Track participation and feedback, while beginning to shape a simple monitoring approach that can grow over time. (T2, T1)	• Gather pupil and parent voice to help shape priorities and build shared ownership. (T2, T6) • Create a shared vision for Seed-to-Fork that reflects school values and priorities, with realistic short and long term goals. (T1) • Identify staff training needs and plan CPD linked to growing, cooking, and curriculum integration. (T6, T3) • Create the foundations in place for quality assurance, including an action plan and simple ways to monitor progress. (T1) • Engage with local groups, such as community gardens, food educators, or council services, to explore early opportunities for visits or partnerships. (T6, T4) • Check that planned growing, cooking, food preparation or off-site activity has appropriate risk assessment, safeguarding and food safety arrangements in place. (T5)
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5.2. Resource Trove

The resources below include links to community gardens and other providers who work with schools, case studies and examples to aid planning. The resources are grouped by theme to reflect the same areas used in the self-assessment. This is intended to help you connect your current development stage and identified priorities with relevant support, examples and opportunities for planning and delivery for the areas you assessed as amber and red in the self-assessment.

Themes and links to Nottingham-based community support and case studies	
Theme 1. Whole-school Ethos	Support, resources and examples • Lets Go Zero supports schools, colleges and nurseries to reduce carbon emissions and develop climate action plans. They provide practical advice on areas such as energy use, buildings, outdoor spaces, food, sustainability projects and access to funding. • Garden Organic provides school gardening education programmes and resources. Their work supports teachers and school staff to develop gardening projects linked to food education, science, the environment, and healthy eating. • Green Meadows: Future Green Learning is Nottingham Energy Partnership's climate education and sustainability offer for primary schools. The programme includes support for schools looking to develop climate education within the curriculum, including growing and gardening project. • Food for life: Supports schools to improve food quality, food education and sustainability by providing standards, resources and accreditation that help create healthier meals, connect pupils with where food comes from, and build whole-school approaches to better food.
	Case studies: • Crabtree Farm Primary School: A school example showing how outdoor learning, food growing and environmental education can be built into school life. • Rhyl Primary School: An example of school and community growing across several spaces, with links to curriculum learning, outdoor learning and plans for a community kitchen. • John Ruskin Primary School: A case study showing how roof space, playground areas and wildlife gardens were used to support growing across the curriculum in an urban school. • Nelson St Philip's: used cooking challenges using garden herbs, plant-hanger workshops for parents and a celebratory assembly, demonstrating a whole-school approach to food education.



Theme 2. Meeting pupils' needs	Support, resources and examples • Allotment Education works with children and young people in their educational setting, be that mainstream, SEN or alternative provision. AE uses an intervention style approach which is focused on celebrating the success of the individual. This can help students to re-engage in their education and school. • Notts Garden Project works in city primary schools delivering garden clubs and a Holiday Activities & Food (HAF) provider for the city council and supports access to gardening, growing and fresh food, with a focus on reducing barriers for communities in Nottingham. • STAA St. Ann's Allotments: The community garden specialises in working closely with Schools, and SEN providers in developing bespoke sessions and has enjoyed a 100% "very satisfied" feedback rating from visiting education professionals. Case studies: • Djanogly Sherwood Academy an example of pupil voice and a student-led project to develop a hydroponic growing system in the school playground that has been embedded into the curriculum. • Baginton Fields School an example of how a horticulture project at Ryton Organic Gardens supported students with additional learning needs through practical gardening and simple enterprise activities. • St Winefride's The Student Nutrition Action Group monitored the dining hall and produced an action plan based on noise levels, access to salad and waste. Staff training and improved procedures enhanced the dining experience. • Pineham Barns School Wellbeing Champions collected lunchtime feedback, which led to shorter queues and improved salad bars. • Deepdale Community Primary School Pupils surveyed peers about lunchtimes, ran a gardening club, composted fruit scraps and hosted a "Garden-to-Plate" event with dishes made from their produce.
Theme 3. Comprehensive Seed-to-Fork in PSHE and the wider curriculum	Support, resources and examples • The Nutrition Advisory Team: Brings together education and health professionals, including registered nutritionists, food scientists, cognitive behaviour therapists, sports coaches, physiotherapists, and educationalists. They focus on realising a whole-school food approach in primary schools and improving education on the role of diet on mental health, behaviour, academic and physical performance. • Food for Life Schools Award: Led by Garden Organic, the scheme is centred around four areas of development, which link to the criteria and create an action framework for your school. Download the award criteria here. The award scheme aligns well with our Growing Stages Matrix and offers specific 'how to' guidance. • Green Meadows: They offer a curriculum review service in which a Green Learning Facilitator works with SLT, subject leads or curriculum leads to review how climate education, including growing and gardening projects, can be embedded within the existing curriculum, with support for implementation. Case studies: • Crabtree Farm Primary How to embed progression in growing skills across year groups. Together with an expert community gardener, they developed the Crabtree Farm Primary School Growing Schools Passport to show the progression of skills each year group would gain as they move through the school. • Melcombe Primary School An example of how a largely concrete site was turned into productive growing areas and outdoor classrooms using raised beds, containers and shaded spaces.



**Theme 4.
Learning
applied inside
and outside
school**

Support, resources and examples

- [Bulwell Forest Garden Schools](#) offers a range of educational opportunities linked to the National Curriculum and led by qualified practitioners which focus on play and experiential learning to provide engaging, impactful outdoor learning experiences for primary school students.
- [Stonebridge City Farm](#) offers school visits linked to farm life, animals, horticulture and the environment. They provide structured and unstructured visit options for schools.
- [Lets Go Zero](#) supports schools, colleges and nurseries in cutting their carbon, becoming better places to work, learn and play. Do you want your school to enjoy lower energy bills, better buildings, thriving outdoor spaces and planet-friendly food? Climate Action Advisors are on hand with practical solutions and ideas.
- [STAA Teacher Portal](#): The Community Orchard's education programme has been developed in close partnership with local schools, and all sessions are packed with a range of fun, hands-on, curriculum-focused activities. Topics covered can include scientific discovery, role-play, seasonal activities, environmental crafts, sensory exploration, orienteering, and cooking on an open fire.
- [Garden Organic](#) has been bringing the benefits of gardening to schools, big and small, for over 20 years. Their resources page provides links to practical advice and activities for all ages on how to start and maintain an organic food growing garden. The resources offer accessible ways to familiarise young people with growing and can accommodate both indoor and outdoor engagements with minimal resources required.
- [How to grow cards](#) (Garden Organic) help you get the best from your organic garden. They cover Vegetables, Edible Flowers, Fruit, Herbs and Green Manures. Each card is set out with growing instructions, growing calendar and key facts & figures to improve your growing success.
- [The Soil Association's Food for Life Resources](#) library covers everything from cooking, growing and nutrition, through to farming, climate and nature. On their site, you can find a seasonal taster of their Food for Life resources and some recipes and activities to try.
- [Windmill Community Gardens](#) offers a range of school sessions linked to growing, the natural environment, food and outdoor learning. Available topics include seasonal change, mini beasts, pollination, soils, sustainability, cooking, tree identification and themed educational sessions.
- University of Nottingham Discovery Days: Inspiring Young Minds Through Sustainable Food The University of Nottingham's catering team offers Discovery Days for primary schools, giving pupils a fun, hands on opportunity to explore food, sustainability and healthy choices. Schools can find out more or register their interest by contacting hema.jankee@nottingham.ac.uk. To learn more about the Menu of Change approach, click [here](#)

Case studies:

- [Djanogly Sherwood Academy](#) An example of a pupil led hydroponics project, showing how schools with limited or no green space can use alternative growing methods to support food education and environmental learning.
- [Milford Academy](#): A case study showing how a long-term healthy lifestyles programme can combine growing, cooking and nutrition education, with pupils using produce from the school garden in regular practical sessions and a final shared meal.
- [Chisenhale Primary School](#) An example of an edible playground approach, using planters, roof space and garden areas to support curriculum learning, food growing and small enterprise projects.
- [St Scholastica's Primary School](#) Shows how small growing areas and container planting were used across year groups to support curriculum learning, shared decision making and links with the school kitchen.

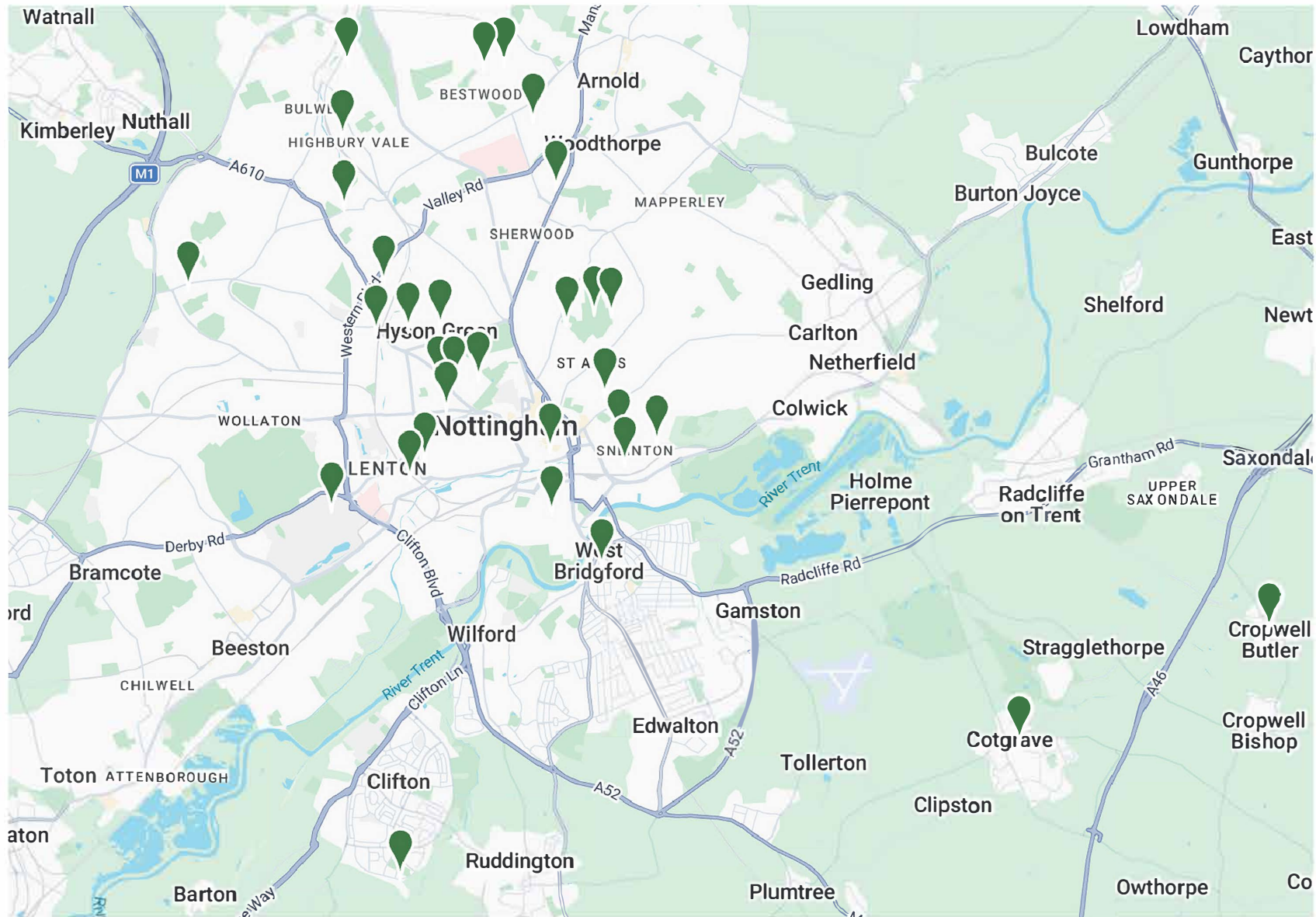


Theme 5. A safe and supportive environment	Support, resources and examples • Allotment Education supports the delivery of safe and accessible growing activities with children and young people in educational settings. • Keeping Children Safe in Education 2025: Statutory guidance on safeguarding and child protection for schools and colleges. • Nottingham School Meals Service: Support and guidance on school food provision, meal services and food safety. • Healthy Eating Resources Padlet: A collection of resources to support healthy eating education in schools. • Health and Safety Audit template (Garden Organic) is a practical tool for reviewing health and safety in school gardening and growing activities.
Theme 6. Growing staff confidence and increasing engagement with local networks families and the wider community	Support, resources and examples • Green Meadows supports community gardening projects involving schools and the community and provides teacher training in climate education, including how to use Green Meadows' methods and resources. • Bulwell Forest Garden Schools: Local households can sign up to BFG's free Lets Get Growing scheme. BFG will provide the resources and advice to help families/households grow veg, flowering bulbs and bee friendly plants in their own garden or yard. They also have video tutorials on their YouTube channel to help households get started and guide them through the growing year. • Notts Garden Project work in city primary schools delivering garden clubs and are a Holiday Activities & Food (HAF) provider for the city council. They are motivated by challenging access to land, food, gardening and creativity, and believe that green spaces and gardens should be for everybody. They have strong connections with areas of Notts where communities are overlooked and undervalued. • STAA: Local residents, volunteers, community groups and students can gain valuable growing skills, improve their health and wellbeing and build social connections whilst growing fresh produce for the local community. • Stonebridge City Farm: Situated in the heart of Nottingham City Centre, the farm is a vital green space. As well as a working farm, they are also a popular charity and visitor attraction. The site includes a café, shop, animals, play area, woodland, gardens and nature trails and volunteering opportunities. • Summerwood Community Garden (Clifton): An organic off-grid community garden situated on an allotment in Clifton with growing areas, children's play spaces, outdoor cooking and social eating areas, a wildlife pond and community orchard. • Climate Ambassadors: Funded by the Department for Education, Climate Ambassadors provides free support to help education settings develop their sustainability lead role and climate action plan. Case studies: • Sneinton C of E Primary School Community Allotment: How a school and community partner worked together to develop an allotment space through external funding, improving access, facilities and resources to support growing, learning and wider community use. • Lowther Primary School: How an unused area was developed into a school allotment used for growing, cooking, enterprise activities and community involvement. • Broughton Primary School: How volunteer training and practical workshops were used to strengthen support for a school growing project and build wider community involvement. • Nightingale Primary School: How an edible garden was developed with support from staff, parents and external partners, alongside regular pupil gardening sessions. • Charlton Manor Primary School: an example of a whole-school food and growing approach, combining on site and off site growing spaces, a teaching kitchen and strong community involvement. • Ysgol Gwynedd: How volunteer training was used to expand family and community involvement in an established school-growing space. • Parkdale Primary School: How climate ambassadors helped pupils explore the sustainable future they wished to see at the school



5.3. Map of Nottingham's Community Gardens

Click on the map to find a community garden near your school





6. Grow

Having worked through the Assess and Plan phases, the Grow phase is about putting those plans into practice. In a school setting, this usually means being clear about the priority, how it links to the wider Seed-to-Fork approach as well subject curriculum and school priorities, what needs to happen next, who needs to be involved, and what time, support or resources may be needed to move things forward. Thinking these elements through can help make implementation more realistic, coordinated and easier to sustain over time.

6.1. Seed-to-Fork Action Plan Template

The table below is intended to help you organise priorities in a clear and practical way. It can be used to think through what you want to focus on, what you want to achieve, how this links to your wider Seed-to-Fork provision, what needs to happen next, who needs to be involved, and what time, support or resources may be needed in school to take it forward.

Goal/Aim <i>What do you want to achieve?</i>	Associated theme	Current Status (RAG)	What Needs to Happen?	Who is Responsible?	Timescale	Support or Partners Needed
<i>e.g. Include Seed-to-Fork in school development planning</i>	<i>whole-school ethos</i>	<i>Amber</i>	<i>Add to next SLT agenda and include in Wellbeing/Environment strand</i>	<i>SLT link & coordinator</i>	<i>By end of term</i>	<i>SLT, Governor, School Improvement Advisor</i>
<i>e.g. Make growing spaces more inclusive and accessible</i>	<i>Learning applied inside and outside of school</i>	<i>Red</i>	<i>Audit access, create sensory space, involve nurture groups</i>	<i>SENCo, Gardening Lead</i>	<i>Spring term</i>	<i>Local Growers Network, SEN team</i>



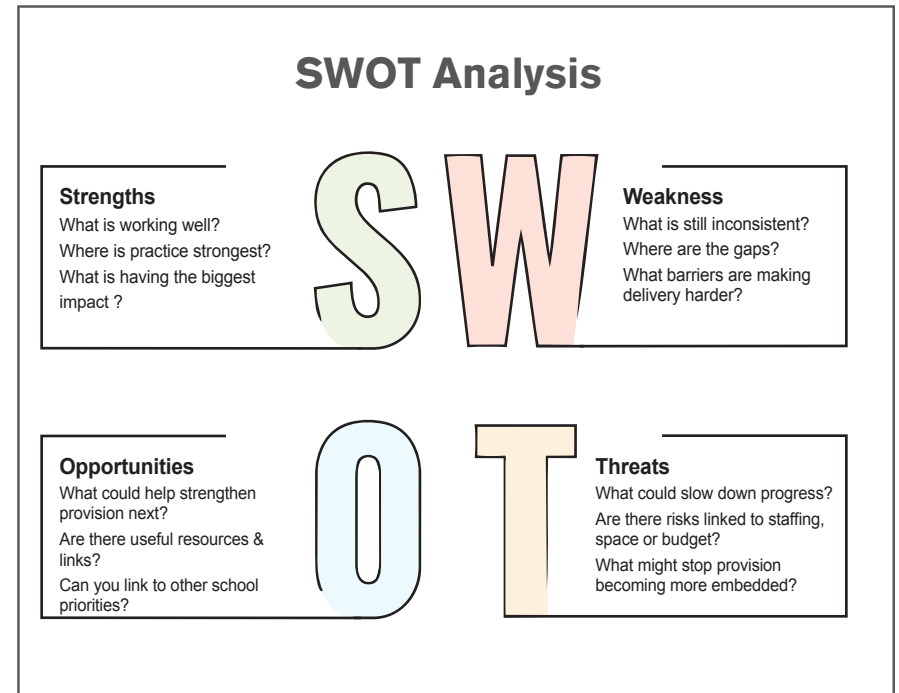


7. Review

In the Review phase, the focus is on reflecting on what has changed, what has worked well and what can be carried forward into the next round of assessment. This is the point in the cycle where you look back on the work that has taken place, consider how the provision has developed and identify what may still need attention. Revisiting your self-assessment, growing stages matrix and action plan can help you compare your current position with where you started. This can help you recognise progress, understand what has supported development, and decide what may need to be strengthened, adjusted or taken forward next.

At this stage, a simple SWOT analysis may also be helpful in identifying strengths, areas for development, opportunities and barriers before moving into the next cycle. Specifically, when reviewing, schools may find it helpful to reflect on:

- Whether more pupils are taking part, particularly those who previously missed out.
- Changes in pupils' confidence around growing, preparing or tasting food.
- Engagement and enjoyment observed during Seed-to-Fork activities.



8. From Seed to Success

This guide is intended to be a practical resource that schools can return to over time. Whether you are just beginning to develop Seed-to-Fork provision or building on what is already in place, it is there to support reflection, planning and ongoing development in a way that is meaningful, inclusive and manageable for your setting. Moving from seeds to success will take ongoing review, shared ownership and continued involvement from staff, pupils, families and partners if provision is to grow, strengthen and become more embedded over time. For more information and support, please contact the Achieve Well team via achievewell@nottinghamcity.gov.uk



Nottingham City



Sustainable Food Partnership



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