

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Foxfield Primary School Sandbach Place London SE18 7EX
Headteacher/Principal	Megan Minnett Tatum Sharp
NNSP trained staff	Rita Garcha Lauren Keen
Assessment date	30th April 2026
Assessor	Carrie Thorne
Trainer	Suus-anna Harskamp
Review date	2029

STANDARDS

1. Stakeholders		1a. Pupils		
Standard		Developing	Establishing	Enhancing
1a.1	The social and emotional needs of pupils are assessed and tracked.			✓
1a.2	Nurture principles are defined and explained to pupils.			✓
1a.3	Pupils are encouraged to develop responsibility for themselves and learn self-efficacy			✓

1. Stakeholders		1b. Parents and Carers		
Standard		Developing	Establishing	Enhancing
1b.1	Parents and carers feel valued and welcomed in the establishment.			✓
1b.2	Nurture principles are defined and explained to parents and carers.			✓
1b.3	Reports to parents and carers reflect pupils' strengths and areas of need.			✓

1. Stakeholders		1c. Staff		
Standard		Developing	Establishing	Enhancing
1c.1	There are systems and procedures to welcome, support and induct new staff and visitors.			✓
1c.2	Nurture principles are defined and explained to all staff.			✓
1c.3	Staff are given opportunities to discuss, develop and review shared values.			✓
1c.4	There are clear expectations of how all adults in school relate to children when in or out of class.			✓

1c.5	Staff are actively involved in The National Nurturing Schools Programme.			✓

1. Stakeholders		1d. The Community		
Standard		Developing	Establishing	Enhancing
1d. 1	The establishment works with stakeholders within the community.			✓
1d. 2	Nurture principles are defined and explained to stakeholders.			✓
1d. 3	The establishment is used as a resource within the community.			✓
1d. 4	The community is included in development plans.			✓

1. Delivery		2a. Meeting Pupils Needs		
Standard		Developing	Establishing	Enhancing
2a. 1	Nurture principles are incorporated in curriculum planning and delivery.			✓
2a. 2	The social and emotional needs of pupils are addressed.			✓
2a. 3	Behaviour is dealt with consistently by all staff.			✓
2a. 4	Pupils are involved in developing and evaluating their learning.			✓

2. Delivery		2b. Wellbeing: Pupils		
Standard		Developing	Establishing	Enhancing
2b. 1	Provision and strategies promote pupil welfare and wellbeing			✓

2b. 2	Pupils feel safe and secure.			✓
2b. 3	Pupils feel valued, respected, included and listened to.			✓
2b. 4	Pupils are prepared for transitions in life.			✓

2 Delivery		2b. Wellbeing: Staff		
Standard		Developing	Establishing	Enhancing
2b. 5	Provision and strategies promote staff welfare and wellbeing			✓
2b. 6	Staff feel valued, respected, included and listened to.			✓
2b. 7	Staff access relevant professional development.			✓
2b. 8	There are opportunities for reflective collaborative problem solving for staff			✓

2 Delivery		2c. Environment		
Standard		Developing	Establishing	Enhancing
2c.1	Nurture principles are reflected in the development of the environment.			✓
2c.2	The environment is safe and welcoming for all stakeholders.			✓

3. Leadership and Management		3a. Policy		
Standard		Developing	Establishing	Enhancing
3a. 1	Organisational and curriculum policies reflect and support nurture principles.			✓

3a. 2	Stakeholders are involved in the development and review of policies.			✓

3. Leadership and Management		3b. Partnership		
Standard		Developing	Establishing	Enhancing
3b. 1	Partnership working reflects a nurturing rationale.			✓

3. Leadership and Management		3c. Resources		
Standard		Developing	Establishing	Enhancing
3c.1	There are clear development priorities regarding nurture principles and practice.			✓
3c.2	Resources are deployed to develop nurturing principles and practice across the setting.			✓

3 Leadership and Management		3d. Monitoring and evaluation		
Standard		Developing	Establishing	Enhancing
3d. 1	Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for the National Nurturing Schools Programme (please include attendance and exclusion data from the first self-assessment and in all subsequent self-assessments).			✓

Assessors Summary	
This report cannot reflect the hard work that goes on at school every day. A comprehensive evidence file and related documents have been provided as part of the assessment process by the school. This includes attendance and exclusion data and	

Case Studies for Partnership, Community and The Boxall Profile, along with a clear understanding of The Six Principles of Nurture, evidenced in the application and Principles into Practice report.

Context of Foxfield Primary School

Foxfield Primary School is a vibrant and inclusive community school located in Southeast London, serving a diverse cohort of pupils and families. The school is a large, three-form entry primary school with 664 pupils on roll on the day of the assessment visit. It caters for children aged 3 to 11 years and operates with a substantial staffing structure of around 85 adults, enabling a high level of adult support and relational consistency across the school. The school has a dedicated Inclusion Team. Foxfield is part of 'The Inspire Partnership', which is an academy trust of 10 schools serving diverse communities. They were formed in 2017 with the ambition to transform the lives of children through partnership and collaboration.

It is also important to understand Foxfield within its wider urban context. Like many schools situated in large cities, it serves a community where there are broader social challenges and where some surrounding areas experience higher levels of recorded deprivation (they are within the top 17% nationally on the IDACI index) alongside crime-related activity. Co-Headteachers Megan and Tatum spoke candidly about these realities, explaining, "We have a lot of crime, especially gang crime, so as a school we upskill our children and work with outside agencies to support them." However, these challenges do not define the school itself but instead provide important context for Foxfield's unwavering commitment to creating a safe, nurturing and highly supportive environment for its pupils and families. The school works exceptionally hard to establish an atmosphere that feels calm, secure and protective, almost sanctuary - like in its warmth and consistency. There is a strong and deliberate focus on wellbeing throughout the school community, ensuring that children feel emotionally and physically safe, cared for and ready to learn. Staff work proactively and compassionately to maintain this culture, creating a secure environment where children and families feel protected, supported, valued and able to thrive.

At the heart of the school's ethos is a strong commitment to relational and nurture-informed practice, which is embedded across all aspects of school life. This includes a whole-school focus on The Six Principles of Nurture, the use of the Boxall Profile to inform targeted support, and a consistent emphasis on understanding behaviour as communication. The school works incredibly closely with families, the wider trust and external agencies to ensure a joined-up approach to meeting children's needs, and has intentionally developed a strong culture of collaboration, trust and shared responsibility.

Foxfield have pro-actively engaged in the National Nurturing Schools Programme (NNSP), which has supported the further development and refinement of its nurturing

approach. This has strengthened systems for assessment, intervention, staff development and stakeholder engagement, ensuring that nurture is not an additional layer but a foundational principle that shapes practice across the school. Reflecting on the school's nurturing journey, Megan and Tatum explained, "We began the nurture journey at exactly the right point for our school. It never felt like an additional initiative, but rather a natural extension of who we already were. Many of our children arrive carrying invisible backpacks shaped by their life experiences, and the nurture work has helped us to better understand, support and 'unpack' them with compassion, consistency and care."

Examples of excellent practice include:

Valuing Parents and Carers as Partners in Learning

It was a genuine privilege to spend time at Foxfield Primary School and to gain insight into its nurturing journey. From the moment of arrival, there was an immediate sense of warmth, openness and genuine happiness throughout the school community. Within minutes of meeting parents, carers, and nurture leads Rita and Lauren, it was clear that relationships sit at the very heart of every interaction and underpin daily practice.

Parents and carers are clearly valued as active partners in the life of the school, and this is consistently reinforced through practice and culture. As one member of staff powerfully stated, "Everything is done with the parents, nothing is done to them," reflecting the school's deeply collaborative ethos. Leaders spoke openly about how "The NNSP has helped us consider and adopt different approaches with our parents," enabling staff to strengthen engagement, deepen understanding and further develop meaningful partnerships with families.

Leaders have worked deliberately to build trusting relationships with families through visibility, accessibility and meaningful communication. Daily meet-and-greet opportunities, coffee mornings, workshops and ongoing dialogue have helped to establish a culture where families feel welcomed, included and supported without judgement. Staff demonstrated a profound understanding of the challenges some families face and spoke with compassion and authenticity about their role within the community. One member of staff reflected, "A lot of our parents have ACE's themselves, so we listen. We want to equip our children to go into adult life successfully. We want to break the cycle." This deeply relational approach was further exemplified through another powerful reflection shared by Lauren: "One thing we never do is give up. We are the advocates for our families. We are the safe space - hospitals, hotels, food hampers - there isn't anything we won't do for our families. We are not just educators, we are whatever they need."

This is strongly echoed in parental voice, which highlights both the strength and responsiveness of the school's communication and relationships. One parent shared, "The school are supportive, engaging and open to ideas. Communication is good, I am very proactive, and the school are reactive and always meets with me," while another reflected, "We raise our children together, the school and us parents." These comments powerfully illustrate the shared responsibility, compassion and mutual trust that define Foxfield's approach.

A Deeply Embedded Culture of Nurture

Foxfield has approached the NNSP with integrity, reflection and ambition. Rita and Lauren have been highly strategic in ensuring that The Six Principles of Nurture are carefully woven into systems, structures and long-term school improvement priorities rather than existing as a standalone initiative. This whole-school commitment was proudly articulated by Rita and Lauren, who explained, "Nurture is not a bolt-on or an extra; it is everything we do daily. But the NNSP has helped us reflect, review, and therefore evolve our practice."

This reflective approach has enabled the school not only to strengthen existing provision but also to continually refine and deepen its nurturing culture. Leaders also recognised the importance of collective ownership in sustaining this work, stating, "All the staff are fully on board, which is why the programme is so successful." This commitment to nurture is embedded from the very beginning of employment, Rita explained, "At recruitment, there is a nurture question to ensure we always get the right fit for our children."

The strength and consistency of the programme's leadership have also played a significant role in embedding this culture over time, with staff reflecting, "Rita has been here 28 years and came here as a child! We have a stable leadership and inclusion team, which helps build and embed the culture." There was clear recognition of the importance of passionate and authentic leadership within the NNSP itself, with Megan and Tatum sharing, "We chose Rita and Lauren because the programme needed passionate people to lead it and they are highly passionate, dedicated members of staff." Together, these reflections demonstrate a school where nurture is deeply understood, strategically led, and genuinely lived by the entire community.

Throughout the visit, it was evident that nurture is not positioned as an additional initiative, but rather as the foundation upon which all learning, relationships and experiences are built. All stakeholders spoke with authenticity and strong moral purpose about their experiences and shared vision for children, and this vision is consistently reflected in the language, actions and interactions observed across the school. Children themselves articulated the impact of this relational approach, explaining, "They have helped build positive relationships in our classroom and across year groups,"

demonstrating a clear awareness of the importance of connection in their everyday school experiences.

Using the Boxall Profile to Drive Exceptional Nurturing Practice and Targeted Support

Foxfield's use of the Boxall Profile Online is highly reflective, purposeful and deeply child-centred. Rather than adopting the tool as a standalone assessment, the school has embedded it strategically to shape provision, inform interventions, and guide longer-term planning for pupils with social, emotional and mental health (SEMH) needs. This demonstrates a sophisticated understanding of how assessment can directly enhance practice when used consistently and meaningfully across teams.

The development of the personalised My Plan for Success is a particular strength and exemplifies this approach in action. These plans ensure that support is collaborative, strengths-based and responsive to children's evolving emotional and social needs. The clear and consistent link between the Boxall assessment, targeted intervention and ongoing review reflects excellent practice and ensures that support remains dynamic rather than static. As one member of staff reflected, "The Boxall ramped up the work we were doing with children; it feeds into the plans for success. It doesn't stand alone." This highlights the extent to which the tool has become an integral driver of practice rather than an isolated measure.

Foxfield's use of the Boxall Profile stands out as a highly effective example of assessment-informed practice, where data is meaningfully translated into action. It underpins the school's nurturing ethos and ensures that interventions are not only well-targeted, but also responsive, consistent and impactful in supporting children's emotional wellbeing and engagement in learning.

Foxfield in the Community: Building Belonging Beyond the School Gates

Foxfield's commitment to relational and community-centred practice is powerfully illustrated through its wider work beyond the school gates, where nurture is extended into meaningful, practical support for families. This ethos is captured in the words of one parent who reflected, "This is a very good community-based school. They really get it. It is so much more than a school; it is the actual community." This statement strongly reflects the lived reality of Foxfield's approach, where the school is experienced not only as an educational setting but as a trusted and integral part of the local community. The first touchpoint of support for many families.

A fabulous example of this work is the school's community case study, which highlights the highly effective partnership developed with Champions for Change, a local boxing organisation and community hub. Recognising the increasing need for families to access wider universal services alongside school-based support, the Inclusion Lead and Welfare Lead worked proactively to establish strong, collaborative relationships within the local area. Through a thoughtful partnership with a respected community leader, the school

has created accessible and trusted opportunities for families to engage with support focused on resilience, discipline, safety, emotional wellbeing and a sense of belonging.

What is particularly impressive is the way Foxfield combines its deep contextual understanding of children and families with the expertise of community organisations to deliver tailored, high-impact provision which reflects the needs of their current cohort. This includes targeted boxing workshops designed to promote confidence, self-regulation and emotional resilience, alongside wider access to food bank services, welfare support and essential community resources. This joined-up approach reflects a highly sophisticated and holistic understanding of nurture, ensuring that support extends beyond the child to the wider family.

Overall, this aspect of Foxfield's work demonstrates a school that is outward-facing, responsive, and deeply embedded within its local area. The strength and breadth of its partnerships ensure that families are not only supported within school but are also meaningfully connected to wider networks of care and opportunity, reinforcing Foxfield's vision of belonging, inclusion and community wellbeing.

Exemplary Practice in Transition: Supporting Security, Confidence and Continuity

At Foxfield Primary School, transition is recognised as a critical element of the nurturing approach and is an area of exemplary practice within the NNSP. Leaders demonstrate a deep understanding of the emotional impact that change can have on children and are highly committed to ensuring that all transitions are managed in a way that promotes security, confidence and positivity. This includes carefully planned processes for both internal and external transitions, with particular sensitivity towards pupils and families with social, emotional and mental health (SEMH) needs. The significance of this work is heightened by the school's highly transient population, Megan explained, "Transition focus is particularly important to our school because of the transient population; we have 2–3 new pupils start each week." This context makes the school's consistent, relational and responsive approach to transition especially impressive, ensuring that children and families feel welcomed, safe and connected from the very beginning of their journey at Foxfield.

Macro transitions, including starting school and moving on to secondary education, are meticulously planned and carefully personalised to ensure children feel supported, secure and prepared for each stage of their journey. For example, staggered starts are used effectively for children entering Reception or joining mid-year, enabling pupils to gradually build confidence and settle into routines at a manageable pace. A strong emphasis is also placed on early independence-building, supporting children to develop the skills needed to manage future transitions successfully.

This area of practice is further strengthened by a highly reflective and relational approach to communication and planning. As one member of staff explained, "Dedicated

transition meetings have a new focus; they focus on the context and positivity. The Boxall features heavily in these meetings and has facilitated deeper conversations.” This demonstrates the clear integration of assessment information into planning processes, ensuring that emotional needs are fully considered and addressed. Another key strength is the school’s commitment to engaging parents throughout the transition process, with a clear focus on reducing anxiety and building confidence. As staff noted, “We want parents to feel comfortable about transition too, so it reduces their anxiety around it. So, we have ‘meet the teacher’ in the first 2 weeks and then hold ‘observe us teach’ sessions so they can be immersed in their child’s environment throughout the year.”

It is evident that transition has been a significant area of focus within the NNSP work at Foxfield, with one staff member reflecting, “Out of all the areas of the NNSP, transition has had the biggest focus.” This emphasis highlights the school’s commitment to ensuring that change is experienced as supportive and positive rather than uncertain or stressful. Foxfield’s approach to transition exemplifies its wider nurturing ethos, ensuring continuity, emotional safety and strong relational foundations at every stage of the pupil journey.

Relational Behaviour Practice: Understanding, Connection and Restoration

Behaviour at Foxfield Primary School is approached through a deeply relational, reflective and nurturing lens, underpinned by a strong belief that all behaviour is communication. Staff consistently demonstrate a sophisticated understanding of attachment, trauma and emotionally available practice, ensuring that responses to behaviour prioritise connection, curiosity and emotional understanding over compliance alone. There is a shared commitment across the school to maintaining dignity, preserving relationships and responding to the underlying need behind behaviour, which contributes significantly to the calm and emotionally safe environment evident throughout the school.

This ethos is clearly articulated in staff practice, with one member of staff explaining, “We restore and repair through conversations. Our primary focus is ALWAYS, what are they trying to communicate to us through this behaviour?” This statement captures the consistent relational approach seen in practice, where restorative dialogue is central, and children are supported to reflect, repair and rebuild relationships. The impact of this approach was also evident in pupil voice, with one child sharing during an emotional interview that staff had “helped him learn to control himself,” highlighting the powerful and transformative effect of adult support rooted in patience, understanding and emotional attunement.

Across the school, there is a strong and intentional focus on ensuring consistency in relational behaviour practice through high-quality professional development and shared expectations. Staff are expected to model respect, kindness and emotional awareness in all interactions, with this reinforced through structured training across the year. In the

autumn term, the Inclusion Team deliver an INSET session to reset and reinforce behaviour expectations and reaffirm the school's values-based, nurturing culture. In the spring term, targeted training on attachment, trauma and nurture was delivered specifically to Teaching Assistants and Midday Meal Supervisors, ensuring a consistent and shared understanding of relational behaviour support across all roles. Alongside this, the Inclusion Team has provided regular refreshers on restorative questions and approaches, embedding a culture where conflict is used as an opportunity for reflection, learning and repair.

Looking ahead, the school is further strengthening this work through the development of a peer mediation strategy, with the Inclusion Lead and Learning Mentors currently undertaking specialist training to design an implementation plan. Once established, this approach will be extended across the school, further embedding a structured, restorative and consistent approach to supporting pupils in resolving conflict and managing relationships.

Foxfield's approach to behaviour exemplifies its wider nurturing ethos, ensuring that every child is understood, supported and guided within a secure and emotionally responsive environment. Impressively, it is an ever-evolving area of practice.

Nurturing Our Pupils: Developing Confidence and Emotional Insight

One of the most powerful aspects of the visit was the pupil interview, which provided a genuine and moving insight into the impact of the NNSP at Foxfield. The discussion with pupils was a real highlight of the assessment process and exemplified how deeply nurture is embedded within the life and culture of the school. Children at Foxfield are clearly empowered to contribute meaningfully to school life, with the work of the Rights Respecting Ambassadors, Mental Health Champions, and reflective pupil voice opportunities being particularly strong. Pupils spoke with confidence and maturity about feelings, fairness, belonging, and relationships, demonstrating a deep understanding of the school's values and nurturing ethos. It was evident throughout the discussions that children feel genuinely listened to, respected, and valued as active members of the school community.

The school's nurturing ethos was visible not only in what the children said, but also in the way they interacted with one another and with staff. During the interview session, pupils and their teacher shared warm connections, humour, and moments of laughter while thoughtfully reflecting on the serious themes underpinning The Six Principles of Nurture. Relationships were characterised by mutual respect, warmth, and genuine affection. Pupils spoke openly about how nurture supports them emotionally and socially, with one child explaining, "The Six Principles of Nurture have helped me feel more safe," while another shared that they had helped to "build positive relationships in our classroom". When asked what they enjoyed most about school, pupils spoke proudly about having a voice, with one child commenting, "I enjoy that we can make real change because we

have Rights Respecting Ambassadors who we tell our problems to and they help make the change.” Children also spoke positively about the calming and supportive environments available to them, explaining, “The calm spaces really help me. I read a book and then go back to my work.” When asked to describe Foxfield in one word, pupils chose words such as “peaceful,” “excellent,” “helpful,” “resilient,” “family” and “exciting,” reflecting both pride in their school and a strong sense of belonging.

Particularly memorable was one child’s heartfelt reflection: “Do you know Carrie? We deserve the award because this school helps children be better. What I mean is they help us be more responsible and self-actualised.” This statement captured the essence of the co-heads’ vision that “excellent practices and systems in our school support all children to be successful and confident.” The authenticity, confidence, and emotional insight demonstrated by the pupils provided compelling evidence that Foxfield is indeed, as described on its website, “a truly remarkable place to learn.”

I also had the privilege of speaking individually with one pupil whose personal journey had been quite remarkable. During a very reflective conversation, he spoke openly about how staff had helped him learn to regulate and manage his emotions, illustrating the profound and lasting difference that Foxfield’s nurturing approach is having on children’s lives. What was particularly memorable was the unmistakable pride radiating from Rita and Lauren throughout the conversation; as the child spoke about his journey, their delight was impossible to miss, reflecting just how much their work at Foxfield means to them and the children they serve.

A Truly Nurturing School Environment in Action

I greatly appreciated the video shared by Rita and Lauren, which truly brought the school environment and ethos to life. It was clear that considerable thought and care had gone into creating it, and I particularly valued the willingness of Rita to step outside of her comfort zone (I know it was a task she found challenging) in order to share such an authentic reflection of school life. Even through the video, it was possible to feel the calmness and sense of belonging that characterise Foxfield.

The video beautifully captured the relational culture that exists across the school and further demonstrated the importance placed on staff wellbeing. A particularly memorable feature was the staffroom balcony, which provides staff with a welcoming outdoor space to pause, reflect, and connect with one another. It was heartening to hear how this space had recently been used during a wellbeing activity organised by HLTA Eddie, where staff spent “5 minutes of fun” flying paper aeroplanes from the balcony. As one staff member reflected, “Yesterday we were flying aeroplanes off the staff balcony... even just reading the invite made me feel happy.” I certainly smiled when I heard staff recall the experience. This simple but thoughtful activity perfectly captured the school’s understanding that joy, connection, and moments of shared laughter are an important

part of sustaining staff wellbeing and nurturing relationships within the adult community.

The environment itself is a significant strength of the school and powerfully communicates value, inclusion, and aspiration. Inspired by the philosophy that beautiful environments communicate to children that they are respected and capable of excellence, Foxfield has created a visually rich, but exceptionally calm and incredibly well-maintained learning environment where high-quality displays and creative artwork celebrate pupils' efforts and reinforce pride and achievement. One parent described the school environment beautifully, explaining, "The environment is inclusive; there is a space for everyone and every need, e.g. a lift, a prayer room, even a trampoline." This statement reflects the essence of Foxfield's nurturing ethos and its commitment to ensuring every person feels seen, supported, and able to belong. The school succeeds in creating not only a nurturing learning environment, but also a community environment, where children, staff, and families feel welcomed, respected, and proud to belong.

On the assessment visit, I experienced both the physical and psychological environment that Foxfield has created through its deeply embedded nurturing approach. It was immediately evident that The Six Principles of Nurture are not simply displayed or discussed but are authentically lived throughout the whole school community. The school environment strongly reflects these principles, with calm spaces, regulation tools, visual supports, and thoughtfully designed classrooms all contributing to a strong sense of emotional safety and belonging. There is a calmness across the school which feels authentic rather than imposed. I could actually feel it despite the remoteness of a virtual assessment.

Staff Wellbeing: A Culture of Care, Listening and Belonging

At Foxfield Primary School, staff wellbeing is not treated as an add-on but as central to the school's nurturing ethos. Leadership is deeply committed to creating a supportive and positive working environment where staff feel valued, listened to, and emotionally supported. This intentional focus on staff wellbeing ensures that adults are well-regulated and resilient, directly strengthening their capacity to provide high-quality, emotionally attuned care for children. There is a clear understanding that a well-supported staff team is essential to sustaining the wider culture of nurture across the school.

A range of thoughtful and strategic approaches has been implemented to promote staff welfare and wellbeing. The Welfare Lead is a qualified Mental Health First Aider, providing accessible and informed support for colleagues when needed. Staff are also represented on the Trust's Workload and Wellbeing Working Party, ensuring their voice directly influences wider decision-making. Within the staffroom, a dedicated wellbeing display signposts support, practical strategies, and services, including the confidential Employee Assistance Programme (EAP), ensuring help is always visible and accessible.

Weekly staff briefings include wellbeing prompts such as breathing techniques or simple restorative habits, helping to maintain a consistent focus on emotional health. In addition, termly staff surveys now include a specific wellbeing focus to ensure staff voice is actively captured and responded to. Workload is also carefully considered, with initiatives such as “Golden Week” introduced three times a year, where no meetings take place, alongside an early finish on the final day of term to support rest and recovery.

The impact of this culture is clearly reflected in staff voice, which consistently highlights the warmth and relational strength of the school. One member of staff noted, “Every time we have a visitor in school, they comment or give feedback on how loving and caring the school is,” reinforcing the visible nature of the school’s ethos. Another reflected on the importance of connection and community, stating, “Lisa is an ‘events guru’; she creates opportunities to link us together, such as the inflatable day and world café.” Staff also emphasised the openness of leadership and the strength of communication across the school, sharing, “It’s really this simple: our voices are heard, the doors are open, and they just listen to us.” Perhaps most powerfully, one member of staff described the school as, “It feels like a home and belonging to part of a big family being here,” capturing the deep sense of belonging that underpins the Foxfield community.

What was especially striking, and greatly appreciated as an assessor, was the recognition that nurture extends beyond pupils and is equally prioritised within the staff team. Leaders clearly understand that emotionally available adults are central to sustaining a nurturing culture and have taken thoughtful steps to ensure staff feel supported, listened to, and professionally valued. This commitment to staff wellbeing is visible not only through formal systems, but also through the everyday culture, relationships, and warmth experienced throughout the school.

Foxfield demonstrates an exemplary commitment to staff wellbeing, where care, connection and communication are embedded into everyday practice. This strong relational culture ensures that staff feel supported both professionally and personally, enabling them to thrive and, in turn, sustain the nurturing environment experienced by all children

Conclusion

Foxfield Primary School should feel immensely proud of the nurturing culture it has developed. The school has created an environment where children and their families are genuinely known, valued and supported to flourish both emotionally and academically. Nurture principles are not simply displayed on walls; they are lived consistently through relationships, language, systems and practice.

The journey undertaken by leaders and staff demonstrates authenticity, deep reflection and an unwavering commitment to improving outcomes for children and families. There

is a strong sense of collective responsibility and shared purpose across the entire school community, which is particularly impressive.

I thoroughly enjoyed my visit to Foxfield school and was made incredibly welcome. It is a school where nurture is deeply understood, carefully implemented and wholeheartedly embraced. The warmth, compassion and relational practice evident throughout the school leave a lasting impression of how children and their families are provided with a truly safe, empowering and highly memorable environment to build stable foundations from which to grow.

Quotes from the assessment day:

- We used points for Suus-anna to deliver training on the Six Principles of Nurture to the staff and parental sessions. This really upskilled everyone and helped to raise awareness. (member of staff)
- I think the environment is really calm and supportive, which is lovely because outside of the gates, the community can be a very uncertain place. (member of staff)
- Miss Garcha is phenomenal, she goes that extra mile. (parent)
- Communication is amazing – Arbour is constantly going off throughout the day. (parent)
- The environment is inclusive, there is a space for everyone and every need, e.g. a lift, a prayer room, even a trampoline.
- They make me grow as an individual as well as a parent. (parent)
- This is a very diverse school it is so obvious that everybody is welcome. (parent)

Recommendation

We recommend Foxfield Primary School for the National Nurturing Schools Award

Areas for development	Timescale
To continue developing the highly effective use of the Boxall Profile by extending training opportunities beyond the Inclusion Team, ensuring a wider range of staff are skilled in assessment-informed nurturing practice. Maintain the Boxall Profile as a key priority within the School Development Plan to sustain its impact as a whole-school approach.	Ongoing

To establish a nurture-focused pupil leadership group that empowers children to actively promote and shape nurturing practice across the school, with the long-term aim of creating collaborative links with similar groups across the wider trust.	Ongoing
To further strengthen parental engagement with the nurturing ethos by developing opportunities for parents and carers to deepen their understanding of the Six Principles of Nurture and explore how these can be meaningfully implemented within the home environment.	Ongoing
Continue to monitor and evaluate the provision within your setting completing the National Nurturing Schools self-assessment on an annual basis.	Ongoing
Engage with the re-accreditation process for the National Nurturing Schools Programme.	2029