

Leading Foundation Stage Teachers 2024-2025

School Details				Further information						Class
LFST Number	Area	District	School Postcode	Brief Overview of EYFS Provision	Key Areas of Expertise	Context of School – Deprivation level	FSM and Vulnerable	EAL (inc GRT)	SEN (inc. statements)	Year Gp
19	East	Rosendale	BB4	Two Reception classes in EYFS unit attached to school. (60 children in cohort)	-Shared continuous provision -Text based approach -Developing writing -Creativity -Meeting individual needs	The school serves a community in a semi-rural area with low levels of deprivation.	Overall, we have low numbers of FSM or vulnerable children	We have a low of children with English as a second language	We have an average number of children with SEND	EYFS
31	North	Wyre	PR3	-Pre-school/ Rec/Y1/Y2 class -One teacher and three TAs -Average class size is 30	-Managing, planning and routines for a mixed age class -Assessment for learning	The school serves a community in a rural area with low level of deprivation.	Overall, we have low numbers of FSM or vulnerable children	We have a low number of children with English as a second language	We have a low number of children with SEN	Rec/Y1/Y2
49	South	West Lancashire	L40	-Reception class of 26 children -16 girls and 10 boys -1 Teacher, 1 Teaching Assistant	-Assessment including child involvement -Creating an enabling environment -Leading EYFS provision within school -Parental involvement -Developing outdoor provision -Implementing Characteristics of Learning -Forest School	We are a Voluntary Aided Church of England Primary School set in the village of Burscough. We are a one form entry school. The majority of our pupils are white British. Attainment on entry is generally below age related expectations and children make outstanding progress. Early Years judged to be outstanding since November 2009 to current day. We have a large secure outside area which has been developed and access to our own onsite Forest School which we are developing.	Overall, we have low numbers of FSM or vulnerable children	We have a low number of children with English as a second language	We have a low number of children with SEN	Rec
52	North	Preston	PR1	-The school is an average sized one form entry school -The L shaped EYFS classroom has access to an outdoor classroom. We have a class teacher and two teaching assistants	-Developing and managing provision areas to create a challenging learning environment both inside and out -Planning and assessing -Supporting children with English as an additional language	The school serves an urban area with some high levels of deprivation.	Overall, we have high numbers of FSM and vulnerable children	We have a high number of children with English as a second language	We have a medium number of children with special educational needs.	Rec
58	South	Chorley	BL6	Mixed Reception and Nursery Class. 15 Reception and places for 10 Nursery children. Nursery attend both full and part time. There is 1 full time teacher and 2 TAs (1 full time, 1 part time) in the unit.	Making the best use of small classroom; managing a joint EYFS unit; managing a mixed age class. Forest school.	The school is situated in a rural environment but has a wide catchment area and serves children from communities that are rural, semi-rural and also urban with low levels of deprivation in the main.	Overall, we have low numbers of FSM (12%) but we do have some children who do not qualify for this but we would still consider vulnerable.	We have a low number of children with English as a second language 3%	We have a high number of children with SEND 33%	Nursery & Rec (mixed class)
59	East	Pendle	BB9	We are a large 3 form entry Infant School positioned in the centre of Nelson (Pendle – Area East). We are situated in the highest ward for deprivation with 96% EAL children, mainly of Pakistani heritage.	-Classroom environment/ Literacy/ Writing/ Maths/ EYFS Assessments/ Reception and Nursery expertise -We have a nursery attached to the Infant School. 2 LFST's (1 Nursery/ 1 Reception - (EYFS Leader) -Outcomes from Nursery – end of EYFS and beyond	The vast majority of children are of Asian Heritage with a small proportion of Eastern European children. The area is situated in a category E* level of deprivation. Most children are entitled to FSM and parents are generally unemployed.	Overall, we have average-high numbers of FSM and vulnerable children. However parents tend not to claim for pupil premium who are entitled.	We have a high number of children with English as a second language 96.6% (Nursery 94%)	-74 children -8 EHCP -12 EHCP progress -25 School SEND support -29 Additional Needs	Rec
60	North	Wyre	PR3	We have a teacher led school-based nursery opened September 2022 catering for 2-4 year olds and a one form entry Reception Class	Outdoor learning and developing outdoor areas. Communication and language, planning & assessment, setting up a nursery class.	The school serves a community in a rural area with low levels of deprivation.	7.33%	9.26%	0.77%	Rec
62	South	South Ribble	PR5	We area 2 form entry reception class with a nursery attached. We have places for 60 reception children and 26 full time nursery places. We have 2 teachers in reception we share the outside side space and a middle area of the classroom for role play, water, sand and rolling snack. Nursery have their own classroom/sharing the outdoors.	Key areas are planning, assessment and vocabulary and stories and reading. We use Read write inc to support phonics and reading.	The school serves a mixed population of low and high deprivation.	16.4%	4.4% EAL	Average 15% SEN	Rec
76	East	Pendle	BB9	-1 form entry Reception Class (30 children) -1 Teacher & 2 full time TA's	-Use of TA's -Outdoor provision on a small budget -Organisation of the day - making every minute count. Learning environment -Provision mapping to meet all needs -Rapid and targeted intervention to minimise barriers to learning -Inclusions and provision for children with SEND -Meeting the needs of EAL learners -Curriculum Development	The school serves a community in an urban area with high levels of deprivation.	31% FSM	53% EAL. We have a high number of children with English as a second language	15% SEN	Rec

80	North	Lancaster	LA3	We are a single form entry school with one Reception class and no nursery. We currently have 1 teacher, 2 full-time TA's supporting the class. We have 30 children in the class.	-Open-ended continuous provision (indoors & out) that promotes the Characteristics of Effective Learning & raises outcomes in Communication & Language & PSED -Using TA's effectively within Continuous Provision to improve outcomes of children from low starting points -Bespoke phonics curriculum that raises outcomes in phonics and early reading/writing from very low baseline -Transition from EYFS to Year 1	The school serves a community in a semi-rural area with high levels of deprivation.	Overall, we have high numbers of FSM or vulnerable children	We have a low number of children with English as a second language	We have a high number of children with SEND	Rec
84	North	Fylde	FY8	We are a two form entry school that is above average size. The EYFS runs as a unit with both classes being taught within the same learning area and accessing the same continuous provision. The EYFS area has indoor and outdoor provision that free flows continuously throughout the day. The EYFS children also have access to adult led Forrest Schools sessions where the children also access their own child initiated activities.	-Independent resilient learners when accessing the continuous provision -Providing challenge for more able children in all areas of the EYFS curriculum in the continuous provision -Continuous provision is planned to the children's individual needs and next steps enabling all children to make progress and learn independently -A joint EYFS unit provision – a large space with shared CP provision -Graded Outstanding by OFSTED – support in this area -Linking in EYFS with the whole school curriculum and how EYFS is included in whole school progression	The school serves a community in a semi-rural area with low levels of deprivation.	Overall, we have low numbers of FSM or vulnerable children.	We have a low number of children with English as a second language.	We have a low number of children with SEND needs.	EYFS
86	East	Pendle	BB9	We are a large 3 form entry Infant School positioned in the centre of Nelson (Pendle – Area East). We are situated in the highest ward for deprivation with 96% EAL children, mainly of Pakistani heritage.	-Classroom environment/ Literacy/ Writing/ Maths/ EYFS Assessments/ Reception and Nursery expertise -We have a nursery attached to the Infant School. 2 LFSST's (1 Nursery/ 1 Reception - (EYFS Leader) -Outcomes from Nursery – end of EYFS and beyond	The vast majority of children are of Asian Heritage with a small proportion of Eastern European children. The area is situated in a category E* level of deprivation. Most children are entitled to FSM and parents are generally unemployed.	Overall, we have average-high numbers of FSM and vulnerable children. However parents tend not to claim for pupil premium who are entitled.	We have a high number of children with English as a second language 96.6% (Nursery 94%)	-74 children -8 EHCP -12 EHCP progress -25 School SEND support -29 Additional Needs	Rec
89	South	West Lancashire	L39	-One form entry school including nursery provision. Our EYFS provision takes children from 1 years old -Reception class has one teacher and 1 TA in class and we have 20 children in each cohort -We have a large reception classroom with direct access onto our outdoor provision that is shared across the early year's unit	I am specifically trained in the early years and have been teaching in Reception for 13 years. I have been leading our early years provision for about 9 years now and I manage the onsite nursery. I have worked with Lancashire assessment team for the past 6 years, as a moderator and on their team of people who develop Lancashire exemplification materials for the EYFS. Key areas of expertise - managing an early year's unit, child development, phonics and early reading, outdoors, assessment.	The school serves a community in a semi-rural area with low/medium levels of deprivation.	Overall, we have low number of FSM or vulnerable children	We have a low number of children with English as a second language	We have an average number of children with SEN	Rec
91	North	Preston	PR2	We have a Reception unit with the capacity to take 60 children. (2 form entry). We have 2 Teachers and 4 teaching assistants working across the unit.	I can offer support with planning and ensuring the learning environment meets the needs of the children to help them make good progress. I can also help with how we run EYFS as a unit.	The school serves a community in an urban area with high levels of deprivation.	Overall, we have high numbers of FSM or vulnerable children	We have a low number of children with English as a second language	We have a high number of children with English as a second language	Rec
92	North	Preston	PR1	-Single form entry -I am the class teacher and I have 3 TA's -26 children in class	I am a Hygge accredited setting. I wholeheartedly believe in the importance of cultivating a calm and inviting environment for our children. I have researched the effectiveness of education in countries such as Finland, Sweden and Reggio Emilia in Northern Italy and the impact it has on nurturing children's potential by focusing on social and emotional well-being alongside academic achievement. Also, with having a relatively small classroom, I make it a priority to ensure my provision is effective to meet and challenge the needs of my children. I am extremely passionate about the continuous provision and enjoy planning out my learning areas to make sure they are exciting and inspiring! I am an advocate for play-based learning, recognising its profound impact on the children's development and well-being. I am also currently training as a forest school leader as I value the impact that outdoor learning has on a child's development. I have created 'Adventure Thursdays' where we take the children out into our local area for visits and walks and we also have 'Wellness Wednesdays' where we practice self-regulation through breathing techniques and yoga. I believe in a slow start to the day by talking and eating breakfast together first (a Hygge approach). I would love to support other practitioners in any of the areas mentioned above.	The school serves a community in an urban area with high levels of deprivation.	Overall, we have high numbers of FSM or vulnerable children	We have a high number of children with English as a second language	We have a high number of children with English as a second language	Rec