

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	Rossendale	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 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
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

78	South	South Ribble	5JQ	<p>-I currently have 9 pre-school and 6 Reception children that I teach as a whole class. We have a nursery nurse for some parts of the day and she supports early phonics in the pre-school and also runs our forest school provision.</p> <p>-I have 1 child in pre-school who is being assessed as he ISBLANK(on the ASD pathway and has significant needs and I have a child in reception who has an EHCP. We also have a child from Romania.</p> <p>-We have a wonderful and engaging classroom and outdoor provision</p>	<p>-I have managed mixed age group from pre-school-year 1 and some year 2</p> <p>-We run forest school for all ages from pre-school – year 6</p> <p>-Our phonics is amazing and we use the Lancashire Red Rose. All staff are fully trained</p> <p>-I have been an early years practitioner for 13 plus years and so planning and 'themes' are to meet children's needs but also I have a wealth of plans and ideas to support all</p> <p>-I have done the outdoor quality award and made amazing changes to a schools outdoor provision</p>	The school serves a semi-rural environment with a mixed range of children from white British to Romanian, polish and Portuguese	Overall, we have low numbers of FSM or vulnerable children	We have a average number of children with English as a second language	We have a averAGE number of children with English as a second language	EYFS
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.	<p>-Open-ended continuous provision (indoors & out) that promotes the Characteristics of Effective Learning & raises outcomes in Communication & Language & PSED</p> <p>-Using TA's effectively within Continuous Provision to improve outcomes of children from low starting points</p> <p>-Bespoke phonics curriculum that raises outcomes in phonics and early reading/writing from very low baseline</p> <p>-Transition from EYFS to Year 1</p>	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
82	North	Lancaster	LA1	<p>We have a 60 children intake in each year group from Rec-Year 6.</p> <p>The Rec classes run as a unit with 2 teachers and up to 3 teaching assistants working alongside all 60 children. We operate a keyworker system in Reception Class and children have access to indoor and outdoor provision areas throughout the day. These areas of provision are enhanced to support and reinforce adult directed activities or to support and develop a child's learning through their interests. Children in Reception Class have a lunch break but we don't have morning and afternoon breaks; this enables children to become fully engrossed in their learning experiences. We use Tapestry as an online learning journey system to document learning. Parents are also actively involved in using Tapestry to document learning at home.</p> <p>Our Nursery provision is registered to offer 58 places per session, 15 of which are 2 year olds. Our Baby unit offers an additional 6 places. In Nursery/the Baby Unit there are three main intakes and parents and children will be invited take part in our induction programme. Children are however accepted throughout the year dependant on available places and settling in arrangements are made for children to visit with their parents prior to admission.</p> <p>Parents of 3 month plus babies can apply for our Baby unit. This will be for payable sessions. From September 24 working parents can apply for 15 hours entitlement for all children 9 months plus. This entitlement will increase to 30 hours from September 25. Additionally, we operate wrap around provision before and after sessions from 7:45 until 5:45.</p> <p>Our 2 year old children play and learn alongside the 3 and 4 year old children in the same room. We have a separate room within the main nursery room for our babies. All children have access to indoor and outdoor provision areas throughout the day. We currently have 10 members of staff who work in Nursery; all of which are keyworkers. Tapestry is used as an online learning journey system to document learning. Parents are also actively involved in using Tapestry to document learning at home.</p>	<p>Key strengths within both the Rec and Nursery classes:</p> <p>-How we use provision and interest led play experiences to engage all children.</p> <p>-Making full use of the outdoors to support and extend learning.</p> <p>-Managing a EYFS unit; ensuring that systems run effectively across both Nursery and Reception classes</p> <p>-Use of online learning journey to document learning, including involvement from parents.</p> <p>-Using letters and sounds and other communication and language strategies and interventions to support children's communication and language skills e.g. WellComm Toolkit</p> <p>-Using Squiggle Whilst You Wiggle, Dough Disco and Drawing Club to promote early writing development.</p>	Socio economic indicators are broadly typical across a spread of wards. Children come from a wide range of backgrounds but the Socio-Economic data shows the majority of our families in the C range on an A to E scale, however, around 20% of our families face significant difficulties in the D-E range. We are a 'boy heavy' school- in the lowest 20% of all schools for the proportion of girls. Mobility is higher than average.	The proportion of pupils known to be eligible for pupil premium funding is just below the national average.	The proportion of pupils from minority ethnic groups is above average, as is the number of pupils whose first language is not English (EAL)- with around a third of these children still developing in English proficiency.	The proportion of pupils with special educational needs and/or disabilities (SEND) is below the average, although the proportion supported through an EHC plan is slightly above that of the Lancashire average.	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.	<p>-Independent resilient learners when accessing the continuous provision</p> <p>-Providing challenge for more able children in all areas of the EYFS curriculum in the continuous provision</p> <p>-Continuous provision is planned to the children's individual needs and next steps enabling all children to make progress and learn independently</p> <p>-A joint EYFS unit provision – a large space with shared CP provision</p> <p>-Graded Outstanding by OFSTED – support in this area</p> <p>-Linking in EYFS with the whole school curriculum and how EYFS is included in whole school progression</p>	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.	<p>-Classroom environment/ Literacy/ Writing/ Maths/ EYFS Assessments/ Reception and Nursery expertise</p> <p>-We have a nursery attached to the Infant School. 2 LFS's (1 Nursery/ 1 Reception - (EYFS Leader)</p> <p>-Outcomes from Nursery – end of EYFS and beyond</p>	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

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