

# Leading Foundation Stage Teachers 2025-2026

| 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)   | <ul style="list-style-type: none"> <li>Shared continuous provision</li> <li>Text based approach</li> <li>Developing writing</li> <li>Creativity</li> <li>Meeting individual needs</li> </ul>  | 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                              |
| 20             | North | Wyre            | PR3             | <p>We are a small school with mixed classes in a village location. We have a purpose built EYFS classroom which houses Preschool and Reception and we are just about to open a purpose renovated nursery onsite to accommodate babies from 12 months of age and 2-3 year olds. These two buildings form our EYFS setting and are teacher led. We have one full time teacher, a Preschool key worker, 2-3 year old room leader and a Baby room leader.</p> <p>We have an additional member of staff that works across the babies and 2 year old provision flexibly.</p> <p>We have small class sizes in the EYFS.</p> | We are a mixed age setting where we implement a progressive curriculum across EYFS and led by a teacher with a focus on language rich provision, Red Rose Letters and Sounds lead school for EYFS, Forest School, key focus on supporting children to know and remember more.   | The school serves a community in a rural area with low levels of deprivation.  | Overall, we have low numbers (12%) of FSM or vulnerable children  | We have a low number of children (x1 pupil) with English as a second language           | We have a lower number of children (13%) compared to the national average with SEND.  | Nursery/EYFS mixed age            |
| 21             | East  | Hyndburn        | BB5             | <p>Mixed EYFS/Y1</p> <p>1 teacher 3 TAs</p> <p>Average class size: 24</p>  | <ul style="list-style-type: none"> <li>Planning</li> <li>Improving outcomes from low starting points</li> <li>Managing a mixed age class</li> </ul>   | The school serves a community in an urban area with medium to 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 an average to high number of children with SEN.   | Rec/Y1 mixed age                  |
| 31             | North | Wyre            | PR3             | <p>Pre-school/ Rec/Y1/Y2 class</p> <p>One teacher and three TAs.</p> <p>Average class size is 30</p>   | <ul style="list-style-type: none"> <li>Managing, planning and routines for a mixed age class</li> <li>Assessment for learning</li> </ul>  | 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             | <p>Reception class of 30 children</p> <p>13 girls and 17 boys</p> <p>1 Teacher &amp; 1 Teaching Assistant</p> <p>1:1 TA for 1 child</p>  | <ul style="list-style-type: none"> <li>Assessment including child involvement</li> <li>Creating an enabling environment</li> <li>Leading EYFS provision within school</li> <li>Parental Involvement</li> <li>Developing outdoor provision</li> <li>Implementing Characteristics of Learning</li> <li>Forest School</li> </ul> | 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             | <p>We are an average sized one form entry school.</p> <p>The L shaped EYFS classroom has access to an outdoor classroom.</p> <p>We have a class teacher and two teaching assistants.</p>   | <ul style="list-style-type: none"> <li>Developing and managing provision areas to create a challenging learning environment both inside and out</li> <li>Planning and assessing</li> <li>Supporting children with English as an additional language</li> </ul>  | 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             | <p>Mixed Reception and Nursery Class</p> <p>15 Reception and places for 10 Nursery children. Nursery attend both full and part time</p> <p>There is 1 full time teacher and 2 TAs (1 full time, 1 part time) in the unit</p>   | <ul style="list-style-type: none"> <li>Making the best use of small classroom</li> <li>Managing a joint EYFS unit</li> <li>Managing a mixed age class</li> <li>Forest school</li> </ul>   | 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 and Reception mixed class |
| 59             | East  | Pendle          | BB9             | <p>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>   | <ul style="list-style-type: none"> <li>Classroom environment/ Literacy/ Writing/ Maths/ EYFS Assessments/ Reception and Nursery expertise</li> <li>We have a nursery attached to the Infant School. 2 LFST's (1 Nursery/ 1 Reception - (EYFS Leader AHT)</li> <li>Outcomes from Nursery – end of EYFS and beyond</li> </ul>   | 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%) | 78 nursery children<br>90 Reception children<br>14 EHCP<br>4 EHCP progress<br>28 School SEND support<br>52 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  | <ul style="list-style-type: none"> <li>• Outdoor learning and developing outdoor areas.</li> <li>• Communication and language</li> <li>• Planning &amp; assessment</li> <li>• Setting up a nursery class</li> </ul>   | 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.<br>We use Read write inc to support phonics and reading.   | The school serves a mixed population of low and high deprivation.  | 14.4%   | 4.3% EAL  | Average 14.6% SEN  | Rec |
| 76 | East  | Pendle       | BB9 | 1 form entry Reception Class (30 children)<br>1 Teacher, 1 HLTA & 1 TA3.  | <ul style="list-style-type: none"> <li>• Use of TA's</li> <li>• Outdoor provision on a small budget</li> <li>• Organisation of the day - making every minute count. Learning environment</li> <li>• Provision mapping to meet all needs</li> <li>• Rapid and targeted intervention to minimise barriers to learning</li> <li>• Inclusions and provision for children with SEND</li> <li>• Meeting the needs of EAL learners</li> <li>• Curriculum Development</li> </ul>  | 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 a recently opened school-based nursery.<br>We have one Reception class of 30 children.<br>We currently have 1 teacher & 3 full-time TA's supporting the class.   | <ul style="list-style-type: none"> <li>•Opening a school-based nursery</li> <li>•Open-ended continuous provision (indoors &amp; out) that promotes the Characteristics of Effective Learning &amp; raises outcomes in Communication &amp; Language &amp; PSED</li> <li>•Using TA's effectively within Continuous Provision to improve outcomes of children from low starting points</li> <li>•Bespoke phonics curriculum that raises outcomes in phonics and early reading/writing from very low baseline</li> <li>•Transition from EYFS to Year 1</li> </ul>   | 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 | We have a 60 children intake in each year group from Rec-Year 6. 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. 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. 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. 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. | Key strengths within both the Rec and Nursery classes: <ul style="list-style-type: none"> <li>• How we use provision and interest led play experiences to engage all children.</li> <li>• Making full use of the outdoors to support and extend learning.</li> <li>• Managing a EYFS unit; ensuring that systems run effectively across both Nursery and Reception classes</li> <li>• Use of online learning journey to document learning, including involvement from parents.</li> <li>• Using letters and sounds and other communication and language strategies and interventions to support children's communication and language skills e.g. WellComm Toolkit</li> <li>• Using Squiggle Whilst You Wiggle, Dough Disco and Drawing Club to promote early writing development.</li> </ul> | 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. | <ul style="list-style-type: none"> <li>• Independent resilient learners when accessing the continuous provision</li> <li>• Providing challenge for more able children in all areas of the EYFS curriculum in the continuous provision</li> <li>• Continuous provision is planned to the children's individual needs and next steps enabling all children to make progress and learn independently</li> <li>• A Joint EYFS unit provision – a large space with shared CP provision</li> <li>• Graded Outstanding by OFSTED – support in this area</li> <li>• Linking in EYFS with the whole school curriculum and how EYFS is included in whole school progression</li> </ul>   | 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.  | <ul style="list-style-type: none"> <li>• Classroom environment/ Literacy/ Writing/ Maths/ EYFS Assessments/ Reception and Nursery expertise</li> <li>• We have a nursery attached to the Infant School</li> <li>• 2 LFT's (1 Nursery/ 1 Reception - (EYFS Leader AHT)</li> <li>• Outcomes from Nursery – end of EYFS and beyond</li> </ul>   | 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%) | 78 nursery children<br>90 Reception children<br>14 EHCP<br>4 EHCP progress<br>28 School SEND support<br>52 Additional Needs | Rec  |
| 91 | North | Preston | PR2 | Our Early Years Foundation Stage provision is for children in Reception and has the capacity to accommodate up to 60 children across two forms of entry. The provision is staffed by two qualified teachers and four experienced teaching assistants who work collaboratively to deliver high-quality teaching, care and support.  | <p>We offer a child-centred approach to learning, where children's interests, needs and next steps are at the heart of our practice. Learning is delivered through effectively planned continuous provision, both indoors and outdoors, enabling children to explore, investigate and develop key skills through purposeful play. Our provision supports all areas of the EYFS framework and ensures children feel safe, supported and motivated as they develop independence, confidence and a love of learning.</p> <p>The learning environment is carefully designed to include low-level lighting, natural resources and loose parts, which support children's engagement, creativity, wellbeing and sustained shared thinking. These elements encourage exploration, problem-solving and imaginative play, while creating a calm and purposeful learning atmosphere.</p> <p>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.</p>  | The school serves a community in an urban area with high levels of deprivation.   | 38%   | 20% EAL   | 17% SEN   | Rec  |
| 92 | North | Preston | PR1 | Single form entry<br>I am the class teacher and I have 2 TA's  | <p>I am a Hygge-accredited setting and my practice is centred around creating a calm, nurturing environment where children feel emotionally secure and ready to learn. A key part of this is a slow start to the day, beginning with shared breakfast and conversation to support connection, regulation and well-being.</p> <p>My approach is informed by research into early years education in Finland, Sweden and Reggio Emilia, with a strong emphasis on social and emotional development. Within a smaller classroom, I am highly intentional about the environment and continuous provision, carefully planning learning areas to be inspiring, purposeful and responsive to children's needs and interests.</p> <p>I am a strong advocate for play-based learning and outdoor education. I am a Forest School trained leader and embed outdoor learning weekly through Adventure Thursdays, where children explore the local community in the morning and take part in Forest School sessions in the afternoon. We also hold Wellness Wednesdays, focusing on self-regulation through breathing techniques, mindfulness and yoga.</p> <p>I would love to support other practitioners in areas such as the Hygge approach, slow starts, enabling environments, play-based learning, outdoor learning and Forest School practice.</p> | 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                     | 22%   | Rec  |