

Early Years Foundation Stage Profile 2025

School / National Comparison Report

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2025 and the percentage of pupils nationally at each level in 2024.

Percentage of all pupils at each level for each Early Learning Goal

	School Emerging	School Expected	National Emerging	National Expected
Communication and Language				
Listening, Attention and Understanding	20	80	18.4	81.6
Speaking	3.33	96.67	17.7	82.3
Personal, Social and Emotional Development				
Self-Regulation	16.67	83.33	15.3	84.7
Managing Self	6.67	93.33	13.2	86.8
Building Relationships	6.67	93.33	12.1	87.9
Physical Development				
Gross Motor Skills	6.67	93.33	8.4	91.6
Fine Motor Skills	6.67	93.33	14.4	85.6
Literacy				
Comprehension	10	90	19.9	80.1
Word Reading	26.67	73.33	23.8	76.2
Writing	26.67	73.33	28.6	71.4
Mathematics				
Number	10	90	21.3	78.7
Numerical Patterns	23.33	76.67	21.8	78.2
Understanding the World				
Past and Present	20	80	18.4	81.6
People, Culture and Communities	13.33	86.67	18.6	81.4
The Natural World	3.33	96.67	15.1	84.9
Expressive Arts and Design				
Creating with Materials	3.33	96.67	13.0	87.0
Being Imaginative and Expressive	6.67	93.33	13.4	86.6
Achieved a Good Level of Development	70			67.7

Calculations of percentages are based upon the number of results, not the number of pupils in the group.

Percentages may not add up to 100 due to rounding.

GLD Children are defined as having reached a Good Level of Development (GLD) if they have achieved at least the expected level for the ELGs in the Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy and Mathematics areas of Learning.

Percentage of boys at each level for each Early Learning Goal

	School Emerging	School Expected	National Emerging	National Expected
Communication and Language				
Listening, Attention and Understanding	29.41	70.59	23.7	76.3
Speaking	5.88	94.12	22.5	77.5
Personal, Social and Emotional Development				
Self-Regulation	23.53	76.47	20.9	79.1
Managing Self	11.76	88.24	18.1	81.9
Building Relationships	11.76	88.24	16.7	83.3
Physical Development				
Gross Motor Skills	11.76	88.24	11.3	88.7
Fine Motor Skills	11.76	88.24	20.8	79.2
Literacy				
Comprehension	11.76	88.24	24.6	75.4
Word Reading	29.41	70.59	28.6	71.4
Writing	29.41	70.59	35.0	65.0
Mathematics				
Number	11.76	88.24	24.4	75.6
Numerical Patterns	23.53	76.47	25.1	74.9
Understanding the World				
Past and Present	29.41	70.59	22.8	77.2
People, Culture and Communities	23.53	76.47	23.2	76.8
The Natural World	5.88	94.12	18.9	81.1
Expressive Arts and Design				
Creating with Materials	5.88	94.12	18.7	81.3
Being Imaginative and Expressive	11.76	88.24	18.8	81.2
Achieved a Good Level of Development		64.71		60.7

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Percentage of girls at each level for each Early Learning Goal

	School Emerging	School Expected	National Emerging	National Expected
Communication and Language				
Listening, attention and understanding	7.69	92.31	12.9	87.1
Speaking	0	100	12.6	87.4
Personal, Social and Emotional Development				
Self-Regulation	7.69	92.31	9.4	90.6
Managing Self	0	100	8.0	92.0
Building Relationships	0	100	7.3	92.7
Physical Development				
Gross Motor Skills	0	100	5.3	94.7
Fine Motor Skills	0	100	7.7	92.3
Literacy				
Comprehension	7.69	92.31	14.9	85.1
Word Reading	23.08	76.92	18.7	81.3
Writing	23.08	76.92	21.9	78.1
Mathematics				
Number	7.69	92.31	18.1	81.9
Numerical Patterns	23.08	76.92	18.3	81.7
Understanding the World				
Past and Present	7.69	92.31	13.7	86.3
People, Culture and Communities	0	100	13.8	86.2
The Natural World	0	100	11.1	88.9
Expressive Arts and Design				
Creating with Materials	0	100	7.0	93.0
Being Imaginative and Expressive	0	100	7.6	92.4
Achieved a Good Level of Development		76.92		75.0

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