

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	6.85	93.15	18.4	81.6
Speaking	6.85	93.15	17.7	82.3
Personal, Social and Emotional Development				
Self-Regulation	8.22	91.78	15.3	84.7
Managing Self	4.11	95.89	13.2	86.8
Building Relationships	4.11	95.89	12.1	87.9
Physical Development				
Gross Motor Skills	4.11	95.89	8.4	91.6
Fine Motor Skills	6.85	93.15	14.4	85.6
Literacy				
Comprehension	8.22	91.78	19.9	80.1
Word Reading	13.7	86.3	23.8	76.2
Writing	13.7	86.3	28.6	71.4
Mathematics				
Number	13.7	86.3	21.3	78.7
Numerical Patterns	13.7	86.3	21.8	78.2
Understanding the World				
Past and Present	6.85	93.15	18.4	81.6
People, Culture and Communities	6.85	93.15	18.6	81.4
The Natural World	6.85	93.15	15.1	84.9
Expressive Arts and Design				
Creating with Materials	6.85	93.15	13.0	87.0
Being Imaginative and Expressive	6.85	93.15	13.4	86.6
Achieved a Good Level of Development		86.3		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	10.26	89.74	23.7	76.3
Speaking	10.26	89.74	22.5	77.5
Personal, Social and Emotional Development				
Self-Regulation	7.69	92.31	20.9	79.1
Managing Self	5.13	94.87	18.1	81.9
Building Relationships	5.13	94.87	16.7	83.3
Physical Development				
Gross Motor Skills	7.69	92.31	11.3	88.7
Fine Motor Skills	10.26	89.74	20.8	79.2
Literacy				
Comprehension	12.82	87.18	24.6	75.4
Word Reading	17.95	82.05	28.6	71.4
Writing	17.95	82.05	35.0	65.0
Mathematics				
Number	17.95	82.05	24.4	75.6
Numerical Patterns	17.95	82.05	25.1	74.9
Understanding the World				
Past and Present	10.26	89.74	22.8	77.2
People, Culture and Communities	10.26	89.74	23.2	76.8
The Natural World	10.26	89.74	18.9	81.1
Expressive Arts and Design				
Creating with Materials	10.26	89.74	18.7	81.3
Being Imaginative and Expressive	10.26	89.74	18.8	81.2
Achieved a Good Level of Development		82.05		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	2.94	97.06	12.9	87.1
Speaking	2.94	97.06	12.6	87.4
Personal, Social and Emotional Development				
Self-Regulation	8.82	91.18	9.4	90.6
Managing Self	2.94	97.06	8.0	92.0
Building Relationships	2.94	97.06	7.3	92.7
Physical Development				
Gross Motor Skills	0	100	5.3	94.7
Fine Motor Skills	2.94	97.06	7.7	92.3
Literacy				
Comprehension	2.94	97.06	14.9	85.1
Word Reading	8.82	91.18	18.7	81.3
Writing	8.82	91.18	21.9	78.1
Mathematics				
Number	8.82	91.18	18.1	81.9
Numerical Patterns	8.82	91.18	18.3	81.7
Understanding the World				
Past and Present	2.94	97.06	13.7	86.3
People, Culture and Communities	2.94	97.06	13.8	86.2
The Natural World	2.94	97.06	11.1	88.9
Expressive Arts and Design				
Creating with Materials	2.94	97.06	7.0	93.0
Being Imaginative and Expressive	2.94	97.06	7.6	92.4
Achieved a Good Level of Development		91.18		75.0

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