

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	16.85	83.15	18.4	81.6
Speaking	17.98	82.02	17.7	82.3
Personal, Social and Emotional Development				
Self-Regulation	12.36	87.64	15.3	84.7
Managing Self	10.11	89.89	13.2	86.8
Building Relationships	6.74	93.26	12.1	87.9
Physical Development				
Gross Motor Skills	10.11	89.89	8.4	91.6
Fine Motor Skills	7.87	92.13	14.4	85.6
Literacy				
Comprehension	14.61	85.39	19.9	80.1
Word Reading	19.1	80.9	23.8	76.2
Writing	28.09	71.91	28.6	71.4
Mathematics				
Number	21.35	78.65	21.3	78.7
Numerical Patterns	22.47	77.53	21.8	78.2
Understanding the World				
Past and Present	24.72	75.28	18.4	81.6
People, Culture and Communities	23.6	76.4	18.6	81.4
The Natural World	20.22	79.78	15.1	84.9
Expressive Arts and Design				
Creating with Materials	20.22	79.78	13.0	87.0
Being Imaginative and Expressive	21.35	78.65	13.4	86.6
Achieved a Good Level of Development	69.66			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	28	72	23.7	76.3
Speaking	30	70	22.5	77.5
Personal, Social and Emotional Development				
Self-Regulation	20	80	20.9	79.1
Managing Self	16	84	18.1	81.9
Building Relationships	10	90	16.7	83.3
Physical Development				
Gross Motor Skills	18	82	11.3	88.7
Fine Motor Skills	14	86	20.8	79.2
Literacy				
Comprehension	22	78	24.6	75.4
Word Reading	26	74	28.6	71.4
Writing	42	58	35.0	65.0
Mathematics				
Number	30	70	24.4	75.6
Numerical Patterns	30	70	25.1	74.9
Understanding the World				
Past and Present	36	64	22.8	77.2
People, Culture and Communities	36	64	23.2	76.8
The Natural World	28	72	18.9	81.1
Expressive Arts and Design				
Creating with Materials	34	66	18.7	81.3
Being Imaginative and Expressive	34	66	18.8	81.2
Achieved a Good Level of Development		56		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	2.56	97.44	12.9	87.1
Speaking	2.56	97.44	12.6	87.4
Personal, Social and Emotional Development				
Self-Regulation	2.56	97.44	9.4	90.6
Managing Self	2.56	97.44	8.0	92.0
Building Relationships	2.56	97.44	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	5.13	94.87	14.9	85.1
Word Reading	10.26	89.74	18.7	81.3
Writing	10.26	89.74	21.9	78.1
Mathematics				
Number	10.26	89.74	18.1	81.9
Numerical Patterns	12.82	87.18	18.3	81.7
Understanding the World				
Past and Present	10.26	89.74	13.7	86.3
People, Culture and Communities	7.69	92.31	13.8	86.2
The Natural World	10.26	89.74	11.1	88.9
Expressive Arts and Design				
Creating with Materials	2.56	97.44	7.0	93.0
Being Imaginative and Expressive	5.13	94.87	7.6	92.4
Achieved a Good Level of Development		87.18		75.0

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