

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	28.26	71.74	18.4	81.6
Speaking	15.22	84.78	17.7	82.3
Personal, Social and Emotional Development				
Self-Regulation	10.87	89.13	15.3	84.7
Managing Self	15.22	84.78	13.2	86.8
Building Relationships	2.17	97.83	12.1	87.9
Physical Development				
Gross Motor Skills	13.04	86.96	8.4	91.6
Fine Motor Skills	21.74	78.26	14.4	85.6
Literacy				
Comprehension	21.74	78.26	19.9	80.1
Word Reading	17.39	82.61	23.8	76.2
Writing	34.78	65.22	28.6	71.4
Mathematics				
Number	23.91	76.09	21.3	78.7
Numerical Patterns	21.74	78.26	21.8	78.2
Understanding the World				
Past and Present	19.57	80.43	18.4	81.6
People, Culture and Communities	28.26	71.74	18.6	81.4
The Natural World	21.74	78.26	15.1	84.9
Expressive Arts and Design				
Creating with Materials	23.91	76.09	13.0	87.0
Being Imaginative and Expressive	28.26	71.74	13.4	86.6
Achieved a Good Level of Development		60.87		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	41.67	58.33	23.7	76.3
Speaking	25	75	22.5	77.5
Personal, Social and Emotional Development				
Self-Regulation	20.83	79.17	20.9	79.1
Managing Self	25	75	18.1	81.9
Building Relationships	4.17	95.83	16.7	83.3
Physical Development				
Gross Motor Skills	25	75	11.3	88.7
Fine Motor Skills	37.5	62.5	20.8	79.2
Literacy				
Comprehension	29.17	70.83	24.6	75.4
Word Reading	20.83	79.17	28.6	71.4
Writing	50	50	35.0	65.0
Mathematics				
Number	25	75	24.4	75.6
Numerical Patterns	20.83	79.17	25.1	74.9
Understanding the World				
Past and Present	29.17	70.83	22.8	77.2
People, Culture and Communities	41.67	58.33	23.2	76.8
The Natural World	37.5	62.5	18.9	81.1
Expressive Arts and Design				
Creating with Materials	45.83	54.17	18.7	81.3
Being Imaginative and Expressive	45.83	54.17	18.8	81.2
Achieved a Good Level of Development		50		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	13.64	86.36	12.9	87.1
Speaking	4.55	95.45	12.6	87.4
Personal, Social and Emotional Development				
Self-Regulation	0	100	9.4	90.6
Managing Self	4.55	95.45	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	4.55	95.45	7.7	92.3
Literacy				
Comprehension	13.64	86.36	14.9	85.1
Word Reading	13.64	86.36	18.7	81.3
Writing	18.18	81.82	21.9	78.1
Mathematics				
Number	22.73	77.27	18.1	81.9
Numerical Patterns	22.73	77.27	18.3	81.7
Understanding the World				
Past and Present	9.09	90.91	13.7	86.3
People, Culture and Communities	13.64	86.36	13.8	86.2
The Natural World	4.55	95.45	11.1	88.9
Expressive Arts and Design				
Creating with Materials	0	100	7.0	93.0
Being Imaginative and Expressive	9.09	90.91	7.6	92.4
Achieved a Good Level of Development		72.73		75.0

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