

# Early Years Foundation Stage Profile 2025

## School Report

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

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

	Exemption Applies	Emerging	Expected
<b>Communication and Language</b>			
Listening, Attention and Understanding	1.41	4.23	94.37
Speaking	1.41	1.41	97.18
<b>Personal, Social and Emotional Development</b>			
Self-Regulation	1.41	2.82	95.77
Managing Self	1.41	2.82	95.77
Building Relationships	1.41	2.82	95.77
<b>Physical Development</b>			
Gross Motor Skills	1.41	1.41	97.18
Fine Motor Skills	1.41	2.82	95.77
<b>Literacy</b>			
Comprehension	1.41	1.41	97.18
Word Reading	1.41	18.31	80.28
Writing	1.41	18.31	80.28
<b>Mathematics</b>			
Number	1.41	11.27	87.32
Numerical Patterns	1.41	9.86	88.73
<b>Understanding the World</b>			
Past and Present	1.41	2.82	95.77
People, Culture and Communities	1.41	1.41	97.18
The Natural World	1.41	1.41	97.18
<b>Expressive Arts and Design</b>			
Creating with Materials	1.41	7.04	91.55
Being Imaginative and Expressive	1.41	1.41	97.18
<b>Achieved a Good Level of Development</b>			76.06

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

	Exemption Applies	Emerging	Expected
<b>Communication and Language</b>			
Listening, Attention and Understanding	3.23	3.23	93.55
Speaking	3.23	0	96.77
<b>Personal, Social and Emotional Development</b>			
Self-Regulation	3.23	0	96.77
Managing Self	3.23	0	96.77
Building Relationships	3.23	0	96.77
<b>Physical Development</b>			
Gross Motor Skills	3.23	0	96.77
Fine Motor Skills	3.23	3.23	93.55
<b>Literacy</b>			
Comprehension	3.23	0	96.77
Word Reading	3.23	25.81	70.97
Writing	3.23	25.81	70.97
<b>Mathematics</b>			
Number	3.23	12.9	83.87
Numerical Patterns	3.23	6.45	90.32
<b>Understanding the World</b>			
Past and Present	3.23	0	96.77
People, Culture and Communities	3.23	0	96.77
The Natural World	3.23	0	96.77
<b>Expressive Arts and Design</b>			
Creating with Materials	3.23	12.9	83.87
Being Imaginative and Expressive	3.23	0	96.77
<b>Achieved a Good Level of Development</b>			<b>64.52</b>

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## Percentage of girls at each level for each Early Learning Goal

	Exemption Applies	Emerging	Expected
<b>Communication and Language</b>			
Listening, attention and understanding	0	5	95
Speaking	0	2.5	97.5
<b>Personal, Social and Emotional Development</b>			
Self-Regulation	0	5	95
Managing Self	0	5	95
Building Relationships	0	5	95
<b>Physical Development</b>			
Gross Motor Skills	0	2.5	97.5
Fine Motor Skills	0	2.5	97.5
<b>Literacy</b>			
Comprehension	0	2.5	97.5
Word Reading	0	12.5	87.5
Writing	0	12.5	87.5
<b>Mathematics</b>			
Number	0	10	90
Numerical Patterns	0	12.5	87.5
<b>Understanding the World</b>			
Past and Present	0	5	95
People, Culture and Communities	0	2.5	97.5
The Natural World	0	2.5	97.5
<b>Expressive Arts and Design</b>			
Creating with Materials	0	2.5	97.5
Being Imaginative and Expressive	0	2.5	97.5
<b>Achieved a Good Level of Development</b>			85

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