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Academic year 2024/25

Early years foundation stage profile results

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These annual statistics report on teacher assessments of children's development at the end of the early years foundation stage (EYFS), typically the summer term of the academic year in which a child turns 5 (reception year). The assessment framework, or EYFS Profile, consists of 17 early learning goals (ELGs) across 7 areas of learning.

This is the fourth publication since the [2021/22 EYFS reforms (opens in new tab)](#) were introduced in September 2021, in which the EYFS Profile was significantly revised. **It is therefore not possible to directly compare assessment outcomes since 2021/22 with earlier years**.

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Headline facts and figures - 2024/25

Summary | <u>Table</u>

Percentage of children with a good level of development

68.3%

Up 0.6 pp from 2023/24 and up 3.1 pp from 2021/22

▶ Good level of develo…

Percentage of children at expected level across all ELGs

66.9%

Up 0.7 pp from 2023/24 and up 3.5 pp from 2021/22

▶ Expected level acros…

Average number of ELGs at expected level per child

14.11

Up 0.04 from 2023/24 and up 0.06 from 2021/22

▶ Average number of E…

In 2024/25, over 2 in every 3 children or 68.3% had a good level of development and just over 2 in every 3 children or 66.9% were at the expected level across all

17 early learning goals (ELGs).

These percentages have increased in each of the three years since the EYFS reforms were introduced in 2021/22, from 65.2% and 63.4% respectively. Some of the increase may be attributable to gradual recovery from disruption caused by the COVID-19 pandemic and practitioners having greater familiarisation with the new assessment framework, introduced in September 2021.

In 2024/25, each child, on average, had reached the expected level in 14.11 early learning goals, up slightly from 14.05 in 2021/22.

The government, in its opportunity mission (opens in new tab), has set a milestone of 75% of 5-year-olds reaching a good level of development by 2028; further information can also be found in the Department for Education policy paper on Giving every child the best start in life (opens in new tab). Progress towards this milestone is monitored through these official statistics.

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About these statistics

The statutory [EYFS framework (opens in new tab)](#) sets the standards and requirements that all early years providers must follow to ensure all children have the best start in life and are prepared for school. It requires that children be assessed against the EYFS Profile, typically the summer term of the academic year in which they turn 5 (reception year).

The EYFS Profile is intended to provide an accurate representation of each child's development at the end of the EYFS to support their transition into year 1. It comprises an assessment of the child's outcomes in relation to 17 early learning goals (ELGs) across 7 areas of learning.

The 3 prime areas of learning are: communication and language; personal, social and emotional development; and physical development. These prime areas are particularly important for children's healthy development and are the basis for successful learning in the other 4 specific areas of learning: literacy; mathematics; understanding the world; and expressive arts and design.

As shown in the table below, children are defined as having a good level of development at the end of the EYFS if they are at the expected level for the 12 ELGs within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics.

Area of learning		Early learning goal	Part of the good level of development measure
Prime areas of learning	Communication and language	Listening, attention and understanding	Yes
		Speaking	Yes

	Personal, social and emotional development	Self-regulation	Yes
		Managing self	Yes
		Building relationships	Yes
	Physical development	Gross motor skills	Yes
		Fine motor skills	Yes
Specific areas of learning	Literacy	Comprehension	Yes
		Word reading	Yes
		Writing	Yes
	Mathematics	Number	Yes
		Numerical patterns	Yes
	Understanding the world	Past and present	No
		People, culture and communities	No
		The natural world	No
	Expressive arts and design	Creating with materials	No
		Being imaginative and expressive	No

What these statistics cover

This statistical commentary covers the following at national level:

- the percentage of children at the expected level in each of the 17 ELGs (across the 7 areas of learning).
- the percentage of children with a good level of development, including breakdowns by child characteristics and sub-national geographies.
- the percentage of children at the expected level across all 17 ELGs.
- the average number of ELGs for which children are at the expected level.

Additional statistics can be found in the [underlying data sets](#) for this publication, including:

- further breakdowns of the above by individual and multiple child characteristics and sub-national geographies.
- the percentage of children at the expected level in the communication and language and literacy areas of learning, including breakdowns by child characteristics and sub-national geographies.
- the percentage of children at the emerging level in each of the 17 ELGs, including breakdowns by child characteristics and sub-national geographies.

Changes to the EYFS Profile in 2021

As part of wider early education reforms to the EYFS, the [EYFS Profile (opens in new tab)](#) was revised significantly in September 2021. [Changes from the previous framework (opens in new tab)](#) include:

- revisions to all 7 areas of learning in the EYFS, with new educational programmes that set out what children must experience and learn about.
- revisions to all 17 ELGs across the 7 areas of learning to make these clearer and more precise and to make it easier for practitioners to understand what is required for a child to be at the expected level of development.
- removal of 'exceeding' assessment band.
- removal of statutory local authority moderation.

It is therefore not possible to directly compare assessment outcomes since 2021/22 with earlier years.

Impact of coronavirus (COVID-19)

Disruption to early years provision and family life and the limiting of social contact with peers during the pandemic is likely to have affected EYFS assessment outcomes. Early years settings were closed to all but vulnerable children and children of critical workers between March and June 2020, when the children taking the EYFS assessment in 2021/22 were approximately 3 years old, in 2022/23 were approximately 2 years old, in 2023/24 were approximately 1 year old and in 2024/25 were less than 1 year old. Many settings and services, including stay and play sessions, will have faced ongoing disruption of varying degrees - for example due to staff absence. Social contact with peers was limited for much of 2020 and some of 2021.

Decreases were seen between 2018/19 and 2021/22 in attainment elsewhere. The [percentage of pupils meeting the expected standard in the phonics screening check](#) (in year 1) fell over the period (down 6 percentage points). This was followed by a rise in 2022/23 (up 3 percentage points) and then another smaller rise in 2023/24 (up 1 percentage point), a pattern also seen in these statistics in the percentage of children with a good level of development and at the expected level across all 17 early learning goals. However, the percentage of pupils meeting the expected standard in the phonics screening check was unchanged in 2024/25, in contrast to the rises seen in these statistics.

It is not possible to ascertain the scale of the impact of the pandemic on the development of children at national, sub-national or individual levels at the end of the EYFS from the EYFS statistics since 2021/22 alone. This is because the [EYFS Profile (opens in new tab)](#) was revised in September 2021 and so direct comparisons between data from 2021/22 onwards and earlier years are not possible.

Data collection

Data is collected from local authorities covering state-funded schools and private, voluntary and independent (PVI) providers as part of the [EYFS Profile return (opens in new tab)](#). This data is then matched to other data sources, including the school and early years censuses, to obtain information on child characteristics.

[Go to top](#)
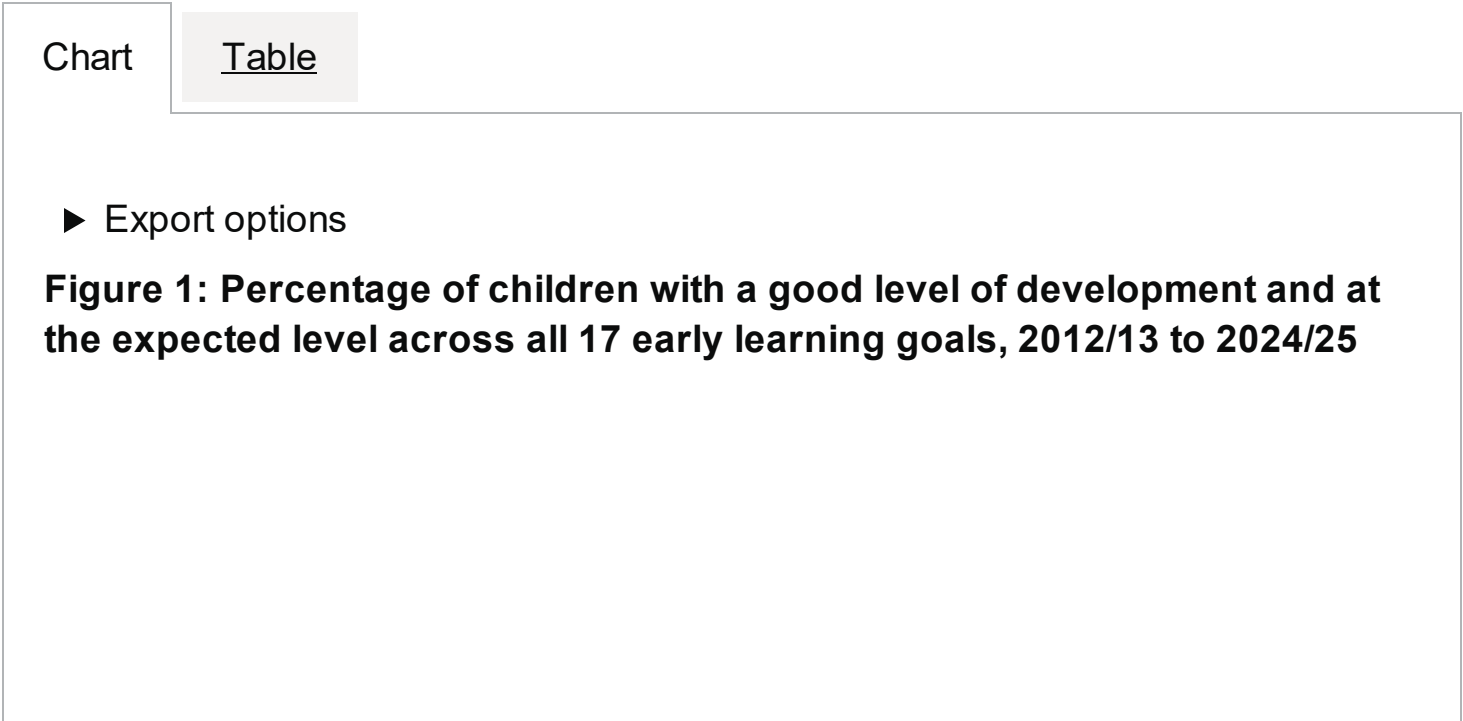

Headline measures

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In 2024/25, over 2 in every 3 children or 68.3% had a good level of development and just over 2 in every 3 children or 66.9% were at the expected level across all 17 early learning goals (ELGs).
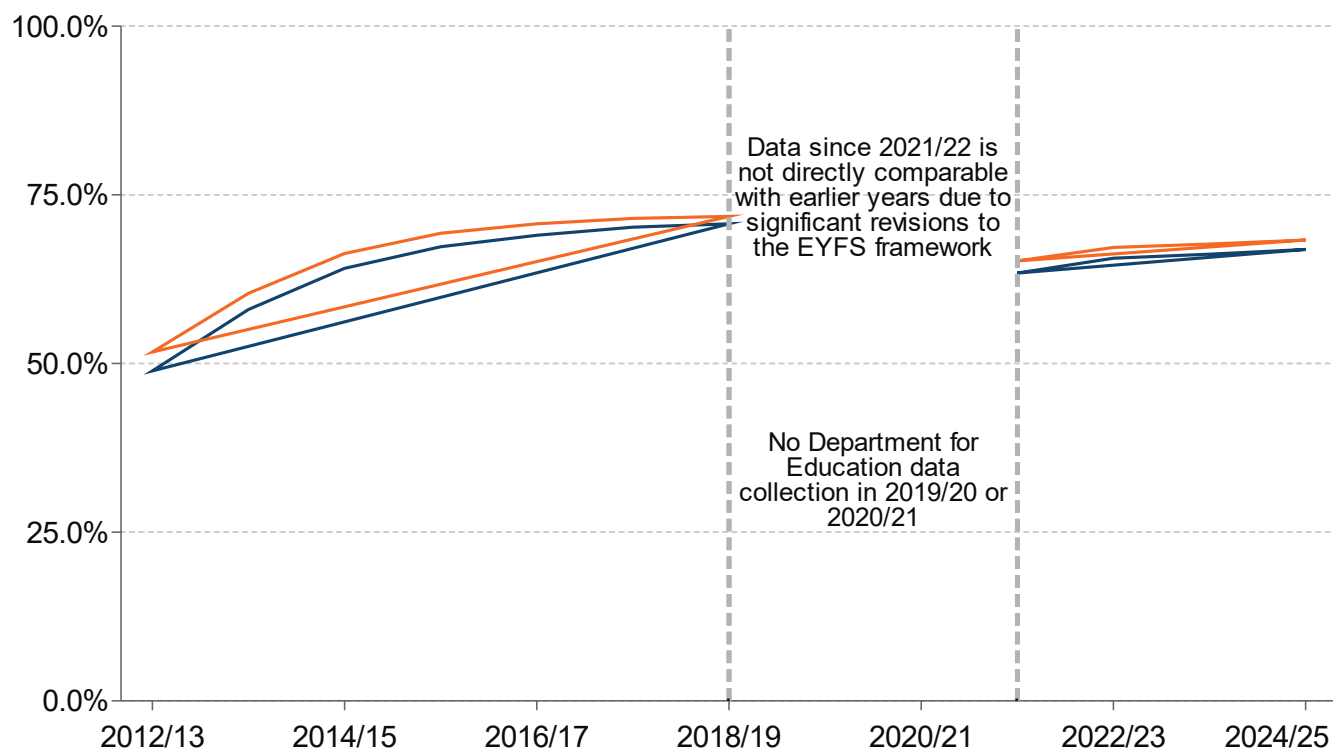
These percentages have increased in each of the three years since the EYFS reforms were introduced in 2021/22, and in 2024/25 were up 0.6 and 0.7 percentage points respectively from a year earlier, and up 3.1 and 3.5 percentage points respectively from 2021/22. Some of the increase may be attributable to gradual recovery from disruption caused by the COVID-19 pandemic and practitioners having greater familiarisation with the new assessment framework, introduced in September 2021.

In 2024/25, each child, on average, had reached the expected level in 14.11 early learning goals, up 0.04 from 2023/24 and up 0.06 from 2021/22.

For context, 589,500 children were assessed under the EYFS Profile in 2024/25, down from 608,200 in 2023/24 and continuing the gradual decrease from 622,600 in 2021/22. This follows a decline each year in live births (opens in new tab) between (calendar year) 2017 and 2020, which affects the EYFS Profile cohorts since 2021/22.

Whilst assessment outcomes since 2021/22 are not directly comparable with earlier years due to significant changes to the EYFS Profile (see 'About these statistics' section for more information), a time series of the headline percentage EYFS measures is shown below for context.

| Chart | Table |

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Figure 1: Percentage of children with a good level of development and at the expected level across all 17 early learning goals, 2012/13 to 2024/25

Data since 2021/22 is not directly comparable with earlier years due to significant revisions to the EYFS framework

No Department for Education data collection in 2019/20 or 2020/21

Percentage of children at expected level across all early learning goals (England)

Percentage of children with a good level of development (England)

Footnotes

1. The early years foundation stage profile was significantly revised in September 2021. It is therefore not possible to directly compare assessment outcomes since 2021/22 with earlier years. See the methodology page for more information.

2. The 2019/20 and 2020/21 data collections were cancelled due to coronavirus (COVID-19).

Show 2 more footnotes

Source: Early years foundation stage profile data

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Areas of learning and early learning goals

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Areas of Learning

In 2024/25, across the 7 areas of learning, expressive arts and design had the highest percentage of children at the expected level, overtaking physical development which previously had the highest percentage since the EYFS reforms. In contrast, continuing the same pattern since the EYFS reforms, literacy still had the lowest percentage, at nearly 15 percentage points lower than expressive arts and design in 2024/25.

In 2024/25 (compared with a year earlier), the percentage of children at the expected level increased at least slightly across most areas of learning (by up to 0.6 percentage points for mathematics); the exception was physical development, which was unchanged. This contrasts with 2023/24, where the percentage of children at the expected level decreased at least slightly (by up to 0.5 percentage points) across all but one area of learning.

| Chart | Table |

Figure 2: Percentage of children at the expected level by area of learning, 2021/22 to 2024/25

	2021/22	2022/23	2023/24	2024/25
Communication and language	79.5%	79.7%	79.3%	79.5%
Personal, social and emotional development	83.0%	83.2%	82.9%	83.1%
Physical development	84.9%	85.2%	84.8%	84.7%
Literacy	68.0%	69.7%	70.0%	70.5%
Mathematics	75.9%	77.1%	77.0%	77.6%
Understanding the world	79.6%	80.3%	80.0%	80.4%
Expressive arts and design	84.5%	85.0%	84.7%	85.1%

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Source: Early years foundation stage profile data

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Early Learning Goals

In 2024/25, across the 17 early learning goals (ELGs), the same pattern since the EYFS reforms continued; gross motor skills still had the highest percentage of children at the expected level, whilst writing remained the lowest percentage, with the difference narrowing from a year earlier (from 20.3 to 19.8 percentage points).

In 2024/25 (compared with a year earlier), the percentage of children at the expected level increased at least slightly for most ELGs (by up to 0.6 percentage points for number); the exceptions were gross motor skills, which was unchanged, and fine motor skills, which decreased slightly (down 0.1 percentage points). This contrasts with 2023/24, where the percentage of children at the expected level decreased at least slightly (by up to 0.6 percentage points) for all but two ELGs.

The EYFS Profile handbook (opens in new tab) was updated for 2024/25 to allow a child's established or preferred mode of communication (including non-speaking communication, such as signing) to be used for the Speaking ELG. This may have contributed, at least in part, to the rise in the speaking ELG in 2024/25 (up 0.4 percentage points).

| Chart | Table |

▶ Export options

Figure 3: Percentage of children at the expected level by early learning goal, 2021/22 to 2024/25

		2021/22	2022/23	2023/24	2024/25
Communication and language	**Listening, attention and understanding**	82.2%	82.2%	81.6%	81.7%
	Speaking	82.6%	82.8%	82.3%	82.7%
Personal, social and emotional development	**Self-regulation**	85.1%	85.1%	84.7%	84.8%
	Managing self	87.1%	87.2%	86.8%	86.9%
	Building relationships	88.6%	88.4%	87.9%	88.0%

Physical development	Gross motor skills	92.1%	92.1%	91.6%	91.6%
	Fine motor skills	85.8%	86.0%	85.6%	85.5%
Literacy	Comprehension	80.3%	80.6%	80.1%	80.4%
	Word reading	74.7%	76.2%	76.2%	76.5%
	Writing	69.5%	71.0%	71.4%	71.8%
Mathematics	Number	77.8%	78.9%	78.7%	79.3%
	Numerical patterns	77.2%	78.3%	78.2%	78.7%
Understanding the world	Past and present	81.7%	82.1%	81.6%	81.9%
	People, culture and communities	81.3%	81.8%	81.4%	81.8%
	The natural world	85.3%	85.4%	84.9%	85.1%
Expressive arts and design	Creating with materials	87.2%	87.5%	87.0%	87.3%
	Being imaginative and expressive	86.9%	87.0%	86.6%	86.9%

Data symbols ❓

Source: Early years foundation stage profile data

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Number of ELGs at expected level

The distribution of the number of ELGs at the expected level shows that there are higher percentages of children either with 0 or all ELGs, with rises from a year earlier, and lower percentages of children with 1 to 16 ELGs, with mostly falls from a year earlier.

Chart | Table

▶ Export options

Figure 4: Difference (percentage point) between 2023/24 and 2024/25 in percentage of children reaching 0 to 17 early learning goals at the expected level

		2024/25
All early learning goals	0	0.1pp
	1	-0.0pp
	2	-0.1pp
	3	-0.1pp
	4	-0.0pp
	5	-0.0pp
	6	-0.1pp
	7	-0.1pp
	8	0.0pp
	9	-0.0pp
	10	-0.1pp
	11	-0.0pp
	12	-0.1pp
	13	-0.1pp
	14	-0.1pp
	15	-0.1pp
	16	-0.1pp
	17	0.7pp

Data symbols ?

Source: Early years foundation stage profile data

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Figure 5: Difference (percentage point) between 2023/24 and 2024/25 in percentage of children reaching 0 to 12 early learning goals at the expected level, of those contributing to a good level of development

		2024/25
All ELGs contributing to GLD	0	0.1pp
	1	-0.0pp
	2	-0.1pp
	3	-0.1pp
	4	-0.0pp
	5	-0.1pp
	6	-0.0pp
	7	-0.1pp
	8	-0.1pp
	9	-0.1pp
	10	-0.1pp
	11	-0.1pp
	12	0.6pp

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Data symbols ?

Source: Early years foundation stage profile data

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As stated in earlier sections, the percentage of children at the expected level in all ELGs, and in all ELGs relating to a good level of development, has increased each year since 2021/22. At the same time, the percentage of children at the expected level in 0 ELGs (out of 17) has increased each year, from 4.2% in 2021/22 to 5.1% in 2024/25. Therefore, this has resulted in greater divergence each year between those with the highest and lowest levels of development.

The increase since 2021/22 in the percentage of children at the expected level in 0 ELGs is partly linked to:

1. a rise each year in the proportion of children assessed under EYFSP with SEN, up from 10.2% in 2021/22 to 13.7% in 2024/25.
2. an overall rise in the proportion of children with 0 ELGs at the expected level, with SEN, up from 65.8% in 2021/22 to 77.5% in 2024/25.
3. a rise in the percentage of children with SEN, at the expected level in 0 ELGs, up from 26.9% in 2021/22 to 28.9% in 2024/25. For children without SEN identified, this fell from 1.4% in 2021/22 to 1.1% in 2024/25. Children with SEN have therefore become more likely to reach the expected level in 0 ELGs in recent years, while those without SEN identified have become less likely to.

Good level of development by child characteristics

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Sex, first language, free school meal eligibility, and term of birth

A higher percentage of female, autumn-born, and children not eligible for free school meals had a good level of development than male, summer-born and children eligible for free school meals, respectively.

In 2024/25, the difference between autumn and summer born children narrowed for the third consecutive year and also narrowed between females and males, in contrast to the previous year. The difference between children not eligible and eligible for free

school meals widened in 2024/25 for the second consecutive year, due to a rise in the former and a fall in the latter.

A higher percentage of children with English as their first language had a good level of development than those with English as an additional language. However, compared with the other characteristics, the difference, which narrowed for the third consecutive year, was smaller.

Figure 6: Percentage of children with a good level of development by child characteristics, 2023/24 and 2024/25

Characteristic	Characteristic type	2023/24	2024/25	Change (pp)
Sex	Female	75.0%	75.3%	0.3
	Male	60.7%	61.6%	0.9
	Difference (pp)	14.3	13.7	-0.6
First language	English	69.7%	69.9%	0.3
	Other than English	63.5%	64.7%	1.3
	Difference (pp)	6.2	5.2	-1.0
Free school meals	Not eligible	72.0%	72.5%	0.5
	Eligible	51.5%	51.3%	-0.3
	Difference (pp)	20.5	21.3	0.8
Term of birth	Autumn-born	75.6%	75.6%	-0.1
	Spring-born	69.5%	70.0%	0.5
	Summer-born	60.0%	61.1%	1.1
	Max difference (pp)	15.6	14.4	-1.1

1. 'pp' indicates percentage point

Ethnicity

> The statistics in this section are based on children with a recorded/known ethnicity. In 2024/25, 3.1% of children assessed under the EYFS Profile had an unknown ethnicity (down from 3.4% in 2023/24).

In 2024/25, continuing the same pattern since the EYFS reforms, the Chinese ethnic group still had the highest proportion of children with a good level of development. Conversely, the Irish Traveller ethnic group still had the lowest proportion, for the third consecutive year. The difference between the two ethnic groups widened from a year earlier (from 42.8 to 46.9 percentage points).

In 2024/25 (compared with a year earlier), the percentage of children with a good level of development increased at least slightly across 13 of the 18 ethnic groups (by up to 3.8 percentage points for Gypsy/Roma), whereas 15 ethnic groups increased in 2023/24 (by between 0.3 and 2.4 percentage points).

There were at least slight falls in 5 ethnic groups in 2024/25 (by up to 3.4 percentage points for the Irish Traveller group).

| Chart | Table |

▶ Export options

Figure 7: Percentage of children with a good level of development by ethnic group, 2021/22 to 2024/25

		2021/22	2022/23	2023/24	2024/25
Ethnicity minor	**Chinese**	74.9%	76.4%	78.1%	78.8%
	White and Asian	71.5%	73.4%	74.8%	75.1%
	Indian	72.0%	72.0%	71.1%	72.9%

Indian	72.0%	72.0%	71.1%	72.5%
Irish	69.7%	71.3%	72.8%	71.2%
English / Welsh / Scottish / Northern Irish / British	67.0%	69.3%	69.8%	70.0%
Any other Mixed / Multiple ethnic background	67.0%	68.6%	69.0%	69.9%
Any other White background	62.4%	64.5%	66.7%	68.9%
White and Black African	66.7%	67.7%	68.0%	68.7%
Any other Asian background	63.0%	64.7%	65.5%	66.1%
Bangladeshi	62.4%	65.0%	65.4%	65.3%
White and Black Caribbean	62.0%	64.2%	65.2%	64.7%
Pakistani	60.0%	62.3%	62.6%	63.3%
African	61.1%	63.5%	62.7%	63.1%
Caribbean	60.2%	61.5%	62.3%	63.0%
Any other Black / African / Caribbean background	58.2%	60.3%	59.9%	61.4%
Any other ethnic group	55.3%	59.1%	60.2%	60.0%
Gypsy / Roma	31.3%	33.6%	35.4%	39.1%
Irish Traveller	35.3%	32.9%	35.3%	31.9%

Source: Early years foundation stage profile data

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Special educational needs (SEN)

SEN support

SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.

Education, health and care (EHC) plans

A local authority may issue an Education, health and care plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

In 2024/25, 13.7% of children assessed under the EYFS Profile had a special

educational need (SEN), continuing the gradual rise each year from 10.2% in 2021/22. In addition, among children with SEN, 25.9% of children had an EHC plan, again continuing the gradual rise each year from 21.5% in 2021/22.

In 2024/25 (compared with a year earlier), the percentage of children with SEN support that had a good level of development increased for the third consecutive year and the percentage of children with an EHC plan that had a good level of development also increased slightly in 2024/25.

Figure 8: Percentage of children with a good level of development by special educational need category, 2023/24 and 2024/25

SEN category	2023/24	2024/25	Change (pp)
No SEN provision	75.6%	76.5%	0.9
All SEN provision	19.7%	20.6%	0.9
SEN support	24.9%	26.4%	1.4
EHC plan	3.8%	4.0%	0.2

Deprivation

Outcomes also vary by levels of income deprivation, which can be measured using the Income Deprivation Affecting Children Index (IDACI), which is based on the child's residence.

IDACI is a supplementary index of the English indices of deprivation. The 2019 edition was used in this 2024/25 statistics release and a revision to these statistics (specifically file 4), to account for the 2025 edition, is currently planned for early 2026.

For more information on IDACI, see the methodology page.

The percentage of children with a good level of development is lowest for those who live in the 10% most deprived areas (decile 1) and rises incrementally to being the highest for those who live in the 10% least deprived areas (decile 10).

In 2024/25 (compared with a year earlier), the percentage of children with a good level of development increased across all IDACI deciles (from 0.3 to 1.3 percentage points). This is similar to the pattern seen in 2023/24, where the percentage increased across all but one IDACI deciles.

The difference between the 10% most and the 10% least deprived areas in 2024/25 was 18.7 percentage points, similar to 2022/23 and 2023/24 (was 18.5 and 18.6 percentage points respectively).

| Chart | Table |

▶ Export options

Figure 9: Percentage of children with a good level of development by IDACI decile, 2021/22 to 2024/25
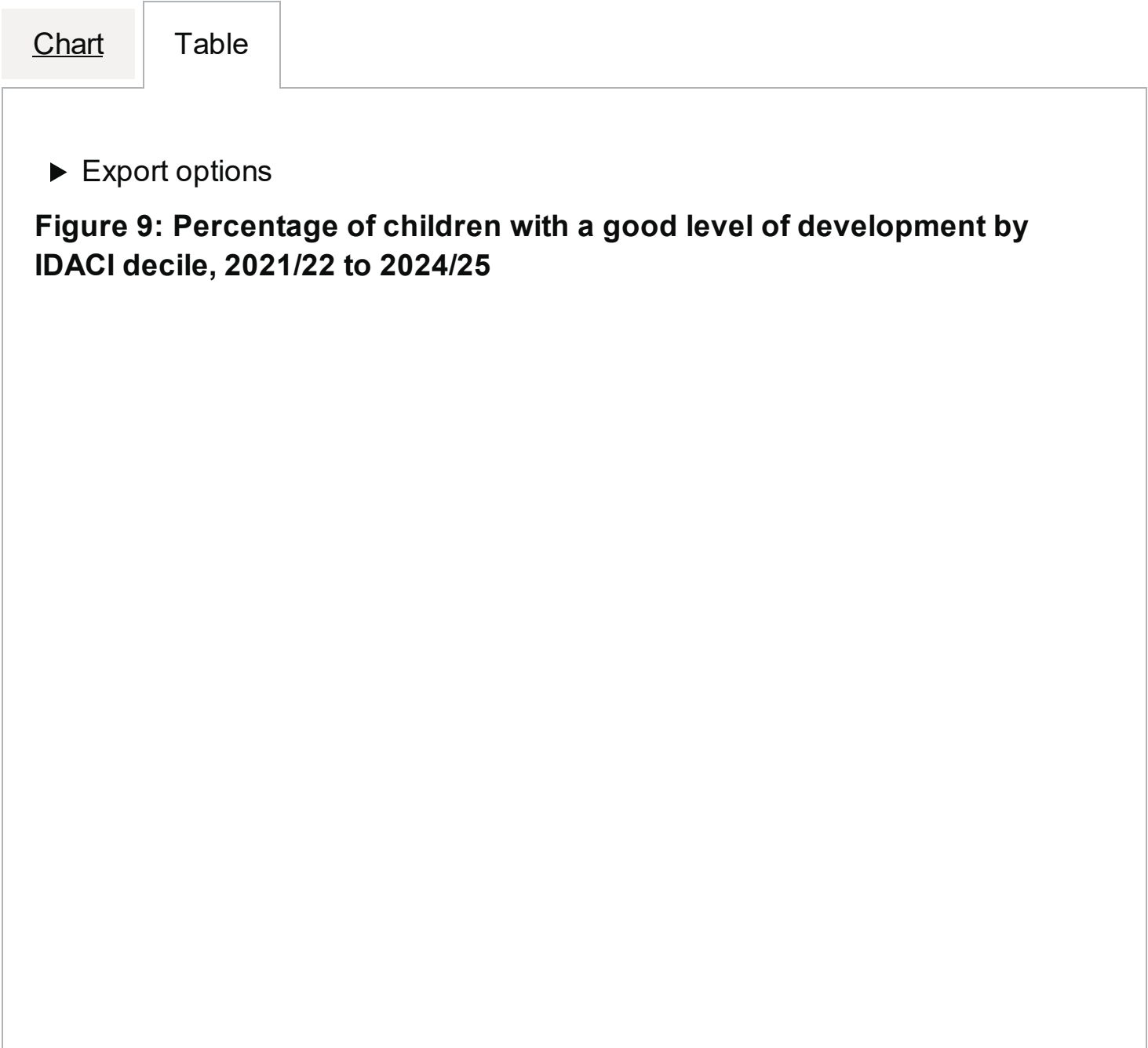
	2021/22	2022/23	2023/24	2024/25
1	55.3%	58.1%	58.4%	58.9%
2	58.8%	61.1%	61.8%	62.2%
3	61.3%	63.6%	63.9%	64.6%
4	63.7%	65.6%	65.9%	67.1%
5	65.6%	67.9%	68.5%	68.9%
6	67.8%	69.3%	69.9%	70.4%
7	69.3%	71.1%	71.8%	72.3%
8	71.4%	73.2%	73.1%	73.8%
9	72.7%	74.4%	75.1%	75.4%
10	75.3%	76.6%	77.0%	77.7%

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[Data symbols](#) ?

Footnotes

1. IDACI deciles are based on the [English indices of deprivation 2019 (opens in new tab)](#). See the methodology page for more information.
2. Sub-national breakdowns are based on the location of the child's residence.

Source: Early years foundation stage profile data

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Good level of development by region and local authority

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Across all regions, in 2024/25, Outer London had the highest percentage of children with a good level of development whilst the North West had the lowest percentage. In 2024/25 (compared with a year earlier), most regions increased at least slightly (by up to 0.9 percentage points in the South East, the South West and Outer London); the exception was the fall in the North East (down 0.3 percentage points).

Chart | Table

▶ Export options

Figure 10: Percentage of children with a good level of development by region, 2021/22 to 2024/25

	2021/22	2022/23	2023/24	2024/25
North East	64.1%	66.3%	66.8%	66.5%
North West	61.7%	64.3%	64.4%	65.0%
Yorkshire and The Humber	64.4%	66.1%	66.1%	66.2%
East Midlands	64.5%	66.8%	67.0%	67.3%
West Midlands	63.7%	66.0%	66.2%	66.9%
East of England	64.6%	67.2%	67.9%	68.7%
London	67.8%	69.1%	70.0%	70.7%
South East	67.5%	69.6%	69.8%	70.7%
South West	66.3%	68.0%	69.2%	70.2%
Inner London	67.5%	69.1%	70.2%	70.3%
Outer London	67.9%	69.1%	69.9%	70.8%

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Source: Early years foundation stage profile data

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Explore data

Excluding the City of London and the Isles of Scilly (which have relatively small

numbers of children), in 2024/25 (compared with a year earlier), the percentage of children with a good level of development increased at least slightly in 109 or 72% of local authorities (by up to 5.3 percentage points in West Berkshire). This is more than in 2023/24, where 97 or 64% of local authorities increased at least slightly (by up to 5.3 percentage points).

In contrast, in 2024/25, the percentage of children with a good level of development fell at least slightly in 34 or 23% of local authorities (by up to 2.1 percentage points in Lewisham). This is fewer than in 2023/24, where 50 or 33% of local authorities fell at least slightly (by up to 4.0 percentage points).

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Find out how and why we collect, process and publish these statistics.

[Early years foundation stage profile results](#)

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- meet identified user needs
- produced according to sound methods

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You are welcome to contact us directly with any comments about how we meet these standards. Alternatively, you can contact OSR by emailing regulation@statistics.gov.uk or via the OSR website (opens in new tab).

Contact us

If you have a specific enquiry about Early years foundation stage profile results statistics and data:

Early Years Statistics Team
Email: earlyyears.statistics@education.gov.uk
Contact name: Jay Morris

Press office
If you have a media enquiry:

Telephone: 020 7783 8300

Public enquiries
If you have a general enquiry about the Department for Education (DfE) or education:

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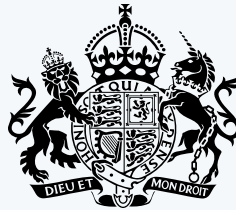Cookies   Privacy notice   Contact us   Accessibility statement   Glossary   Help and support

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