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Department for Education

Academic year 2025/26

Early years foundation stage profile results

Annual statistics on early years foundation stage profile assessments in England relating to the 7 areas of learning and the 17 early learning goals.

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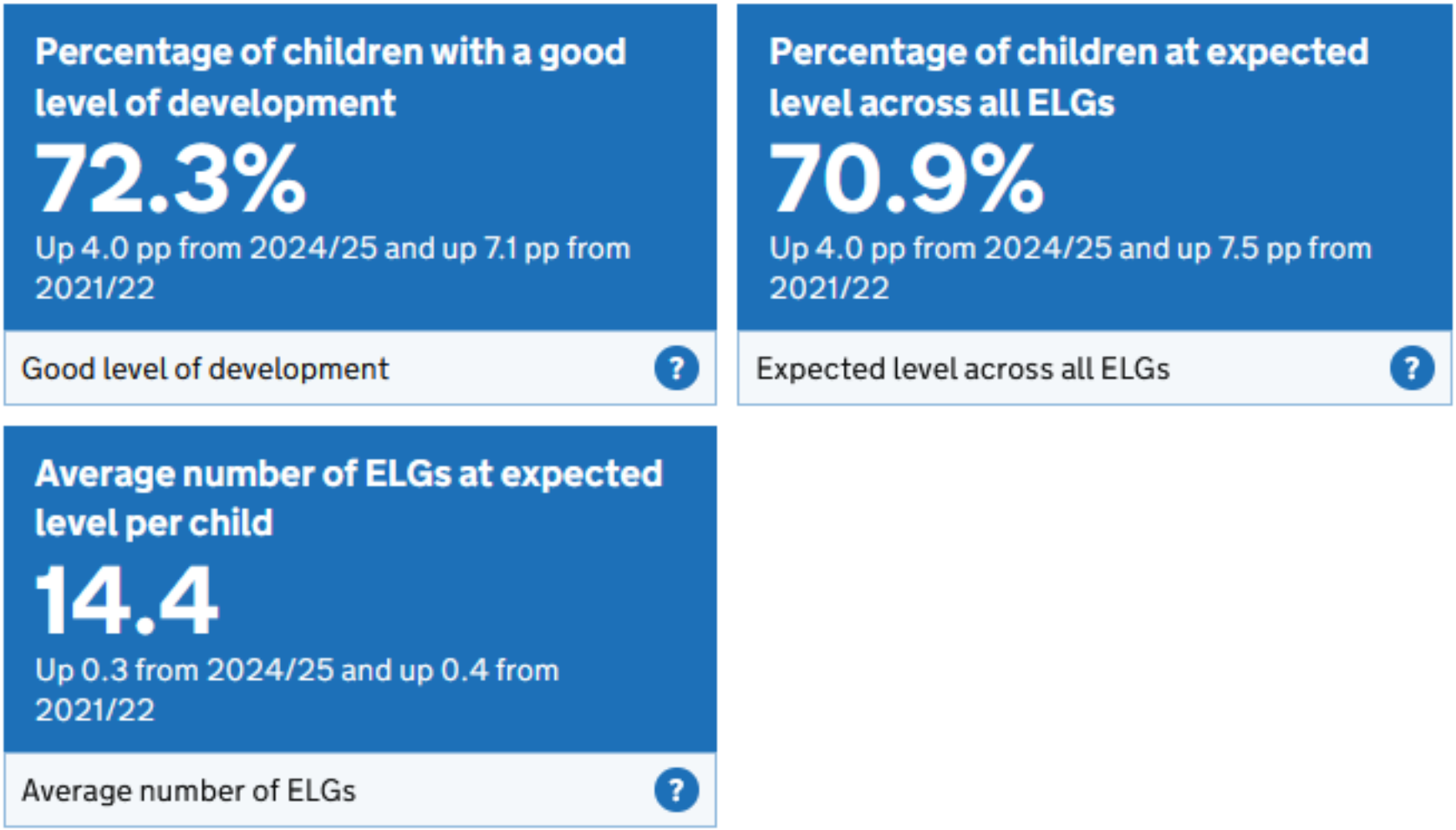

In 2025/26:

- over 7 in every 10 children or 72.3% had a good level of development, up from 68.3% a year earlier and 65.2% since 2021/22 (the first year following the EYFS reforms in September 2021).
- just over 7 in every 10 children or 70.9% were at the expected level across all 17 early learning goals (ELGs), up from 66.9% a year earlier and 63.4% since 2021/22.

Whilst these percentages have increased in each of the four years since the EYFS reforms were introduced in 2021/22, the latest annual rises of 4.0 percentage points across both measures represent the largest since

2021/22. For context, the next largest annual increases were 2.1 percentage points for children with a good level of development, and 2.3 percentage points for children with all ELGs at the expected level in 2022/23, i.e. the second year following the EYFS reforms.

The latest annual rises represent, on average, one additional child in every class reaching a good level of development and one additional child in every class reaching the expected level across all ELGs (based on the average 2025/26 class size for infants).

In 2025/26, each child, on average, had reached the expected level in 14.4 early learning goals, up from 14.1 in each year between 2021/22 and 2024/25.

Through the strategy Giving Every Child the Best Start in Life (opens in new tab), the government has set a target for 75% of children to reach a good level of development in the EYFS profile assessment by 2028. Focusing on supporting children's development from their earliest years is essential to enabling all children to realise their potential. Progress towards this target is monitored through these official statistics.

Year-on-year changes in the data should be interpreted in the context of this government policy target, together with wider government interventions. These include: greater access to EYFS profile data for accountable bodies from September 2025, updates to the EYFS profile handbook (opens in new tab), and the introduction of new EYFS profile assessment support aimed at enhancing practitioners' and leaders' knowledge and expertise in this statutory assessment.

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About these statistics

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.

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

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 significantly revised 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.

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.

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Headline measures

In 2025/26:

- over 7 in every 10 children or 72.3% had a good level of development, up from 68.3% a year earlier and 65.2% since 2021/22 (the first year following the EYFS reforms in September 2021).

- just over 7 in every 10 children or 70.9% were at the expected level across all 17 early learning goals (ELGs), up from 66.9% a year earlier and 63.4% since 2021/22.

Whilst these percentages have increased in each of the four years since the EYFS reforms were introduced in 2021/22, the latest annual rises of 4.0 percentage points across both measures represent the largest since 2021/22. For context, the next largest annual increases were 2.1 percentage points for children with a good level of development, and 2.3 percentage points for children with all ELGs at the expected level in 2022/23, i.e. the second year following the EYFS profile reforms.

The latest annual rises represent, on average, one additional child in every class reaching a good level of development and one additional child in every class reaching the expected level across all ELGs (based on the average 2025/26 class size for infants).

In 2025/26, each child, on average, had reached the expected level in 14.4 early learning goals, up 0.3 from 2024/25 and up 0.4 from 2021/22.

Through the strategy Giving Every Child the Best Start in Life (opens in new tab), the government has set a target for 75% of children to reach a good level of development in the EYFS profile assessment by 2028. Focusing on supporting children's development from their earliest years is essential to enabling all children to realise their potential. Progress towards this target is monitored through these official statistics.

Year-on-year changes in the data should be interpreted in the context of this government policy target, together with wider government interventions. These include: greater access to EYFS profile data for accountable bodies from September 2025, updates to the EYFS profile handbook, and the introduction of new EYFS profile assessment support aimed at enhancing practitioners' and leaders' knowledge and expertise in this statutory assessment.

For context, 576,700 children were assessed under the EYFS profile in 2025/26, down from 589,500 in 2024/25 and continuing the gradual decrease from 622,600 in 2021/22. This follows a decline in live births (opens in new tab) for the relevant cohorts.

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 EYFS measures is shown below for context.

Chart | Table

▶ Export options

Figure 1: Percentage of children with a good level of development and at the expected level across all early learning goals, 2012/13 to 2025/26

	Percentage of children with a good level of development	Percentage of children at expected level across all early learning goals
2012/13	51.7%	48.9%
2013/14	60.4%	58.0%
2014/15	66.3%	64.1%
2015/16	69.3%	67.3%
2016/17	70.7%	69.0%
2017/18	71.5%	70.2%
2018/19	71.8%	70.7%
2019/20	b	b
2020/21	b	b
2021/22	65.2%	63.4%
2022/23	67.2%	65.6%
2023/24	67.7%	66.2%
2024/25	68.3%	66.9%
2025/26	72.3%	70.9%

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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 1 more footnote

Source: Early years foundation stage profile data

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Areas of learning and early learning goals

Areas of learning

In 2025/26, across the 7 areas of learning, expressive arts and design still had the highest percentage of children at the expected level for the second consecutive year. In contrast, continuing the same pattern since the EYFS reforms, literacy still had the lowest percentage. However, the difference between these areas of learning narrowed from a year earlier, from 14.6 to 12.4 percentage points.

Compared with a year earlier, the percentage of children at the expected level increased in 2025/26 across all areas of learning, ranging from rises of 1.2 to 3.8 percentage points for physical development and literacy, respectively. This is larger than the annual changes seen in 2024/25, where they ranged from being unchanged for physical development to a rise of 0.6 percentage points for mathematics.

Broadly speaking, in 2025/26, areas of learning with lower percentages in 2024/25 increased by more than areas of learning with higher percentages.

Chart | Table

▶ Export options

Figure 2: Percentage of children at the expected level by area of learning, 2021/22 to 2025/26

	2021/22	2022/23	2023/24	2024/25	2025/26
Expressive arts and design	84.5%	85.0%	84.7%	85.1%	86.7%
Physical development	84.9%	85.2%	84.8%	84.7%	86.0%
Personal, social and emotional development	83.0%	83.2%	82.9%	83.1%	85.0%
Understanding the world	79.6%	80.3%	80.0%	80.4%	82.5%
Communication and language	79.5%	79.7%	79.3%	79.5%	81.7%
Mathematics	75.9%	77.1%	77.0%	77.6%	80.1%
Literacy	68.0%	69.7%	70.0%	70.5%	74.3%

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Source: Early years foundation stage profile data

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Early learning goals

In 2025/26, 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 still had the lowest percentage. The difference narrowed from a year earlier, from 19.8 to 16.8 percentage points.

Compared with a year earlier, the percentage of children at the expected level in 2025/26 increased across all ELGs, ranging from rises of 0.9 to 3.9 percentage points for gross motor skills and writing, respectively. This is larger than the annual changes seen in 2024/25, where they ranged from a slight fall of 0.1 percentage points to a rise of 0.6 percentage points.

Broadly speaking, in 2025/26, ELGs with lower percentages in 2024/25 increased by more than ELGs with higher percentages.

Chart | Table

▶ Export options

Figure 3: Percentage of children at the expected level by early learning goal, 2021/22 to 2025/26

		2021/22	2022/23	2023/24	2024/25	2025/26
Communication and language	**All early learning goals**	79.5%	79.7%	79.3%	79.5%	81.7%
	Listening, attention and understanding	82.2%	82.2%	81.6%	81.7%	83.6%
	Speaking	82.6%	82.8%	82.3%	82.7%	84.6%
Personal, social and	**All early learning**	83.0%	83.2%	82.9%	83.1%	85.0%

Personal, social and emotional development	**All early learning goals**	85.0%	85.2%	85.3%	85.1%	86.0%
	Self-regulation	85.1%	85.1%	84.7%	84.8%	86.6%
	Managing self	87.1%	87.2%	86.8%	86.9%	88.5%
	Building relationships	88.6%	88.4%	87.9%	88.0%	89.4%
Physical development	**All early learning goals**	84.9%	85.2%	84.8%	84.7%	86.0%
	Gross motor skills	92.1%	92.1%	91.6%	91.6%	92.5%
	Fine motor skills	85.8%	86.0%	85.6%	85.5%	86.6%
Literacy	**All early learning goals**	68.0%	69.7%	70.0%	70.5%	74.3%
	Comprehension	80.3%	80.6%	80.1%	80.4%	82.6%
	Word reading	74.7%	76.2%	76.2%	76.5%	79.3%
	Writing	69.5%	71.0%	71.4%	71.8%	75.7%
Mathematics	**All early learning goals**	75.9%	77.1%	77.0%	77.6%	80.1%
	Number	77.8%	78.9%	78.7%	79.3%	81.4%
	Numerical patterns	77.2%	78.3%	78.2%	78.7%	81.0%
Understanding the world	**All early learning goals**	79.6%	80.3%	80.0%	80.4%	82.5%

world	goals					
	Past and present	81.7%	82.1%	81.6%	81.9%	83.9%
	People, culture and communities	81.3%	81.8%	81.4%	81.8%	83.7%
	The natural world	85.3%	85.4%	84.9%	85.1%	86.7%
Expressive arts and design	**All early learning goals**	84.5%	85.0%	84.7%	85.1%	86.7%
	Creating with materials	87.2%	87.5%	87.0%	87.3%	88.6%
	Being imaginative and expressive	86.9%	87.0%	86.6%	86.9%	88.3%

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Source: Early years foundation stage profile data

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Number of ELGs at the expected level

The distribution of the number of ELGs at the expected level shows that in 2025/26, just over 7 in 10 (70.9%) children reached the expected level in all 17 ELGs, followed by just under 1 in every 20 children who did not reach the expected level in any ELGs (4.6%). The percentages for the remaining numbers of ELGs were lower, ranging from 1.0% to 2.7%. This pattern has remained consistent over time.

Chart | Table

▶ Export options

Figure 4: Percentage of children reaching 0 to 17 early learning goals at the expected level, 2021/22 to 2025/26

		2021/22	2022/23	2023/24	2024/25	2025/26
All early learning goals	**0**	4.2%	4.5%	5.0%	5.1%	4.6%
	1	1.4%	1.4%	1.5%	1.5%	1.4%
	2	1.3%	1.3%	1.3%	1.2%	1.1%
	3	1.2%	1.2%	1.2%	1.1%	1.0%
	4	1.4%	1.3%	1.3%	1.3%	1.1%
	5	1.5%	1.4%	1.4%	1.3%	1.2%
	6	1.5%	1.4%	1.4%	1.3%	1.2%
	7	1.7%	1.6%	1.6%	1.5%	1.3%

7	1.7%	1.6%	1.6%	1.5%	1.3%
8	1.5%	1.4%	1.4%	1.4%	1.2%
9	1.7%	1.5%	1.5%	1.5%	1.3%
10	1.7%	1.6%	1.6%	1.5%	1.3%
11	1.9%	1.7%	1.7%	1.7%	1.5%
12	2.7%	2.4%	2.3%	2.2%	2.0%
13	3.1%	2.8%	2.7%	2.6%	2.2%
14	3.1%	2.8%	2.6%	2.6%	2.2%
15	3.8%	3.4%	3.2%	3.1%	2.7%
16	3.1%	2.6%	2.3%	2.2%	1.9%
17	63.4%	65.6%	66.2%	66.9%	70.9%

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Source: Early years foundation stage profile data

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Compared with a year earlier, the percentage of children reaching the expected level in 2025/26 in all 17 ELGs increased. Conversely, it decreased across all other numbers, with 0 ELGs having the largest fall (down 0.5 percentage points).

Chart | Table

▶ Export options

Figure 5: Difference (percentage point) between 2024/25 and 2025/26 in percentage of children reaching 0 to 17 early learning goals at the expected level

		2025/26
All early learning goals	**Total**	0.0pp
	0	-0.5pp
	1	-0.1pp
	2	-0.1pp
	3	-0.1pp
	4	-0.2pp
	5	-0.1pp

5	-0.1pp
6	-0.1pp
7	-0.2pp
8	-0.2pp
9	-0.2pp
10	-0.2pp
11	-0.2pp
12	-0.3pp
13	-0.3pp
14	-0.4pp
15	-0.4pp
16	-0.3pp
17	4.0pp

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As stated in earlier sections, the percentage of children reaching the expected level in all 17 ELGs and in all 12 ELGs relating to a good level of development has increased each year since 2021/22. Regarding the percentage of children at the expected level in 0 ELGs (out of 17), this increased each year between 2021/22 and 2024/25, from 4.2% to 5.1%. This resulted in growing divergence over the period between those with the highest and lowest levels of development. However, in 2025/26, this percentage fell for the first time since the EYFS reforms to 4.6%

The proportion of children not reaching the expected level in any ELGs is considerably higher for children with special educational needs (SEN) than in those without SEN (26.8% and 0.9% respectively in 2025/26). Given there has been an increase each year in the proportion of children assessed under the EYFS profile with SEN, up from 10.2% in 2021/22 to 13.8% in 2025/26, the overall increase in the proportion of children not reaching the expected level in any ELGs, up from 4.2% in 2021/22 to 4.6% in 2025/26, is partly associated with this.

Further information on children with SEN can be found in the SEN section below.

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Good level of development by child characteristics

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

In 2025/26, continuing the long-term trend, a higher percentage of female children had a good level of development than male children, at 78.6% and 66.3%, respectively. The difference narrowed for the second consecutive year to 12.3 percentage points in 2025/26.

A higher percentage of children with English as their first language, children not eligible for free school meals and autumn born children had a good level of development than children with English as an additional language, children eligible for free school meals and summer-born children, respectively. This pattern has remained consistent across all years since the EYFS reforms in 2021/22.

In 2025/26, all characteristic types had increases (from a year earlier) in the percentage of children with a good level of development, ranging from rises of 2.8 to 5.0 percentage points for autumn born and summer born children, respectively.

Children not eligible for free school meals and children whose first language was English both accounted for over three-quarters of the cohort (in both years), and these groups increased by just under 4 percentage points each in 2025/26.

The difference between children not eligible and eligible for free school meals widened for the third consecutive year to 21.6 percentage points in 2025/26. Conversely, the differences for whether English was the first language or not and autumn born compared with summer born children narrowed for the fourth consecutive year, to 4.3 and 12.2 percentages points respectively in 2025/26.

Figure 6: Percentage of children with a good level of development by child characteristics, 2024/25 and 2025/26

Characteristic	Characteristic type	2024/25	2025/26	Change (pp)
Sex	Female	75.3	78.6	3.3
	Male	61.6	66.3	4.7

	Difference (pp)	13.7	12.3	-1.4
First language	English	69.9	73.7	3.8
	Other than English	64.7	69.4	4.6
	Difference (pp)	5.2	4.3	-0.8
Free school meals	Not eligible	72.5	76.4	3.9
	Eligible	51.3	54.8	3.5
	Difference (pp)	21.3	21.6	0.4
Term of birth	Autumn-born	75.6	78.4	2.8
	Spring-born	70.0	74.7	4.7
	Summer-born	61.1	66.1	5.0
	Max difference (pp)	14.4	12.2	-2.2

. ‘pp’ indicates percentage point

Ethnicity

The statistics in this section are based on children with a recorded/known ethnicity. In 2025/26, 2.5% of children assessed under the EYFS profile had an unknown ethnicity (down from 3.1% in 2024/25).

In 2025/26, 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 fourth consecutive year. The difference between the two ethnic groups widened from a year earlier (from 46.9 to 51.8 percentage points).

Compared with a year earlier, the percentage of children with a good level of development in 2025/26 increased across all but one of the 18 ethnic groups. The changes ranged from a fall of 1.0 percentage points for the Irish Traveller group to a rise of 5.9 percentage points for the Irish group.

In comparison, 13 ethnic groups increased at least slightly in 2024/25, while 5 ethnic groups fell at least slightly; the changes ranged from a fall of 3.4 percentage points for the Irish Traveller group to a rise of 3.8 percentage points for the Gypsy / Roma group.

Chart | Table

▶ Export options

Figure 7: Percentage of children with a good level of development by ethnic group, 2021/22 to 2025/26

		2021/22	2022/23	2023/24	2024/25	2025/26
Ethnicity minor	**Chinese**	74.9%	76.4%	78.1%	78.8%	82.8%
	White and Asian	71.5%	73.4%	74.8%	75.1%	78.2%
	Indian	72.0%	72.0%	71.1%	72.9%	77.5%
	Irish	69.7%	71.3%	72.8%	71.2%	77.1%
	Any other Mixed / Multiple ethnic background	67.0%	68.6%	69.0%	69.9%	74.5%

English / Welsh / Scottish / Northern Irish / British	67.0%	69.3%	69.8%	70.0%	73.8%
Any other White background	62.4%	64.5%	66.7%	68.9%	73.1%
White and Black African	66.7%	67.7%	68.0%	68.7%	72.9%
Any other Asian background	63.0%	64.7%	65.5%	66.1%	71.8%
Bangladeshi	62.4%	65.0%	65.4%	65.3%	70.1%
White and Black Caribbean	62.0%	64.2%	65.2%	64.7%	68.5%
Pakistani	60.0%	62.3%	62.6%	63.3%	67.8%
African	61.1%	63.5%	62.7%	63.1%	67.6%
Caribbean	60.2%	61.5%	62.3%	63.0%	65.1%
Any other Black / African / Caribbean background	58.2%	60.3%	59.9%	61.4%	64.0%
Gypsy / Roma	31.3%	33.6%	35.4%	39.1%	41.3%
Irish Traveller	35.3%	32.9%	35.3%	31.9%	30.9%

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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 receiving SEN support will not have an education, health and care plan.
>
> **Education, health and care (EHC) plans**
>
> A local authority may issue an EHC 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 2025/26, 13.8% of children assessed under the EYFS profile had a special educational need (SEN) and, of those children, 25.8% had an EHC plan. Whilst both percentages were similar to a year earlier, they were up

from 10.2% and 21.5% respectively in 2021/22.

The percentage of children with SEN support that had a good level of development in 2025/26 increased for the fourth consecutive year, as did the corresponding percentage for children without SEN. The percentage of children with an EHC plan that had a good level of development increased for the second consecutive year.

Children without SEN accounted for around 85% of the cohort (in both years) and the percentage with a good level of development increased by 4 percentage points in 2025/26 (compared with a year earlier).

Figure 8: Percentage of children with a good level of development by special educational need category, 2024/25 and 2025/26

SEN category	2024/25	2025/26	Change (pp)
No SEN provision	76.5	80.5	4.0
All SEN provision	20.6	24.1	3.5
SEN support	26.4	30.7	4.3
EHC plan	4.0	5.0	1.0

. ‘pp’ indicates percentage point

Deprivation

The Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families and is based on the child’s residence. IDACI is a supplementary index of the English indices of deprivation (opens in new tab). The statistics

(specifically data set 4) for 2021/22 to 2025/26 are based on the 2025 version of IDACI. 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 2025/26 (compared with a year earlier), the percentage of children with a good level of development increased across all IDACI deciles, ranging from rises of 3.0 to 4.4 percentage points for deciles 10 and 2, respectively. This continues the pattern from a year earlier, although with much larger increases (the rises ranged from 0.1 to 0.8 percentage points in 2024/25).

The difference between the 10% most and the 10% least deprived areas in 2025/26 was 19.1 percentage points, narrowing from 20.2 percentage points in 2024/25 and 21.2 percentage points in 2021/22.

Chart | Table

▶ Export options

Figure 9: Percentage of children with a good level of development by IDACI decile, 2021/22 to 2025/26

	2021/22	2022/23	2023/24	2024/25	2025/26
1	55.5%	58.2%	58.4%	59.1%	63.2%
2	58.5%	60.7%	61.2%	61.7%	66.1%
3	61.0%	63.2%	63.8%	64.7%	68.8%
4	63.0%	65.3%	65.8%	66.5%	70.9%
5	65.8%	67.5%	68.0%	68.8%	72.7%
6	67.6%	69.4%	70.0%	70.5%	74.4%
7	69.7%	71.3%	71.8%	72.6%	76.1%
8	71.2%	73.1%	73.7%	74.2%	77.8%
9	73.4%	75.1%	75.6%	76.1%	79.5%
10	76.7%	78.4%	79.1%	79.3%	82.3%

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Data symbols

Footnotes

1. 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

Regions

Across all regions, in 2025/26, the South East (74.7%) had the highest percentage of children with a good level of development, overtaking Outer London which previously had the highest. Continuing the same pattern since the EYFS reforms, the North West (69.5%) still had the lowest percentage. Compared with a year earlier, the percentage increased in 2025/26 across all 10 regions, ranging from rises of 3.2 to 4.5 percentage points for Inner London and Yorkshire and The Humber, respectively.

Chart | Table

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Figure 10: Percentage of children with a good level of

development by region, 2021/22 to 2025/26

	2021/22	2022/23	2023/24	2024/25	2025/26
South East	67.5%	69.6%	69.8%	70.7%	74.7%
South West	66.3%	68.0%	69.2%	70.2%	74.4%
Outer London	67.9%	69.1%	69.9%	70.8%	74.2%
Inner London	67.5%	69.1%	70.2%	70.3%	73.5%
East of England	64.6%	67.2%	67.9%	68.7%	72.5%
East Midlands	64.5%	66.8%	67.0%	67.3%	71.7%
West Midlands	63.7%	66.0%	66.2%	66.9%	70.8%
Yorkshire and The Humber	64.4%	66.1%	66.1%	66.2%	70.7%
North East	64.1%	66.3%	66.8%	66.5%	70.3%
North West	61.7%	64.3%	64.4%	65.0%	69.5%

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Source: Early years foundation stage profile data

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Local authorities

The percentage of children with a good level of development varies by local authority. In 2025/26, just under 1 in every 5 local authorities (19% or 29) had a percentage of at least 75%.

Chart | Table

▶ Export options

Figure 11: Percentage of children with a good level of development by local authority, 2021/22 to 2025/26

		2021/22	2022/23	2023/24	2024/25	2025/26
North East	**County Durham**	64.5%	66.2%	66.1%	65.1%	70.0%
	Darlington	66.0%	63.7%	65.7%	64.9%	70.2%
	Gateshead	62.9%	67.6%	67.4%	66.4%	69.8%
	Hartlepool	64.4%	64.5%	65.5%	65.0%	68.4%
	Middlesbrough	56.5%	60.9%	61.3%	61.6%	66.2%
	Newcastle upon Tyne	62.4%	63.6%	65.6%	66.4%	70.4%
	North Tyneside	61.9%	66.3%	68.1%	66.9%	72.1%

	North Tyneside	61.9%	66.3%	68.1%	66.9%	72.1%
	Northumberland	67.5%	68.8%	69.2%	69.1%	71.9%
	Redcar and Cleveland	64.8%	67.6%	66.9%	67.8%	70.2%
	South Tyneside	66.1%	69.2%	68.0%	66.7%	70.8%
	Stockton-on-Tees	68.1%	69.7%	69.5%	69.5%	70.8%
	Sunderland	63.7%	66.0%	67.0%	67.3%	71.1%
North West	**Blackburn with Darwen**	63.1%	63.7%	64.4%	65.2%	69.2%
	Blackpool	60.1%	63.9%	63.2%	63.5%	65.9%
	Bolton	63.5%	63.9%	63.8%	64.2%	67.6%
	Bury	63.3%	65.7%	65.0%	65.2%	69.2%
	Cheshire East	66.1%	69.0%	69.2%	69.9%	74.1%
	Cheshire West and Chester	67.1%	67.8%	66.5%	67.7%	72.1%
	Cumberland	no data	65.0%	65.2%	64.0%	71.1%
	Cumbria	61.5%	no data	no data	no data	no data
	Halton	60.1%	62.2%	61.2%	62.2%	65.7%
	Knowsley	58.7%	64.1%	63.1%	66.3%	67.8%
	Lancashire	62.1%	64.4%	64.8%	64.1%	70.1%

	Liverpool	58.4%	61.5%	62.0%	64.3%	67.9%
	Manchester	53.1%	58.5%	59.6%	60.3%	65.4%
	Oldham	59.8%	62.8%	63.6%	63.1%	67.9%
	Rochdale	59.6%	62.7%	62.2%	61.0%	65.8%
	Salford	57.7%	61.5%	60.7%	63.4%	66.6%
	Sefton	60.8%	63.8%	62.7%	65.2%	70.2%
	St. Helens	60.9%	64.4%	66.0%	64.9%	69.6%
	Stockport	65.5%	67.6%	68.7%	68.0%	72.9%
	Tameside	60.1%	60.9%	62.0%	61.6%	67.0%
	Trafford	71.6%	72.1%	72.6%	74.0%	75.4%
	Warrington	69.5%	70.3%	70.1%	71.0%	74.0%
	Westmorland and Furness	no data	65.5%	64.9%	67.4%	72.1%
	Wigan	62.1%	63.4%	63.9%	65.9%	68.8%
	Wirral	62.9%	65.2%	66.2%	66.1%	70.4%
Yorkshire and The Humber	**Barnsley (E08000038)**	no data	no data	no data	67.9%	73.6%
	Barnsley (E08000016)	67.1%	68.7%	68.8%	no data	no data
	Bradford	62.3%	62.2%	61.5%	61.9%	67.1%

Calderdale	65.4%	66.7%	67.1%	65.3%	68.0%
Doncaster	65.0%	67.2%	68.4%	67.5%	71.8%
East Riding of Yorkshire	65.2%	68.7%	67.3%	68.5%	71.2%
Kingston upon Hull, City of	65.0%	65.5%	64.5%	65.3%	69.4%
Kirklees	62.5%	65.2%	65.5%	66.4%	70.4%
Leeds	61.0%	63.2%	64.9%	63.9%	68.6%
North East Lincolnshire	64.3%	68.8%	66.0%	66.7%	71.0%
North Lincolnshire	65.3%	66.8%	64.7%	66.7%	71.0%
North Yorkshire (E06000065)	no data	no data	71.2%	70.6%	76.2%
North Yorkshire (E10000023)	68.3%	70.3%	no data	no data	no data
Rotherham	64.5%	67.3%	64.3%	64.9%	71.2%
Sheffield (E08000039)	no data	no data	no data	65.5%	68.2%
Sheffield (E08000019)	63.9%	64.9%	64.5%	no data	no data
Wakefield	66.1%	67.9%	68.7%	69.6%	75.4%
York	70.9%	69.7%	70.0%	71.4%	73.6%

East Midlands	**Derby**	62.9%	63.3%	64.8%	64.6%	69.3%
	Derbyshire	64.4%	66.9%	66.8%	66.9%	71.7%
	Leicester	60.2%	63.3%	63.0%	64.5%	70.3%
	Leicestershire	67.6%	69.1%	69.6%	70.4%	74.3%
	Lincolnshire	64.1%	67.5%	67.7%	66.4%	71.9%
	North Northamptonshire	62.1%	66.1%	66.6%	67.0%	70.8%
	Nottingham	60.3%	63.3%	63.6%	65.1%	67.9%
	Nottinghamshire	66.8%	67.4%	67.7%	67.4%	71.7%
	Rutland	70.9%	75.5%	71.6%	70.8%	77.6%
	West Northamptonshire	65.8%	68.6%	68.2%	70.3%	73.3%
West Midlands	**Birmingham**	62.7%	65.1%	65.0%	66.3%	69.0%
	Coventry	61.1%	63.9%	63.3%	65.3%	67.9%
	Dudley	61.9%	63.3%	62.9%	63.7%	69.1%
	Herefordshire, County of	71.8%	70.4%	71.0%	72.0%	72.7%
	Sandwell	59.1%	61.2%	61.8%	61.8%	67.5%
	Shropshire	65.0%	67.6%	68.0%	68.0%	72.4%
	Solihull	66.9%	69.0%	70.5%	69.7%	75.3%
	Staffordshire	67.5%	68.8%	69.9%	70.6%	73.9%

	Staffordshire	67.5%	68.8%	69.9%	70.6%	73.9%
	Stoke-on-Trent	61.3%	62.7%	63.9%	64.6%	69.2%
	Telford and Wrekin	64.5%	68.0%	69.0%	67.3%	71.8%
	Walsall	58.5%	63.5%	65.7%	66.5%	70.6%
	Warwickshire	66.0%	68.9%	68.2%	68.6%	72.0%
	Wolverhampton	61.9%	63.3%	62.8%	64.2%	67.8%
	Worcestershire	65.0%	67.8%	67.6%	68.0%	73.1%
East of England	Bedford	63.8%	66.9%	66.2%	68.6%	71.1%
	Cambridgeshire	65.8%	66.2%	66.5%	67.6%	72.4%
	Central Bedfordshire	65.5%	67.2%	68.9%	68.2%	71.3%
	Essex	66.8%	68.9%	69.4%	70.7%	73.9%
	Hertfordshire	64.7%	67.7%	69.9%	69.8%	74.0%
	Luton	56.6%	61.1%	62.0%	64.0%	69.7%
	Norfolk	64.4%	67.4%	67.3%	67.5%	71.4%
	Peterborough	60.7%	63.1%	62.3%	65.3%	70.0%
	Southend-on-Sea	65.9%	66.3%	66.1%	68.3%	74.8%
	Suffolk	62.3%	66.2%	67.5%	68.1%	70.2%
	Thurrock	68.1%	70.3%	69.6%	70.1%	73.0%

South East	**Bracknell Forest**	68.1%	70.0%	70.3%	71.6%	74.6%
	Brighton and Hove	65.9%	69.2%	69.6%	70.4%	71.3%
	Buckinghamshire	64.2%	69.7%	71.3%	71.4%	76.4%
	East Sussex	69.0%	69.9%	69.0%	70.3%	73.6%
	Hampshire	70.7%	71.6%	71.9%	71.9%	76.1%
	Isle of Wight	63.2%	69.8%	68.0%	70.2%	72.0%
	Kent	65.8%	68.3%	68.0%	68.9%	74.0%
	Medway	65.9%	68.2%	68.0%	69.6%	73.0%
	Milton Keynes	66.7%	69.8%	68.4%	73.0%	76.4%
	Oxfordshire	67.5%	69.2%	68.8%	70.4%	75.3%
	Portsmouth	62.0%	65.1%	65.2%	65.5%	70.6%
	Reading	64.1%	63.8%	66.9%	68.4%	72.4%
	Slough	65.1%	67.2%	69.1%	70.8%	73.6%
	Southampton	61.8%	66.9%	66.6%	68.1%	70.0%
	Surrey	73.0%	73.3%	73.9%	74.1%	77.1%
	West Berkshire	64.8%	66.5%	66.8%	72.1%	74.9%
	West Sussex	64.4%	67.5%	67.7%	67.8%	72.1%

	Windsor and Maidenhead	67.2%	66.6%	70.5%	71.0%	73.9%
	Wokingham	73.1%	75.0%	75.5%	77.3%	79.8%
South West	**Bath and North East Somerset**	71.1%	70.6%	72.2%	72.6%	76.3%
	Bournemouth, Christchurch and Poole	67.6%	70.4%	70.9%	71.5%	74.4%
	Bristol, City of	64.7%	65.9%	68.4%	68.7%	73.9%
	Cornwall	66.0%	67.5%	69.7%	70.4%	75.3%
	Devon	65.8%	67.4%	69.0%	69.7%	73.5%
	Dorset	65.6%	67.5%	67.4%	69.7%	74.9%
	Gloucestershire	67.4%	67.8%	68.2%	68.6%	73.0%
	Isles of Scilly	80.0%	69.2%	83.3%	92.3%	81.0%
	North Somerset	71.6%	72.3%	71.1%	74.4%	77.7%
	Plymouth	63.5%	64.1%	66.7%	67.4%	71.9%
	Somerset (E06000066)	no data	no data	69.3%	70.4%	74.3%
	Somerset (E10000027)	64.3%	67.3%	no data	no data	no data
	South Gloucestershire	69.6%	72.1%	73.1%	74.5%	77.2%

	Swindon	63.8%	66.5%	67.5%	68.2%	73.0%
	Torbay	63.7%	63.5%	68.8%	68.5%	72.6%
	Wiltshire	66.9%	68.9%	69.1%	70.4%	75.3%
Inner London	**Camden**	65.3%	68.3%	69.8%	69.8%	74.0%
	City of London	66.7%	84.2%	84.2%	78.8%	81.0%
	Hackney	68.5%	69.5%	69.2%	68.1%	70.7%
	Hammersmith and Fulham	66.6%	66.9%	70.4%	71.5%	76.4%
	Haringey	70.6%	73.2%	73.5%	73.5%	75.0%
	Islington	64.7%	66.6%	65.1%	67.8%	70.6%
	Kensington and Chelsea	66.2%	68.1%	69.7%	69.7%	70.4%
	Lambeth	67.2%	67.2%	68.2%	70.1%	73.2%
	Lewisham	69.6%	69.7%	72.6%	70.6%	75.6%
	Newham	68.7%	70.5%	71.3%	71.9%	73.9%
	Southwark	68.3%	69.9%	69.9%	70.0%	73.9%
	Tower Hamlets	60.5%	65.2%	66.4%	65.7%	70.6%
	Wandsworth	71.8%	71.9%	73.7%	73.1%	75.8%
	Westminster	65.9%	65.7%	68.1%	71.3%	74.2%

Outer London	**Barking and Dagenham**	62.5%	65.2%	67.2%	67.9%	72.7%
	Barnet	64.9%	70.4%	71.3%	71.3%	73.8%
	Bexley	69.2%	71.3%	71.4%	73.2%	75.5%
	Brent	65.7%	66.3%	67.0%	68.3%	72.2%
	Bromley	71.9%	72.3%	73.2%	73.3%	76.9%
	Croydon	67.4%	69.1%	69.3%	70.4%	74.0%
	Ealing	68.0%	68.4%	68.4%	67.8%	73.5%
	Enfield	65.4%	65.2%	68.2%	69.2%	71.2%
	Greenwich	68.6%	70.1%	70.1%	71.7%	75.7%
	Harrow	70.4%	68.2%	69.8%	71.1%	74.2%
	Havering	64.5%	64.8%	66.8%	68.5%	71.3%
	Hillingdon	63.9%	68.7%	66.5%	71.2%	73.2%
	Hounslow	66.5%	66.7%	67.3%	67.6%	72.9%
	Kingston upon Thames	71.5%	72.1%	70.5%	71.8%	76.2%
	Merton	69.0%	69.1%	69.9%	71.0%	75.3%
	Redbridge	68.7%	70.5%	72.6%	72.8%	74.4%
	Richmond upon Thames	74.4%	75.6%	77.1%	77.0%	81.0%

Sutton	70.2%	68.3%	69.2%	69.5%	72.7%
Waltham Forest	72.7%	74.4%	74.2%	75.0%	77.3%

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Excluding the City of London and the Isles of Scilly (which have relatively small numbers of children), the percentage of children with a good level of development increased in every local authority in 2025/26 (compared with a year earlier). The increases ranged from rises of 0.7 percentage points for both Herefordshire and Kensington and Chelsea to a rise of 7.1 percentage points for Cumberland.

Nearly 1 in every 4 local authorities (23% or 34 local authorities) had increases of at least 5 percentage points in 2025/26.

This is a notable increase from 2024/25, where 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), and fell at least slightly in 34 or 23% of local authorities (by up to 2.1 percentage points).

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Contact us

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