

Early Years Foundation Stage Profile 2018

National Report

For each Early Learning Goal, these tables show the percentage of pupils at each level in 2017 nationally.

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

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	13.8	63.5	22.8	86.2
Understanding	14.1	63.1	22.8	85.9
Speaking	14.6	66.2	19.3	85.4
Physical development				
Moving and handling	10.4	71.6	18.0	89.6
Health and self-care	8.7	71.7	19.6	91.3
Personal, social and emotional development				
Self-confidence and self-awareness	10.9	70.8	18.3	89.1
Managing feelings and behaviour	12.0	71.9	16.1	88.0
Making relationships	10.3	73.6	16.1	89.7
Literacy				
Reading	23.0	58.4	18.7	77.0
Writing	26.7	62.1	11.1	73.3
Mathematics				
Numbers	20.8	63.6	15.6	79.2
Shape, space and measures	18.4	67.1	14.5	81.6
Understanding the World				
People and communities	14.3	72.1	13.7	85.7
The World	14.3	70.6	15.2	85.7
Technology	7.3	76.9	15.8	92.7
Expressive arts, designing and making				
Exploring using media and materials	11.2	73.0	15.8	88.8
Being imaginative	11.6	73.8	14.6	88.4
Achieved a Good Level of Development				70.7

1. National outcomes are drawn from all English providers of state-funded early years education (including academies and free schools), private, voluntary and independent (PVI) sectors that are within the scope of the EYFSP data collection.
2. Calculations of percentages are based upon the number of results, not the number of pupils in the group.
3. Percentages may not add up to 100 due to rounding.
4. The 'At Least Expected' column is based upon 'Expected' or 'Exceeding' grades.
5. Please note that unlike the School Report, pupils who have an 'A' grade or missing result are not included in the percentage calculations.

Percentage of boys at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	18.2	64.1	17.8	81.8
Understanding	17.9	62.8	19.2	82.1
Speaking	18.7	65.1	16.1	81.3
Physical development				
Moving and handling	14.7	72.2	13.1	85.3
Health and self-care	11.7	72.9	15.4	88.3
Personal, social and emotional development				
Self-confidence and self-awareness	14.3	70.7	15.0	85.7
Managing feelings and behaviour	16.6	71.7	11.7	83.4
Making relationships	14.2	73.8	12.1	85.8
Literacy				
Reading	28.1	55.6	16.4	71.9
Writing	33.1	58.8	8.1	66.9
Mathematics				
Numbers	24.3	59.2	16.5	75.7
Shape, space and measures	21.9	63.3	14.7	78.1
Understanding the World				
People and communities	18.3	70.0	11.7	81.7
The World	17.7	67.0	15.3	82.3
Technology	8.6	74.1	17.3	91.4
Expressive arts, designing and making				
Exploring using media and materials	16.3	73.6	10.1	83.7
Being imaginative	16.4	73.9	9.7	83.6
Achieved a Good Level of Development				64.0

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Percentage of girls at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	9.1	62.8	28.0	90.9
Understanding	10.0	63.4	26.6	90.0
Speaking	10.2	67.2	22.5	89.8
Physical development				
Moving and handling	5.8	71.1	23.1	94.2
Health and self-care	5.5	70.5	24.0	94.5
Personal, social and emotional development				
Self-confidence and self-awareness	7.4	70.9	21.7	92.6
Managing feelings and behaviour	7.2	72.1	20.7	92.8
Making relationships	6.3	73.4	20.3	93.7
Literacy				
Reading	17.6	61.3	21.1	82.4
Writing	20.1	65.6	14.3	79.9
Mathematics				
Numbers	17.1	68.2	14.8	82.9
Shape, space and measures	14.7	71.1	14.2	85.3
Understanding the World				
People and communities	10.1	74.3	15.7	89.9
The World	10.7	74.3	15.0	89.3
Technology	6.0	79.7	14.3	94.0
Expressive arts, designing and making				
Exploring using media and materials	5.9	72.4	21.7	94.1
Being imaginative	6.6	73.7	19.7	93.4
Achieved a good Level of Development				77.7

1. National outcomes are drawn from all English providers of state-funded early years education (including academies and free schools), private, voluntary and independent (PVI) sectors that are within the scope of the EYFSP data collection.
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