

Christ the Sower Ecumenical Primary School

Compare your good level of development (GLD) data

September 2025

Version history

This page gives details of changes made to your report.

Version	Changes	Date
1.1	First version of the report	September 2025

Summary

This report is specific to your school. It is a summary of your good level of development data (GLD) for the 2023 to 2024 academic year. It will be updated with GLD data for the 2024 to 2025 academic year in Autumn 2025.

This data is based on the Early Years Foundation Stage (EYFS) Profile assessment completed by teachers at the end of the academic year in which a child turns 5. Children are assessed against the early learning goals (ELGs) set out in the EYFS statutory framework.

The report includes your school's:

- overall percentage of children with a good level of development compared to local authority, regional and national averages
- overall percentage of pupils reaching each ELG compared to local authority, regional and national averages
- GLD results for different pupil groups compared to local authority, regional and national averages
- your contextual GLD score, which is an estimate of your school's good level of development that considers your school's context
- a summary of areas where you are performing relatively well and areas to focus on

The supplementary tables provided alongside this report cover each of the twelve ELGs contributing to your GLD results. They provide more detail on GLD and certain ELGs by pupil groups, compared with local authority, regional and national averages.

Data that is too small for meaningful comparison has been removed.

Note: This version of the report does not include a similar schools comparison. That will be included in future updates.

How to use this report

This report is designed to help you understand your school's EYFS Profile data and how it compares to local authority, regional and national averages. It can support you in identifying areas where children are doing well and where there may be opportunities to strengthen your school's early years practice.

Please interpret the data with care. The data provides useful insights but does not tell the full story. Always triangulate data in this report with other information, such as

observations of and conversations with children and teachers. Where needed, invest time in upskilling senior leaders in early years and child development.

You are encouraged to share this report with colleagues in your school, your academy trust, your local authority, and other school improvement partners.

Note: This report is not intended for Ofsted. Any data shared with Ofsted by the Department for Education (DfE) is outlined in the [Early years foundation stage profile handbook](#).

How we calculate your results

Your school's GLD percentage is based on the number of children who are assessed as being at the 'predicted' level in 12 ELGs across the five key areas of learning:

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics

There are five additional ELGs that are not included as they do not contribute to the GLD measure. These still play an important role in igniting children's curiosity and enthusiasm and should continue to be assessed. These 5 ELGs are covered in more detail in the [Early years foundation stage profile handbook](#).

You can learn more about how we use EYFS Profile data to calculate your results on [Explore Education Statistics](#).

Benchmarking your results

We compare your results with local authority, regional and national averages to help you understand how you are performing.

Your contextual GLD score

Your contextual GLD score is an estimate of your GLD with certain cohort characteristics taken into account.

"Contextual GLD" scores have been calculated using a "linear regression model". In other words, this model uses the actual GLD scores and contextual cohort information from schools across England, to establish the general relationship between all of these variables. This then allows us to estimate what a school's GLD score would be, given the specific characteristics of that school's cohort, if that school followed the pattern seen in the data as a whole. That estimate is what we call the "contextual GLD score".

For example, summer born children are less likely to achieve GLD. Imagine there are two schools (School A and School B) with an identical cohort, except that school A has a relatively younger cohort. The model will predict that School A will have a lower contextual GLD score than School B.

A full list of the contextual data that is used for this model can be found in Annex A. The score is based on a three-year average for each contextual variable. Because the score reflects the current national picture, it may change each year.

It's important to remember that this score is an estimate, not a precise measurement. Schools are complex, and not all influencing factors can be captured in the model.

You can compare your contextual GLD score with your three-year average actual GLD percentage to see whether your results are:

- Better than predicted
- At the predicted level
- Lower than predicted.

Your contextual GLD score is not a target you are predicted to meet, a benchmark to compare against, or a minimum standard. It is a tool to help you reflect on your school's outcomes with context taken into account.

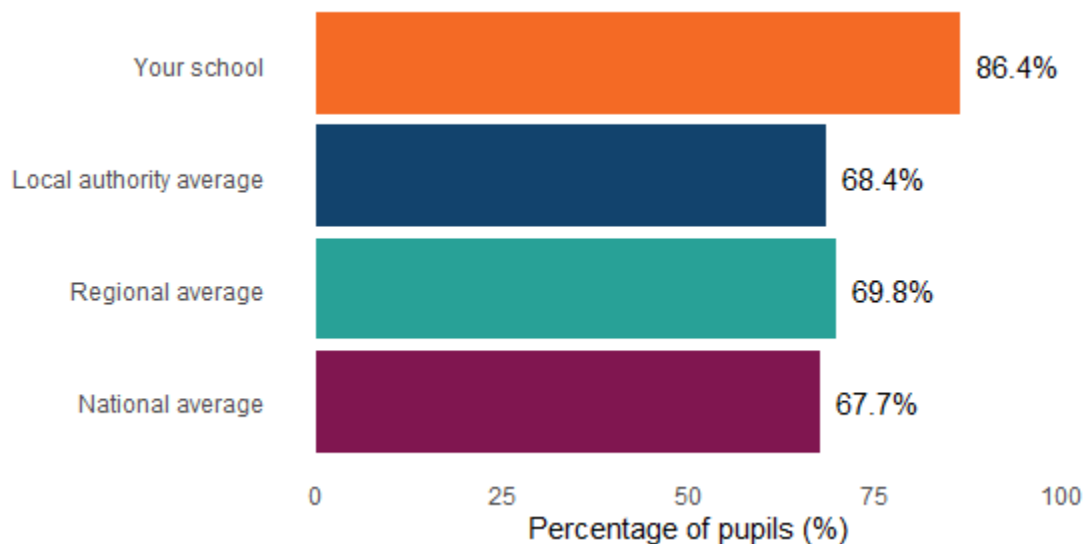
Even if your actual GLD is better than your contextual GLD, there may still be areas for improvement. The Department for Education (DfE) defines what counts as 'better than predicted' based on how schools across the country are performing at the time. This definition can change as national results improve.

This means that even if your school is performing well currently, that may change as national performance changes, so it is important to continue improving. All schools are encouraged to review their outcomes regularly and make progress over time.

Your good level of development (GLD) data

Children with a good level of development

Figure 1: Overall percentage of children with a good level of development in your school compared with the local authority, regional and national averages for the 2023 to 2024 academic year.

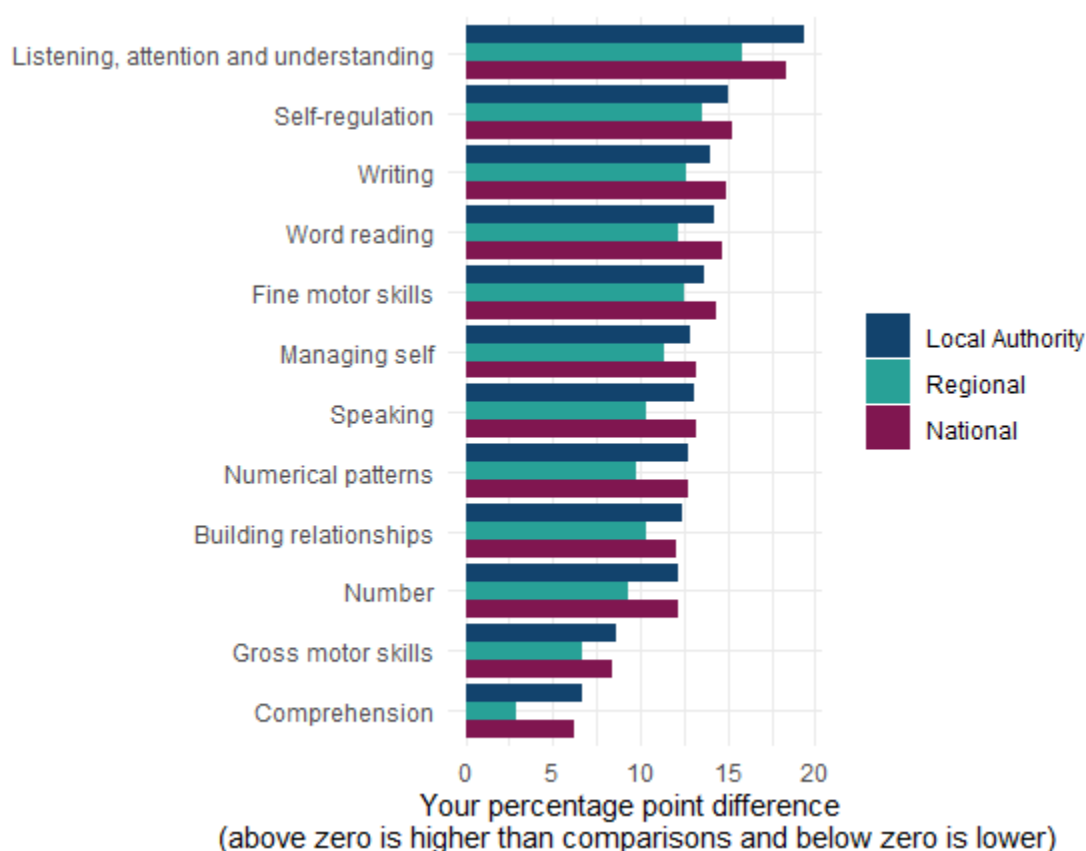


Sources: Early Years Foundation Stage Profile 2023/24 results for your school and national, regional and local authority 2023/24 data from the DfE.

Your school had 86.4% of children at a good level of development in the 2023 to 2024 academic year. This is compared to the Milton Keynes average of 68.4%, the South East average of 69.8% and the national average of 67.7%.

Children reaching each early learning goal (ELG)

Figure 2: Percentage of pupils reaching each early learning goal (ELG) in your school compared with the local authority, regional and national averages for the 2023 to 2024 academic year.



Sources: Early Years Foundation Stage Profile 2023/24 results for your school and national, regional and local authority 2023/24 data from the DfE.

Notes:

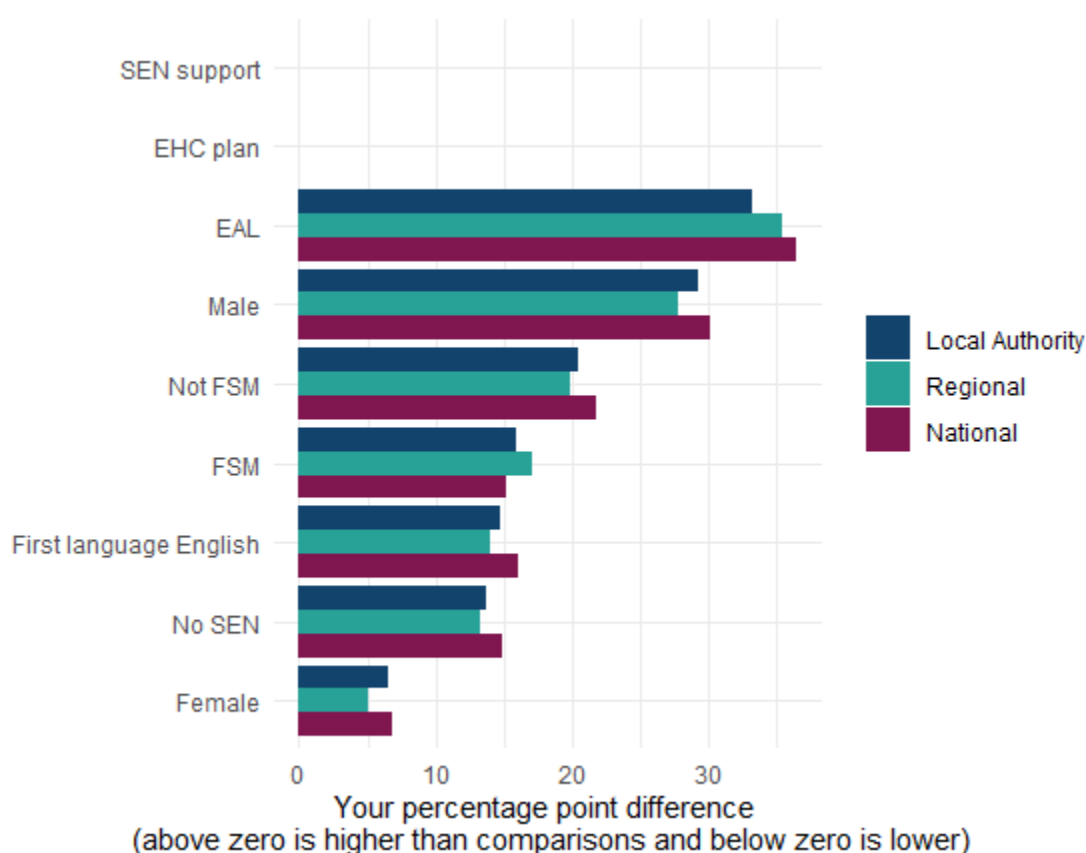
- Any bar chart line that is above 0 (positive) shows that the proportion of children in your school who achieved this ELG was higher than local authority, regional or national averages. Any bar chart line that is below 0 (negative) shows that the proportion of your children reaching this ELG was lower than those averages.
- ELGs have been ordered from the highest performing ELG in comparison across different geographies.

Graph alternative table

Early learning goal	Difference with local authority averages	Difference with regional averages	Difference with national averages
Listening, attention and understanding	+19.4ppt	+15.8ppt	+18.4ppt
Self-regulation	+15.0ppt	+13.6ppt	+15.3ppt
Writing	+14.0ppt	+12.7ppt	+15.0ppt
Word reading	+14.2ppt	+12.2ppt	+14.7ppt
Fine motor skills	+13.7ppt	+12.5ppt	+14.4ppt
Managing self	+12.9ppt	+11.4ppt	+13.2ppt
Speaking	+13.1ppt	+10.4ppt	+13.2ppt
Numerical patterns	+12.7ppt	+9.8ppt	+12.7ppt
Building relationships	+12.4ppt	+10.3ppt	+12.1ppt
Number	+12.2ppt	+9.3ppt	+12.2ppt
Gross motor skills	+8.6ppt	+6.7ppt	+8.4ppt
Comprehension	+6.7ppt	+3.0ppt	+6.3ppt

Different pupil groups reaching a good level of development

Figure 3: Graph showing the differences between your good level of development percentage for specific pupil groups in your school compared with the local authority, regional and national averages for the 2023 to 2024 academic year.



Sources: Early Years Foundation Stage Profile 2023/24 results for your school and national, regional and local authority 2023/24 data from the DfE.

Notes:

- Any bar chart line that is above 0 (positive) shows that the proportion of children in your school who achieved this ELG was higher than local authority, regional or national averages. Any bar chart line that is below 0 (negative) shows that the proportion of your children reaching this ELG was lower than those averages.
- If there are 5 or fewer children in a group, we have not included comparisons with local authority, regional or national averages. These will appear as blank in the chart above and as 'NA' in the table below.

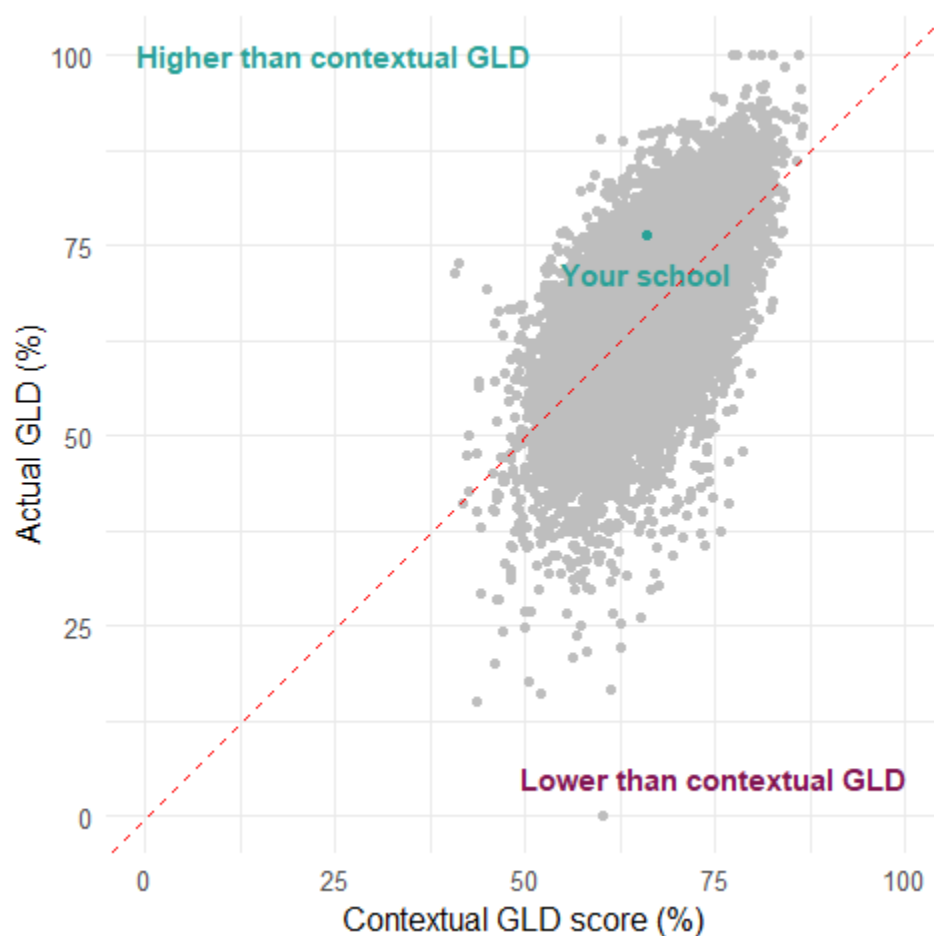
- Where data is presented for pupil groups, these have been ordered from the highest performing groups in comparison across different geographies.
- The rank order of the graph does not necessarily indicate the weakest performing groups in your school. This is because the data for some smaller groups (for example children eligible for FSM, with SEN, or English as an additional language pupils) might be suppressed in line with standard data protection approaches. So, for example if your chart shows “not FSM” or “no SEN” groups as the weakest performing, it might be that other groups would be placed lower on the chart had this data not been suppressed. We encourage you to review your data with your staff in order to fully understand the picture for all cohorts in your school.

Graph alternative table

Pupil group	Difference with local authority averages	Difference with regional averages	Difference with national averages
SEN support	NA	NA	NA
EHC plan	NA	NA	NA
EAL	+33.3ppt	+35.4ppt	+36.5ppt
Male	+29.3ppt	+27.8ppt	+30.2ppt
Not FSM	+20.5ppt	+19.9ppt	+21.8ppt
FSM	+16.0ppt	+17.1ppt	+15.2ppt
First language English	+14.8ppt	+14.0ppt	+16.0ppt
No SEN	+13.8ppt	+13.3ppt	+14.9ppt
Female	+6.5ppt	+5.0ppt	+6.8ppt

Your contextual good level of development (GLD) score

Figure 4: Graph showing your contextual good level of development score compared to your actual good level of development score. Actual GLD percentage is an average over three years, 2021/22 to 2023/24. Contextual percentage GLD is also based on averages across this time period.



Average number of pupils	26
Actual percentage GLD	76.3%
Contextual percentage GLD	66.0%
Difference	+10.3ppt

Reminder: Even if your actual GLD is better than your contextual GLD, there may still be areas for improvement. The DfE defines what counts as 'better than

predicted' based on how schools across the country are performing at the time. This definition can change as national results improve.

Sources: Early Years Foundation Stage Profile results from 2021/22 to 2023/24 alongside contextual GLD score data from the DfE.

Your actual percentage GLD is 76.3%, which is 10.3ppt higher than your contextual GLD score of 66.0%. Your actual percentage GLD is better than predicted.

Notes:

- Figures may not appear to sum due to rounding.
- 'Number of pupils' is averaged over three years, 2021/22 to 2023/24.
- 'Actual percentage GLD' here is an average over three years, 2021/22 to 2023/24. This figure is likely to differ from the 2023/24 GLD in figure 1.
- A school is considered 'as predicted' if their actual GLD is within a certain distance of their contextual GLD score. This distance is unique to each school. For most schools, this distance is based on the percentage point difference that one child makes to the overall score, known as the child's difference. However, if a school's 95% confidence interval around the predicted score is wider than the child's difference, then the confidence interval is used instead. For example, if a school has 10 children in the cohort, the child's difference would be $100/10 = 10\text{ppt}$. If a school has 25 children in the class, the child's difference would be $100/25 = 4\text{ppt}$. The larger the cohort, the smaller the child's difference.
- Refer to the 'How we calculate your data' section for information on how we have calculated your contextual GLD score.

Areas of relative strength and areas to focus on

Based on your good level of development (GLD) data, we have identified areas where you are performing relatively well and areas to focus on. There may be other areas of relative strength and areas to focus on beyond those outlined below. **Comparisons may not be statistically significant.**

Areas of relative strength

Given the context in which your school operates, children are suggested to develop well at your school and actual GLD is 10.3ppt higher than your contextual GLD score.

Children are suggested to develop well across all ELGs compared to local, regional and national data. Your strongest ELGs are:

- **Listening, attention and understanding:** 19.4ppt difference when compared to local authority averages.
- **Self-regulation:** 15.3ppt difference when compared to national averages.

Children are suggested to develop well across all child characteristic groups shown compared to local, regional and national data. Your strongest child characteristic groups are:

- **Children with English as an additional language:** 36.5ppt difference when compared to national averages.
- **Male children:** 30.2ppt difference when compared to national averages.

Areas to focus on

Children in your school are suggested to develop well across all ELGs and pupil groups compared to local authority, regional and national averages.

You may wish to focus on the ELGs and pupil groups where the differences are smallest which are:

- **Comprehension:** 3.0ppt difference when compared to regional averages.
- **Gross motor skills:** 6.7ppt difference when compared to regional averages.

Reflect on early years practice in your school

You can use this data to reflect on:

- what your Early Years Foundation Stage (EYFS) Profile data shows you about how your children are developing at the end of Reception

- which areas of learning show strong progress, and which suggest a risk of children falling behind their peers
- how your EYFS Profile data compares to local authority, regional and national averages and how differences in outcomes may be explained by factors within the school setting
- if assessment practices and internal quality assurance could be more consistent and robust
- staff insights and how they can help explain the data and highlight factors not shown in the numbers

For the new academic year, you could consider:

- how the characteristics of the incoming 2025/26 cohort differ from the 2023/24 cohort
- how these differences could affect staffing, curriculum planning and targeted support

Actions you could take

Use this data to:

- discuss this report and your EYFS Profile data with your Reception staff to understand their experiences and how they have applied their professional judgment in their observations
- identify one or two priority areas for early years improvement and include them in your school improvement plan
- set up a joint meeting or informal visit to a nearby school, to compare trends and priorities in your EYFS Profile data, share strategies that have worked well in supporting early development, and/or explore opportunities for joint continued professional development (CPD).
- plan targeted CPD for staff based on identified needs (for example, communication and language skills or early maths).
- review transition practices between Reception and Year 1 to ensure continuity in learning and development, including for specific early learning goals (ELGs)

where children are developing less well and may need more support to fill gaps in learning.

- ensure the early years Census data continues to be completed as fully as possible to improve data quality in this report.

Annex A - How your contextual good level of development (GLD) score is calculated

Your contextual GLD score is based on data averaged across three years (2021/22, 2022/23 and 2023/24) and has been calculated using the:

- Proportion of children in the reception cohort on free school meals
- Proportion of children in the reception cohort with special educational needs support
- Proportion of children in the reception cohort with an Educational Health Care plan (EHCP)
- Proportion of female children in the reception cohort
- Proportion of children in the reception cohort with English as an additional language (EAL)
- Mean age at the start of the academic year (in months) of the reception cohort
- Mean Income Deprivation Affecting Children Index (IDACI) score of the reception cohort – this is currently based on the 2019 IDACI index, but we will look to update this after the new IDACI index is released
- Major ethnic groups, including % Asian, % Black, % Mixed, % White of the reception cohort
- Proportion of children in the school on free school meals
- Proportion of children in the school with special educational needs support
- Proportion of children in the school with an EHCP
- Mean urban/rurality score for reception cohort children, with 1 representing children in the most urban areas and 10 children living in the most rural areas.
- Proportion of children in the reception cohort who were not present at the start of the year
- The spread of attainment of early learning goals in the reception cohort

In a future iteration of this model, we are hoping to include the:

- Proportion of children in the reception cohort who have received pre-reception formal childcare

There are a number of variables that we have not included in the calculation for contextual GLD due to those variables closely aligning with other variables already included in the model, a lack of available data, or due to those variables not relating to cohort characteristics. For example, we have not included:

- Minor ethnic groups
- Local authority
- Mean overall absence rate
- School funding per pupil
- Immigration status
- Proportion of children in need in the reception cohort, including those on child in need plans, child protection plans, children looked after by local authorities, care leavers and disabled children
- Proportion of children in the reception cohort who are Children of Service Families

Given the complexity of schools and the multitude of factors influencing outcomes, not all relevant variables can be captured within the model. As such, the contextual GLD score should be interpreted as an estimate rather than an absolute measure.

Data that is used for your contextual GLD

Your contextual GLD percentage is based on your school's data (averaged across 2021/22, 2022/23 and 2023/24) shown below in comparison to 2023/24 local, regional and national values. Comparisons are against published data.

NA values are shown where comparisons are not available.¹

	Your school	Your local authority	Your region	Nationally
% White	41.5%	52.6%	73.9%	67.9%
% Mixed / Multiple ethnic groups	14.4%	9.5%	7.5%	7.5%

¹ Mean age at the start of the year varies from 4 years and 2 months to 4 years and 10 months across all schools. If a child is 4 years and 6 months old in September (the most common mean age at the start of the year across all schools), a child would be born in March.

	Your school	Your local authority	Your region	Nationally
% Asian / Asian British	21.4%	19.1%	10.0%	12.9%
% Black / African / Caribbean / Black British	21.5%	12.6%	3.9%	5.9%
% unknown ethnicity	9.3%	4.9%	3.3%	3.4%
% cohort EAL	41.1%	32.3%	16.5%	20.8%
% cohort FSM	26.8%	16.5%	13.9%	17.2%
% cohort SEN support	6.3%	10.4%	8.5%	9.7%
% cohort EHCP	1.1%	1.7%	3.3%	3.2%
% cohort female	48.4%	49.6%	48.8%	48.8%
Mean age at the start of the year	4 years 5 months	NA	NA	NA
Mean IDACI score	0.1	NA	NA	NA
Mean urban score	3.3	NA	NA	NA
% cohort mobility at end of Sep	11.1%	NA	NA	NA
ELG variation	5.2	NA	NA	NA
% school FSM	26.7%	23.2%	20.3%	24.9%
% school SEN support	8.5%	13.6%	13.7%	14.1%
% school EHCP	3.9%	2.1%	3.1%	3.0%