

Full report

Emily Hargreaves

Primary | Executive functioning

This report explores Emily's executive functioning skills and support needs, with practical recommendations for school and home.

Assessment completed on **23/09/26**

Knowledge is power



In this report

Results, insights and practical support for Emily.



Results

Scores are shown with their assessment dates, score ranks, percentile ranks and confidence intervals.



Insights

The level of need describes the amount of support Emily may require. The screening indicators are explained separately, alongside strengths and areas of difficulty.



How to support

Recommendations are grouped for the classroom, extra support and home. Choose priorities with Emily, her teachers and parents or carers, then review how well the support is working.

This assesses executive-function skills. It does not screen for or diagnose ADHD. Results should be considered alongside classroom work, observations and the conditions during testing.

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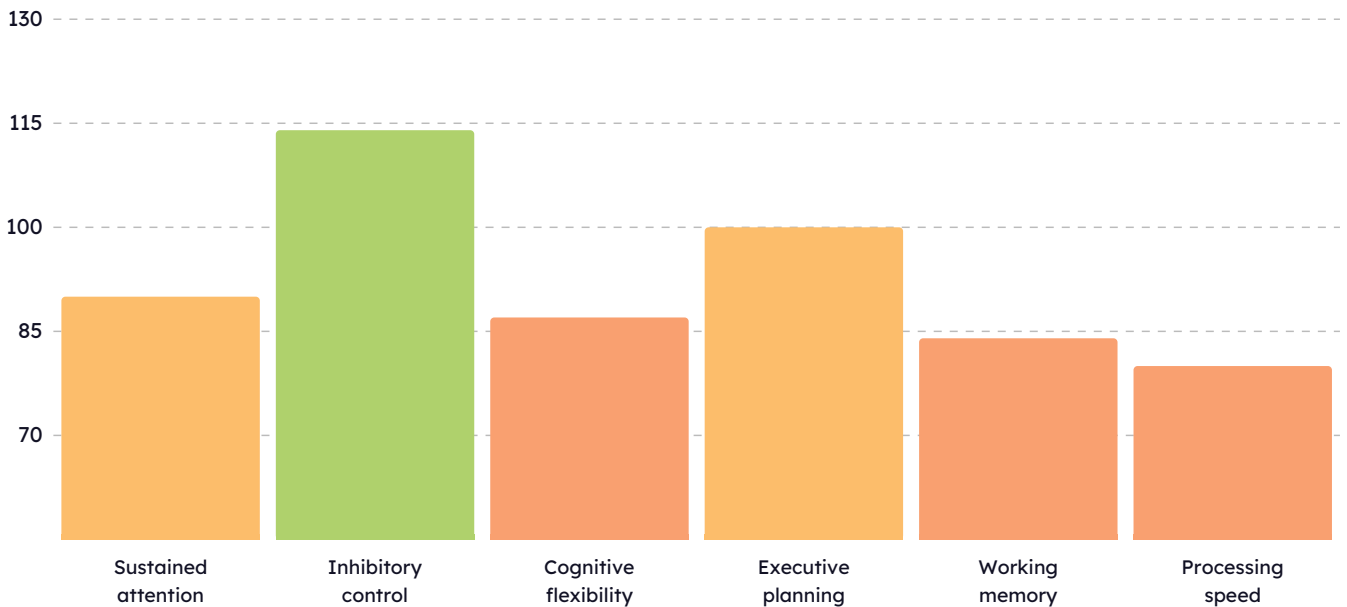


Results

Executive functioning

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Assessment completed 23/09/26



This chart shows Emily's standardised scores in each area assessed. These scores compare her performance with that of children of the same age.

Results

Scores

	Standard score	Score rank	Percentile rank	95% conf. int
Sustained attention	90	Average	25	85 - 95
Inhibitory control	114	High Average	82	107 - 121
Cognitive flexibility	87	Low Average	19	80 - 94
Executive planning	100	Average	50	93 - 107
Working memory	84	Low	14	77 - 91
Processing speed	80	Low	9	75 - 85

How to read the scores

Standard score: performance compared with children of the same age.

Score rank: the descriptive band reported for that standard score.

Percentile rank: the percentage of same-age children expected to score lower.

95% confidence interval: the reported range reflecting uncertainty around the score.



Insights

Level of need

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Very high

A very high level of need describes significant overall learning needs that may require classroom adjustments, targeted teaching and specialist input. This is Emily's rating across completed assessments, rather than a rating of executive functioning alone. Here, the main support needs relate to working memory and processing speed.

Executive functioning

[Learn more](#)

No executive function challenges

Emily's results do not show a clear overall pattern of executive-function challenges. Sustained attention and planning are average, while inhibitory control is high average. Cognitive flexibility is low average, with lower working memory and processing speed. These areas may still benefit from support. This is not an ADHD screening or diagnostic result.

Strengths and challenges



Attention and planning average

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Sustained attention (90) and executive planning (100) are average. These results do not indicate low planning ability.



Inhibitory control high average

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Inhibitory control is high average (114), showing a relative strength in controlling responses during the assessment.



Cognitive flexibility low average

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Cognitive flexibility is low average (87). A brief prompt to consider another approach may help when Emily gets stuck.



Working memory low

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Working memory is low (84). Simple notes, visible steps and familiar checklists may help keep information available.



Processing speed low

[Learn more](#)

Processing speed is low (80). Emily may need more thinking time for demanding tasks, even when she understands the work.

How to support

In the classroom

For the class teacher. Practical strategies for primary lessons.

These suggestions do not all need to be introduced at once. Agree a small number of priorities and keep support consistent across lessons.

Executive function

Try another approach when the first one stalls

Activity

Emily's low-average cognitive flexibility suggests prompts to try alternatives.

When Emily's first approach is not working, use one brief prompt such as, "What else could you try?" Allow Emily to choose an alternative independently, offering options only if Emily cannot identify one.

Memory & processing speed

Build thinking time into harder tasks

Adjustment

Emily's lower processing speed suggests extra thinking time may help.

Pause after more demanding questions and give Emily a little longer for selected written activities. Where helpful, keep the question visible while she thinks. Allow extra time for more demanding homework, rather than extending every task.

Mark the essential classwork and homework

Adjustment

Emily's lower processing speed may make repeated practice take longer.

Clearly identify the questions Emily should complete first. Choose enough to cover the full learning objective, then add further practice only if time allows. Use the same approach for homework so its length remains reasonable. If homework regularly takes much longer than intended, agree with Emily and her parents or carers which tasks are essential and set a reasonable stopping point.

Memory & processing speed

Break tasks into a short visible sequence

Adjustment

Emily's lower working-memory score suggests visible steps may help.

Divide longer instructions or tasks into two or three clear steps and write them on the board or on Emily's mini whiteboard. Ask Emily to identify the first step and check off each part as she completes it. Encourage Emily to return to the written sequence rather than waiting for the instruction to be repeated. Gradually shorten the prompts as the routine becomes familiar.

Teach a quick way to record key information

Activity

Emily's lower working-memory score suggests notes may help keep track of lessons.

Teach Emily a simple routine for capturing information Emily will need again: listen, select two or three important words or details, and record them using keywords, a quick sketch or a short note. Model the routine on a mini whiteboard or recording frame before asking Emily to try it. Use the same approach regularly and reduce support as Emily begins identifying the important information independently.

How to support

Extra support

For the SENCo or specialist staff. Match teaching and programme choices to Emily's assessed gaps, coordinate support and review progress.

Further assessment

Consider a specialist assessment

Further investigation

Further assessment may help clarify Emily's learning needs.

Ask the SENCo to bring together Emily's assessment results, classroom evidence, intervention history, views and information from home. Agree what remains unclear and which professional could help, such as a specialist teacher, educational psychologist or speech and language therapist. Use any further findings to refine support; targeted teaching can continue while assessment is considered.

How to support

At home

For parents or carers. Simple ways to support Emily at home.

Executive function

Ask what else could work

Activity

Emily's low-average cognitive flexibility suggests prompts to try alternatives.

When a small plan or approach is not working, ask Emily, "What else could you try?" Give Emily time to choose an alternative and offer two options only if Emily cannot think of one. Avoid immediately solving the problem for them.

Memory & processing speed

Plan homework in manageable sections

Adjustment

Emily's lower processing speed may make longer tasks more demanding.

Before homework begins, help Emily divide the required work into two or three clear sections. Complete one section at a time and make the finishing point clear. This makes the workload easier to pace without reducing the level of challenge.

Follow the routine from a checklist

Activity

A checklist may help Emily remember the steps in familiar routines.

Create a short checklist for a routine Emily sometimes forgets. Keep the items she needs in the same places and encourage Emily to work through the list without repeated reminders. Check it together at the end, then gradually leave Emily to manage the routine independently.

Make a mind map before starting

Activity

A picture plan may help Emily organise ideas and keep the steps visible.

Before a task with several parts, help Emily put the main goal in the middle of a page and add two or three branches using pictures and key words. For a story, try beginning, middle and end. Let Emily explain and follow the plan, offering a prompt if a step is missing. The same approach can help plan what to take to an activity.

General

Agree a manageable home-learning routine

Adjustment

A clear routine may help keep Emily's home learning manageable.

Agree when and where home learning will happen, what needs completing and when to stop. Split longer tasks across more than one session where needed. If important work regularly cannot be completed by the agreed time, record how long it took and discuss this with school.