



SAMPLE DIAGNOSTIC REPORT

Noor

Year 5 · assessed 22 September 2026 · invented pupil and invented scores

This is a sample. The pupil, the answers and the scores are invented to show what a report looks like. Every real report is written from one child's own paper and marked by one of us.

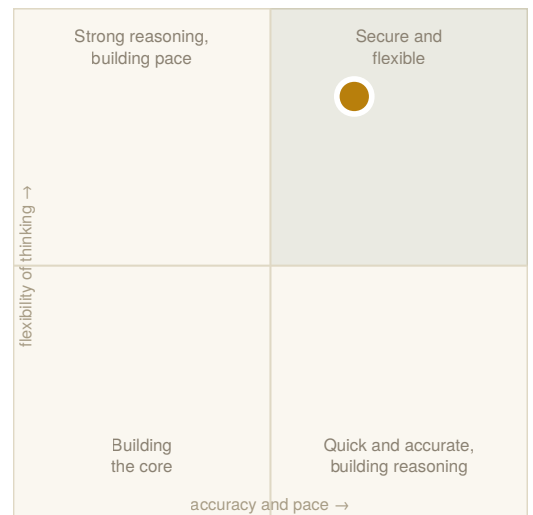
This report is based on a 45-minute diagnostic covering Key Stage 2 maths and English, the content the new entrance test draws on. It is not a prediction and there is no pass mark. Its purpose is to say precisely where the gaps are, so that preparation starts from evidence. It was sat at the start of Year 5, so a few questions cover content your child's school may not have taught yet. Where that explains a lost mark, we say so.

The overall picture

Secure and flexible

Handles unfamiliar contexts, explains the reasoning, and stays accurate under time.

Placed from the problem-solving and reasoning sections (up) and the timed sprint (across). It describes what to work on next, not a fixed type.



WHAT WE WOULD DO ABOUT IT

Keep stretching with multi-step problems and wider reading, and close the specific gaps below. If this picture holds, we will tell you plainly whether regular weekly tuition is the best use of your money. It may not be.

Where to focus

FROM THE ASSESSMENT

The two measures errors have one cause. Litres to millilitres (A1) and kilograms to grams (D4) were each converted by multiplying by 100 rather than 1,000, yet kilometres to metres (A6) was right. That points to a single habit, probably carried over from centimetres and metres, rather than a general weakness with measures. In the writing she knew exactly what she wanted to say, but the commas after openers such as "By morning" were missing throughout. She also knew the answer to D8 and wrote it in lower case despite the instruction.

Two areas stand out. We only name an area here when at least three marks' worth of questions point the same way. A single wrong answer is not a pattern.

1

Measures and conversion

1 of 3 marks across 3 questions

WHERE THE MARKS WENT

- **A1** sharing 1.45 litres into millilitres per day
- **D4** kilograms to grams

What we would do. Anchor each conversion in place value: kilo and milli mean a thousand, so every digit moves three places. Learned as a reason rather than a rule, the $\times 100$ versus $\times 1000$ mix-up stops.

2

Grammar and punctuation

3 of 7 marks across 3 questions

WHERE THE MARKS WENT

- **D8** naming a word class (*right idea, answer format not followed*)
- **E1a** varying sentence structure in the writing — 1 of 3 marks lost
- **E1b** punctuation in the writing — 2 of 3 marks lost

What we would do. Commas after openers and in lists first, then apostrophes, then speech. One target at a time, checked in their own writing. Timed practice where the answer format is part of the mark.

Not yet a concern. Marks lost on D6 (spotting the prime number) were on Year 5 content that schools often teach later in the year. We would look again once it has been taught rather than treat it as a gap now.

Area by area

MATHS			ENGLISH		
Place value, rounding and negatives		4/4	Retrieval and inference		4/5
Multiplication and division		4/5	Vocabulary		4/5
Fractions, decimals and percentages		6/6	Writer's craft		4/5
Measures and conversion		1/3	Grammar and punctuation		3/7
Perimeter and area		4/4			

secure developing priority

Already secure: Place value, rounding and negatives, Multiplication and division, Fractions, decimals and percentages, Perimeter and area, Retrieval and inference, Vocabulary, Writer's craft.

There is no overall score in this report, deliberately. A diagnostic that spans several years of content is not a mock exam, and a total would invite reading it as one.

Questions about anything in this report: reply to the email it came with and one of us will answer.