



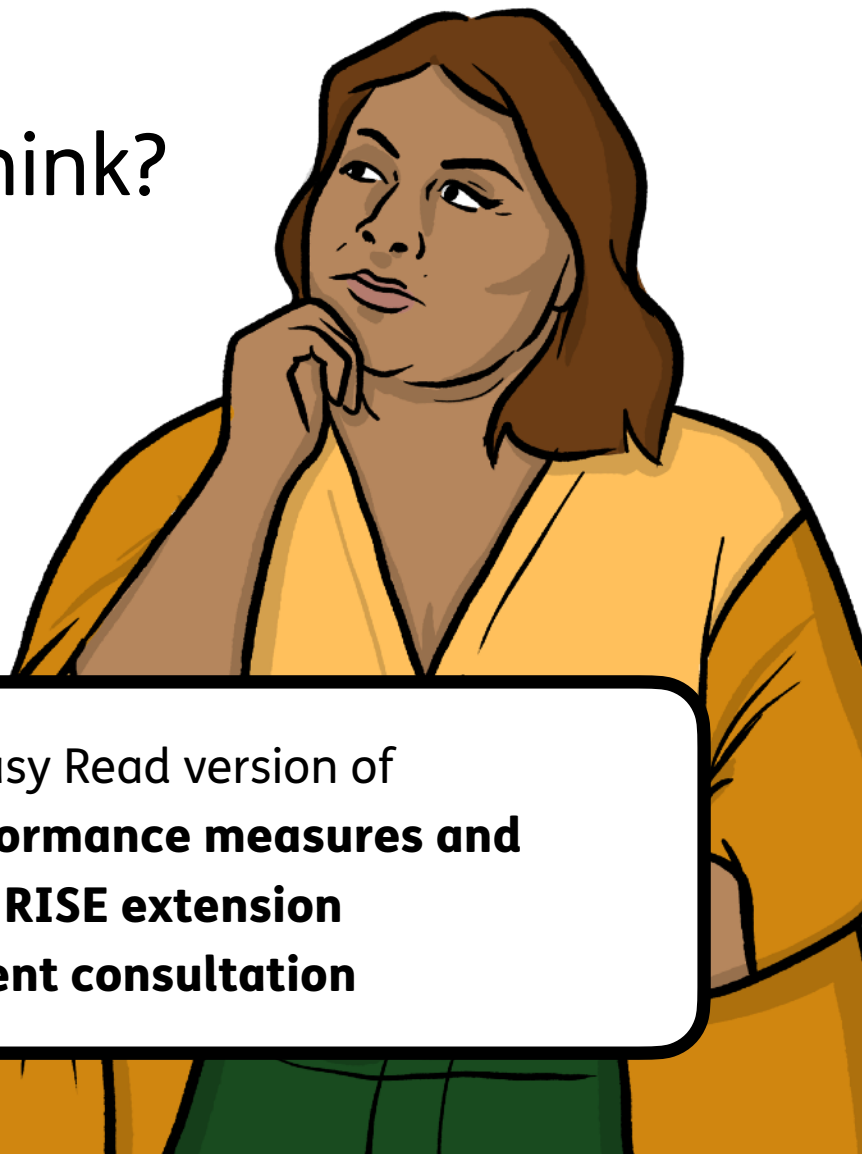
Department
for Education



Easy
Read

Changing the way we check schools at Key Stage 4 and how we support schools that need more help

What do you think?



This is an Easy Read version of
**Key stage 4 performance measures and
targeted RISE extension
Government consultation**

Easy Read

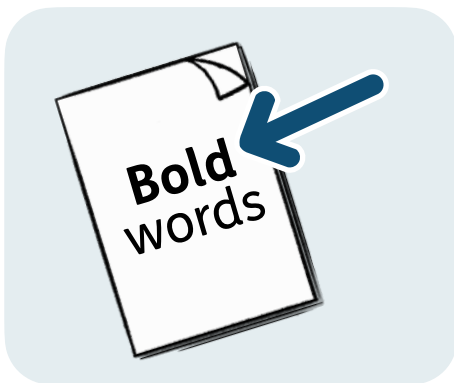


This is an Easy Read version of some information.

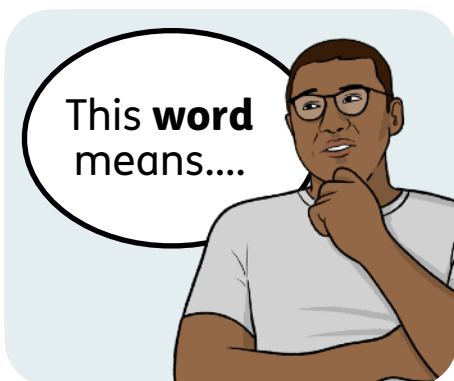
It uses easier words and pictures.



Some people may still want help to read it.



Some words are **bold** to show they are important.



We explain bold words if they are hard to understand.

What is in this booklet

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About this booklet



Department
for Education

The Department for Education is part of the government.

We are responsible for education in England.



We want to improve the way we check how well schools are doing at **Key Stage 4**.

Key Stage 4 is years 10 and 11 at secondary school.



We also want primary and secondary schools to get the support they need if they have very low exam results.



This booklet explains the changes we are thinking about.

What do you think?

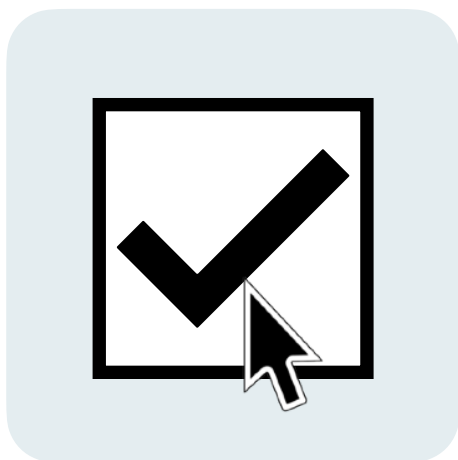


We want to know what you think.

Please read the booklet and
answer the questions by
Monday, 4 May 2026.

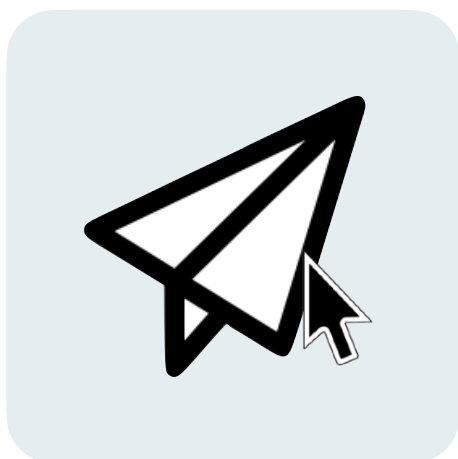
How to send us your answers

On a computer



You can answer the questions on your computer.

You will be able to click or write in the boxes.



When you have finished the survey, save it to your computer.

Then email a copy to:

SchoolPerformanceMeasures.Consultation@Education.gov.uk

On paper



You can print out this survey and fill it in on paper.



You can send us your answers by post. Send them to:

**School Performance Measures
Reform Consultation Team
Department for Education
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT**

Why the government wants to make changes



We use **performance measures** to understand school results.

Performance measures show how well pupils are doing in each school.



Some people think the measures do not work well enough.

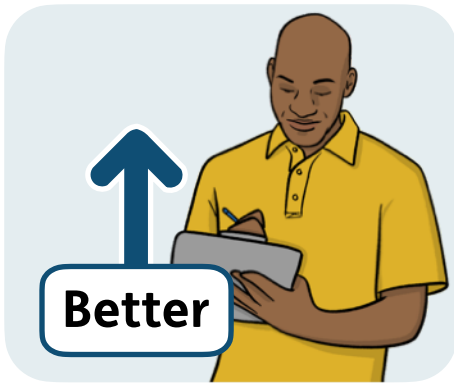


The measures may not show:

- How much all pupils improve over time.



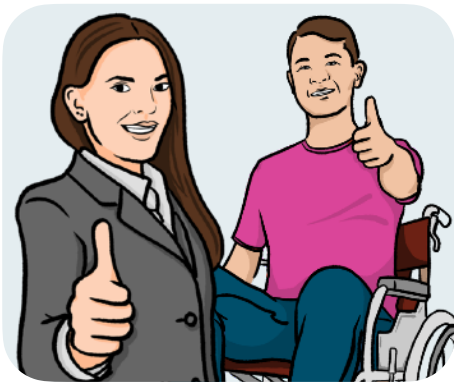
- How well every pupil is really doing, such as children who need extra support.



We want to improve how we check how well schools are doing.



We also want to improve support for schools with very low exam results.



The changes we are suggesting aim to make things fairer and clearer for everyone.



They will help schools, pupils and parents to better understand results.

About you



Please answer these questions about yourself.



Your answers will help us to make sure we are hearing from different groups of people.

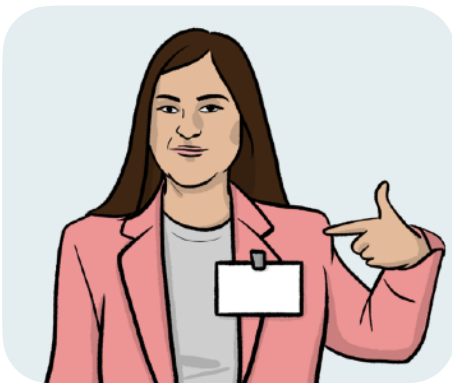


You do not have to answer these questions if you do not want to.

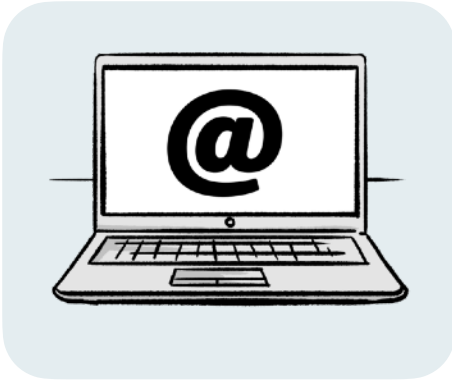


We will follow the law when we use information about you.

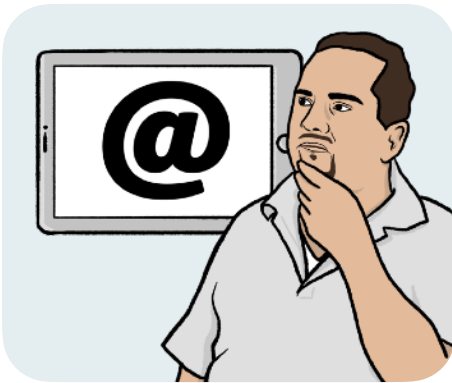
You can find out more about this at our website: <https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter>



Question 1: What is your name?

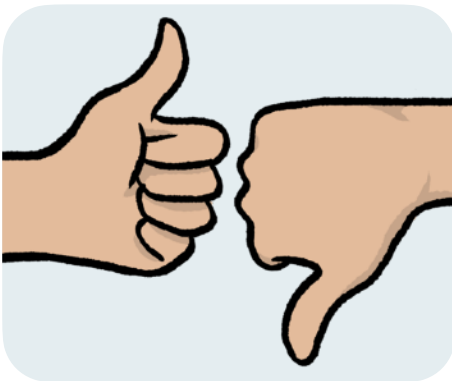


Question 2: What is your email address?



We may email to contact you about your answers.

You do not have to give us your email address.



Question 3: Are you happy for us to contact you about your answers?

Please tick one box.

Yes

No



Question 4: Are you answering for yourself or for an organisation?

Please tick one box.

Myself

An organisation



If you are answering for yourself, go to question 5 on page 14.



If you are answering for an organisation, go to question 6 on page 16.

If you are answering for yourself



Question 5: Which of these best describes you?

Please tick one box.

Student or pupil

Parent or carer

Headteacher or senior leader

There are more options on the next page.

Teacher

Tutor or lecturer

Researcher

Academic or education
expert

Governor

Other - please say what:

If you are answering for an organisation



Question 6: Please tell us what type of organisation you are answering for:



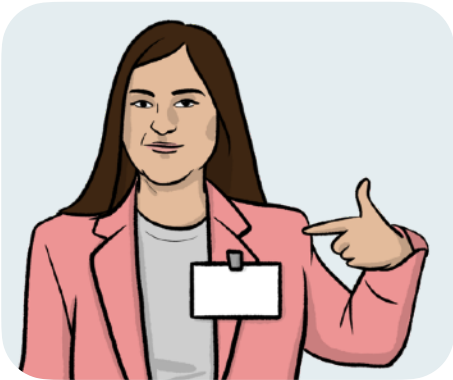
Question 7: What is the name of your organisation?



Question 8: What is your role in the organisation?



Question 9: Do you want us to keep your details private?



Your name:

Yes

No

Does not apply



Your organisation:

Yes

No

Does not apply



Question 10: Do you want us to keep your answers private?

Please tick one box.

Yes

No



If you would like us to keep your answers private, please tell us why.

Chapter 1: The performance measures



This chapter is about changes to the way we check secondary schools at Key Stage 4.

We check by using two performance measures called **Progress 8** and **Attainment 8**.



Progress 8 shows how pupils have done between primary school and the end of secondary school.



Attainment 8 shows how pupils have done in their **GCSEs**.

GCSEs are the qualifications pupils get in the subjects they do at the end of secondary school.



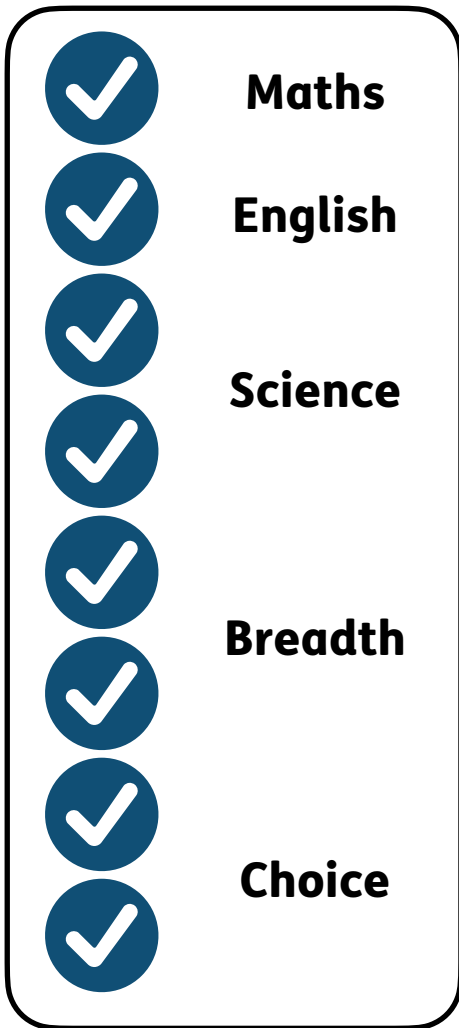
Progress 8 and Attainment 8 look at how pupils have done across **8 subjects**.



Subjects are the different lessons pupils do, like maths or geography.



For Progress 8, pupils need to study GCSEs in at least **8 subjects**.



For the 8 subjects, we think that:

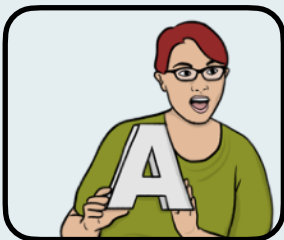
- 1 subject should be maths.
- 1 subject should be English.
- There should be 2 science subjects.
- Two subjects should be either **humanities, creative** or **languages**. We call this **breadth**.
- The last 2 could be any other subjects where the pupil has done best. We call this **choice**.



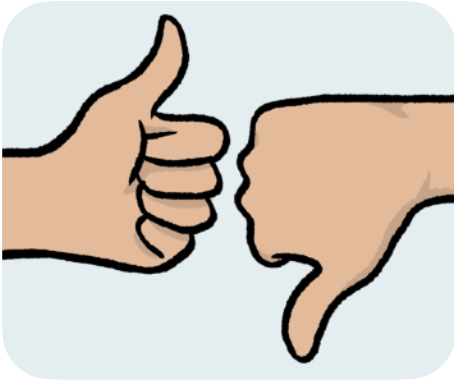
Humanities means geography, history or religion.



Creative means art, music, drama, dance or subjects where pupils make something.



Languages means other non-English languages. This includes modern and ancient languages.



Question 11: Do you agree or disagree with this idea to look at this range of subjects?

Please tick one box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot



Please tell us why you think this.

Science subjects



Remember, 2 of the subjects should be **breadth**.

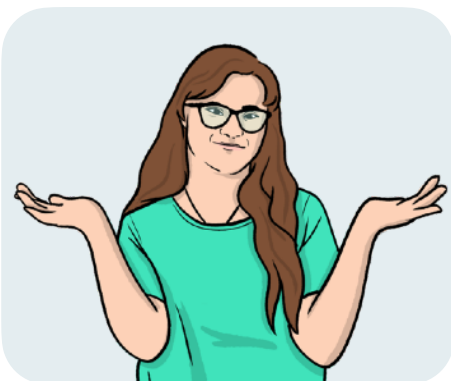
This means humanities, creative subjects or languages.



We are thinking of adding a third science subject to breadth too. This would be on top of the 2 science subjects that pupils must already do.



This would mean that pupils could choose to do more science.



But it could mean that they do not get as many chances to learn other subjects.



Question 12: Should science be added to the breadth subjects?

Please tick one box.

Yes

No

Not sure



Please tell us why you think this.

Technical subjects



Technical subjects are where you learn skills for jobs, like engineering or health care.



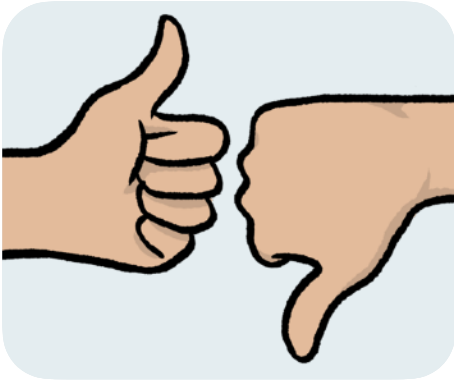
We think that technical subjects could count towards **breadth** and **choice** in a pupil's 8 subjects.



Pupils would not be able to do more than 2 technical subjects.



They would do them as well as at least 6 GCSEs.



Question 13: Do you agree or disagree that we should count technical subjects this way?

Please tick one box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot



Please tell us why you think this:



Question 14: Do you have any other comments about the ideas in Chapter 1?

Please write your answer.

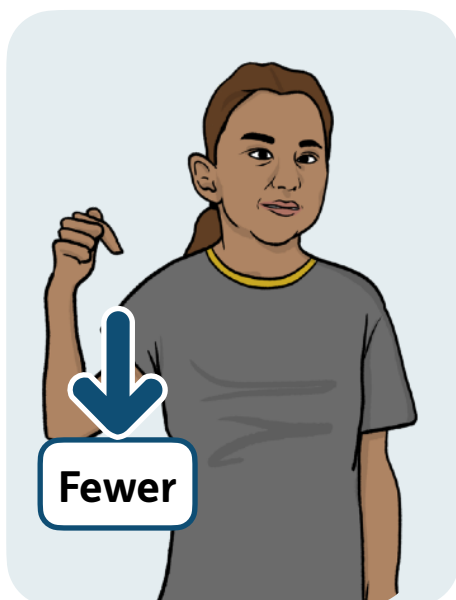
A large, empty rounded rectangular box intended for the student to write their answer to the question.

Chapter 2: A new measure for pupils with low test results



Pupils learn at different levels.

Some pupils need extra support with learning.



At the moment, we look at how pupils have done across 8 subjects.

But pupils who start secondary school with low test results and need extra support, such as some children with **SEND**, may do fewer than 8 subjects.



SEND stands for Special Educational Needs and Disabilities.

Children and young people with SEND are aged 0 to 25 and need some extra support to learn and grow.



At the moment, pupils who do fewer than 8 subjects get a lower score in the measures we use.



For example, if a pupil takes 5 subjects, they get a score for those 5.

But they get a score of 0 for the 3 subjects they did not take.



This can make it look like the pupil is doing worse than they really are.



That is not fair to pupils who learn at different levels and do fewer subjects.



We want to make a new way of checking how well schools help pupils who start secondary school with low test results.



We would check that these pupils are getting better at between 3 and 8 subjects.

So we would be able to tell that they are learning, even if they are not doing as many subjects as others.



These subjects must include English and Maths.



This means that schools could make better choices about the number of subjects that these pupils take.



Question 15: What do you think about this new way to look at pupils who start secondary school with low test results?

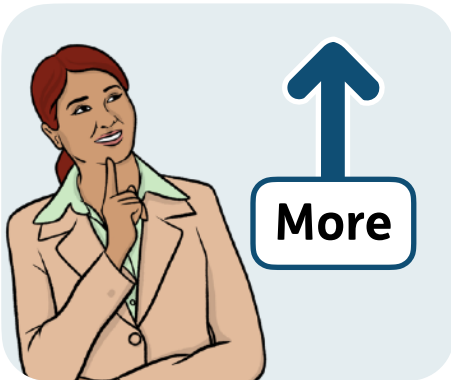
Please write your answer.

A large, empty rounded rectangular box intended for the user to write their answer to the question.

Schools deciding how many subjects pupils will do



These changes could mean that schools give pupils different choices about how many subjects to do.



We want to understand more about this.



Question 16: How do you think it could change the decisions that schools make, if some pupils do not take as many subjects?

Please write your answer.

Taking fewer subjects



We still want most pupils to take 8 subjects.



We understand it is better for a small number of pupils to take fewer than 8 subjects.



We want to be clearer about when it is right for a pupil to do fewer than 8 subjects.

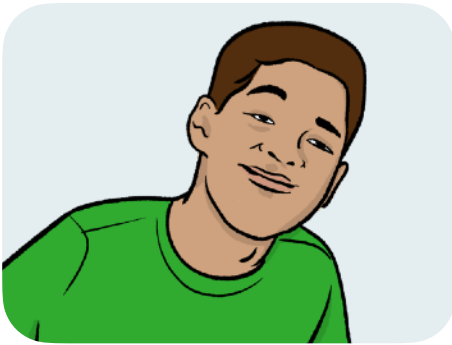


Question 17: When do you think it is right for a pupil to take fewer than 8 subjects?

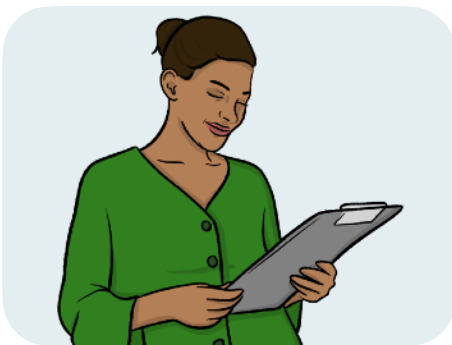
Please write your answer.

A large, empty rounded rectangular box intended for the student to write their answer to the question.

Who should see the results of the new measure



Remember, the new measure would be for pupils who start secondary school with low test results and do fewer than 8 subjects.



The results of the new measure could be used in different ways.



We could say that only schools should see the results, to help them improve.



Or the results could be shared with parents and the public too, so everyone can see how the school is doing.



Question 18: Who should be able to see the results of the new measure?

Please tick one box.

Schools only

Schools and parents

Not sure

Please tell us why you think this:

Science subjects



We want to think about making sure that pupils who do fewer subjects are still doing well in science.



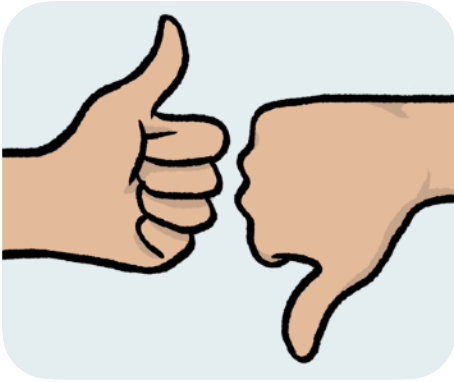
We have said that we will always measure how well pupils are doing in English and Maths.



But we could also make sure we always measure how they do in science, too.



This would be for pupils taking 5 or more subjects.



Question 19: Should science be included for pupils doing 5 or more subjects?

Please tick one box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot



Please tell us why you think this:



Question 20: Do you have any other comments about the changes in Chapter 2?

Please write your answer.

A large, empty rounded rectangular box intended for the student to write their answer to the question.

Chapter 3: Supporting schools that need more help



The government provides extra support to some schools.



The support is provided through a programme called **Targeted RISE**.

RISE stands for Regional Improvement for Standards and Excellence.

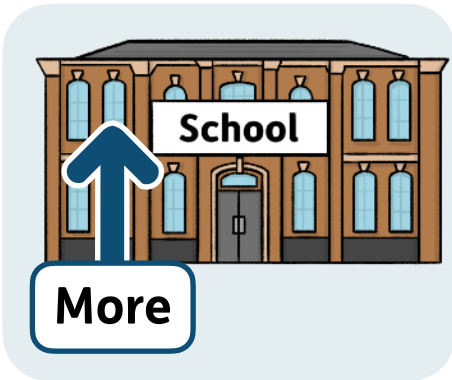


The Targeted RISE programme was set up to help schools that have not done well in **Ofsted inspections**.

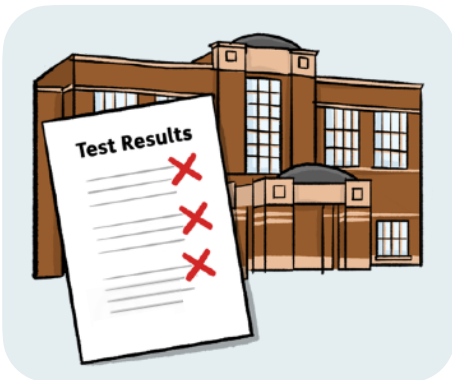
Ofsted inspections check the quality of schools in England.



The Targeted RISE programme supports schools to improve with help from experts.



We want to make the programme available to more schools.



This would include schools where exam results are much worse than most other schools.



Question 21: Do you agree or disagree that schools that have very low exam results should get this extra support?

Please tick one box.

Agree
a lot

Agree

Not sure

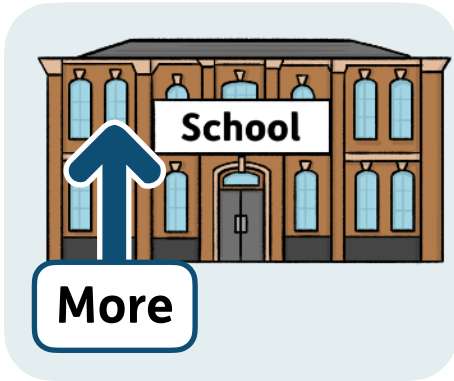
Disagree

Disagree
a lot

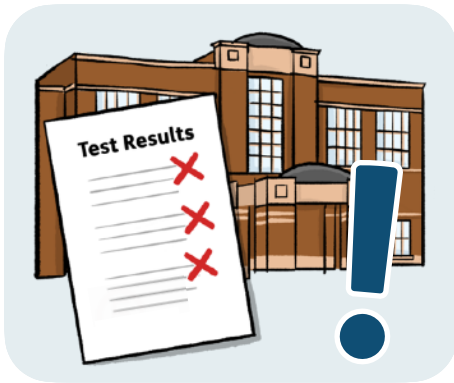


Please tell us why you think this:

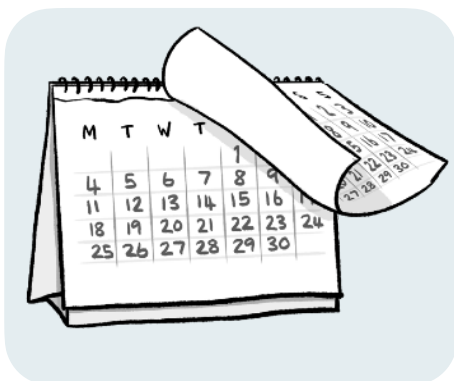
Taking part in support



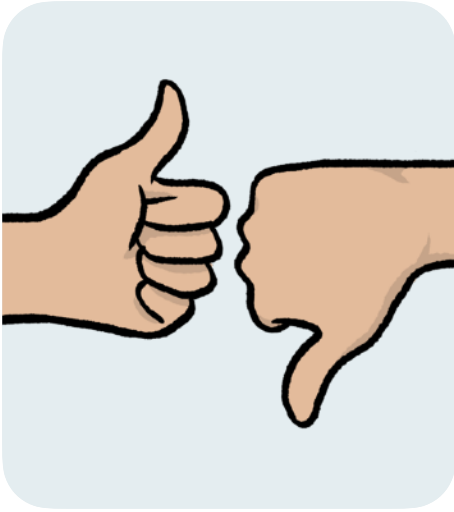
We want more schools to get support through the Targeted RISE programme.



We think schools that have very low exam results should have to take part.



It may take time for the support they get to improve things.



Question 22: Do you agree or disagree that schools should have to take part in the Targeted RISE programme if they have very low exam results?

Please tick one box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot

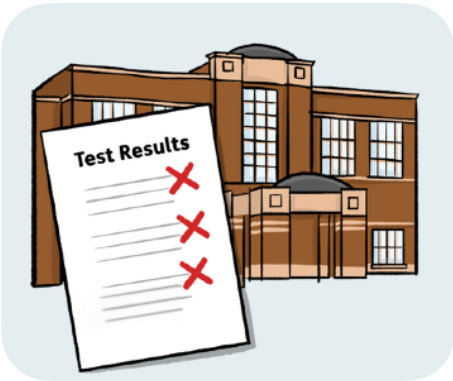


Please tell us why you think this:

Primary schools



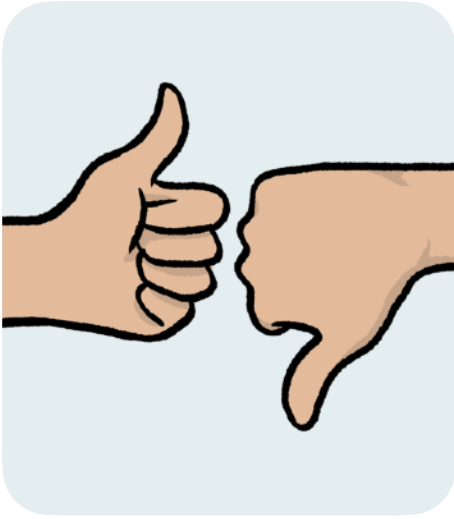
We measure pupils in primary school by looking at their test results for reading, writing and maths.



In primary schools where results are very low, we may choose the school to take part in the Targeted RISE programme.



If pupils make good progress in reading, writing and maths, the school will not be included.



Question 23: Do you agree or disagree with choosing primary schools for the Targeted RISE programme where their reading, writing and maths results are very low?

Please tick one box.

Agree
a lot

Agree

Not sure

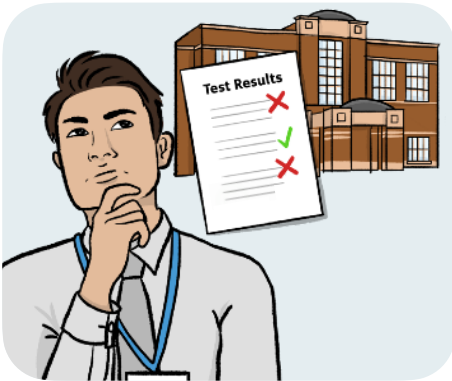
Disagree

Disagree
a lot

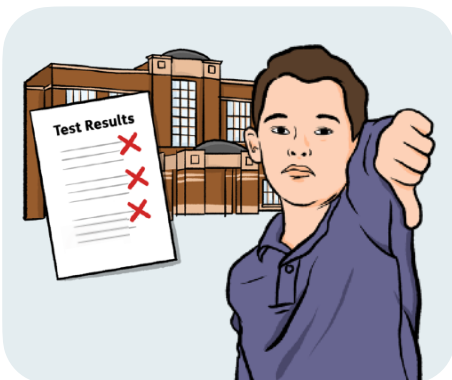


Please tell us why you think this:

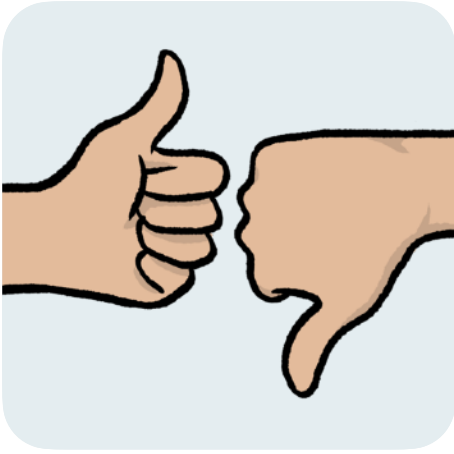
Deciding when a primary school has very low results



We need a clear way to decide when a primary school has very low results.



We think this could be when fewer than 1 in 4 pupils get the test scores that we would expect.



Question 24: Do you agree or disagree with how we will decide when a primary school has very low results?

Please tick one box.

Agree
a lot

Agree

Not sure

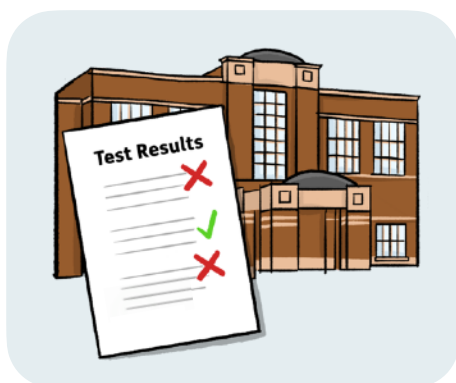
Disagree

Disagree
a lot



Please tell us why you think this:

Secondary schools



For secondary schools, we would use GCSE results to decide which schools need support through the Targeted RISE programme.

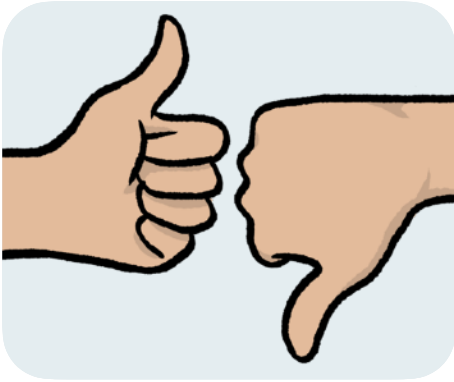


At first, this would be done using our performance measure called **Attainment 8**.

Remember, **Attainment 8** shows how pupils have done in their GCSEs.



Later, we would use a measure which looks at how pupils have progressed in secondary school.



Question 25: Do you agree or disagree with how we will choose secondary schools for support?

Please tick one box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot



Please tell us why you think this:

Deciding when a secondary school needs support

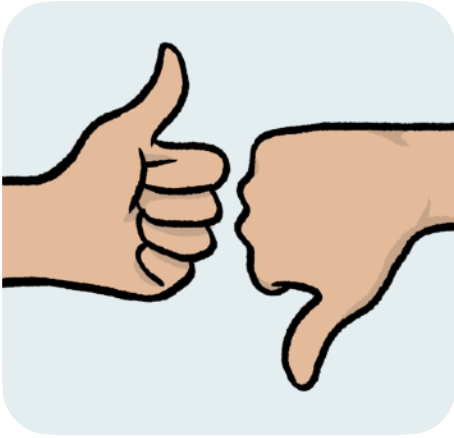


We need a clear way to decide when a secondary school needs support.



We think this could be when a school has a low Attainment 8 result.

For example, a score below 35 would be low.



Question 26: Do you agree or disagree with how we will decide when a secondary school needs support?

Please tick one box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot

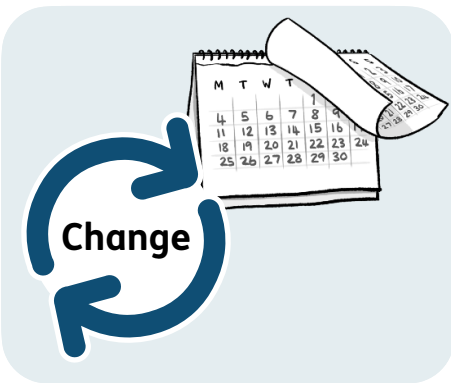


Please tell us why you think this:

Small schools



Some schools are very small.



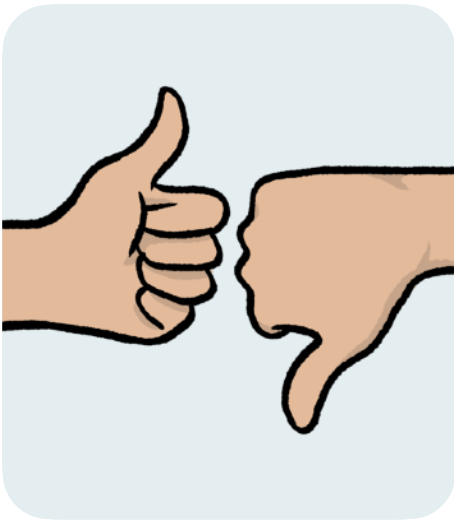
Their results can change a lot each year.



They may have very high results one year, then very low results the year after.



We think these small schools should not be included when we choose schools to take part in the Targeted RISE programme if they had high results in previous years.



Question 27: Do you agree that small schools which had high results in previous years should not take part in the Targeted RISE programme?

Please tick one box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot



Please tell us why you think this:



Question 28: Are there any other types of school that should not be included when we choose schools to take part in the Targeted RISE programme?

Please write your answer.

A large, empty rounded rectangular box intended for the user to write their answer to the question.

How the changes may affect different people



We want to understand how the changes we are suggesting may affect different people.

Some groups of people may be affected in different ways, like:



- Disabled people.



- Children with SEND.



Some changes may cause problems we did not expect.



This could affect some schools or pupils more than others.



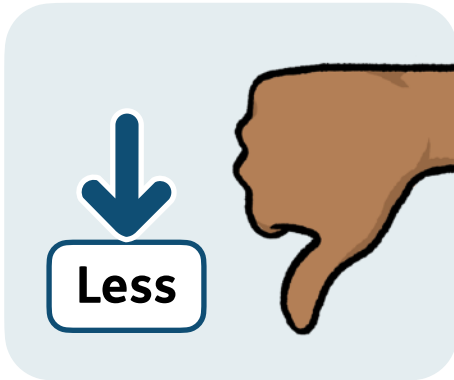
Question 29: Do you think the changes we are suggesting will affect some groups of people differently?

Tell us about which groups and how they may be affected.

Please write your answer.

A large, empty rounded rectangular box intended for the user to write their answer to the question.

Improving the changes



We want to reduce any negative effects from the changes we are suggesting.



We also want to improve positive effects.



Question 30: Do you have any ideas to:

- Reduce negative effects?
- Improve positive effects?

Please write your answer.

How the changes may affect staff in schools



We want to understand how the changes we are suggesting may affect staff in schools.

This includes their **workload** and **wellbeing**.



Workload means how much work staff have to do.



Wellbeing means how staff feel, including stress and pressure at work.



Question 31: How do you think the changes we are suggesting will affect staff workload or wellbeing?

Tell us about what may change and how staff may be affected.

Please write your answer.

A large, empty rounded rectangular box intended for the user to write their answer to the question.

Different staff roles

Some different staff roles include:



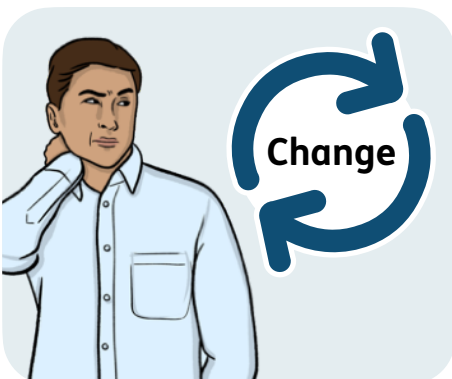
- Teachers.



- Staff in charge of certain subjects.



- Staff who support children with SEND.



Some staff may be affected by the changes more than others.



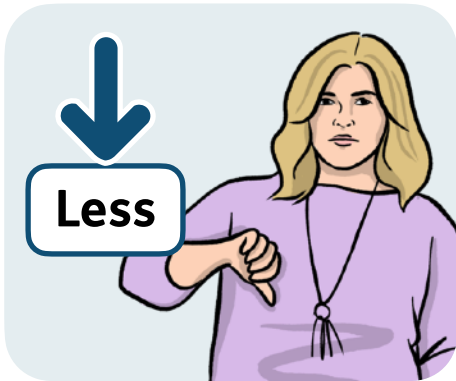
Question 32: Do you think some staff roles will be affected by the changes more than others?

Tell us about which roles and how they may be affected.

Please write your answer.

A large, empty rounded rectangular box intended for the user to write their answer to the question.

Improving the changes



We want to reduce any negative effects on staff.



We also want to support staff wellbeing.

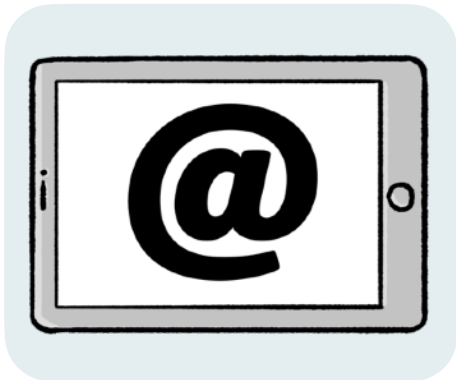


Question 33: Do you have any ideas to:

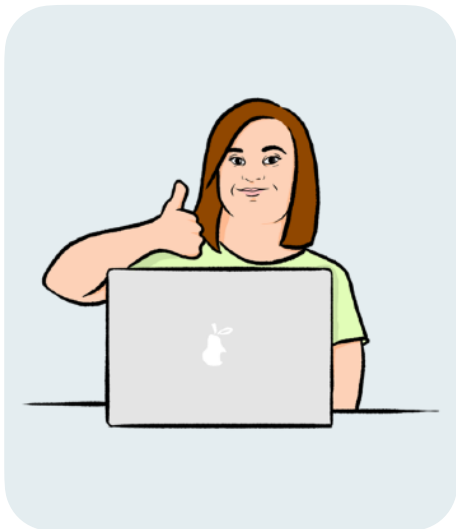
- Reduce negative effects on staff?
- Support staff wellbeing?

Please write your answer.

Find out more



You can email us to find out more:
SchoolPerformanceMeasures.Consultation@Education.gov.uk



You can fill in the full online survey here: [Key stage 4 performance measures and targeted RISE extension - GOV.UK](#)

The full online survey is not in Easy Read.