

## RAISEonline newsletter for secondary schools

This newsletter contains information about:

- Key Stage 4 unvalidated data release
- important note about 'school's own' section
- major changes implemented within Key Stage 4 reports
- Key Stage 4 checking exercise and changes to RAISEonline data
- how to view and print the latest summary report
- RAISEonline compatibility
- accessing RAISEonline
- RAISEonline guidance and support.

### 2014 Key Stage 4 unvalidated data release

The 2014 Key Stage 4 unvalidated data are now available in the interactive section of RAISEonline. The **summary reports** will be available **from 9am on Tuesday 9 December 2014**.

As in previous years, the unvalidated data do not contain any requests for amendments made during the checking exercise or late results. Any changes to qualifications due to late results or other issues will be rectified in the validated version of RAISEonline published in spring 2015, and will be reflected in the performance tables published in January 2015. Further information about the checking exercise and changes to data is provided further on in this newsletter.

RAISEonline reports contain a range of contextual, attendance, attainment and progress data relating to individual schools and their pupils. The summary report includes a selection of RAISEonline reports used by Ofsted to inform inspection processes. These charts are a concise subset of the reports available in the interactive system where users can 'drill down' and analyse the data in more detail.

Please be aware that the site may be running slowly after the release due to high usage.

### Important note about 'school's own' section

The data management functionality in RAISEonline is currently unavailable and schools will not be able to make any changes to pupil data. We will provide an update via RAISEonline latest news as soon as this has been made available.

## Major changes for 2014 Key Stage 4 RAISEonline

The main reports reflect the substantial differences in the way a school's performance will be reported in the 2014 Key Stage 4 performance tables and changes in GCSE examination structure.

In light of the differences, Key Stage 2 to Key Stage 4 value added is calculated using a revised model, as explained in the [Library](#) section of RAISEonline.

Recommendations adopted from Professor Alison Wolf's Review of vocational education, the introduction of an early entry policy and changes in GCSE examination structure have had an impact on the 2014 Key Stage 4 results. The changes should be taken into account when considering results alongside those of previous years, as neither direct comparisons nor production of three-year trends are possible.

### ***Changes in RAISEonline related to performance tables and subject-level detail***

In 2014, the main reports for headline performance measures in RAISEonline:

- include only qualifications meeting the new quality criteria (around 3000 qualifications have been removed since 2013)
- count each qualification as no more than one GCSE in size (those previously counting as, for example, four GCSEs now have their contribution reduced)
- include a maximum of two approved level 1, 2 and 1/2 qualifications per pupil (5ACEM could previously include more non-GCSEs)
- do not include any level 1 or 2 qualifications smaller than the size of one GCSE (for example, short course GCSEs are no longer counted)
- credit only one of a pupil's overlapping qualifications (discounting is now applied across qualification type to enable a GCSE to discount a non-GCSE and vice versa; previously it was only within qualification type)
- use only a pupil's first entry to English Baccalaureate subjects (previously the pupil's best result in a subject was counted).

For 2014, results also reflect these changes in examination structure:

- the move to linear GCSEs, examined at the end of the course (previously some GCSEs used a modular approach)
- speaking and listening controlled assessments no longer contribute to GCSE English and English language results, but are reported separately.

The academic and vocational qualifications approved for use in performance tables are listed at <https://www.gov.uk/government/publications/key-stage-4-performance-tables-eligible-qualifications>

They are 'restricted to qualifications that are high quality, rigorous and enable progression to a range of study and employment opportunities for the majority of pupils', and follow the recommendations of the *Review of vocational education – the Wolf report* at

<https://www.gov.uk/government/publications/wolf-recommendations-progress-report#history>

The early entry rules for GCSE are given at

<https://www.gov.uk/government/news/changes-to-early-entry-at-gcse>

Pupils who have not taken an eligible qualification in a subject prior to 29 September 2013 will have their first entry counted in performance tables, even if the entries are with different awarding bodies. For pupils who have completed an eligible qualification before 29 September 2013, performance tables will still record their best result.

For 2014 performance tables, the rules apply only to English Baccalaureate subjects. For 2015 performance tables, the rules will apply to all qualifications. The rules apply only to the school's results; individual pupils will still be able to use their best result to support applications to further and higher education, or for employment.

In RAISEonline, the table of GCSE subject results has been replaced by a report including all academic and vocational qualifications approved for use in performance tables. This provides wider curriculum coverage than previously, indicates the level of the qualification, and groups the subjects into families (such as French) then clusters (such as languages) to give an overview of provision.

The table showing relative performance indicators has been brought back into the summary report in a new form using all approved qualifications, rather than only GCSE, grouped in subject families. This enables comparison of the overall outcomes in a subject family (such as Level 1, 2 and 3 applied science) with others.

For the purpose of completion, a single separate report lists those non performance tables approved qualifications taken by pupils but not counted in any analysis within RAISEonline.

### ***Closing the Gaps***

To reflect the government's continued focus on disadvantaged pupils and the importance of closing gaps between their achievement and that of other pupils nationally, the Closing the Gaps section of RAISEonline has been updated as follows:

- Renaming of FSM/CLA pupils

From 2014, the pupil group previously known as 'FSM/CLA' is referred to as 'disadvantaged'. The group of pupils who are not 'disadvantaged' is described as 'other pupils'. This change ensures consistency with Department for Education and Ofsted publications.

A new [FAQ](#) on 'disadvantaged' group of pupils gives definitions of free-school-meals eligible and children-looked-after pupils as used in 2014 releases of RAISEonline.

- Introduction of shading

A new approach to shading noteworthy numbers has been piloted in the 2014 Closing the Gaps reports. This is intended to identify gaps of educational importance. It is applied only to the gaps between results for disadvantaged pupils in the school and other pupils nationally, and only for 2014 results.

The shading is intended to provide a starting point for schools and inspectors to consider the extent to which the gap is closing, or has closed, in the last three years and the number of pupils affected.

Further information on these changes is available in the RAISEonline library.

### ***Grouping option***

The interactive system now has a wider selection of grouping available. The existing grouping (gender, ethnic code, free school meals, first language and special educational needs) has been extended to include prior attainment (low, middle, high) in addition to disadvantaged and other pupils. The grouping functionality is particularly useful within the dynamic reports where pupil performance can be grouped by up to three characteristics.

### ***Destinations data***

The production of destination measures naturally lags behind that of performance measures for the same cohort as it uses data collected more than a year after pupils have completed Key Stage 4. The destinations in 2011/12 of 2010/11 Key Stage 4 pupils are the most recent data available, and are included in RAISEonline.

The production of these measures is being brought forward and destinations in 2012/13 of 2011/12 Key Stage 4 pupils are planned to be included in the validated release of RAISEonline. These destination data will be for the cohort two years prior to the pupils who completed Key Stage 4 in 2014. The full published data are available at <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2011-to-2012>

## **2014 Key Stage 4 performance tables checking exercise and changes to RAISEonline data**

The 2014 Key Stage 4 unvalidated data in RAISEonline **do not** reflect the outcome of amendments requested by schools during the annual performance tables' data checking exercise run between 29 September and 13 October 2014.

Any amendments requested during the checking exercise, which are accepted, will be included in the Department for Education (DfE) Key Stage 4 performance tables being published in January 2015 and subsequently in the release of validated data in RAISEonline.

The Key Stage 4 checking exercise website is now closed for submitting online amendment requests. However, schools can still access their unamended pupil data on the website and can submit written requests for amendments with supporting evidence to the DfE. Although it is too late now to change data due for publication, the performance tables can be updated post-publication. Following the publication of the Key Stage 4 performance tables in January 2015, there will be a four-week period when further requests to amend published data can be made.

**Please note that these later changes will not appear when Key Stage 4 validated data are released in RAISEonline.**

In the meantime, amendment requests with supporting evidence can be submitted to the DfE by:

post to - Department for Education  
Key Stage 4 Performance Tables Team  
Level 2  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

Please note that **Ofsted is not able to amend the data** that have been published on RAISEonline.

### **How to view and print the latest summary report**

To view a school's 2014 Key Stage 4 summary report (available as of 9am on Tuesday 9 December 2014), log into RAISEonline and complete the following steps:

- click the *Reports* link at the top-left corner of the screen
- select the *Summary reports* tab
- click the *View summary report* tab.

This will take you to the latest summary report available for the school. You will then be able to view and print the report as a pdf file.

Users other than school users will need to select a school using the search criteria provided after logging in and will then be taken directly to the *Reports* page.

## **RAISEonline compatibility**

RAISEonline is not compatible with Internet Explorer 10 and above. Issues with RAISEonline functionality may also occur when using other internet browsers such as Google Chrome, Safari, and Mozilla Firefox. To enable RAISEonline to work efficiently, please read our guidance in the [FAQ](#) section accessible at the bottom of RAISEonline homepage.

## **Accessing RAISEonline**

If you are unable to log in, please use the automated reset facility in the first instance and your password will be emailed to you without delay. This can be accessed by clicking the [Forgotten your password?](#) link just under the login boxes.

If you cannot reset your password through this facility, please contact your RAISEonline administrator as detailed on the 'Forgotten your password' page.

Please be aware that local authorities are unable to help school administrators with their access issues. School administrators will need to contact [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

## **RAISEonline guidance and support**

Information about the methodology used for producing RAISEonline reports can be found in the [Library](#) accessible from RAISEonline homepage. To view all of the available documents, we recommend that you log into the system prior to accessing the library.

[FAQs](#) are available at the bottom of RAISEonline homepage. Further information can also be found in the help box within each interactive report.

Do you have a good working knowledge of RAISEonline? Many of the queries we receive are about how to find something within the system. Any assistance you can give to colleagues in your local network of schools who may be new data managers, new governors, or new headteachers, would be very helpful.

If your query remains unresolved after trying these options, please use the 'Contact us' facility on RAISEonline or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)