**Template letter to explain the change in Ofsted ‘outstanding grading’ to parents and other stakeholders (primary)**

**Context**

This document is designed to support ASCL primary members’ communications to parents, carers and other stakeholders if their school loses its previous outstanding rating during a graded inspection under the 2019 education inspection framework (EIF).

The text must be adapted to reflect the specific context of the school, and for factual accuracy. This text could form part of a wider communication that explains the outcomes of the inspection, and how the school is responding to it.

It is a legal requirement to publish Ofsted reports five working days after receiving the final report, unless you are pursuing a stage 2 complaint, in which case publication of the report can be withheld.

The contents of this letter do not reflect formal ASCL policy.

**Template letter**

Dear parents, carers, trustees and governors,

As you know, we recently had a graded Ofsted inspection. Thank you to all of those who completed Parent View or met with inspectors during the inspection.

The overall judgement of the inspection was **X**, meaning that we have lost our outstanding rating.

I am writing to explain what this means for you and your children, and the policy context behind this judgement.

**Changes to the Ofsted framework**

Ofsted inspections are held under a framework (a document that sets out the common criteria all schools are held account to). A new framework was introduced in 2019.

In 2012, the government decided to make any school that had or received an ‘outstanding’ judgement legally exempt from future inspection. This exemption was removed in 2020. As we were last inspected in **XXXX** this means that we were inspected under a framework 1/2/3 iterations old.

The 2019 framework is significantly different from previous frameworks. There is less emphasis on performance data, and more on curriculum ‘deep dives’ into subject areas. As such, not all subjects are inspected during the inspection. Primary, secondary and special schools are all inspected under the same framework.

**Primary schools**

It is widely acknowledged that this approach to inspection disadvantages primary schools, especially small ones and those not in a family of schools (multi-academy trusts), as we do not have large subject departments, unlike some secondary schools. Also, our teachers teach a range of subjects, which they are trained in, meaning they may be inspected in several curriculum areas.

**Changes to the outstanding criteria**

The new framework also changed the criteria for outstanding. His Majesty’s Chief Inspector for Schools described the 2019 outstanding judgement as deliberately “exacting” and “challenging”.

As such, the goalposts to reach outstanding have been moved; this does not necessarily mean that our standards have slipped as a school, just that the criteria is different.

Furthermore, in our previous inspection, schools were awarded outstanding as a ‘best-fit’ approach. Under the new framework, schools must meet every single bullet point in both the good and outstanding criteria to receive outstanding overall.

There is therefore a change to both the criteria itself and the methodology used during inspection. This has been acknowledged independently by the Association of School and College Leaders.

**Our response**

Our view of the report is that **X.**

With regards the specific recommendations for improvements in the report, this is what we intend to do: **XXX**