HGIOS 4 Overview Cycle

**This overview will help schools to identify what HGIOS4 Quality Indicators need prioritised within the 3 year cycle**

| **Quality indicators from *How good is our school 4?*** | **Tick** |
| --- | --- |
| **Key Aspects** | **Quality Indicator** | **Themes** | **2018/19** | **2019/20** | **2020/21** |
| **Leadership and Management** | **1.1 Self Evaluation for self-improvement** | * *Collaborative approaches to self-evaluation*
* *Analysis and evaluation of intelligence and data which ensure impact on learners*
 |  |  |  |
| **1.2 Leadership of Learning** | * *Professional engagement and collegiate working*
* *Impact of career long professional learning*
* *Children and young people leading learning*
 |  |  |  |
| **1.3 Leadership of change** | * *Developing a shared vision, values and aims relevant to the school and its community*
* *Strategic planning for continuous improvement and implementation of change*
 |  |  |  |
| **1.4 Leadership and management of staff** | * *Governance framework*
* *Building and sustaining a professional staff team : staff wellbeing and pastoral support*
 |  |  |  |
| **1.5 Management of resources to promote equity**  | * *Management of finance for learning*
* *Management of resources and environment for learning*
 |  |  |  |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * *Arrangements for safe guarding, including child protection*
* *Arrangements to ensure wellbeing*
* *National guidance and legislation*
 |  |  |  |
| **2.2 Curriculum** | * *Rationale, design and development of the curriculum*
* *Learning pathways including skills for learning, life and work*
 |  |  |  |
| **2.3 Learning, teaching and assessment** | * *Learning and engagement*
* *Quality of teaching : effective use of assessment: planning, tracking and monitoring*
 |  |  |  |
| **2.4 Personalised learning** | * *Universal and targeted support*
* *Removal of potential barriers to learning*
 |  |  |  |
| **2.5 Family Learning** | * *Engaging families in learning: quality of family learning programmes*
* *Early intervention and prevention*
 |  |  |  |
| **2.6 Transition** | * *Arrangements to support learners and their families*
* *Collaborative planning and delivery : Continuity and progression in learning*
 |  |  |  |
| **2.7 Partnerships** | * *The development and promotion of partnerships*
* *Collaborative learning and improvement : Impact on learners*
 |  |  |  |
| Successes and Achievements | **3.1 Improving wellbeing, equality and inclusion** | * *Wellbeing : Inclusion and equality*
* *Fulfillment of statutory duties*
 |  |  |  |
| **3.2 Raising attainment and achievement** | * *Attainment in literacy and numeracy : Attainment over time*
* *Overall quality of learners’ achievement : Equity for all learners*
 |  |  |  |
| **3.3 Increasing creativity and employability** | * *Creativity skills : Digital innovation ; Digital literacy*
* *Increasing employability skills*
 |  |  |  |