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** | | |
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| **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* |  |  |  |