
REPORT FOR: CABINET

Date of Meeting:	20 January 2016
Subject:	School Performance and Standards
Key Decision:	No
Responsible Officer:	Chris Spencer, Corporate Director of People
Portfolio Holder:	Councillor Simon Brown, Portfolio Holder for Children, Schools and Young People
Exempt:	No
Decision subject to Call-in:	No, as the Recommendation is for noting only
Wards affected:	All
Enclosures:	None

Section 1 – Summary and Recommendations

This report sets out

- a) An overview of Performance and Standards in schools at all key stages
- b) Information on progression of Young People beyond Key Stage 4
- c) The profile of schools in respect of Ofsted inspection judgements
- d) An overview of the key changes to school inspections commencing September 2015

Recommendations:

Cabinet is requested to note the information provided

Reasons for recommendation:

To keep the Cabinet updated and informed about the performance and standards in state-funded schools in Harrow (Local Authority maintained, Academies and Free schools), and the impact of key changes to the way in which schools are now inspected.

Section 2 – Report

2. Introduction

- 2.1 The above average performance of schools in Harrow has been sustained over an extended period, showing positive trends across all phases of schooling. As a result, schools in Harrow remain amongst the best performing in the country. The Performance and Standards report provides a summary analysis for all local authority maintained and academy schools' performance for the academic year 2015-16, as well as trends over the past three years. The analysis is based on the Department for Education (DfE) school performance data, EYFS achievement information, RAISEonline data (unvalidated), and information on Post-16 destinations for students above the age of 16. The report also provides information about Ofsted inspection judgements of schools in Harrow in the context of significant changes to the way in which good schools in particular are now inspected.
- 2.2 There are 59 state funded schools in Harrow which include LA maintained schools, Academy schools and Free schools (these are academy schools that have not converted from a maintained schools). The table below sets out each type of school:

Type of School	Number of LA Maintained Schools (including VA)	Number of Academy and Free Schools	Total by Type
Nursery	1		1
Primary	37	3	40
Secondary	2	8	10
Primary/Secondary (5-18)		2	2
Primary Special	1	1	2
Secondary Special	2		2
Alternative Provision	1	1	2
Total (All)	44	15	59

- 2.3 Of the primary schools within the Harrow area, eight are voluntary aided faith schools (six Catholic, one Jewish, one Church of England); one is an academy faith school (Hindu). One faith school was established as a 5-18 Free school (Hindu). Five primary schools and two secondary schools are additionally resourced to meet the specific needs of disabled pupils and those with special educational needs (DSEN).
- 2.4 The LA maintained alternative provision incorporates the Pupil Referral Unit which makes provision for permanently excluded pupils and other pupils who are not able to attend school.
- 2.5 In keeping with the Council's School Amalgamation Policy, within the primary sector, three infant and three junior schools have been amalgamated over the past year to become three all-through primary schools. There are no infant or junior schools currently subject to Cabinet decision in respect of this policy.

3. Overview of Performance and Standards

3.1 Early Years Foundation Stage

- 3.1.1 The EYFS Profile is a teacher assessment of children's learning and development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. This information should help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The Profile is also designed to inform parents or carers about their child's development against the early learning goals (ELGs).
- 3.1.2 The EYFS has a strong emphasis on the three prime areas which are most essential for children's healthy development. These three areas are: communication and language; physical development; and personal, social and emotional development. The revised profile made changes to the way in which children are assessed at the end of the EYFS. The profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the 17 ELGs. Children are said to have attained a 'good level of development' (GLD), if they reach the expected standard for their age in the three prime areas as well as literacy and mathematics by the end of the Reception year.
- 3.1.3 There is a strong three year trend in Harrow, with standards rising on the GLD indicator; the strong performance against both national averages and Statistical Neighbours in 2014 has been sustained in 2015. This is demonstrated by the good level of development rising from below average in 2012-13 to slightly above average in 2014-15. Sustaining strong standards has also been complemented by narrowing the gap between the lowest attaining 20% of children and the rest of the cohort: the gap has continued to narrow (2014-15: 30.4%), and is now below the national average of 32.1%. Demographic changes continue to have an impact on assessments at entry level.

3.1.4

Good level of development (1)	2012-13	2013-14	2014-15
Harrow	44.7%	61.3%	70.4%
Statistical Neighbours	50.6%	60.4%	66.7%
London	52.8%	62.2%	68.1%
England	51.7%	60.4%	66.3%

(1) A pupil achieving at least the expected level in the Early Learning Goals within the three prime areas of learning and within literacy and numeracy is classed as having "a good level of development".

3.1.5

The percentage inequality gap in achievement across all the Early Learning Goals (1)	2012-13	2013-14	2014-15
Harrow	37.9%	34.9%	30.4%
Statistical Neighbours	34.4%	33.3%	31.5%
London	35.9%	32.8%	31.0%
England	36.6%	33.9%	32.1%

(1) The percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority (mean score), and the score of the median.

3.1.6 Pupils in Harrow are getting a good start in life through the acquisition of early reading skills, as indicated in the good outcomes for the Year 1 phonics screening assessment. The strong three year trend shows well above average performance compared to national, and above average compared to both London and our statistical neighbours.

3.1.7 Disadvantaged pupils on free school meals are similarly performing better in relation to London, national and statistical neighbour averages, riding on the wave of an upward three year trend.

% of pupils achieving expected level in Phonics decoding - all pupils	2012-13	2013-14	2014-15
Harrow	78.0	82.0	83.0
Statistical Neighbours	71.8	77.1	78.3
London	72.0	77.0	80.0
England	69.0	74.0	77.0

% of pupils achieving expected level in Phonics decoding - FSM	2012-13	2013-14	2014-15
Harrow	66.0	72.0	75.0
Statistical Neighbours	60.5	66.5	68.1
London	63.0	69.0	72.0
England	56.0	61.0	65.0

Source: LAIT

3.2 Key Stage 1

3.2.1 There has been a year-on-year rise in pupils' attainment in reading, writing and mathematics by the end of Year 2 since 2012. Harrow's 2015 Key Stage 1 (KS1) results are an improvement on our 2014 results across all subjects. Harrow's results have remained above both the national and statistical neighbour averages over the last few years and again in 2015.

3.2.2 The percentage of pupils achieving or exceeding the expected level in Key Stage 1 (KS1) teacher assessments for the last three years is shown below, comparing Harrow to its statistical neighbours, London and England.

3.2.3 KS1 Speaking & Listening has remained consistent over the last 3 years at L2+, and was above the national average in 2015. In addition L3 attainment has remained above the national trend over the last three years, and was 5% above this year.

3.2.4

Speaking & Listening	2012-13		2013-14		2014-15	
Level attained	L2+	L3	L2+	L3	L2+	L3
Harrow	90%	26%	90%	27%	92%	30%
Statistical Neighbours	89%	24%	90%	25%	90%	28%
London	88%	24%	89%	25%	90%	27%
England	89%	23%	89%	24%	90%	25%

3.2.5 KS1 Reading in Harrow has steadily increased during the last 3 years at L2+, L2B+ and L3 reflecting the national trend. A sharper rise in standards in reading can be noted in 2014-15. Reading is now above the national, London and statistical neighbour averages.

3.2.6

Reading	2012-13			2013-14			2014-15		
Level attained	L2+	L2B+	L3	L2+	L2B+	L3	L2+	L2B+	L3
Harrow	90%	79%	31%	92%	84%	32%	93%	85%	36%
Statistical Neighbours	90%	80%	29%	91%	81%	31%	91%	83%	33%
London	89%	79%	28%	90%	82%	30%	91%	83%	33%
England	89%	79%	29%	90%	81%	31%	90%	82%	32%

3.2.7 Writing has increased by 4% at L2B+ and 2% at L3 from 2013-14 to 2014-15. For the last 3 years Harrow's attainment in Writing has remained broadly in line with or above the national and statistical neighbour attainment levels. A further rise in 2014-15 has contributed to the establishment of a new trend of consistently above average standards in Writing at Key Stage 1.

Writing	2012-13			2013-14			2014-15		
Level attained	L2+	L2B+	L3	L2+	L2B+	L3	L2+	L2B+	L3
Harrow	87%	67%	20%	90%	75%	20%	91%	79%	22%
Statistical Neighbours	86%	68%	15%	88%	71%	17%	89%	74%	19%
London	86%	68%	15%	87%	72%	17%	89%	74%	19%
England	85%	67%	15%	86%	70%	16%	88%	72%	18%

3.2.8 The strong performance of Mathematics over the past few years was sustained in 2014-15, with attainment increasing by 2% and 6% at L2B+ and L3 respectively. Harrow's attainment in Mathematics is above or broadly in line with the national, London and statistical neighbour attainment levels. Like Writing, a further rise in 2014-15 has contributed to the establishment of a new trend of consistently above average standards in Mathematics at Key Stage 1.

Maths	2012-13			2013-14			2014-15		
Level attained	L2+	L2B+	L3	L2+	L2B+	L3	L2+	L2B+	L3
Harrow	93%	78%	28%	95%	84%	28%	95%	86%	34%
Statistical Neighbours	92%	79%	24%	93%	81%	26%	94%	83%	29%
London	92%	78%	23%	93%	81%	25%	93%	83%	28%
England	91%	78%	23%	92%	80%	24%	93%	82%	26%

3.2.9 Science has increased by 2% at L2+ and 1% at L3 from 2013-14 to 2014-15, with 5% more of pupils attaining L3 in comparison to the national average. Over the last 3 years Science has remained above national averages.

Science	2012-13		2013-14		2014-15	
Level attained	L2+	L3	L2+	L3	L2+	L3
Harrow	88%	24%	92%	27%	94%	28%
Statistical Neighbours	90%	23%	91%	25%	91%	26%
London	90%	22%	90%	23%	91%	25%
England	90%	22%	91%	22%	91%	23%

3.3 Key Stage 2

Attainment

Please note that the 2014-15 KS2 results are still provisional and will remain so until recent arrivals are discounted and the performance tables are published in December.

3.3.1 Harrow continues to show strong performance and improvement across Key Stage 2. All Key Stage 2 outcomes show performance above national averages in 2014-15. Standards continue to be above national averages in all areas and from 2012-13 to 2014-15. Key Stage 2 outcomes in Harrow improved at a higher rate than the national average.

3.3.2 In 2014-15 84% of Harrow's pupils achieved Level 4 or above in Reading, Writing & Mathematics at Key Stage 2, which was above both the national average of 80% and the statistical neighbour and London average of 82%.

Percentage of pupils achieving Level 4 or above in Reading, Writing and Maths in Key Stage 2	2012-13	2013-14	2014-15 (1)
Harrow	79%	83%	84%
Statistical Neighbours	78%	82%	82%
London	79%	82%	82%

England	76%	79%	80%
---------	-----	-----	-----

(1) Provisional data

3.3.3 Harrow's performance on the secure level 4 attainment (4B) has also been sustained at 6% above the national average and 3% above both the London and statistical neighbour average.

Percentage of pupils achieving Level 4B or above in Reading, Writing and Maths in Key Stage 2	2012-13	2013-14	2014-15 (1)
Harrow	69%	74%	75%
Statistical Neighbours	67%	72%	72%
London	67%	71%	72%
England	63%	67%	69%

(1) Provisional data

3.3.4 A pleasing 3% rise on the higher Level 5 indicator for reading, writing and maths combined was achieved in 2014-15. From being broadly average against our statistical neighbours and London on this important measure, Harrow is now 3% above both.

Percentage of pupils achieving Level 5 or above in Reading, Writing and Maths in Key Stage 2	2012-13	2013-14	2014-15 (1)
Harrow	27%	27%	30%
Statistical Neighbours	25%	28%	27%
London	24%	27%	27%
England	21%	24%	24%

(1) Provisional data

Expected Progress between KS1 and KS2

3.3.5 Harrow's pupils continue to perform relatively well on the two levels of progress measure (expected progress) from Key Stage 1 to 2 in Reading, Writing and Mathematics. The table below shows that Harrow's results have been consistently broadly in line with our Statistical Neighbours and London, and at or slightly above the England average for the last three years.

KS1 to KS2 Progress - Reading	2012-13	2013-14	2014-15 (1)
Harrow	90%	94%	93%
Statistical Neighbours	91%	93%	93%
London	91%	93%	93%
England	88%	91%	91%

(1) Provisional data

Writing	2012-13	2013-14	2014-15 (1)
Harrow	92%	93%	95%
Statistical Neighbours	93%	95%	95%
London	94%	95%	95%
England	92%	93%	94%

(1) Provisional data

KS1 to KS2 Progress – Maths	2012-13	2013-14	2014-15 (1)
Harrow	92%	93%	93%
Statistical Neighbours	91%	92%	92%
London	91%	93%	92%
England	88%	90%	90%

Source: DfE Statistical First Release

3.3.6 In 2013-14, five schools were below the median for pupil progress in all three subjects of Reading Writing and Mathematics and six schools' progress was below the median in two of the three subjects. Seven schools' progress was below the median in one of the three subjects. Indicative data shows that the performance of schools in Harrow was better in 2014-15, with fewer schools below the DfE's 2014 median for two levels of progress (the 2015 median is expected to be published in December 2015).

3.3.7 In 2014-15, the percentage of pupils making more than expected progress at Key Stage 2 (more than two levels over the key stage) was broadly in line with the national average in Writing, slightly higher in Reading, and significantly higher than the national average in Mathematics.

3.4 Key Stage 4

Attainment

Please note that the 2014-15 KS4 results are still provisional and will remain so until recent arrivals are discounted and the performance tables are published in January.

3.4.1 Harrow schools' outcomes at the end of Key Stage 4 are above the national average, with 59.4% of Harrow's pupils achieving 5 or more A*-C GCSEs including English & Maths in 2014-15. However, this represents a 3% dip on this key indicator compared to the previous year, in line with the London average and is over 4% below our statistical neighbours. The table below sets out the trend at GCSE over a three year period.

5+ A*-C inc. English & Maths GCSE

Percentage of pupils at the end of KS4 achieving 5+ A*-C inc. English & mathematics GCSEs at GCSE or equivalent	2012-13	2013-14	2014-15 (1)
Harrow	65.4%	62.3%	59.4%
Statistical Neighbours	67.6%	65.6%	63.8%
London	65.1%	61.5%	59.5%
England	60.8%	56.8%	56.3%

(1) Provisional data

3.4.2 In summary at KS4

- Standards of attainment at Key Stage 4 continue to be above the national average, but continue to be below statistical neighbours.
- 5+ A*-C GCSEs including English and mathematics are not comparable to previous years (before 2014) due to the change in the DfE's methodology of how the results are published.
- No school in Harrow falls below the secondary school performance 'floor' standard.

3.4.3 The significant difference between the 2014 and previous year's result is largely due to the new 2014 methodology applied by the DfE.

3.4.4 The national, regional and local drop in performance at GCSE was expected due to changes in the way schools' performance is measured from 2014. The drop in performance coincides with a number of important reforms:

a) The Implementation of Alison Wolf's Review of Vocational Education that:

- restricted the qualifications counted in performance measures;
- prevented any qualification from counting as larger than one GCSE;
- capped the number of non-GCSEs included in performance measures at two per pupil.

b) An early entry policy to only count a pupil's first attempt at a qualification:

- School performance measures had been calculated using the best result achieved in a subject. In September 2013 the DfE announced that only the first result a pupil achieved would count in performance measures from 2013/14.

Expected progress between KS2 and KS4

3.4.5 Harrow's schools continue to be significantly above average for adding value from Key Stage 2 to Key Stage 4.

Expected Progress (three levels) between KS2 and KS4 – English

KS2 to KS4 Progress – English	2012-13	2013-14	2014-15 (1)
Harrow	78.3%	81.5%	75%
Statistical Neighbours	79.0%	81.0%	78%
London	76.9%	77.4%	75%
England	70.5%	71.8%	70%

(1) Provisional data

Source DfE Statistical First Release

Expected Progress (three levels) between KS2 and KS4 - Maths

KS2 to KS4 Progress – Maths	2012-13	2013-14	2014-15 (1)
Harrow	81.8%	74.1%	73%
Statistical Neighbours	79.5%	75.4%	76%
London	77.0%	71.4%	70%
England	70.8%	65.6%	67%

(1) Provisional data

Source DfE Statistical First Release

- Although variable year on year, young people in Harrow make good progress in both English and mathematics throughout their secondary school years.
- There has been a dip in the progress measure for English in 2014-15, from 81.5% to 75%. This figure is in line with the average for London, but 3% below that of our statistical neighbours.
- The expected progress in maths was 3% lower than that of our statistical neighbours, but significantly higher than the national average and 3% higher than London.
- The provisional data on more than expected progress for 2014-15 (four levels of progress between key stages 2 and 4), shows 39% for English and 42% for maths. This is higher than the national average, although lower for English compared to the previous year.

4 Analysis of the performance of underachieving groups

4.1 Despite the strong profile of performance in Harrow, there are some groups of pupils that do not attain as well as their peers. These groups often attain in line with their group nationally (and sometimes above) but do not attain as well as their peers in Harrow. These groups within Harrow are as follows (based on data up to 2013-14):

- specific ethnic groups, especially black pupil groups, at Key Stage 2 and 4;
- those with Special Educational Needs (SEN);
- those eligible for Free School Meals (FSM);
- those speaking a language other than English as their first language.

4.2 An analysis of key groups' performance relative to national and statistical neighbours was provided in the previous Cabinet report in February 2015, including three year trends (2011-12, 2012-13, 2013-14) for key achievement indicators. However, pupil characteristics data for key groups is not yet available for summer 2015 tests and examinations.

5. Information on Progression of Young People beyond KS4

5.1 Harrow is in the top 10 authorities nationally for the successful progression after GCSE of young people entitled to free school meals. Seven others are also London authorities. Harrow is also among the highest performing authorities in the country for the percentage of young people who are in Education, Employment or Training (EET) after the age of 16. In 2013 Harrow was ranked 1st in London for the participation of young people at ages 16 and 17. Harrow has been recognised for these achievements and has hosted a 'best practice' visit by OFSTED and London Councils with respect to EET.

5.2 Challenges remain because levels of participation are so high, those who do not participate often need specialist intervention. For example, as a percentage of our young people who are Not in Education, Employment or Training (NEET) too many have a special educational need. We also need to have more success with children looked after by the local authority. In order to reduce NEET figures further, Harrow has, in addition to existing programmes, facilitated a pre-NEET programme for

young people aged between 14 and 16 this year who are at risk of being NEET.

6. The profile of schools in respect of Ofsted Judgement

- 6.1 Currently, the proportion of schools in Harrow that are at least good or outstanding on Ofsted criteria is 92%. This is a total of 57 schools and includes all four special schools (100% outstanding) and secondary schools (70% outstanding and one Requires Improvement). The proportion of good and outstanding schools in Harrow is well above the national average in England.
- 6.2 Partly as a result of the Ofsted bar being raised significantly higher than previously, four schools (8%) currently require improvement. There are no schools currently in the official Ofsted category of Special Measures. The Harrow School Improvement Partnership (HSIP) Advisers are working very closely with the four schools that are not yet good, to ensure that they reach the minimum acceptable standard as soon as possible. Robust Partnership Plans supported by close monitoring ensure that the right level of challenge and support is provided for these schools.
- 6.3 Almost all Ofsted reports published for Harrow schools, speak very positively about the good work of the local authority in supporting and challenging the schools to move forward. For example, *'The local authority has provided good and effective support and challenge for the school. Local authority representatives frequently review the school's progress and provide leaders with specific and relevant indicators for further improvement. They have also supported the development of governors. School leaders value the quality of support provided'* are typical statements made in Ofsted reports over the past 18 months.
- 6.4 The Ofsted inspection framework sets out detailed criteria against which inspection judgements are made. If a school does not meet criteria for Good, it will be judged to be Requires Improvement or below. An annual Risk Assessment is carried out by HSIP to identify those schools which may be at risk of an Ofsted inspection judgement of below Good. Given the strong emphasis in the framework on the performance of groups, some schools are vulnerable. Focussed work is being done with these schools to improve the outcomes of vulnerable groups and to close the achievement gap between these groups of pupils and their peers locally.

7. Overview of the key changes to the school inspection framework

- 7.1 Ofsted has made three major changes to the way it carries out inspections since the beginning of this academic year:
- the approach to schools judged good at their previous inspection;
 - a new framework that applies to all institutions that it inspects;
 - the selection and terms of employment of inspectors.
- 7.2 Schools rated good at their previous inspection will be revisited by Ofsted after approximately three years. The visit will be in the nature of a health

check to establish whether they are still operating at the same standard. Like return visits to schools causing concern, these inspections will be conducted under section 8 of the Inspection Act 2005.

- 7.3 Secondary schools and large primary schools receiving short inspections will be examined by two inspectors, and primary schools of fewer than 600 pupils by only one. In both cases the inspection will last only one day.
- 7.4 A short inspection is designed to be a professional dialogue between the inspector(s) and the school leadership, leading to clear and helpful feedback from the inspector(s). It will focus on the capacity of the school's leaders, governors and managers to continue to drive school improvement.
- 7.5 The inspector(s) will make one of three judgements:
 - that the school is still good, in which case he/she will write a report in the form of a letter to the headteacher to that effect, noting the school's strengths and the issues it needs to address;
 - that standards in the school appear to have declined, in which case he/she will convert the inspection into a full ("section 5") inspection, to be held usually within 24 to 48 hours;
 - that the school appears to have improved further and may now be outstanding, in which case a full inspection will also follow, normally within 48 hours.
- 7.6 If the outcome is "no basic change" the report will appear on the Ofsted website and parents should be told how to access it. If the short inspection is converted into a full inspection, there is no separate report as a full inspection report will follow.
- 7.7 All inspectors are now contracted directly by Ofsted, either as Her Majesty's Inspectors (HMIs), who are Ofsted employees, or by serving school leaders on secondment to carry out occasional inspections. The latter are known officially as "Ofsted inspectors". Only HMIs will lead on short inspections.
- 7.8 A single inspection framework now applies equally to all institutions: Early Years settings, maintained schools, academies, FE colleges and skills providers. This is designed to make it easier for users to understand Ofsted reports as the same format and terminology will be found in them throughout a child's education.

Legal Implications

The Local Authority has statutory responsibility for the monitoring of all Local Authority maintained schools, challenging schools to improve and intervene formally with those schools, whose performance is weak. In relation to academies, the Local Authority is expected to have a broad overview of performance and where it has concerns to raise these with the Regional Schools Commissioner (RSC), appointed by the Department for Education (DfE).

Financial Implications

The Local Authority currently funds its strategy for school improvement, covering the cost of LA statutory functions. The remainder of the funding for school improvement provision comes directly from schools through their Dedicated Schools Grant (DSG). The overall resource funds Harrow School Improvement Partnership (HSIP), which is valued by schools, most of whom have recently renewed their commitment to the partnership for another two years (September 2015 to July 2017). There are no financial implications arising from this report

Equalities implications / Public Sector Equality Duty

The relatively weaker performance of particular underachieving groups (2013-14), although improving, is still a concern and the Local Authority through the Harrow School Improvement Partnership has established a 'Closing the Gap' strategy to ensure that all groups achieve in line with the high standards of achievement in Harrow. The strategy is focussed on supporting and challenging individual schools to improve the quality of their provision in the context of a Partnership Plan, so that all groups achieve well against their peers.

Council Priorities

The Council's vision: **Working Together to Make a Difference for Harrow**

This report provides information on the performance of underachieving groups, and as such is focused on making a difference for the vulnerable. Educational performance and standards are critical in making a difference to the life chances and aspirations of families and communities. A well educated and skilled workforce secured through quality educational provision in Harrow, contributes significantly to local businesses and industry, within and beyond Harrow.

Section 3 - Statutory Officer Clearance

Name: Jo Frost	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 1 December 2015		
Name: Sarah Wilson	<input checked="" type="checkbox"/>	on behalf of the Monitoring Officer
Date: 1 December 2015		

Ward Councillors notified:	NO, The information contained in this report affects all Wards.
EqIA carried out: EqIA cleared by:	NO This report is for information only. There is no decision to be made which would have an impact on the Council's Equality, Policies and Procedures. There are however, equality implications in respect of raising achievement of some minority groups, for pupils with SEND and those on free school meals, and a strategy is in place to address this.

Section 4 - Contact Details and Background Papers

Contact: Nasim Butt
Interim Head of Service, School Improvement.
Tel: 020 8736 6520
nasim.butt@harrow.gov.uk

Background Papers:

HSIP Improvement and Delivery Plan 2015-16

HSIP Annual Report (AGM September 2015)

**Call-In Waived by the
Chairman of Overview
and Scrutiny
Committee**

NOT APPLICABLE

*[Call-in does not apply, as the
recommendation is for noting
only]*