

**MEETING OF THE FULL GOVERNING BOARD
TO BE HELD ON THE 18th MAY 2023 AT 5.00PM**

Composition of the Board

NAME	CATEGORY OF GOVERNOR	END OF TERM	DESIGNATED ROLE	In attendance
Ms Victoria Adshead	Co-opted	01/07/2023	Vice Chair	Apologies
Mr Darren Swann	Co-opted	25/01/2025	Chair	✓
Mrs Kerry Forrester	Headteacher		Headteacher	✓
Ms Rachel Sims	Co-opted	01/07/2023		✓
Ms Sara Albiston	Co-opted	24/11/2025		Late
Rev James Bridgman	Foundation	31/08/2025		✓ Virtual
Mr Adam Butwilowski	Parent	22/10/2025		✓
Mr Chris Fry	Parent	04/01/2025		✓
Mr Nick Brown	Staff	27/05/2025		✓
Ms Sara Diggle	Foundation	07/02/2026		✓
Vacancy	Co-opted			
Vacancy	Co-opted			
Vacancy	LA Governor			
Vacancy	Foundation			
In attendance				
Steve Perry			Observing	
Ms. Helen Maddocks			Deputy Headteacher	
Miss Ashleigh Frain			Clerk	✓

The meeting commenced at 17.11pm

NON CONFIDENTIAL MINUTES

1. APOLOGIES

The Chair welcomed Governors to the meeting.

Governors received apologies Victoria Adshead. Governors noted Victoria sent prior to the meeting.

RESOLVED: That the apologies be accepted.

Steve was invited to introduce himself. He provided a short profile of his background which includes finance and experience of being a director and Trustees. Governors noted that he has an Interest in supporting the school develop.

2. DECLARATION OF PECUNIARY INTEREST

Governors were invited to declare any potential pecuniary interest or conflict of interest between an individual and the Governing Board as a whole with the business to be discussed during the meeting.

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RESOLVED: That there were no further declarations.

3. MINUTES OF LAST MEETING

Governors were presented with the non-confidential minutes of the meeting held on the 23rd March, 2023.

RESOLVED: That the non-confidential minutes of the meeting held on the 23rd March, 2023 be approved.

4. MATTERS ARISING

To receive an update on Actions from the previous meeting minutes. To discuss matters arising which will not be covered elsewhere during the meeting.

ACTION LOG

DATE	ITEM NO.	ACTION	BY WHO	BY WHEN
30/03/23	13	All Governors to send comments or amendments to the policies by 21/4/23.	All Governors	21/04/23
Update: This was completed.				
	14	Clerk to add data on to the next agenda.	Clerk	Before next meeting
Update: Completed see below.				
	14	Clerk to add inset days on to the next agenda.	Clerk	Before next meeting
Update: Completed see below.				
	15	Clerk to add residentials on to the next agenda.	Clerk	Before next meeting
Update: Completed see below.				

5. CHAIR'S ACTION

Report on any action taken by the chair or vice-chair on behalf of the board since the last meeting.

Governors noted that there were no chairs actions to report.

6. GOVERNANCE – MEMBERSHIP & CONSTITUTION

The Chair proposed moving this item to the confidential part of the meeting.

- a. Governors noted and received an update on the following vacancies -

- Co-opted Governor (x2)
- LA Governors (x1)
- Foundation Governor (x1)
- Rachel Sims, Co-opted Governors term of office will end on the 1st July, 2023.
- Victoria Adshead, Co-opted Governors term ends on 1st July 2023.

Governors discussed Governance membership and the constitution.

Steve looking with specific skills and has children in school.

It was proposed that Steve be the LA Governor.

RESOLVED: that Steve be asked to be the LA Governor.

There have been 3 applicants from year 6 following a letter that has been sent out.

- Andrea Bean – educational background. Principle SLT for 10 years. Still working in sector but on CPD for teachers.

Q: The 3 parents with year 6 children. Where are the other children in school?

A: Year 6 and year 3 and Year 1

Governors discussed the issues of balance of where there are too many Governors who have children in school.

There is a potential applicant who does not have a child in school yet. Her hope is come September 24 will have. She has lived in the village for a short time. She has her own business in Interior design. The business is new so she could be time limited.

There are two vacancies – other than foundation and possibly 4 people interested.

Governors discussed the benefits of having an education background.

The clerk advised that all four could be approached and join as associate members. She provided guidance on the role of associate members.

The Chair raised the terms of office for Rachel Simms and Victoria Adshead and that this would be on the agenda at the next meeting.

Q: Victoria and Rachel, do they get an automatic option to stay on?

A: No, we have to vote them back.

Rev Bridgman provided an update on foundation governors and that he has a few people that he will can approach.

7. RECOVERY AND DATA –

The Minutes of a Data and Recovery meeting were presented having been circulated prior to the meeting. The following points were highlighted.

- Next drop is 8th June
- Head and Nick had training and it was advised that there were too many data drops.
- It was agreed that three drops were reasonable.
- Session also highlighted the above expected should be on target or not on target. The focus should be on those that are not on target.

Sarah Albiston entered at 17.16pm.

- We are enow doing are we on track

Q: Will the Summer 2 data be taken so that it can come to the summer FGB.

Q: I thought the data was based on the teacher's predictions on where they thought the children would be in September.

A: We changed it because it was too difficult. We have changed it to on track

Q: So in the past did we do both?

A: No only one or the other. This is what confused that data the data group agreed it wasn't working. It wasn't giving a true reflection of where the children were. From classroom monitoring we were going objective by objective and whether the children were meeting them. We would then do our own teacher judgement. The new system does not allow for this.

Q: As governors we have the noted of the meeting. We used to get detailed report.

A: Nick has a report. It is a lot more simplified due to the advice as the by going in to all categories the number are so small there is no comparative that could be made. The advice that was provided by the two professionals was that that the data should be about individuals not percentages compared with arbitrary percentages. Is this child keeping up and if not what are we doing about it.

Q: From governors' perspective it shows cohorts. What information are we going to get about Pupil Premium and SEND?

A: SEND Is on there. At the moment we don't have anything for Pupil Premium in this report however there it is in the Pupil Premium report. This is looked at more detail in the data committee. Pupil Premium here is few and far between it doesn't mean anything. There is no comparison due to so few children. Looking at the national picture it goes back to individual and the progress they are making. Are they on track and if not what are we doing about it.

Governors discussed the ways in which data could be looked at and how that information is fed back to Governors.

Q: As a governor I am interested in knowing if we have any issues with Pupil Premium or SEND children. Are the governors going to know that they are progressing?

A: It is about how much information. At the end of Summer term we will look at Pupil Premium children and the SEND children and that will feed into the strategy for the autumn term. It should be picked up by the data committee. This will feed in strategy for new year. If we look at outcome on PP this will feed in to

challenge for PP strategy. James Pembroke advised that a SEN child that was working below, still working below it doesn't show anything. There targets need to be looked at, but it is granular.

Q: We have a strategy for how we invest our resources to get the best results. I am interested in knowing whether that strategy is working or if there are issues with the strategy.

A: These can be asked at committee and reported back.

RESOLVED: that the Data Committee to give summary after each data point to main governors.

The Recovery report was presented. The following points were shared:

- Change of language this is y6 and y2 data used national language
- On the whole in a lot of areas we are above national data
- the red areas are percentages autumn 1 to spring two and why it has dropped.
- Context given for year group and class by class and individuals some are in year transfers they are not on track and some percentage have gone down.

Q: The percentage can be alarming unnecessarily, does this represent a downward trend to the cohort in Year 1? Is this one child?

A: Yes it is so it doesn't represent a downward trend.

Q: In writing there is a lot more red for y5 it is 63% to 56% which is more than one child. Is that because there are different ways of looking at it?

A: This is 2 children. That is because both were working below last summer so then it is difficult to make a prediction. They are below in summer 2 and then they have been predicted to work at expected by the end of the year and this is where there is disparity with predictions like that.

Q: Will you explain where on track ARE in autumn 2 is percentage?

A: No we were predicting. I don't remember why we did this. We moved towards predicting where the children would be in Autumn 2. The Spring 2 is where they are now.

Q: Can you report where they are now?

A: The language we were using. The Autumn 2 is a prediction. Spring 1 is are they keeping up with what they have been taught. This is what we are doing now.

Q: The in year transfer keeps cropping up a lot. Are we confident we have the right strategies in place to get them on track "keeping up"?

A: This was one of Sarah Quinn's recommendations and we have put in the action plan we have got. No we have not had this in place and this is something we are developing. We need a programme. When children move they are unsettled they drop 6 months. This doesn't take that long but this is something we are looking at and finding what happens in other schools.

Q: All of the children are important but skewing the figure there are only 2 or 3 children. So they shouldn't?

A: But when looking at 32 children and you have 2 children join it does because it is more than 2 or 3 %. There has been a dozen join us this year. There is some skew in the data. This needs to be taken into account.

Governors noted that the report and action plan had ideas of assessment for when children join and what the barriers are.

Q: Was the EY data on there?

A: Reception data is shown as blue but numbers are low and we have some challenges. This looked like it had turned a corner but there is only 1 term to go..

Q: The difference in percentage from Reception 1 to Reception 2? Is it just the children with additional needs or is that they are disrupting the class?

A: There has been a significant shift from where the children were to what is happening now and all the interventions that have been put in place. The children are very differently academically. What we going to do next year is that we have a pure Year 1 class for the children who are not all ready for formal learning and the ones who are will go into a Year 1 / 2 class.

Q: Writing – when we had the last Ofsted the action was as a school we would put in place strategies to narrow the attainment gap between writing and reading and maths. Based on this it is 15-20% below and in half the class it is below national. Are we happy with the strategies, have we reviewed the strategies. Can you give us some information on that?

A: I think we need to see the measure at the end of the year. Pathways is having an impact massively and it was great to have the justification of the programme we have in place. There are positive signs. The quality of writing is there so it just a case of waiting to give them time to teach.

Q: In 6 weeks we will have Summer 2 data. Are you saying it will be better?

A: My expectation is it should be better. If it is not there will be a review of why.

Q: Just better or significantly better?

A: With reading writing and math and writing, writing is a very different discipline to the others. With maths when we ask the question “is this child keeping up with what I have taught in maths” you would be looking at I taught fractions you can say I’ve nailed it.” With the writing when you ask “are they keeping up with what I have taught them so far?” the answer might be yes and no because incrementally we are teaching more elements and the other things don’t go away. By that I mean when you teach fractions you are not also teaching statistics, you are just asking them to do fractions. When you teach writing you are asking them to do four million things at the same. The profile and progress will be more spikey and not until the final term you see inconsistencies though the year become really embedded and the child to be more secure and confident and independent because they are very different disciplines. It is very different to teach and very different to learn. It is a bumpy ride throughout the year. Judge us on the summer data.

Sarah Quinn comment of that target bring in line with reading and maths sounds like an Ofsted inspector who can’t think of another target as it is not national. This is not saying that we are not ambitious with our reading and writing.

Q: If you come back to next meeting and tell us that sufficient progress has not been made in terms of reviewing strategies will that all be in place of for September?

A: Yes. So that is DFE data and it is all verified and I draw your attention to the confidence intervals it would be positive. So if we look at progress

<i>Progress</i>	<i>Confidence Intervals</i>
+2.17	Reading is 0.1 to 4.3
+1.46	Writing is -0.6 to 3.5
+3.2	Maths 1.2 to 5.2

Governors noted that this is a national picture and that school is being reflective.

Q: We set a target on recovery. I read your report I can't tell from it whether we are achieving or not.

A: The overall aim was to get back to 2019 data. The initial proposal was it would take a few years to get there in some area we are looking at hitting 80% in some we are not. We are on track in certain classes and subjects in other areas we have room to go. Writing we have more to go than in maths and reading.

Q: Where we are not and where you want us to be, how often is this being reflected on and action plans being amended?

A: Regularly. We have strategies in place and we are looking at it half termly.

Q: Your report shows completed against a lot of actions as Governors we cannot see the impact?

A: Do you want impact?

RESOLVED: that impact is included in the future reports.

The Chair referred to the questions that had been raised by Ms Adshead.

Q: It was initially agreed at FGB that, as part of the recovery plan, we would have 6 data points? Has somebody decided to drop this to 3? I think this needs to be discussed/decided by FGB if there is any change to previous agreement.

A: Yes we did originally agree 6 but two external professionals advised 2 and Ofsted state more than 2 or 3 is not necessary. This was agreed in data group. We wanted to keep 3 not 2.

Q: Comment in the DATA minutes – “KF and NB...showed a knowledge of why the data had shown a decline and how the students were going to be helped” Can you share this knowledge with the GB. why are we still dropping in writing?

A: This has been discussed in the above questions.

Q: Have we looked at the impact of interventions? In light of decline, are we changing our intervention approach?

A: The decline is not a correlation between interventions and negative impact on data. So not all children require intervention we do review these. It is a huge number of hours that we devote to TA delivering interventions and we are constantly reviewing this. The TAs are great at engaging in professional dialogue with the teachers. This is ongoing and standard day to day to practice. The focus has been on spelling and writing and this will be seen in summer data.

Q: Just before Christmas did you not change how TA would be used, so not in class but where need is?

A: Yes. We put them where the need was, which is we were able to move additional support into Years 3 and 4.

Q: Have you seen an impact in this strategy?

A: Yes, massively so.

Q: Will we see this in summer data?

A: We would hope so. Yes Insight will show us these groups.

Governors commented on that it was pleasing that the leadership team were optimistic. The headteacher invited Governors to come into school to see the children's writing examples and see the work that the children were doing.

ACTION: Writing examples to be prepared for 5th July.

Q: Why are we worse than national average. With our demographics we are usually higher than national average?

A: This question has been responded to above.

Q: Recovery report – what has happened with the year 2 cohort for their data to now be red? What is our strategy for improving the areas of weakest performance?

A: This question has been responded to above.

Q: What resources have we allocated to the year 3 class as these figures seem particularly low?

A: This question has been responded to above.

Q: Our SEND figures are a concern – are we reviewing our interventions and resources to see how we can have greater impact on their learning? How are we going to raise standards of these children?

A: This question has been responded to above.

Q: Where pupils are doing well, do we know why and are we ensuring that this information is being used by senior leaders to improve areas of underperformance?

A: No, we are not but we can look at this this in the future. We can look at buddying up. We need more TA's because the extra resources are freeing teachers up to deliver the interventions and TA and the they are then freed up.

Q: Does that mean the TA's have moved on from Year 3 and 4?

A: No they haven't.

Q: Can we have a recovery report that can be compared with the previous? Why do we have a list of actions completed or not completed, when actually need to know the impact of the complete actions as per the original recovery plan that was shared with governors in sept 22. Complete the impact column in the original plan please and tell governors if the success criteria have been achieved:

A: This question has been responded to above.

Governors commented on the follow up action plan from Sarah Quinn and questioned whether they were expected to see impact. It was confirmed that this is a specific plan based on her report and Governors would see the progress and the impact of this.

8. INSET DAYS/ EDUCATIONAL TRIPS/ RESIDENTIAL TRIPS

Governors were advised that Inset days are in line with the high school. It has previously been discussed that these are different to the Local Authority dates.

The high school have a floating INSET day but they have not allocated it. It was proposed to set it to the 27th October in order that the SDP priorities can be looked at.

The Headteacher explained that half terms were aligned with the High School for the ease for families so that children at both schools were off at the same time. This helps attendance.

It was proposed that the same be done for inset days. One will be twilights and staff will be in school on 22/23 for training then.

Q: Having 2 days at the end of the year mean if nothing else you would be ready for September?

A: Yes. This is not something we have done before but I think it is important on reflection of high school.

Q: Your happy you can get value out of these?

A: Yes we are happy with the review then.

Q: How are the inset day plans prioritising staff training needed throughout the year, if 3 are at the very end of term?

A: This has been responded to above.

Q: If you plan on spreading those 3 over the year as twilights, has the training been aligned to school priorities?

A: This has been responded to above.

Residentials

Governors were advised that there had been issues with Year 2 this year due to the local centres like Burwardsley being too small, Beeston has shut down instead. Fox Howl is too small. All local CWAC centres are too small. The good ones are miles away. Cost are kept down by parents taking them.

It has been proposed to have a long day in Delamere. We are reflecting on what this can look like going forward we are going to look if we can spilt it. this year. We are looking at next year and splitting and taking one class on the first day, the two classes together on the second class staying over on the second day.

Governors considered whether there could be something done on the school field and whether parents could be involved. It was raised that Entrust are supplying tents to use on school fields.

Year 3 and 4 are going to Loggerheads in Mold.

Year 5/6 changing due to the parent paying for 2 residentials in Year 6, due to the High School also running a residential as part of transition which is 2 lots of over £200 in an academic year. It feels that in the current climate this is not right.

Year 5 and 6 will be split with Year 6 going to Conway Centre with the High School and Year 5s will go to Alderford Lake.

Any year 6s who are not going to Tarporley High School can join the Year 5 residential.

Year 6 will have a special trip in the autumn term.

Governors were advised that there are extremely thorough risk assessments are conducted for all residentials.

Educational trips will be planned on the curriculum day.

Q: Do you subsidise residentials.

A: Yes. Pupil Premium are 100% paid and the family fund for parent struggling.

Q: Can parents pay in instalments?

A: They don't have to pay prior. Either we give lots of notice or we let them pay after. The profits from the Preloved shop goes in to this.

Q: Education trips, do we think we are similar with were we were?

A: I ask teachers to do something each term. If it is a residential then there would not be a visit. It can either be a visit or visitor based on their learning experiences.

9. CURRICULUM UPDATE

Ms Maddocks provided a verbal curriculum report. She requested that the first half term meeting would be verbal and the second half term would be written.

ACTION: Curriculum Update to be on each agenda. Verbal first half term, written second half term.

The following points were highlighted.

- Governor monitoring and visits which will answer your questions
 - Curriculum is not for Ofsted but school is in the Ofsted window.
 - Priority is subject leaders are prepared and able to articulate and impact rational.
 - RE is very good and what SIAMs.
 - Vote of confidence in the English curriculum
 - Annually one INSET is dedicated to review and reflect. Plans are annotated and we then look ahead.
 - Big focus in June is liaison more have having deep conversations with EYFS team as there is not sufficient conversations with EYFS and rest of school.
 - Progression maps being revamped
 - Governors to support with monitoring so the map for provision. Staff given time to put in place.
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- Linking with Governors also need to have a good understanding of the curriculum.
 - Every subject needs a link governor or allocated to a member of staff

Potential models for monitoring the curriculum and links was discussed to help streamlining and included ways to spotlight on subjects throughout the years. Curriculum leads could come and present to governors as well as providing book samples at meetings.

Governors were advised that they need to be confident to articulate the curriculum and need to find opportunities over next few months so they are aware and experience the curriculum in real life. It is practice again in articulating the curriculum vision and championing what they do.

Governors considered that they needed to review their priorities for an Ofsted and which Deep Dives they would want to be looked at.

ACTION: Reading presentation for the next meeting.

Governors must attend a training session with Sarah Quinn.

ACTION: Tuesday 10th October at 5pm- 7pm. Sarah Quinn Governor training. Ofsted readiness training.

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Q: We need to look at governor understanding of our curriculum and requirements. Propose that all governors should complete some curriculum module training from NGA/The Key in the summer term

Q: If subject links are going to be reintroduced, please allocate these when all places have been confirmed on the GB in September, do not share them out between the current 7 on board.

Governors noted that these questions had been addressed.

10. FINANCE & BUDGET UPDATE

The final budget was presented having been circulated prior to the meeting. The following points were highlighted:

- Amendments budget meeting on CWAC
- Upkeep on maintenance of buildings. In the year just finished £10,000 budgeted in addition to committed costs and list of outstanding jobs to prioritise has been requested. Only £1,500 got spent. Moving forward there was a need to make savings so reduced this to £5000.
- It is difficult to get quotes.
- There is a backlog so currently behind by £8500.
- I think we should increase the budgeted £5000 to £10,000.

Resolved: that the maintenance line be amended from £5000 maintenance to £10,000.

Governors noted that it was important that the budget is spent.

- Year embarked income is based on October headcount 23/24 is based on previous without treehouse £20000 surplus. Income is reasonable certain. Majority comes from pupils.
- 24/25 surplus of £9000 is based on head out not happened is uncertain.
- Number 279-296 so the budget based on 284.
- Be aware if come headcount we are 279 rather than 284 the 9k is 2 children. We would be moving to deficit, and this will need to be revisited.

Q: If the carry forward is currently £20,000 minus £5000 in to building can we cushion this?

A: It already is. We are not supposed to have carry forward but not support to run out of deficit.

Kerry and Jane had reduced the budget by make additional savings so this may be difficult. Non-human going forward Kerry always protect human resources first.

Signed the 22/23 income but there is uncertainty until income is confirmed and 24/25 is tight.

Q: Are your assumptions on the number, cost and deployment of staff robust enough to handle variations in projected pupil numbers?

A: Having sat in finance committee we have been shown the model scenarios dependant on pupil numbers we are aware of changes that might come and ultimately dependant on pupils in each cohort. Fewer than 30 in reception this will obviously mean we will have to look at whether we can justify 11 classrooms.

Q: Have we used an actual pupil number or a guess?

This question has been responded to.

Q: What percentage of our budget is staffing?

A: It is approximately 80% in line with national benchmarking was complete and due to but done again.

Q: Do we have the right absence insurance cover in place? Are we benefitting or losing out?

A: This is being looked at and discussion at the budget meeting and produce of moving forward with costly insurance that does not kick in for 15 days. We are looking at getting a quote from a previous company that pays after 5 days. We will review this and make decision we whether to go with them or we use money to cover supply. The Percentage numbers

- 22/23 – actually spend on staffing 77%
- 23/24 – budget spend on staffing 74%
- 24/25 – budget spend on staffing 78%

The costs of absence insurance in 2022/ 23 was £4,647. We can claim after 15 days and claimed back £5481 due to 2 staff having long term absence.

Q: Does the budget take any risks into account? (What are they)?

A: the biggest risk is the one I have just explained.

Q: Have you examined how efficient the deployment of staff is, using the DfE's integrated curriculum and financial planning process?

A: No.

Rev Bridgeman withdrew at 18.39

11. GOVERNOR STRATEGY/VISITS/UPDATES

Link Governors to feedback from any visits attended.

Ms Albiston came in regarding safeguarding. We went through staff training, the single central register, concerns in the local community and what the priorities are in the community. Next time there will be a visit to capture pupil voice.

12. POLICIES

Governors noted there was nothing to report under this item.

13. CHRISTIAN DISTINCTIVENESS / SIAMS

The Chair offered his congratulations great effort on the successful SIAM

The Headteacher has been invited to take part in lots of dioceses meetings and is being held up as a flagship school. Feedback has been positive.

The Ethos Conference is next week and the group has contributed to the planning and they have recorded their reflections on the gospel and recorded a beautiful prayer.

14. SOAP UPDATE

Governors were invited to ask questions on the SOAP –

Q: Please update headings as some are showing as 20-21 and 21-22

A: I'll look at.

15. TREEHOUSE UPDATE

Mr Butwilowski advised that this is still progressing and there has been a response provided to questions from the architect and are awaiting the finalised design and access statement and then planning can go on.

Once the planning and access statement is approved we can seek planning permission. CWAC planning have launched a new service

16. OFSTED UPDATE

Ms Albiston shared her experiences from the Trust she works in. She highlighted the following points:

- They have a crib sheet for trust about what happens. This can be shared.
- The Inspector rings does logistics.
- Ring back
- 2 HMI came it was thorough but positive experience. Our context is very different to here.
- 3 deep dives. Reading, maths and geography.
- They wanted to know the subjects you've worked hardest on and the ones you are still improving.

Rev Bridgman rejoined the meeting at 18.48

- They talked to parents on the first morning

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- They met with Governors on the second day
- The observed adults hearing children reading. They chose children.
- Interview subject leaders.
- Book scrutiny.
- Head role explained. After initial 3 hour discussion with the Headteacher you don't do anything for the two days. The information is all being triangulated.
- Attendance was scrutinised.
- Discussed migration.
- They interviewed children about art and the artists they were had learned about
- Example given.
- Recent inspections discussed and examples given.
- Noted massive focus on curriculum.
- Experienced of the feedback meeting shared. They start at inadequate and work through to outstanding. Judgement shared.

ACTION: Ms Albiston to send the inspection crib sheet.

*Q: I haven't seen a SEF for a number of years, could this please be shared with governors?
I know Sarah Quinn asked for it for her visit but she was sent the SIAMs SEF.*

A: Yes

Q: All governors should be asked to do the Ofsted readiness online learning with NGA.

Governors discussed courses noted Ofsted training in October.

17. ANY OTHER BUSINESS

18. DATE AND TIME OF THE NEXT MEETING

To note the time and date of the next meeting on the 29th June 2022 at 5pm.

The non-confidential part of the meeting finished at 18.57pm

Ms Maddocks, Ms Simms, Mr Brown and Steve withdrew from the meeting.

Signed:

Date: