



Minutes of the Full Governing Body Meeting of Lady Margaret School

Date/time: 5th October 2022,
6.00pm

Present:	Ms Delrita Agyapong Prof Saeema Ahmed-Kristensen Mr William Downs Mr James Ewins Ms Kate Foulds Mrs Severine Gould	Mrs Arabella MacIntyre Mr Nigel Parker Revd Penny Seabrook (Chair) Mr Paul Sloan Ms Elisabeth Stevenson, Headteacher	In attendance:	Mrs Wendy Gainham, Clerk to Governors Ms Nicola Lupton, Deputy Headteacher Mrs Sarah Webber, Deputy Headteacher
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Revd Penny Seabrook opened the meeting with a prayer at 6.05pm

Agenda Item	Action	By whom	By when
<p>1. Apologies for absence</p> <p>1.1 Apologies had been received from Mr Justin Bairamian, Mrs Maxine Boersma, Mrs Marianne Coates, Mr William Hunter, Mrs Sarah Peart, Mrs Louisa Smith, Ms Rea Zhubi and Miss Charlotte Walton. Permission for absence was granted. Mr Choong Kwan was absent.</p>			
<p>2. Election of Chair of the Governing Body for 2022-2023</p> <p>2.1 The Clerk had requested nominations for the position of Chair of the Governing Body by 18th July 2022.</p> <p>2.2 The Clerk confirmed the meeting was quorate and that one nomination had been received for Revd Penny Seabrook.</p> <p>2.3 In the absence of any other nominations, the Clerk confirmed that Revd Penny Seabrook was the elected Chair of Lady Margaret School Governing Body for a period of one year, until the first Full Governing Body meeting of the 2023-2024 academic year.</p>			

Signed.....
Chair of committee

Date.....

Agenda Item	Action	By whom	By when
<p>3. Election of Vice Chair of the Governing Body for 2022-2023</p> <p>3.1 The Clerk had requested nominations for the position of Vice Chair of the Governing Body by 18th July 2022.</p> <p>3.2 The Clerk confirmed that the current Vice Chair, Mr Justin Bairamian, wished to step down. Three nominations had been received for Mrs Arabella MacIntyre.</p> <p>3.3 In the absence of any other nominations, the Clerk confirmed Mrs Arabella MacIntyre was the elected Vice Chair of Lady Margaret School Governing Body for a period of one year, until the first Full Governing Body meeting of the 2023-2024 academic year.</p>			
<p>4. Election of Deputy Vice Chair of the Governing Body for 2022-2023</p> <p>4.1 The Clerk had requested nominations for the position of Deputy Vice Chair of the Governing Body by 18th July 2022.</p> <p>4.2 The Clerk confirmed that two nominations had been received for Mrs Sarah Peart.</p> <p>4.3 In the absence of any other nominations, the Clerk confirmed Mrs Sarah Peart was the elected Deputy Vice Chair of Lady Margaret School Governing Body for a period of one year, until the first Full Governing Body meeting of the 2023-2024 academic year.</p>			
<p>5. Welcome and Introductions</p> <p>5.1 The Chair welcomed all those present and in attendance.</p> <p>5.2 All introduced themselves to new Foundation Governor, Mr William Downs.</p> <p>5.3 The Chair announced that Mrs Louisa Smith, Office and Exams Manager, had been elected as a Staff Governor. Governors agreed it was beneficial to have a member of the support staff on the Governing Body.</p>			

Signed.....
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Agenda Item	Action	By whom	By when
5.4 One staff governor vacancy remained and the Clerk would discuss the timing of the next election with the Headteacher.	Discuss next Staff Governor election	Clerk and Headteacher	asap
6. Membership of the Governing Body 6.1 An up-to-date List of Governors had been sent with the agenda. 6.2 The Chair emphasised the importance of regular attendance at meetings and reminded governors that they were required to provide a reason for any absences in advance.			
7. Register of Governors' Interests 7.1 The Clerk tabled two Related Parties Declaration Forms, one pertaining to the year ending 31 st August 2022 which was required for auditing purposes, and the other pertaining to the year ahead, ending 31 st August 2023. Governors were asked to complete both forms, and to declare any interests. 7.2 The Clerk also circulated the Governors' Register of Business and Pecuniary Interests document and requested that Governors declared any interests which were specific to the meeting. 7.3 Mr James Ewins declared that he was Chair of Governors at St Cecilia's Church of England School.	Complete and return Related Parties Declaration Forms	All	asap
8. Governors' Code of Conduct 8.1 The Governors' Code of Conduct for 2022-2023 had been sent with the agenda. 8.2 Referring governors to paragraph 3 of the 'Demonstrate our commitment to the role' section on page 2 of the document, the Chair wished to highlight that governors were expected to 'arrive at meetings prepared, having read all papers in advance'.			

Signed..... Date.....
 Chair of committee

Agenda Item	Action	By whom	By when
8.3 The Chair also pointed out that in accordance with paragraph 7 of the same section on page 3 of the document, all new governors were required to attend induction training.			
8.4 The Clerk agreed to re-send details of new governor induction training to all new governors.	Re-send details of new governor induction training to new governors	Clerk	asap
8.5 The Deputy Headteacher Curriculum reminded governors of the requirement to complete Safeguarding and Prevent training for the new academic year. A link to the Safeguarding training had been sent via email and the Prevent training was available through The National College and governors should have received a welcome email from The National College.	Email Clerk to confirm completion of Safeguarding and Prevent training	All	asap
8.6 Governors were asked to email the Clerk to confirm once they had completed both training courses.	Email copies of documents governors are required to read in connection with the Code of Conduct plus details of how governors confirm they agree to abide by Code of Conduct	Clerk	asap
8.7 The Clerk would email governors copies of the various documents they were required to read (including Keeping children safe in education 2022) as set out in the Code of Conduct for Governors. The Clerk would also email details of how governors could confirm that they agreed to abide by the Code of Conduct for Governors.			
8.8 Governors adopted the revised Governors' Code of Conduct.	Publish Code of Conduct	Clerk	asap
9. Membership of Committees and Review of Scheme of Delegation 9.1 The Membership of Committees 2022-2023 document had been sent with the agenda. 9.2 The Chair invited Mr William Downs to consider which committee(s) he would like to join. 9.3 It was suggested that in order to assist with succession planning, the committee membership of those governors whose terms of office would be expiring in the near future should be considered when appointing new governors to committees.			

Signed..... Date.....
 Chair of committee

Agenda Item	Action	By whom	By when
<p>1. Matters arising not covered elsewhere on the agenda</p> <p>1.1 Referring to item 11.36, the Chair asked whether the School Chaplain’s evaluation of Collective Worship had been completed. The Headteacher advised that this had not yet been completed but would hopefully be ready for the next meeting.</p> <p>1.2 14.2 - The Chair asked whether governors had now received details of the Ofsted training course recommended by Mr James Ewins. The Deputy Headteacher Curriculum advised that the course provider was The National College and governors should have received a welcome email from the provider. Mr James Ewins would provide governors with details of the training module he had recommended.</p> <p>1.3 14.6 – The Chair asked the Clerk for an update on available training for the Link Governor for SEND. The Clerk had managed to source an online module on the NGA website and would look into costings. In the meantime, she had passed details of this course to the Link Governor for SEND for her information.</p> <p>1.4 The Chair of the Audit and Risk Management Committee reported that he was trying to source a trainer to run some Ofsted training for the governing body. He also advised that one of the areas for internal scrutiny for the new academic year would be governance.</p>	<p>Provide Chair with School Chaplain’s evaluation of Collective Worship</p> <p>Send details of Ofsted training course to governors.</p> <p>Check costings of NGA SEND training module</p>	<p>Headteacher</p> <p>JE</p> <p>Clerk</p>	<p>By 12/12/22</p> <p>asap</p> <p>asap</p>
<p>2. Report by the Headteacher</p> <p>2.1 The Headteacher’s Report to the Governors September 2022 had been sent with the agenda.</p> <p>2.2 The school had worked hard this term to help settle in new colleagues and students.</p>			

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Chair of committee

Agenda Item	Action	By whom	By when
2.3 The School Birthday had been celebrated last Friday and teaching staff had completed performance management and target setting during the afternoon.			
2.4 Round 1 lesson observations were currently underway. Observations were paired, for example a Head of Department plus an ECT. This programme was now very effectively embedded and really appreciated by staff.			
2.5 The school had been fully staffed at the start of the term, however, a recent resignation within the Science department had meant that it had been necessary to appoint a new Teacher of Science for January.			
2.6 Year 7 Open Sessions would take place on Thursday and Friday this week.			
2.7 The Headteacher wished to thank the Senior Leadership Team for their contributions to this report.			
2.8 Governors noted that Miss Hollie Mellor had taken on the role of Acting Assistant Headteacher this year (maternity cover).			
2.9 A Sixth Form Update would be provided at the next meeting.			
2.10 Governors had received the GCSE and A Level results during the summer and this information had also been included in the Headteacher's Report.			
2.11 The school had been incredibly pleased with the results which had held up compared with 2020 and 2021 and justified the Centre Assessed Grades from the previous two years.			
2.12 The school was also very proud of this year's destinations, including 6 Oxford and Cambridge entrants.			
2.13 There were some concerns, however, for example the GCSE Mathematics 4/5 borderline. The Deputy Headteacher Curriculum was working closely with the Mathematics Department to provide support in this area.			

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Agenda Item	Action	By whom	By when
2.14 More generally, Heads of Department had reflected on the summer's results and this would inform plans for the current year.			
2.15 Governors noted the excellent English results and also wished to congratulate the school on its really impressive A level results.			
2.16 A governor noted from Appendix 4, Year 13 Destinations 2022, that more students had gone on to study Humanities than Sciences this year. The governor was of the view that girls attending girls' schools should perform better in STEM subjects and therefore asked whether this was a general school trend, or a reflection of that particular year group?			
2.17 The Headteacher was of the view that this was a reflection of that year group rather than the school as a whole and was aware that the Head of Science was currently dealing with a large number of university applications for Science courses.			
2.18 The governor suggested promoting university taster courses to students. The Headteacher confirmed that the Assistant Headteacher / Director of Sixth Form was already doing that.			
2.19 Another governor had been struck by the fact that the Science results had improved therefore he felt there was a very good chance that more students would go on to study STEM subjects at university going forward.			
2.20 The Deputy Headteacher Curriculum added that Year 12 student numbers were high across all Science subjects.			
2.21 A governor was of the view that the Centre Assessed Grades process had equipped staff well in terms of producing reliable data drops in order to predict results more accurately.			
2.22 Governors wished to note their thanks to the Assistant Headteacher/Director of Sixth Form for all her work on overseeing last year's university application process.			

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Agenda Item	Action	By whom	By when
2.23 Referring to Appendix 1, School Development Plan 2022-25, the Headteacher reminded governors that this had been presented to them at the last meeting in July. The School Development Plan had been reviewed once again in light of the summer exam results and the Headteacher and Deputy Headteachers were still satisfied with its direction.			
2.24 The structure of the plan had been tweaked slightly to provide space for an evaluation.			
2.25 The Headteacher reported that the Schools Bill had been delayed, however she would continue to build links with local schools where this was helpful.			
2.26 Referring to the Curriculum Development section on page 12 of the Headteacher's Report, a governor asked whether it would be possible to reduce the class sizes for GCSE Spanish by having 4 groups; the Headteacher advised that this would not be possible this year due to the current timetable and staffing structure.	Provide governors with student numbers for GCSE subjects	Headteacher/ Assistant Headteacher	Summ er Term
2.27 The Chair asked the Headteacher whether governors could receive anticipated student numbers for GCSE subjects during the summer term to enable governors to have some input on class sizes for each subject. The Headteacher confirmed that this information could be made available in the summer term.			
2.28 On page 4 of the Headteacher's Report the Deputy Headteacher Curriculum had provided a report on ECTs.			
2.29 Governors were reminded that the Early Career Teacher programme ran for 2 years instead of 1 year which meant that the school was now working with a larger group of Early Career Teachers over a longer period of time. There were currently 9 ECTs in total.			
2.30 The Deputy Headteacher Curriculum then referred governors to the Reading Strategy section on pages 4 and 5 and in Appendix 5 of the Headteacher's Report.			
2.31 Year 7 students had been completing reading tests in order to identify students with a reading age below their chronological age and put support in place where required.			

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2.32	The Book Clubs for Schools programme for Year 7 launched this week.		
2.33	A reading audit was completed during one of the CPD days at the start of term.		
2.34	This had been designed by Staff Governor, Ms Kate Foulds.		
2.35	Ms Foulds explained that when she had looked at barriers to learning for disadvantaged students, reading was something that had continually come up, eg lack of key vocabulary, failure to understand exam questions.		
2.36	Ms Foulds had drawn on her experience from teacher training in Canada when designing the audit, with a view to implement more pre-reading strategies in every day teaching and support departments with bringing this into their lessons more frequently.		
2.37	The Deputy Headteacher Curriculum added that the audit was being used to identify CPD needs and also where practice was strong, where this could be shared.		
2.38	Reading was also being observed through lesson observations for the same purposes.		
2.39	The focus for the Research and Development Groups this year was reading; further information was available in the Headteacher's Report on pages 5 and 6.		
2.40	The Deputy Headteacher Curriculum provided an update on lesson observations.		
2.41	Governors noted that it was not necessary to monitor the quality of teaching of those members of staff whose practice was strong. Instead, their lessons were used for good practice observations in order to ensure that good practice was shared as widely as possible. All ECTs, new staff and the small number of teachers whose practice did not yet meet the required standards, would do a paired good practice lesson observation in order to improve their practice and bring it up to the expected standard.		
2.42	The first Book Look had taken place early on in the term. This had been an opportunity to check marking and whether curriculum intent was evident in exercise books, as well as how students were being stretched and challenged.		

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Agenda Item	Action	By whom	By when
2.43 Governors were referred to the new proforma for Book Looks in Appendix 6 of the Headteacher's Report.			
2.44 The school had recently completed a survey for the Girls' School Association and hoped to use the results internally for pastoral support once the analysis had been completed.			
2.45 A governor asked whether the focus of the Reading Strategy was purely on the younger students or across the school? The Deputy Headteacher Curriculum advised that it applied to the whole school.			
2.46 Governors would be interested to receive feedback once the analysis on the Year 7 reading test results had been completed. They felt that the pandemic would have impacted the development of reading skills amongst students who were in Years 5 and 6 during the pandemic.	Provide governors with feedback on Y7 reading test results.	Deputy Headteacher Curriculum	Once analysis has been completed
2.47 A Staff Governor had observed that the disparity between those students who had maintained their reading skills and those who had not had become more obvious since the pandemic.			
2.48 The Deputy Headteacher Pupil Progress referred governors to her report on page 8 of the Headteacher's Report.			
2.49 Governors noted that the Progress in Learning (PiL) score would replace the Attitude to Learning Score (ATL) throughout years 7-13; this would ensure that positive feedback as well as EBIs would be included in the progress reviews and this would align more closely with regular marking and feedback cycle.			
2.50 Five Year 7 students with an EHCP had joined the school in September. Together with 2 additional EHCP students in Year 9, this brought the total number of students with an EHCP to 18.			
2.51 The total number of students in receipt of SEN support was now 142.			

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Agenda Item	Action	By whom	By when
2.52	Governors noted that a large number of students receiving SEN support were not supported by an LSA but through classroom teacher differentiation.		
2.53	A visually impaired student had joined Year 9 and staff had received training from a Local Authority team at the start of term.		
2.54	There were 8 Learning Support Assistants this year, 6 of whom were agency staff. This was challenging in terms of continuity and consistency for the students as well as for the SENCO to manage. Daily briefings were very important.		
2.55	The school would re-advertise for LSAs this term.		
2.56	The SENCO continued her studies to become a certified examinations access arrangement assessor. This should in time result in a financial saving by bringing assessments in house.		
2.57	There had been a rise in the number of Year 7 PP students joining the school this year, compared with a decline in recent years. The Deputy Headteacher Pupil Progress was unsure whether this was a new trend or specific to this cohort.		
2.58	The school would look for any correlation between PP students and a lower reading age in order to direct support where required.		
2.59	Referring to the table on page 10 of the Headteacher's Report, the Chair asked what AA stood for. The Deputy Headteacher Pupil Progress advised that this stood for Access Arrangements and was usually related to a medical issue.		
2.60	The Deputy Headteacher Pupil Progress advised that Staff Governor, Ms Kate Foulds, would take on the role of Pupil Premium Co-ordinator this year.		
2.61	A key priority for this year was to ensure that everyone was prepared for exams without adjustments, including the Non-examined Assessments (NEAs). Draft dates had been published - 15th May to 28th June. The Exams Officer had attended training today.		

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Agenda Item	Action	By whom	By when
2.62 A November series of exams would run for GCSE English Language and Mathematics, along with early applicant Oxbridge tests plus assessments in the week after October half term.			
2.63 Governors noted that students were supported by individual departments for the Oxbridge tests.			
2.64 The school continued to manage cover internally as much as possible and governors noted that cover was financially challenging for the school.			
2.65 A governor asked whether the school ever received parental feedback on the LSAs?			
2.66 The Deputy Headteacher Pupil Progress advised that LSAs were not assigned to individual students and were deliberately mixed, due to attachment issues. This said, the school did consider each LSA's skillset when pairing them up with students, as well as LSA career progression.			
2.67 The Deputy Headteacher Pupil Progress was of the view that any negative comments were likely to result from a personality clash.			
2.68 The Headteacher then referred governors to the safeguarding report from the Acting Assistant Headteacher Behaviour for Learning and Inclusion on page 11 of the Headteacher's Report.			
2.69 The school now utilised the services of Place2Be, a counselling provider. The school was delighted to have a Place2Be School Project Manager on board who was already dealing with student referrals and working well with both students and staff.			
2.70 In addition, the School Chaplain and Mind continued to support the Heads of Year.			
2.71 A curriculum update had been provided by the Assistant Headteacher Curriculum Development.			
2.72 The Sixth Form Wellbeing programme continued this year.			

Signed.....
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Agenda Item	Action	By whom	By when
2.73 Welcome afternoons for all year groups had taken place at the start of term which had been useful opportunities for Heads of Year to take parents and carers through the plans for the year ahead.			
2.74 The Assistant Headteacher Curriculum Development was now leading on PSHE and working on a programme with a clearer overview for this year.			
2.75 A governor asked whether it was compulsory to spend a certain amount of time on PSHE? The Headteacher advised that schools were able to manage this in a variety of ways and at LMS all students did PSHE every Thursday during period 1.			
2.76 The school was preparing for an Ofsted inspection which the Headteacher was expecting this academic year.			
2.77 Referring to the attendance figures provided on page 14 of the Headteacher's Report, a governor noted that Year 9, 10 and 11 attendance impacted on the average figure.			
2.78 The Headteacher advised that overall attendance was affected by a small number of students and the school was working with the families concerned.			
2.79 Another governor felt that in comparison with many schools, which had not been able to get back above 90% following the pandemic, these figures were good.			
2.80 The Chair thanked the Headteacher and Deputy Headteachers for their input.			
3. ALPS Training Session			
3.1 The Deputy Headteacher Pupil Progress tabled a training document, ALPS Training: FGB, along with the Alps Key Stage 4 – Subject value-added overview and the Alps A level – Subject value-added overview.			
3.2 Governors noted that Alps was an online tool which teachers used to set targets for students. The system was designed to be aspirational and the school was aiming for at least a 3 which equated to the top 25% of the national benchmark.			

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<p>3.3 Alps was very useful as it enabled staff to input grades at multiple points within the academic year and model changes/effects quickly, whereas the Ofsted dashboard which was based on live data sets, was only published once a year.</p> <p>3.4 Referring to the Alps A Level – Quality Indicator – Overall sheet, the Chair asked why the Art score of 1.14 was not highlighted in red. The Deputy Headteacher Pupil Progress explained that a subject variation was built in.</p> <p>3.5 Governors noted that Ofsted would make a comparison with 2018-19 results and would probably exclude any cohort under 5 students as this would not be statistically interesting.</p> <p>3.6 Looking at the Economics score, governors noted that there was work to be done. The Deputy Headteacher Curriculum confirmed that a lot of work around teaching and learning had been completed for this subject recently and the school was confident that it this would improve in subsequent years.</p> <p>3.7 All agreed that Alps was a very powerful tool.</p> <p>3.8 The Clerk would upload these documents onto Governorhub.</p>	<p>Upload Alps documents onto Governorhub</p>	<p>Clerk</p>	<p>asap</p>
<p>4. Report by the Chair</p> <p>4.1 The Chair did not have anything further to report.</p>			
<p>5. Communications</p> <p>5.1 The Chair had been notified by the Clerk that Foundation Governor, Mr William Hunter, had been awarded the Freedom of the Borough award and wished to pass on her congratulations to Mr Hunter.</p>			
<p>6. Reports from Committees and Working Parties</p> <p>6.1 Admissions Committee – refer to confidential section</p>			

Signed.....
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Agenda Item	Action	By whom	By when
<p>6.2 Audit and Risk Management Committee – the draft minutes of the meeting held on 27th September 2022 had been sent with the agenda.</p> <p>6.3 The Chair of the Audit and Risk Management Committee reported that the committee had now concluded the first major stage of its IT cyber security risk analysis.</p> <p>6.4 A test had taken place in order to identify any weaknesses. The school’s IT systems had performed well and this process had enabled the IT team to focus on areas of weakness, eg the cashless payment system.</p> <p>6.5 The committee had held extensive discussions about what could be put in place to mitigate risks and at what cost.</p> <p>6.6 Governors noted that the school’s Risk Register was reviewed at every meeting.</p> <p>6.7 The Chair of the Audit and Risk Management Committee emphasised that the main role of the Committee was to facilitate communications between other committees and where a risk was identified, to ensure that nothing slipped through the net.</p> <p>6.8 The committee agreed on a programme of internal scrutiny for each year. Last year cyber security had been scrutinised. This year the following areas for scrutiny had been agreed:</p> <ul style="list-style-type: none"> ● Governing body - ensure that from a skills audit point of view the governing body was as compliant and effective as it could be. ● IT – a review of outstanding points resulting from last year’s scrutiny. ● Safer recruitment <p>6.9 The Chair of the Audit and Risk Management Committee reminded the Governing Body that the chairs of the other standing committees sat on this committee and therefore had the opportunity to suggest areas to be scrutinised.</p>			

Signed.....
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Date.....

Agenda Item	Action	By whom	By when
6.10 The Deputy Headteacher Curriculum asked whether any governors wished to complete safer recruitment training.			
6.11 The Chair of the Audit and Risk Management Committee was of the view that this would only be useful if governors were required to sit on interview panels therefore this could be decided on an as and when required basis.			
7. Link Governors			
7.1 A report from the Link Governor for English had been sent with the agenda.			
7.2 The Chair noted that the Link Governor for English had asked whether Rose Fund money could be used for English department trips for some students?			
7.3 The Headteacher agreed to explore that with the Head of English, however Governors should note that the Rose Fund was not a hardship fund.	Explore use of Rose Fund for English department trips	Headteacher/ Head of English	
7.4 Governors asked whether there was a separate hardship fund? The Headteacher advised that a formal hardship fund was not in place, and the Rose Fund was used to fund activities across the school.			
7.5 Governors asked whether the school held records of the proportion of PP and non-PP students participating in paid for opportunities?			
7.6 The Headteacher advised that this could certainly be looked into. She added that this term the school would introduce a system to record extra-curricular club attendance in order to ensure that PP students were being supported and encouraged to take full advantage of the extra-curricular offer.	Consider recording proportion of PP/non-PP students participating in paid for opportunities	Headteacher	12/12/ 2022
7.7 Governors suggested that the Jack Petchey Foundation could be a source of support for theatre trips.			

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7.8 The Deputy Headteacher Curriculum assured governors that when planning trips, the focus was always on affordability. In addition, A Level Bursary students were able to use their bursary towards school trips.			
8. Governor Training & Development 8.1 The Clerk would send out training schedules to the Governing Body for the current academic year and reminded governors that they were welcome to book themselves onto the governor training courses offered by the LDBS. Details of these courses could be found in the weekly LDBS Newsletter they received by email.	Send training schedules to governors	Clerk	asap
9. Any Other Business 9.1 There was no other urgent business.			
10. Dates of Forthcoming Meetings 10.1 The meeting calendar for the new academic year had been sent with the agenda. Governors noted the date of the next meeting (and AGM) which was Monday, 12 th December 2022 at 6.00pm.			

The meeting closed at 7.40pm

Signed.....
Chair of committee

Date.....