



## Hillside Primary School

### Minutes of Full Local Governing Body Meeting

Wednesday 21st February 2018 @ 5.30 pm

		Governor Type	Initials
<b>Present:</b>	Bob Dool	Trust (Chair)	<b>BD</b>
	Lee Abbott	Headteacher	<b>LA</b>
	Fiona Chapman	Staff	<b>FC</b>
	Sarah Dadds	Trust	<b>SD</b>
<b>Absent:</b>	Simona Bucur	Parent	<b>SB</b>
	Rick Hanson	Trust	<b>RH</b>
	Duncan Carragher	Trust	<b>DC</b>
<b>In Attendance:</b>	Sarah Pettitt	School Business Manager	<b>SP</b>
	Liz Talbot	Clerk	<b>LT</b>
	Carrie Warnekey	Assistant Headteacher (Parental Engagement)	<b>CW</b>

Item	Discussion	Actions	
		Who	When
<b>1.</b>	<b>Welcome from the Chair/Apologies</b>		
	Apologies were received from <b>DC</b> and <b>SB</b> . Consent to absence was given by Governors. Although no apology was received, <b>RH</b> also did not attend the meeting. <b>BD</b> welcomed members and in particular <b>SD</b> who had returned from maternity leave.		
<b>2.</b>	<b>Governance Issues</b>		
	<b>BD</b> advised that Ben Connor, Stephen Wright and Louise Humphreys have resigned as governors with immediate effect.  <b>BD</b> has written to these governors on behalf of the Governing Body, thanking them for their services over the years.		

	<p><b>BD</b> advised that the Scheme of Delegation recommends a total of 9 governors so it is not necessary to recruit a new Trust Governor.</p> <p>The process of recruiting a new Parent Governor has begun. Parent governor nomination forms have gone out. There is a 2 week deadline on return of nomination forms and if there is more than one nomination it needs to go out for election within 2 days, so we are looking at knowing the position by the 2<sup>nd</sup> week of March.</p> <p><b>LA</b> advised that currently there has been no interest shown in the Staff governor vacancy although he has encouraged interest by raising the topic at regular meetings and will continue to do so. <b>BD</b> is happy to speak to anyone showing any interest and wanting to know more.</p>		
<b>3.</b>	<b>Declarations of Pecuniary Interest</b>		
	No new or relevant interests were declared but <b>LT</b> advised that she needs to get <b>SD</b> to complete a new form for this academic year and will forward a blank form to her for completing ready for the next meeting.		
	<p><b><u>Actions Agreed:</u></b></p> <ul style="list-style-type: none"> <li>Declaration form to be sent to <b>SD</b> for completion.</li> </ul>	<b>LT/SD</b>	<b>28/03/18</b>
<b>4.</b>	<b>Minutes of previous FGB meeting &amp; Matters arising</b>		
	<p>The minutes of the previous meeting held on <b>23<sup>rd</sup> November 2017</b> were agreed as a true and accurate record of the meeting. The following updates were noted:</p> <p><b>Finance Link Visit Report</b> - <b>DC</b> is due to meet with <b>SP</b> again soon and <b>BD</b> asked <b>SP</b> to email him to help arrange this.</p> <p><b>GLM Quality Mark application</b> - <b>RH</b> to update at next FGB meeting.</p> <p><b>Acknowledgement of Teachers hard work</b> - <b>BD</b> did this and it was acknowledged by staff.</p> <p><b>Learning from other schools</b> - Covered later in this agenda.</p> <p><b>Review and amend Terms of Reference (ToR) for Standards Committee &amp; FGB</b> - <b>BD</b> advised we will wait for the Scheme of Delegation to be approved by DfE.</p> <p><b>Safeguarding Training for Governors</b> - <b>LT</b> needs to re-book the training for <b>FC</b> who had to cancel owing to another training course.</p> <p><b>Long Term Absence strategies</b> - Will be covered in the absence report discussion later in the agenda.</p> <p><b>Scenarios for saving £100K</b> - This has been initially discussed and will also be covered later in this agenda.</p> <p><b>Suggestions for topics for FGB 28/03/18</b> - <b>LA</b> has suggested 'Reading' be the focus and members agreed this was a suitable topic.</p>		

	<p><b>Governor Visits</b> - Covered later in this agenda.</p> <p><b>Consultation on ALT Safeguarding policy</b> - SP has discussed this further with ALT and they have agreed a procedure which is acceptable.</p> <p><b>All other Matters Arising were confirmed as completed prior to this meeting.</b></p>		
	<p><u><b>Actions Agreed:</b></u></p> <ul style="list-style-type: none"> <li>● Finance Link Visit to take place and report to be produced before the next FGB meeting.</li> <li>● Update on GLM Quality Mark submission.</li> <li>● Review Terms of Reference for FGB &amp; Standards Committee once Scheme of Delegation has been approved.</li> <li>● Arrange Safeguarding for governors training for FC.</li> <li>● Reading to be the topic of focus for the agenda of the next FGB Meeting.</li> </ul>	<p>DC</p> <p>RH BD/RH</p> <p>LT/FC</p> <p>LT</p>	<p>28/03/18</p> <p>28/03/18 28/03/18</p> <p>ASAP</p> <p>28/03/18</p>
5.	<b>Chair's Actions</b>		
	<p>The following action was taken by the Chair since the last FGB meeting:</p> <p><b>BD</b> reported that he had signed off the planned and agreed changes to plans for the building project for protocol reasons only.</p>		
6.	<b>Headteacher's Report</b>		
	<p><b>LA</b> provided his report to governors prior to the meeting and noted that the report shows self evaluation conclusions and combines School Development Plan (SDP) areas with Ofsted headings. <b>LA</b> highlighted as follows:</p> <p><u><b>Outcomes for Children &amp; Learners</b></u></p> <ul style="list-style-type: none"> <li>● <b>Self evaluation = Requires improvement</b> - Very difficult to get beyond this as the attainment is less strong compared to the progress. However, schools can have an overall 'Good' result even in this scenario.</li> <li>● Haven't received a new ISDR with the most recent data but know that we are not classed as a 'Coasting' school.</li> <li>● Indication of predicted outcomes is shown and how that compares to target and previous years.</li> <li>● Significant actions since the last meeting are highlighted.</li> </ul> <p><b>BD</b> noted that this was looked at in the recent Standards Committee meeting and acknowledged the assessment of good and that progress is above the Floor Standards. <b>LA</b> added that although he was disappointed with outcomes the attainment was still good.</p> <p><u><b>Leadership and Management</b></u></p>		

	<ul style="list-style-type: none"> <li>● <b>Self evaluation = Good.</b> One of the significant reasons that Ofsted did not judge this as good was because the systems then in place were so new and had not had a chance to impact but <b>LA</b> feels the impact is now showing and this can also be evidenced.</li> </ul> <p>Governors agreed about the timing of the Ofsted visit and added that the report did suggest that the processes just needed to be in place long enough to impact.</p> <ul style="list-style-type: none"> <li>● Additional capacity in SLT, restructuring to Year Leaders, reorganisation of roles and responsibilities and an early return from maternity leave of a staff member, which has created greater capacity, has all contributed to an improved approach.</li> </ul> <p>Governors agreed that this appears to be working very well.</p> <ul style="list-style-type: none"> <li>● Pleased with Pupil Premium review which also reflects on the good work done by SLT. Only one significant change i.e. Breakfast club extension which has increased to 80 attendees now from 15/20. Looking at SLT attending this on a duty rota which will allow them to monitor how it is working and be positively visible.</li> <li>● There are some logistical challenges created by this significantly increased attendance which couldn't have been fully anticipated. Will need more staffing and equipment.</li> </ul> <p><b>SP</b> noted that they are trying to attract funding from the Local authority etc.</p> <p><b>Governor Question:</b> Will you be able to demonstrate later how much learning is taking place during the Breakfast Club attendance? <b>LA</b> agreed he will be able to evidence this from Easter.</p> <p><b>CW</b> noted that the attendance data is also more stable with the influence of Breakfast Club attendance.</p> <p><b>BD</b> suggested that he should visit the school for Breakfast Club to see for himself how it is working and <b>LA</b> encouraged this.</p> <p><b><u>Quality of Teaching (QoT)</u></b></p> <ul style="list-style-type: none"> <li>● Self evaluation = Requires improvement. This is now starting to improve and solidify. Not quite ready to say it is overall good as not quite consistent enough.</li> <li>● 69% of staff are showing strong teaching.</li> </ul> <p><b>BD</b> noted that the RAG rated QoT spreadsheet was reviewed and discussed at the Standards Committee meeting and was very useful and detailed. <b>LA</b> added that it is constantly live and updated weekly although the RAG rating only takes place when triangulation takes place. However, monitoring and evaluation takes place every week.</p> <p><b>Governor Question (directed to the teacher governor):</b> How does this monitoring feel as a teacher? <b>FC</b> advised that everything feels a lot more positive and has helped staff morale. She added that it</p>		
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	<p>does not feel like a ‘witch hunt’ and is now more routine and therefore positive. Staff believe that they are just a small way away from being viewed as ‘good’ and the process is streamlined so they know who to speak to and who is providing feedback.</p> <p><b>Governor Question: Given the staff that we have and the program in place are we likely to be able to take this team forward to achieving 80/90% strong teaching?</b> <b>LA</b> believes this is possible and that staff are responding well and want to achieve this. <b>LA</b> acknowledged that he is aware that the dynamic of a school sometimes means that a team has taken the school as far as they can go and they need an injection of new personalities and ideas so he is mindful of this. However, he believes that everyone here has the potential to make sure the school is strong and is more confident that the school can attract good staff now as they are well structured and supportive to staff.</p> <p>Governors acknowledged that this is the most significant area to focus on at this time and needs to be kept under close review with regular updates.</p> <p><b><u>Barriers to Learning</u></b></p> <p><b>LA</b> noted that the school has been successful with removing barriers to learning.</p> <ul style="list-style-type: none"> <li>● <b>Self evaluation = Good.</b> An area requiring development was where low level disruption was impacting on learning for all. Changes to the behaviour policy and pushing the Local Authority where necessary have had a positive impact. They have allowed teachers to get on with their job.</li> <li>● It can be difficult also where some children are coming into Year 6 and have never been schooled before.</li> </ul> <p><b>FC</b> agreed that she doesn’t see the extremes happening anymore which makes it easier to deal with the low level disruption. Staff know how to use the behaviour chart and have confidence in it.</p> <p><b>LA</b> acknowledged this and noted that it is also quieter in the corridors and classrooms now following the work done on the windows, which has created an improved learning environment.</p> <p><b>Governor Question: Why has persistent absence increased?</b> <b>CW</b> advised that 2 years ago the DfE changed the threshold for what is classed as persistent absence to 10%. Therefore, if for example, a child had only been here 2 weeks and then absent for a week with a stomach bug, this would be classed as a persistent absence. Unfortunately, this change was erroneously missed in an earlier report and when correctly adjusted it made things look suddenly worse but this is improving now. <b>LA</b> noted that this is one of the things that is constantly monitored and new up to date data will be available next month.</p>		
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<ul style="list-style-type: none"> <li>● Although we are being less tolerant the fixed term exclusions are reducing. The one permanent exclusion has also positively impacted on this data.</li> <li>● Using the internal exclusion as an interim measure for children who are near to getting a fixed term exclusion in the hopes that behaviour will improve and a fixed term exclusion may be avoided.</li> </ul> <p><b>LA</b> added that permanent exclusion was the right thing to do and when required this action will be taken.</p> <p>Governors noted that this issue affects a small number of children and <b>LA</b> agreed that it was important to remind staff that it is a very small number of children out of 600+ children.</p> <p><b>Governor Question:</b> There is a notable increase in prejudice related incidents in Autumn 2017, why is this? <b>LA</b> explained that, although contradictory, this is positive because it has resulted from some sessions provided to increase awareness because staff had highlighted that they felt some racial incidents were not being reported. <b>LA</b> acknowledged that children also experiment with the language and nationally there is a spike in Yr 5.</p> <p><b>Governor Question:</b> Can you say that the reduction in Spring term 2018 is also a result of this new awareness? <b>LA</b> believed this to be so and added that he is still looking at this again with an assembly about the wearing of a hijab.</p> <p><b>Parental engagement</b></p> <p><b>Governor Question:</b> How many parents have participated in 'Parent View'? <b>CW</b> confirmed 65 participants and added that she will be looking at this again in the Summer term in parent assemblies and the Mother's day lunch will also provide another opportunity for this.</p> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>● Data provided.</li> <li>● Disappointing number of referrals are pushed back to the school to deal with which impacts on the time staff have to do their job when they are working as social workers.</li> <li>● Governors acknowledged that there are significant challenges associated with this and <b>LA</b> assured them he will keep raising this and talking to the appropriate people about it. It is also an additional pull on the budget.</li> </ul> <p>Governors agreed that they are increasingly worried about how much is spent on things other than teaching and learning. E.g. social work that has to be done by teachers.</p> <p><b>Governor Question:</b> What professional support is available to the DSL's? <b>LA</b> advised that Ofsted asked about this and he was able to explain the Supervision which is informally provided and how DSL's</p>		
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	<p>have weekly meetings and discuss caseloads and issues being dealt with in a collaborative way. The SLT member has the opportunity for professional support and have Wendy to provide support too.</p> <p><b><u>Early Years Provision</u></b></p> <ul style="list-style-type: none"> <li>● <b>Self evaluation = Good.</b></li> <li>● Autumn term has seen changes in the provision and new children but is still a good learning environment.</li> </ul> <p><b>Governor Question: How will they achieve 'Outstanding'?</b> LA believes this is limited by the attainment being achieved.</p> <p>LA explained that the Appendix shows progress scores, direction of travel and highlights how the reading got harder owing to less progress. However, it does not reflect the mobility data.</p> <p><b>Governor Question: What level are the mobility issues at?</b> LA advised 50% and added that the SEF shows the proportion of children new to English compared to national data and shows that we are significantly above the national comparator. LA added that the new Assistant Head was surprised by the idachi index which shows how different this school is compared to schools in our area.</p> <p><b>Visit to school in Edmonton</b></p> <p>LA reported on his visit to a school in Edmonton, North London as follows:</p> <ul style="list-style-type: none"> <li>● Interesting visit undertaken by LA, a teacher and the Induction Mentor and FSW because they wanted to look at EAL provision at a similar school with similar challenges for admission.</li> <li>● The Headteacher had produced an article on mid-year admissions.</li> <li>● There were significant cultural differences between the admissions at the schools.</li> <li>● Mobility was still higher at Hillside but the level of deprivation was similar. However, the disadvantage is not believed to be the barrier.</li> <li>● Learnt a bit about the admission discussions, mainly procedural over the first 2 days. Their Breakfast club opening hours were similarly extended with commercial support.</li> <li>● Most significant was their use of 'Talk for Writing' which Hillside use elements of and are very interested in using more.</li> <li>● Headteacher noted that there is no magic answer as she has been there 18 years and it has been hard work but eventually you reach a tipping point on QoT.</li> </ul> <p><b>Recruitment</b></p>		
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	<p><b>Governor Question:</b> Presumably the recruitment is replacement appointments not new posts? <b>LA</b> confirmed this.</p> <p><b>LA</b> noted that the Site Manager job is about to be advertised, there will be shortlisting next week for the Administrative post and they will be advertising the English Leadership positions (Oracy and Writing leader and Reading and Phonics leader).</p> <p><b>Staff absence report</b></p> <p><b>SP</b> noted that she had visited Chantry to look at their absence report and discovered that it just focuses on the teaching staff because of the impact on learning.</p> <ul style="list-style-type: none"> <li>• Higher level of Support Staff absence compared to last year.</li> <li>• Nothing else significant. Looked again at the managed staff, the numbers of which are reducing and/or are stress related.</li> <li>• Comparison between 2016 and 2017 was very similar.</li> </ul> <p><b>Governor Question:</b> Are referrals being made to Occupational Health? <b>LA</b> confirmed this.</p> <p><b>Governor Question:</b> How does this compare to other schools? <b>SP</b> advised that this is not known and they have asked the Trust to help provide this information but it is not yet available.</p> <p>Governors confirmed that they would like the Absence report in this format going forwards. Whole school data is required and comparative information wherever possible.</p>		
	<p><b>Actions Agreed:</b></p> <ul style="list-style-type: none"> <li>• Chair of Governors to visit Breakfast Club.</li> </ul>	<b>BD</b>	<b>28/03/18</b>
<b>7.</b>	<b>Resources Items</b>		
	<p><b>Finance</b> - Trust format report provided.</p> <ul style="list-style-type: none"> <li>• <b>SP</b> explained that the report included the result of discussions on where savings could be made.</li> <li>• Have held back on developing the outside learning environment.</li> <li>• Only pressure point is the Learning Support Assistants' overtime.</li> <li>• Absence is being managed so that it does not create more expenditure.</li> </ul> <p><b>BD</b> noted that the school have a 'good credit rating' with the Trust for the way they manage their finance.</p> <p><b>Premises, Building Project &amp; Health &amp; Safety</b> - Report provided.</p> <ul style="list-style-type: none"> <li>• 2 storey extension being signed off next week and will be just short of £9k under budget.</li> </ul>		



	<ul style="list-style-type: none"> <li>Joy from the Trust had noted that the school had underspent and suggested the windows get done.</li> <li>Handsam report is all green.</li> </ul> <p>Governors noted that Ben Connor does an excellent job with staff induction training and they need to recruit someone with these skills when he sadly leaves in July.</p> <p><b>Absence Report</b> - Covered in Headteacher's Report (Item 6 above).</p>		
<b>8.</b>	<b>Notes of Sub Committee</b>		
	<p><b>BD</b> referred to the Standards Committee meeting held on 8th February 2018 and noted that a good and robust discussion had taken place, mainly around Quality of Teaching and milestones analysis and he suggested that the minutes be circulated to all governors for their information.</p>		
	<p><b>Actions Agreed:</b></p> <ul style="list-style-type: none"> <li>Standards Meeting minutes to be circulated to all governors.</li> </ul>	<b>LT</b>	<b>28/03/18</b>
<b>9.</b>	<b>Governor Visits for 2017/18</b>		
	<p>The updated Governor Link Responsibilities Sheet had been circulated to all Governors prior to the meeting. <b>BD</b> asked if any visit dates had been arranged yet and members responded as follows:</p> <ul style="list-style-type: none"> <li><b>BD</b> has completed the H &amp; S visit and will pass his report to <b>LT</b> asap.</li> <li><b>SD</b> will arrange the Pupil Premium visit with <b>LA</b> shortly.</li> <li><b>FC</b> will be meeting on Tuesday for the Reading/Phonics &amp; Writing visit.</li> <li><b>BD</b> agreed to undertake the Phase Liaison visit and make arrangements with <b>LA</b> on Monday.</li> <li>The SMSC visit needs arranging and <b>RH</b> needs to complete the Maths visit. <b>BD</b> will be discussing this with <b>RH</b> and the aim is to complete all of these before Easter.</li> </ul>		
	<p><b>Actions Agreed:</b></p> <ul style="list-style-type: none"> <li>H&amp;S visit report to be passed to the Clerk.</li> <li>Pupil Premium visit to be arranged shortly.</li> <li>Reading/Phonics &amp; Writing visit report to be produced and passed to the Clerk.</li> <li>Phase Liaison visit to be undertaken and report to be produced and passed to the Clerk.</li> </ul>	<b>BD</b> <b>SD</b> <b>FC</b>  <b>BD</b>	<b>ASAP</b> <b>28/03/18</b> <b>28/03/18</b>  <b>28/03/18</b>

	<ul style="list-style-type: none"> <li>SMSC visit and Maths visit to be arranged before Easter.</li> </ul>	BD/RH	28/03/18
10.	<b>ALT Business</b>		
	<p><b>Update on support from Trust</b> - LA advised there is a new hub lead who is already known to the school- Yvonne Hunter. She has attended a work project with a school representative about 'Leading Active Learning (advanced)', attended a books review and will be attending a Year Leader session. She also attended the academies improvement group. LA added that support, as needed, is expected and the arrangement will allow the Trust to challenge us and gain a clear understanding of what the school are doing and contribute towards its improvement and development. The Leadership team have every confidence in Yvonne and governors welcomed this appointment.</p> <p><b>GDPR Regulations</b> - LT advised that the Trust have appointed a new Compliance Officer and she has indicated that she is willing to attend a future Governor meeting to explain governor responsibilities. Members asked LT to invite her to the next meeting for a 30 minute slot.</p> <p>LT asked if all Governors had received the Governor Newsletter to check if the Trust have all their email addresses. FC had not received the newsletter so LT will update the Trust with her correct email address.</p>		
	<p><b>Actions Agreed:</b></p> <ul style="list-style-type: none"> <li>Invite ALT Compliance Officer to next FGB meeting.</li> <li>Update ALT with correct email address for FC.</li> </ul>	LT LT	28/03/18 ASAP
11.	<b>Policies for Acknowledgement</b>		
	<p>The following policies/procedures were considered:</p> <p><b>Uniform policy</b> - LA advised that he had made some changes to clarify certain areas and make it more consistent.</p> <ul style="list-style-type: none"> <li>Staff input has been included and it is necessary to make sure all Governors are involved as referenced in the policy.</li> <li>Inconsistencies with the children at the moment, for example they can wear yellow or white T-shirt so the new policy specifies white only and yellow for PE.</li> <li>The policy is not gender specific.</li> <li>Most important is understanding the sanctions to be imposed. 2 types of breach - Firstly uniform and secondly PE kit and 4 layers of breach resulting initially in a verbal polite reminder, then</li> </ul>		

	<p>letter to parent and finally a fixed-term exclusion (uniform) or referral to Headteacher (PE kit).</p> <ul style="list-style-type: none"> <li>• Letter will be in multiple languages.</li> <li>• If there is a financial issue, parents will be able to speak to the class teacher and Family Support Team for assistance.</li> </ul> <p><b>Governor Question: What Uniform Policy do ALT have?</b> LA advised that it is a very generalised policy.</p> <p>LA explained that if governors approve this today he will finalise the document and will then advertise and publicise immediately with the aim of adherence after Easter. There will not be any sanctions until Summer Term 2.</p> <p>Governors suggested that it may be possible for a school logo to be bought for a small sum from the school office for sewing onto the uniform. FC and SP will look into the possibility of sourcing this.</p> <p>Members also noted their concern that the policy may be interpreted as suggesting the uniform can only be bought from the main supplier of uniform and does not make it 100% clear it doesn't have to be. LA reassured members that it is made clear on the front page of the policy that it doesn't have to be bought from the one supplier.</p> <p>Governors approved the Uniform Policy.</p> <p><b>Governor Question: Is there a Staff Dress Code Policy?</b> LA confirmed that the Wellbeing group are consulting on this and LA is providing input so there is an agreed responsibility. The policy is in draft at the moment.</p> <p><b>Homework policy - CW</b> provided the procedure document and summarised as follows:</p> <ul style="list-style-type: none"> <li>• Half termly curriculum letters which hint at the next half term's theme and are specific to year groups are given to the children.</li> <li>• Children are encouraged to read at home and can take home one library book and one reading book. Competitions are run and rewards are given out for every 50 and 100 reads.</li> <li>• KS1 teachers send home key words for children to practice.</li> <li>• KS2 teachers send home spellings to practice and these are also taught and assessed in school. YR 5 teacher example - spelling rule shared.</li> <li>• Spellings are not sent home in Yr 3 because in Autumn and Spring they continue to do phonics.</li> <li>• A parent governor and CW did some monitoring of the implementation of this policy and CW will be discussing further with the Year leaders.</li> </ul>		
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	<ul style="list-style-type: none"> <li>KS1 &amp; KS2 Chilli homework is an additional method of homework allowing parents and children to choose homework tasks with different levels of difficulty (level 3 = hot down to level 1 = mild) and each child has a homework book to record their completed tasks.</li> <li>The policy states that homework has to be acknowledged by the teacher but not necessarily marked. Some parents do not feel this is enough as they would like it to be marked. There are currently no plans to change this.</li> <li>Yr 6 children receive weekly homework and receive additional homework to prepare for the SAT's.</li> <li>Homework projects - children complete a project over half term to encourage parental engagement. These are shared in a whole school sharing session with parents invited also. Parent attendance numbers have increased at these events and last time there were 123 in attendance.</li> <li>Need to improve information about homework on the school website.</li> </ul> <p>FC acknowledged that the 'Parent shares' are really good and parents will sit and help their children in these sessions.</p> <p>Governors acknowledged that there is a lot in this policy.</p>		
	<p><b><u>Actions Agreed:</u></b></p> <ul style="list-style-type: none"> <li>To investigate the possibility of sourcing a school badge for sewing onto uniform.</li> </ul>	SP/FC	ASAP
12.	<b>Any Other Business</b>		
	No other business was raised for discussion.		
13.	<b>Date and time of next meeting</b>		
	<b>Wednesday 28<sup>th</sup> March 2018 @ 5.30pm</b>		

The Meeting closed at **7.40 pm**

Signed (Chair) .....

Date.....

