



The Primary Local Board of the Hessle Academy



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Minutes of the Meeting of the Primary Local Board Penshurst Primary School.

Thursday 13 January 2022 at 5pm

PRESENT:

Mrs A Fordham (Chair, AF), Miss L Hatfield (LH), Mr M Peck (MP), Mrs J Spencer (Head of School, JS), Mrs C Thorley (CT), Dr R White (RW)

ALSO IN ATTENDANCE:

Mr V Groak (HT Hessle Academy, VG), Mrs S Hornby (Assistant Headteacher, SH), Mr K Key (Maths Leader present for minutes 19-22, KK), Mrs A Paoli (Assistant Headteacher, AP), Mrs M Preston (Assistant Headteacher, MP), Mrs G Stafford (Clerk to the Trust, GS)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

19 WELCOME

AF welcomed everyone to the second meeting of the academic year which had been re-arranged following the postponement of the December meeting. Two governors had informed the Chair and Clerk that they would be late to the meeting due to prior commitments; RW arrived at 5.20pm and CT at 5.50pm. The agenda was amended so that decisions were made when the meeting was quorate.

20 DECLARATIONS OF INTEREST

No conflicts of interest for this meeting were declared.

21 APOLOGIES

Mr M Duncan, Mr B Munro, Mrs R Potter

Resolved: Consent was given to the absence of the above Governors

22 PRESENTATION Strategies to improve Maths results – K Key

- Upward trend in KS1 and KS2 Maths results between 2017 and 2019
- Dip in results in 2021 but the KS2 figures mirrored the KS1 projections with 75% achieving expected at KS2
- Progress in 2021 was -0.57. This figure includes all pupils and is lower than previous years as normally the lowest prior attainers who would not be included in the figures as they would not sit the SATs testing. If those children were not included in the progress data, progress would be positive at 0.31
- -0.57 progress falls within the average confidence interval limits
- In 2021 78% Year 6 achieved expected in Reading, 73% in Writing and 75% in Maths
- 2021 EYFS data: all pupils have increased from baseline to August assessment. Mastery approach is having a positive impact in EYFS

- Whole school attainment from November 2021 assessment shows less pupils achieving expected in Year 1 and 6 compared to Years 2-5. In Year 1 many pupils were still on the EYFS curriculum and so could not be assessed on the Year 1 curriculum. All assessment is teacher based in Year 1. In Year 6 the data is based on the mock SATS sat at the start of Year 6. Lots of the curriculum will not be taught at the time of the test so significant improvements are expected
- PPS is the only primary in the Trust to have a positive increase in children achieving expected standard in Maths when comparing June Y5 mocks to Year 6 November Mocks
- PPS has improved in every area for % pupils achieving expected, excluding SEND
- Key areas for development: SEND gap needs closing, intervention groups taught by support staff and teachers on a rota, using space in the school to full potential for interventions, begin upward trend again in Maths by working on resilience of testing, exposure to language used in tests and regular summative assessments. The booster sessions have started a term earlier, aimed at the DA in particular

RW joined the meeting at 5.20pm.

Q: (AF) Girls seems to preform significantly lower than boys in Maths, is that a national trend?

KK: Yes, girls perform lower. They tend to perform better in writing. We need to motivate girls more in Maths lessons.

JS: It is a national trend of over 10 years that boys outperform girls in Maths at all levels. We flipped that trend for a year so we need to work on this.

Q: (AF) We know that during the lockdown we had a high proportion of children in school due to the number of essential workers and Jo mentioned at one point we had 50% pupils in. Do you think that is why we have performed better than other Trust primaries as we had more children physically in school? Online learning didn't offer as much as face to face learning.

KK: This is a good point that I will look into further.

JS: We did have a higher proportion of children in than the other 2 primaries. I also put it down to having 3 smaller classes in Year 6. Behaviour has improved greatly so the pace of learning has increased dramatically.

Q: (RW) You said that one of the reasons you gave for the lack of progress in Year 1 and 6 is the lack of coverage of the curriculum but are the other year groups not at the same position in terms of coverage?

KK: In the other year groups they do summative assessments, not teacher assessments. Children in Years 2,3,4 and 5 do summative assessments.

Q: (RW) Why don't we have summative assessments in Year 1?

JS: NFER do not produce assessments in Year 1 as it is the transition from EYFS curriculum to Year 1 curriculum,

Q: (RW) Is it feasible to close that gap? How long will it take to gain that knowledge from EYFS to Year 1?

JS: It takes most of the year depending on the cohort needs. The Year 1 cohort has moved off the EYFS curriculum and are now on the Year 1 curriculum. It needs to be understood that there are not many objectives in Year 1 for Maths; once pupils are on that curriculum it is easy to secure the knowledge.

C: (LH) In terms of Year 6, there are many objectives and several are new to Year 6 which cannot all be covered in the first term. When it is all covered the percentages will improve. SATs test techniques are also taught during the year.

C: (AF) That must be the same year on year though.

KK: Yes, but these are the tests that are expected to be passed at the end of the year, not at the start. Anyone achieving expected in the Mock should be pushed for Greater depth.

C: (AP) As a Year 1 teacher it is all about embedding knowledge of number in the first term. We then move to addition or subtraction. We have lots of pupils on track and we continue with the

mastery approach. Before we say they can do it we want to satisfy ourselves that they can understand number in a variety of concepts.

Q: (AF) The data seems average. Some children struggle with Maths but there are some that are very good at Maths. We might be average at the moment but as we are so good at reading and writing the Maths performance looks average but surely we want to be above average and not just in line with other primaries?

KK: Before 2019 we were on that upward trend and were getting above national average. We need to trust in the process and when the next summative assessment comes we will see that more objectives have been taught and we will see a rise from where we are. We are certainly not happy with average,

AF: Thank you, that was a very detailed presentation.

KK left at 5.47pm.

23 MINUTES OF THE LAST MEETING (4 November 2021)

Resolved: The minutes of the meeting held on 4 November 2021 be confirmed as a true and correct record and signed by the Chair, AF.

24 MATTERS ARISING FROM THE MINUTES

- 24a ACTION: GS to circulate Pecuniary Interest and Data Collection forms for completing by all- complete**
- 24b ACTION: HK to present the reformed EYFS curriculum to Governors – action carried forward**
- 24c ACTION: SH to include detail in the LAC table to show progress against targets - complete**
- 24d ACTION: JS to carry out PPS specific safeguarding training – action carried forward**
- 24e ACTION: AF to write a letter to ERYC outlining the LGB's concern with the lack of marshalls down Winthorpe Road during the School Streets trial - complete**
- 24f ACTION: LH to bring some pathway children's books for inspection at the next meeting, showing progression – action carried forward**
- 24g ACTION: Maths Leader to present plans to address Maths at Penshurst - complete**
- 24h ACTION: JS to amend the PP Strategy, adding specific success criteria throughout and national averages where applicable. Strategy to then be tabled at the December meeting - complete**
- 24i ACTION: JS to include staff names against each PP target and supply to Governors – complete, in an internal document**
- 24j ACTION: VG to update the Catch-Up Plan to change 'projected' spend to 'actual' spend and 'approximate' cost to 'actual' cost – action carried forward**
- 24k ACTION: JS to include national 2019 swimming statistics to the Sports Premium Strategy. Such stats not available so action will be removed**

24l ACTION: JS to amend the Sports Premium Plan with the suggestions made. Plan will be circulated to Governors prior to the next meeting - complete

24m ACTION: M Peck to complete the Safeguarding NGA module and PREVENT training - complete

24n ACTION: GS to circulate the NGA Skills Audit for completion by all – will be circulated with the minutes

25 STRATEGIC HEADTEACHER REPORT

Overall Effectiveness

- Focus in the first term has been on embedding the consistency of teaching and learning, with the biggest challenge being the errors in pronunciation and speech by some staff
- Significant amount of training in SEND and behaviour has taken place, including Team teach
- This is the 'year of the SEND child' at PPS, with more focus on how to communicate with parents and improve the day to day experience of the SEND child
- In early stages of arranging reciprocal managed moves for pupil with escalating behavioural needs
- School is part of an ER primary school pilot for supporting mental health in Years 5 and 6
- Strength of the school is the continued excellence of reading, with the Trust Reading Lead impressed with the strategies used throughout the school

Q: (RW) When I come into school I see that the Assistant SENDCo is pulled in all directions to do more cover work. How is JW in terms of managing her role and does she get support from the whole school SENDCo? The SEND children need more support and how can you achieve that?

JS: JW is new to the role so there is lots of training around a strategic approach to SEND. We have done a lot of work on narrowing down what the role is and what she can have help with. She has had support from the SENDCo. It is an overwhelming role but she is doing really well. Her communication to parents is superb. As an SLT we will support so that she knows the right priorities. We have looked at the interventions of the SEND which are working well, not just in terms of academia but also mental health. The barrier is staff absence; as soon as someone is off, the HLTA covers the teacher and the intervention falls away. We are doing the best we can to pick this up in the afternoons but it is a juggling act. We have looked at whether pooling interventions could be offered when Covid allows. Reading and Maths interventions are having very good results.

AF: Pooling resources is very interesting. Maximising the use of staff makes absolute sense.

CT joined the meeting at 5.50pm

Q: (AF) Regarding communicating to SEND parents, what can you do differently?

JS: As you have heard, SEND is our focus this year. Not having face to face meetings over the last 2 years you lose the relationship with parents, particularly parents of pupils with high needs. We did a SEND survey and the results showed that they miss the opportunity to discuss their child's needs. We will offer optional half hour appointments per term for SEND parents that they can book so they can be involved in understanding the levels and setting the targets. We have trialed this with 5 parents and it has been very successful with parents fully aware of the provision their child receives, what stage their child is at and intervention received. There are 89 children on our SEN Register but 12 are EHCP and 10 in Nurture that we meet regularly so we are down to 67 that we would offer appointments to and there will be 3 of us meeting the parents. We will then re- do the survey and will bring the results to the next meeting.

Q: (RW) With the SEND parents do you provide a guide so that they understand the process and stages?

JS: We did send one out but it was pre-pandemic and it will be sent out again but after these meetings so it means more.

Q: (AF) How often will you repeat the 1:1 meetings?

JS: Twice per year and the same school link will meet the parent each time and it will also be the same school link for any siblings with SEND needs.

Q: (RW) Regarding the pronunciation used by staff, how are you going to model good English?

JS: Slang language has crept in to our vocabulary. We are tackling this in a light-hearted way but it takes time. I have asked R Hill for assistance and we will research together.

C: (RW) We have to be quite sensitive.

JS: We started sensitively but all staff are aware and it is not taken personally. We need to keep chipping away. The other side is more serious. In EYFS there are excellent practitioners but they model language to the youngest children in school to some that have speech and language issues. I heard wrote instead of write, likkle instead of little. I take bad grammar more seriously.

RW: Ofsted highlighted this in the last report. When we appoint, could we look at the standard of grammar and oral skills?

JS: It is so hard to get an EYFS practioner that comes with the articulate grammar that is needed. If a member of staff pronounces phonics incorrectly then that is serious. They have had the training and know it is not appropriate. That is a professional standard and we have addressed that.

AF: It is about setting standards and accountability.

25a Quality of Education Summary

Curriculum

- Formal observations have focused on Maths in KS1, looking at what happens in lessons that are teaching mathematical skill before the children do the book work and how effective those lessons are. Lessons with support staff absent were less successful. Some groups of learners received less teacher time than others so changes have been made to ensure all children are supported by the class teacher at some stage each week. At the end of each Maths lesson reasoning questions are practiced
- Theme learning walks showed staff have a more hands on approach but Knowledge Organisers need to be used more and some children were unaware of their use
- MP presented to High School staff how foundation subjects are delivered and how curriculum mapping takes place

Q: (AF) Please can you further explain what Knowledge Organisers are?

MP: National curriculum objectives are split to a progression of skills. We want the children to show progression from 1-6. We put the skills into relevant themes and key vocabulary and key people are detailed on the Organiser. They are basically a one stop shop of knowledge that the children need to retain. The Organisers are displayed in classrooms. In addition, whenever a theme lesson is delivered we create a Google slide detailing the key facts and also re-visit what was learnt the previous week.

AF: Sounds brilliant. Could you utilise Maths in theme too?

MP: It lends itself to any subject, including Maths facts. Teachers were asked to plan a Maths investigation based on a theme.

C: (RW) Ofsted are very keen on recall and children being able to articulate their journey of their learning. There is sensible pedagogy behind it.

Q: (AF) How often is Theme?

MP: One afternoon every half term.

C: (AF) It seems it is harder to engage the girls in Maths and we need to re-iterate that Maths is in everything. I appreciate this is an ongoing challenge.

Q: (RW) You have noted that some groups of learners receive less teaching time. What groups of learners was it and is everyone now getting quality first teaching?

MP: The pupils that had less teacher time were the lower ability pupils in Year 4. They were removed from class to a calmer environment with the TA. However, we realised that as this was happening each day we thought how does the teacher know what is happening in that group? This has been re-constructed so that the teacher takes them too.

JS: We have also put in place cover for the teacher so the teacher can quality assure the support staff. This takes place 2 or 3 times a week that the teacher goes to that intervention group.

Standards

- Continued to use NFER tests – these tests indicate the pupils working at below expected or at expected for this time of year
- Mock Year 6 results showed 30% are working at expected in Maths and 67% working at expected in Reading.
- Boys are outperforming girls in Maths and Reading

Q: (CT) How is Writing assessed?

JS: Writing is now on our ADP, post pandemic. The opportunities for extended Writing online during remote learning was zero. This is the same picture in all schools. We need to work on grammar. Writing is teacher assessed against end of year expectations and then moderated. At this time of year there were only two pieces of moderated work so teachers are very cautious with their assessment of where the children are at as they haven't yet got the evidence. The main barriers are spelling and hand writing.

LH: We had four pieces of work in the books by the end of December, with only two moderated before assessment. The latest two were definitely more of the expected standard. We don't want to say a child is at expected with only two pieces of evidence. We want them to prove consistency across a range of genres but as yet we have not seen the breadth and balance. We will see the percentage at expected increase after the next whole school assessment.

Q: (RW) Do you think they have the basic skills in English or is this something to work on?

LH: Many do. Pathway children don't or the lower ability. We know who needs more support. We are interested to see what happens in the moderation.

Q: (RW) Is that internal moderation or moderation within the Trust?

LH: There will be external moderation in Years 2 and 6 next week but the other groups will be internally moderated. There is a possibility of us colluding with other local schools to cross moderate.

RW: That is a good idea to check teacher assessments are on track and to share ideas and networking.

JS: Our teachers have a trend of under marking as they err on the side of caution in the autumn term, particularly without the use of the data from the previous two years.

SEND Update

- Year 3 has the greatest number of SEND pupils
- 14 EHCPs across the school
- PPS has 13.9% SEN support pupils which is above the national of 12.2%
- Learning walks have confirmed that staff have a much greater understanding of SEND children and their needs
- School now has 2 trained ELSAs

LAC Update

- 3 LAC in school
- All children have made good progress in all areas, except Writing
- Accessed funding of £250 per pupil from the virtual school to use for booster sessions in Writing

- Attendance of all is very good

25b Behaviour and Attitudes Summary

Attendance

- Year 3 has the highest attendance at 96.3%
- FS2 has the lowest attendance at 94.1%
- Average attendance for all is 95.2%
- Average attendance for DA is 94.96%
- Attendance is the highest of the primaries in the Trust

Punctuality

- Year 2 has the poorest punctuality with an average number of lates per pupil of 1.19 for the first term

Q: (AF) Attendance of the DA is lower than Non-DA, but what about lateness of the DA?

SH: It is usually the same families that are late. We track the lateness and do make calls home. One case has been resolved by taking the child in at Breakfast Club which opens at 8am so he is not late anymore for school.

Behaviour

- High number of Level 1 and 2 sanctions (low level) are quickly resolved.
- Year 1 has the highest number of low behaviour incidents due to getting used to the KS1 behaviour system
- Year 2 has the highest number of level 3 and 4 incidents but this is down to a couple of children repeating behaviour. Both are on personalised behaviour plans, 1 accesses alternative provision and one accesses the nurture unit

Q: (AF) You said it is a small number of children creating behavioural problems. Are you seeing improvements from the previous year?

SH: No, it is the same children, same core. They have other problems in their life. We are constantly putting interventions in.

25c Personal Development Summary

Safeguarding Autumn 2021 Report

- 1 child subject to Child Protection Plan
- 3 children are subject to Child in Need plan
- Safeguarding concerns around 10 children
- 0 referrals made to EHaSH (Early Help)
- 7 Operation Encompass alerts
- All safeguarding training is up to date

C: (JS) There was a drop in CIN cases before Christmas but this has now gone back up so you will see an increase in the next report. There has been a lag and 4 will go back on the CIN Plan. These are not unknown children to us.

ACTION: Change the name of the Safeguarding Link on the SG Report to CT

25d EYFS

- Bi fold doors in EYFS have had good impact

- Rise in expectation of teacher and pupil with the formalised teaching, seen in Reading deep dive
- Mastery Maths making an impact
- Children sat at tables for formalised teaching. This is normally only from Easter so is a big step forward
- Developed intervention timetables for pathway children
- Working to develop verbal communication of all staff

25e Leadership and Management Summary

- Covid: Had 19 positive pupil cases in the autumn term with 18 positive cases between the return after Christmas and today
- Cases are spread across the year groups
- Not had to shut any year groups this academic year
- Impact on staff: 6 were positive over Christmas with 3 staff being positive now
- Been lucky securing supply teachers. Where supply cannot be secured HLTAs have run the classes but then the pathway interventions do not take place
- Sarah Young (Director of Education Services) left the Trust before Christmas. The replacement structure will be advantageous as there is a dedicated improvement leader to be recruited for primaries. Update to follow
- Partnership with Edukos is developing (a Trust with primaries in Swanland, Airmyn, Hook and Dunswell)
- Joint SLT meeting of PPS and HHS staff took place in which all committed to align stakeholder surveys of children and parents and staff. Will be conducted at same times using similar questions. Will report findings of surveys to governors

Q: (BM) Is there an increased proportion of positive Covid cases amongst DA or SEND?

JS: No – across the board

Q: (AF) Are you seeing an increase in the number of children positive simply due to an increase in the number of children testing? It has not been mandated in the same way for primary pupils as secondary children.

VG: The relatively low number of cases might be due to under testing or under reporting from our parents. It may be the fact that we have had more cases but we don't know about them.

C: (RW) The problem is the virus doesn't manifest itself in the same way – this variant shows as headaches, sickness and sore throats so I suspect that there are more cases but you have done really well.

C: (AF) It is estimated that 1 in 4 at primary have the virus. You cannot tell unless there is an increase in testing.

Q: (CT) When did you last carry out key stakeholder questionnaires?

VG: A survey is out to students at HHS now. Staff well – being surveys are carried out in June and December. In addition SH does a pulse survey weekly.

ACTION: VG to share outcome of stakeholder surveys

26 RATIFY PUPIL PREMIUM STRATEGY STATEMENT

At the last meeting in November Governors were presented with the draft PP Strategy Statement. Improvements were suggested, mostly around the need for more impact statements with measurable targets. The revised document was forwarded to Governors to approve via email in December so that the Statement could be published on the website by 31 December. JS was thanked for making all the recommended changes.

The Statement was brought to this meeting to officially vote on its approval.

Resolved: PP Strategy Statement is approved

27 RATIFY SPORTS PREMIUM PLAN 2021/22

As per the PP Statement, the Sports Premium Strategy was brought to the November meeting and amends were suggested by governors.

These amends had been made and the final draft was presented.

Resolved: The Sports Premium Strategy is approved.

Q: (AF) Are boys and girls offered the same sports equally?

JS: Yes, we don't split during lessons. For league games they do still differentiate between the two sexes but we are allowed to field two members of the opposite sex in each team. For example, we can have 2 girls in a boys' football team. They are slowly eroding the barriers at primary. The girls' football club is very popular.

28 ACADEMY DEVELOPMENT PLAN

VG updated governors on how the ADP will be moved forward:

- Feedback from both LGBs and the Trust was that the plan was too big with too many strategies
- SLT are working on the SEF now, which will be complete by February half term
- Following the SEF, the ADP will be amended to be a through school plan with much fewer development priorities.
- ADP will be brought to the next meeting

Q: (RW) You have RAGed the strategies and will be doing so again when you review autumn 2, but how have you addressed the orange areas in particular PD2 (To embed the pastoral team ensuring vulnerable pupils have their designated family while the Nurture Unit establishes clear assessment of Boxall profiles) and PD4 (to ensure extra-curricular activities are plentiful and diverse, developing pupils confidence and resilience allowing talents to be discovered and flourish).

JS: PD2: Boxalls have started in the Nurture unit, this is a more holistic approach; assessing children on their confidence, esteem and life skills, rather than attainment. It also ascertains gaps in the childhood so we can address and plug them. There won't be any data available for two more terms. The designated families strategy is set up but temporarily stopped as staff are not mixing.

PD4: Clubs have stopped for the foreseeable due to Covid cases as clubs are mixed year groups. We are being very cautious. However, SH has done a piece of work on the quality of clubs to ensure there is progression and will widen the scope of activities provided.

RW: This is critical as this is in the inspection framework; the extra-curricular offer has to be for everyone and a good, broad offer.

JS: We match the want of parents and the children with the number of clubs our staff are willing to offer. We far outstrip the offer of other schools.

Q: (RW) Do the staff get paid for running clubs?

JS: Some do it as it is within their hours and some do it through goodness and kindness.

29 SCHOOL STREETS

- Letter written by Chair and Vice Chair on behalf of the governors to Paul Abbott (Head of Housing, Transportation and Public Protection) on 3 December. The letter requests more of a mutual way of running the School Streets Scheme and outlines a number of concerns including the school staff having to "marshal" the streets and the number of illegal parking cases that still take place
- A meeting was held with the ERYC with the LGB represented by B Munro and the HT

C: (JS) The meeting was positive in that the Council admitted there were flaws with the scheme and support was needed. They couldn't answer the legal questions we had so we had an additional meeting two days ago which was supportive. Some of the issues have calmed down. Traffic wardens are occasionally seen and I am aware that warning letters and fines have been issued. Knowing there is a system in place is very positive for us and makes it worthwhile. They shared some statistics with us that show a 56% reduction in the use of cars to school with more children walking or scooting. The residents are also happier and I feel we will reap the benefits of the scheme. This is one term's data but we were the most successful school in the Council's scheme.

Q: (AF) Have you seen an improvement in parking since the first meeting?

JS: Some people are still double parking / illegal parking but they have permission of the house owners.

Q: (AF) Are any further meetings planned?

JS: No, but I am in regular contact with Steve Wigley from ERYC.

C: (AF) I am really glad that the Council have replied and you now have specific email addresses you can use to contact directly if needed.

C: (VG) One concern was, how will this end? I was concerned that PPS staff will indefinitely support this scheme but we were assured this would not be the case. One of the frustrations was there didn't seem an easy way to follow up repeat offenders. If we get to a high compliance level and we can tolerate a handful of offenders then the scheme will continue. If there is a high level of non-conformance then the scheme will end as the Council do not want to cause any issues between different residents, parents and staff.

30 GOVERNOR LINK VISITS

BM and RP had carried out a Pupil Premium Link visit on 20 October.

CT and RW had carried out a Safeguarding Link visit on 7 December.

MD had carried out a SEND Link visit in December

Both visit reports were extremely detailed and showed challenge. It was requested that A Paoli contact R Potter and B Munro in her capacity of PP contact for the school.

JS confirmed that face to face meetings for Links are welcome.

ACTION: GS to send contact details of R Potter and B Munro to A Paoli

31 GOVERNOR TRAINING AND SUPPORT

- Risk management training will take place in two stages. HTs to be trained first in April and then the training will be extended to governors
- Governors were encouraged to complete more Learning Link modules

32 ANY OTHER BUSINESS

None raised

33 DATE OF NEXT MEETING

Thursday 7 April 2022

It was proposed that if meetings are face to face, the start time would be 5pm. If the meetings are virtual then a later start time of 6pm would work better to allow everyone to get home before the meeting. AF to seek consensus of this proposal for governors that could not attend tonight.

JS and VG thanked governors and wanted to ensure that the meeting start time suited everyone without having to take leave from work to attend any governor meeting.

AF closed Part A by thanking everyone for their time attending and preparing for the meeting and school staff for their reports.

34 AGREED ACTION POINTS

- 34a ACTION: HK to present the reformed EYFS curriculum to Governors (minute 24b)**
- 34b ACTION: JS to carry out PPS specific safeguarding training at the next meeting – carried forward (minute 24d)**
- 34c ACTION: LH to bring some pathway children’s books for inspection at the next meeting, showing progression (minute 24f)**
- 34d ACTION: VG to update the Catch-Up Plan to change ‘projected’ spend to ‘actual’ spend and ‘approximate’ cost to ‘actual’ cost (minute 24j)**
- 34e ACTION: VG to share outcome of stakeholder surveys (minute 25e)**
- 34f ACTION: GS to send contact details of R Potter and B Munro to A Paoli (minute 30)**

Part A closed at 7.15pm.