



Folly View
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MINUTES

Meeting	Full Governing Body	Where	Teams
Date	Wednesday 31 st January 2024	Time	6.00pm
Attendees	Tracey Smith (TS, Executive Headteacher), Calum Ison-Jacques (CI-J, Head of The Elms Primary School), Jo Baird (JB, Head of Folly View Primary School), Pauline Forbes (PF, Chair), Amelia Woodward (AW, staff governor), Kate Morris (KM, staff governor), Em Ellins (EE, parent governor), Michael Outen (MG, parent governor), Debbie Hulme (DH, community governor), Adam Pickford (AP, community governor), Hazel Meckler (HM, community governor), Shelley Howell (SH, Early Years Lead) Alexandra Molton (AM, Clerk)		

No	Description	Action
	Procedural Matters	
1	Welcome new members, visitors or staff presenting	
2	Apologies for absence and acceptance/non-acceptance/quoracy Apologies were sent to the meeting and accepted from FS and WH-L.	
3	Declaration of any personal or business interests No new declarations were made at this point in the meeting.	
4	Minutes of the last meeting on 6th December 2023 CI-J confirmed that the different PE curriculum was a new PE CPD offer, which the PE lead found out about during at PE twilight session. CI-J confirmed that we are looking into this and will bring it into school if budgets allow. TS action to remove Appendix II section of the Equality Plan report was done. TS has created a cheat sheet for governors and some other guides for reference. TS confirmed that there is some funding coming from FLT for the upcoming IT refresh and associated work which is needed to support this. Richard Evans (RE) is coming to the school to look at this and other needs after half term to work out a timeline for various things which need addressing. TS did speak with Anne Lynn (AL) about the rail on the roof of the dining hall. CI-J confirmed that the rail is only necessary is someone is on the roof to undertake repair work and it is costly to get this replaced. TS confirmed that Jo Ray in the central team will manage this when it needs to be addressed.	



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	The minutes were addressed as a true and accurate record of the meeting.	
	Ensuring Accountability (<i>governor questions and comments in italics</i>)	
5	<p>December Data</p> <p>This information had been uploaded to GovernorHub in advance of the meeting.</p> <p><i>TEP EYFS are on track from autumn data. Is the target aspirational or realistic? Does this mean targets are challenging if on track by autumn term? These are predictions of where the children will be at the end of the year.</i></p> <p><i>TEP KS1 writing % already exceeded by autumn term. Are targets aspirational enough? TS:</i> These targets were taken from FFT at the start of the year and it's great that they are already achieving them.</p> <p><i>How confident do you feel Yr6 data will reach targets by the end of the year?</i></p> <p>TS: We were told to take the targets for Year 6 from FFT 20, which is a very ambitious target. We are expecting to be closer to the target than at present. Year 6 teachers are quietly confident that as they do more SATs practice, the pupils are getting better at answering SATs-style questions.</p> <p><i>Is there a large difference in progress between PP and non-PP? How do you plan to diminish the differences as much as possible?</i></p> <p>TS: Through pupil progress meetings, targeting support for our PP children, using an approach called focus 5.</p> <p><i>Is there a big gap between PP and non-PP children?</i></p> <p>TS: Yes but the important thing is how we address this. JB asked Louise Warren (LW) to do a PP walk about at FVP and she was impressed that we are doing all that we can to try to close this.</p> <p>CI-J confirmed that the quality first teaching and ensuring the learning journeys are consistent is also really key to closing the gap.</p>	
6	<p>Data Action Plans</p> <p><i>FVP – please can you give some feedback on planned SEND book look from 11th January; what did you learn from this and has anything been implemented/changed because of it?</i></p>	



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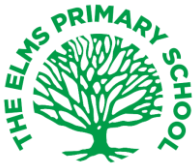
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	<p>TS: Lauren did the book look and has fed back as a school and individually to teachers. On the whole it was positive with SEND pupils being well supported in class.</p> <p><i>FVP – how further forward are you with reading volunteers?</i> TS: 2 people are due to come in and complete the form this week and will be able to start afterwards.</p> <p><i>FVP – When will the pastoral coffee morning take place? It’s important that these things are put in place, not just talked about.</i> JB confirmed that the first one took place on 30th January.</p> <p><i>TEP – has regular use of SATs style questions been implemented in English? How are pupils responding to this?</i> TS: This is something that is used consistently and helps to prepare them for the SATs and the type of questions they may face.</p> <p><i>TEP – what has been taken out of the curriculum if extra maths lessons have been put in? Is there still a broad and balanced curriculum in place?</i> TS: Lessons (from next term) will be streamlined to allow for a 30-min lesson per week focusing on the Arithmetic Test (Year 6 only).</p> <p>TS also explained that she, JB and CI-J meet with RE and LW every few weeks to look at Ofsted readiness and take swift feedback on action plans.</p>	
8	<p>Verbal feedback TEP Peer Review</p> <p>CI-J explained that this took place today.</p> <p>The group looked at Science and History, which are likely to be our deep dive subjects. Jude Scutt from WAT/SHR came back and LW looked at Phonics, Reading, SEND and Behaviour.</p> <p>The feedback on Science and History were really positive – leaders knew their subject better and were more confident than last time.</p>	



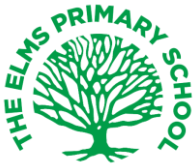
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<p>Staff and pupil voice are taking place regularly.</p> <p>Anything that the review team had seen in class which needed improving had already been recognised by us and was being looked at.</p> <p>We need to look at improving long term plans and ensuring there is enough detail in these. The feedback was that we also need to start thinking more specifically about what we want the children to learn, rather than what the teachers want to teach.</p> <p>We are also going to start conducting learning walks with SLT to help highlight what we are looking for in every lesson.</p> <p>LW found really good progress in Phonics. The lessons were taught at a good pace, children were engaged, we had fidelity to the programme and good modelling. We now need to look at using teachers in the most effective way to ensure that children are receiving quality provision.</p> <p>The review recognised that reading is at the heart of the school day. Children are excited about the texts they are studying and the reading spine is being used effectively. Quality texts and physical books are being used in class rather than photocopies.</p> <p>The new SEN lead has made a really positive start. She is really caring, has gone into all of the classrooms and is going to make a long-term difference to the school. In time she may take on Inclusion, which Shelley MacIntosh currently leads on.</p> <p>Good overall behaviour was seen across the years. We had HLTAs and supply staff teaching on the day of the visit but LW said she could not tell as the children were so well behaved.</p> <p>TS commented that LW had said that the school she saw today was vastly different from the school where staff had raised concerns in the previous staff survey.</p> <p>There will a deep dive in Maths taking place next week too.</p>	
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	<p><i>As subject lead for Maths, how much time do you get for a learning walk, AW?</i> AW: This term we have more time to carry these out, although we are encouraged to pick up on this all of the time. Any chance we have to go into each other's classrooms is really positive as we are then able to find out more about what we are all doing and share good ideas.</p>	
9	<p>Peer Review Action Plan</p> <p><i>What can do to increase the budget for more TA's?</i> TS: We are saving money by using HLTAs rather than supply teachers. Looking to increase wrap-around provision. Recruitment is a difficult issue.</p> <p><i>Which 'off the shelf' curriculum plans are being used at The Elms? Which are used successfully, and which are you reconsidering and why? Are staff on board with these changes?</i> TS: A review of all of these is underway.</p> <p><i>'Assessment needs to be reviewed' at The Elms (Green on the Peer Review areas action plan). What changes have now been made?</i> TS: We are now assessing in all subjects.</p> <p><i>Is this all moving in the right direction?</i> TS: Yes. We are mainly now looking at Seedlings and meeting with SH and Elaine Gildert to look at what the class needs and what we need to buy to support this.</p> <p><i>What is the current capacity?</i> TS: Multiples of 5 as each member of staff can look after 5 children.</p> <p>JB confirmed that we are currently only running a morning session due to numbers. Increased staff means that we will be able to run afternoon sessions as well.</p> <p><i>Are children likely to attend both sessions?</i> JB: It is unlikely due to the ages of the children.</p>	
10	<p>Equality Policy</p>	



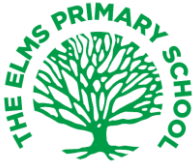
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	<p>This had been uploaded to GovernorHub ahead of the meeting. The policy was agreed by the LGC.</p>	
11	<p>Early Years update:</p> <ul style="list-style-type: none"> - How has EY settled into a Junior School 18months on? - How her role fits across both schools <p>SH attended the meeting as EYFS lead across both schools and Phonics lead at TEP to give an update.</p> <p>Our initial aim was to make the environment EYFS friendly as TEP did not have this set up at all. SH ordered lots of resources and try and make it as EYFS efficient as possible.</p> <p>Lots of the staff at TEP had also not taught Phonics before, specifically Read Write Inc, which is very detailed. SH had to learn how to teach this too as she had also not used this before either.</p> <p>SH explained that the inside environment at TEP is better than the outside areas, which need to be more effective for Early Learning Goals and we have had a contractor come in to assess this (Early Excellence) to give some quotes on work we might undertake.</p> <p>SH has needed to train teachers and TA's who are working in EYFS as this is more about the interactions with the children and the learning takes place in a different way (learning through play). The team has had some new staff join so training is ongoing.</p> <p>The main priority for this year is to improve the outside area.</p> <p>Phonics is a strength of TEP – although some children have not been read to before most are now on track to meet their Reading GLD.</p> <p>SH is in regular contact with the Phonics lead at FVP and the team work closely together, meeting weekly to look at planning.</p> <p><i>What kind of equipment do we need to purchase?</i></p>	



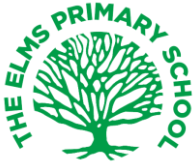
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	<p>SH: It is things like climbing equipment which we need to purchase. We have had plans sent to us about possible things we can do so we need to look at these and work out what we can afford and what might work for us.</p> <p><i>Do you feel that EYFS has settled into the school? Does it feel like a Primary school?</i> SH: Yes, although it has taken some time to get to this place. The children are fully participating in school life, like going to assemblies, which is really important for their development.</p> <p><i>DH confirmed that as a parent she feels that the EYFS is fully integrated within the school.</i></p> <p>SH explained that we have reading buddies within the school so that children from older years have come to read with the younger children and enjoyed being part of their world.</p> <p><i>Other than outdoor equipment, what other things are on your wish list?</i> SH: We could do with more TA support – 50% of the cohort are SEND children so this requires extra input and support.</p>	
12	<p>Safeguarding DH and PF will be carrying out two more meetings on this during this year at FVP and MO and PF will carry these out at TEP.</p> <p>TS explained that the team have met with Lynne Hammond, the new Trust Safeguarding lead and she is happy with everything taking place at both schools.</p> <p><i>Have you had an increase in referrals or has this remained fairly stable?</i> TS: A slight increase this term at TEP, similar at FVP to last term.</p> <p><i>JB – has your complaint email made any difference? Are you receiving improved support?</i> TS: Following a meeting with the head of service, we now have the email links for all of the contacts we need and so this has improved the situation. JB confirmed that her email went to Lynne, who forwarded it to the LADO and this has now been looked at. We now have more contacts to be able to escalate issues too. We are still needing to carry out lots of the checking and support for these families but it is going in the</p>	



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	<p>right direction.</p> <p><i>Any safeguarding concerns from either school? Is behaviour within the community still a concern as this was a significant concern during the previous academic year.</i></p> <p>TS: Behaviour at both schools has calmed down significantly since the start of last term, with no exclusions since early December.</p> <p><i>Are there still some issues within the community with Year 6 parents and older children within the community?</i></p> <p>CI-J: Less incidents within the community but we have had some issues with social media/What's App issues amongst Year 6s. We have written to parents this week about this and have a PCSO coming into school. We have some low level issues with children arriving at school far before the school day starts and some parents are concerned about this but we are limited in what we can do as we don't have the capacity to manage this outside of the school gates and before the school day.</p>	
13	<p>Health and Safety</p> <p>JB confirmed that a meeting with FS at FVP is booked for next week.</p> <p><i>Are there currently any concerns?</i></p> <p>JB: We are still working through the snagging list and FLT is still working hard to try and get these resolved.</p> <p><i>Can we now do things to the building?</i></p> <p>JB: Yes we can. We had to register snagging issues before 31/10/23 but are able to carry out some work to the building now.</p> <p>AP has come into school to speak to TS, JB and CI-J about how we can support staff wellbeing and governor recognised the value of this. AP confirmed that he was pleased to see how well everyone is consciously supporting staff as well as practising self-care</p> <p>ACTION: AP will post his report to GovernorHub for governors to review.</p> <p>TS confirmed that we have a walk around planned for next week at TEP but no urgent issues.</p>	AP



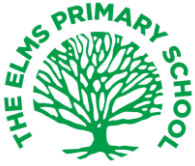
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	<p>AW rose the issue of cleaning at the TEP as we are currently down one cleaner so we need to make sure that classrooms etc. are getting cleaned properly for the safety of all staff and children.</p> <p>ACTION: TS will liaise with Maid Marion's to ensure that full cleaning is taking place.</p>	TS
14	<p>Staff surveys and action plan</p> <p>The results of these were uploaded to GovernorHub ahead of the meeting.</p> <p><i>TEP – I think it is a shame there were no responses from Head/Assistant Head or any TLR holders. This is something to try and improve on next time.</i></p> <p>TS: Yes, we are aware of this gap and will provide time for everyone to complete the survey in future.</p> <p><i>One hugely concerning point for TEP is 43% of staff believe children are safe at school and 34% disagree with this statement. Why do staff think children are not safe at school?</i></p> <p>TS: 1-1 meetings with TAs demonstrated that the reasons for this belief is that at break and lunchtimes, sometimes the pupils do not do as they are asked by supervisors (who are generally support staff). Measures have been started to be implemented to address this:</p> <ul style="list-style-type: none"> · Monday assembly (22nd) for ALL pupils and ALL staff – talking about respecting others, in particular, adults around school · Follow-up work in classes with pupils · TA training with SENCo · SLT are now on playground duty every day. <p>I have discussed survey results in detail with TS at a separate meeting. I would welcome other governor questions/comments here so we can capture all voices.</p> <p><i>I think it is important to remember that if a similar survey had been carried out at FVP this time last year the results would have been very different to what they are now. Change can and will take place over the course of the year if feedback is taken on board and acted upon.</i></p> <p>TS: Yes, agreed. We should be celebrating the staff survey results at FVP.</p> <p>PF reiterated that the results showed what progress can be (and has been) made within 12 months at the school.</p>	



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I'm so very concerned about the results for TEP. The school is struggling with staff and staff retention, yet the current staff don't appear to be happy. I think this needs addressing urgently. Can we have a safe space for staff to speak to someone to air their real concerns face to face and not just through a survey? Could this be a governor? We need to get to the route of the problem or TEP will lose more staff and the children will suffer from more change.

TS: See above actions – 1-1 Exec Head meetings were very useful with support staff. Actions have been put in place already eg break duties, preferences for classes etc.

I second all of the above – very concerning results for TEP, and more than 'lip service' needs to be paid to ensure the actual reasons for staff unhappiness are identified and addressed. Recruitment isn't easy and losing more staff currently looks like a very likely option.

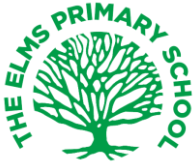
Overall - it would be wonderful to see the comparative data (survey by survey, however frequent they are). It will allow us to see where the needle is moving on some metrics and actually others are consistently fair/middling so not a concern. In isolation it's hard to know what to go after. Is this possible please? It might also be worth comparing to other schools in the Trust if the survey is consistent to get a more holistic view of what's deemed acceptable or not. Is this feasible / beneficial?

TS: The staff survey is being repeated first week after February half term break and results will be comparable.

Overall - the surveys are providing direction but not detail, can we follow-up with some deep dive conversations to get to the 'whys'? How often are they completed? Feel like we need to keep our finger on the pulse a bit as staff seem unsettled across both schools, regular check-ins might help.

TS: Yes we have done this.

Overall – there appears to be a disconnect with the Trust and frankly people cannot comment as they just don't know. What is in place to close that gap e.g. more frequent communications, more transparency of Trust plans, approaches etc, CEO talks, Trust-school connects...?



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<p>TS: I am not aware yet of any measures the Trust is taking to rectify this.</p> <p><i>Overall - I think it's really poor that only 44% (FVP) and 51% (TEP) of staff actually completed the survey. Can it be mandated or encouraged more strongly? Is it sadly a further indication of dissatisfaction in the workplace i.e. the others couldn't be bothered because they don't want to make it a better space? What is your usual uptake of completion? A problem with low completion is that often that those people with strong points of view complete surveys and can therefore skew things.</i></p> <p>TS: We know this and have plans in place for completion next time.</p> <p><i>Both – pupil safety is a concern for me. What's driving this, and what can be improved?</i></p> <p>TS: It has improved vastly since the survey was completed.</p> <p><i>TEP – managing behaviour. I didn't like reading that only 14% of staff believe that children's behaviour is managed well, and subsequent related questions are low. This feels like a spotlight area. What's the problem? What learnings and support can be given? What plan is in place? Please see action plan, many of the actions have already been undertaken.</i></p> <p>TS: It has improved vastly since the survey was completed.</p> <p><i>Both – dissatisfaction (fairness and respect, enjoyment, feeling valued). Clearly worse at TEP. Some folk are just not happy at work. Who are they, can we help them specifically get over hurdles etc.? What's the plan, particularly TEP?</i></p> <p>TS: 1-1 meetings have identified the personnel involved and actions have been put in place to address.</p> <p>AW suggested that the survey coming from the Trust and during a busy time of year may have affected how many staff completed the survey and staff attitudes. CI-J and TS were also both still really new to the school so staff had not yet had a chance to see any positive changes that they had made.</p> <p>CI-J also commented that the new behaviour policy had also not yet become embedded. We know that behaviour can be an issue that affects staff and we are doing all that we can to support staff, children and families to improve this.</p>	
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	<p>TS also contacted staff to ask them to come to her directly with concerns which they had raised in the survey. 3 or 4 members of staff were in the Year 1 classroom which was very chaotic in November. Some staff were concerned about the lack of first aid trained staff but we have now organised training to address this. Some TA's claimed that they had issues with children not doing as they were being asked to by support staff during break and lunchtimes so we have addressed this by CI-J doing an assembly on respecting each other and specifically staff, and we are now tackling every minor issue as they arise.</p>	
	<p>Strategic Matters</p>	
15	<p>Staffing update <i>Is Leanne Smith on a temp contract whilst Sarah is class teaching?</i> Leanne is a permanent contract (as is Sarah), as having quality HLTAs reduces the need for expensive supply staff that:</p> <ul style="list-style-type: none"> a. The children don't know b. Behaviour worsens for, in general c. Planning and assessment is more consistent within school staff d. Financial gain <p><i>Staffing has been quite turbulent this year. Do you envisage this settling down or will it remain turbulent for some time to come?</i> TS: We are anticipating it will settle down after this year, because:</p> <ul style="list-style-type: none"> a. Staff are reporting that they are happier this term and feeling better supported b. New staff are unlikely to leave any time soon c. We will have had a whole year to prepare for September 2024, rather than picking things up from a turbulent year. <p><i>When will Jess Fowler decide on whether to take on the Pastoral role permanently? Also do we have a new NEST/ORCHARD leader in mind?</i> TS: She has decided that this is something she would like to pursue and we are setting up a new contract and job description for her currently. We have set up a new role for her with a new job description.</p> <p><i>Is a new advert going out for her previous role?</i></p>	



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	<p>TS: No as the FLT feel that this role is not needed.</p> <p><i>Are there plans to replace Shelley MacIntosh as a Year 4 teacher so she is able to concentrate on her Deputy role?</i></p> <p>TS: Both AHT contracts were written originally (Sept 2022) with the necessity to teach at least 0.4 of each week.</p> <p><i>Alder in Year 4 have no TA, is there a plan to change this?</i></p> <p>TS: Not needed.</p> <p><i>Year 1 are being taught by a HLTA, is this temporary or will a teacher be appointed? Apologies for my ignorance with this, I'm unsure of the role of HLTA compared to TA.</i></p> <p>TS: HLTA is a higher level qualification and enables you to teach a class full time, if needed. After the disruptions, we would prefer not to take Sarah Henman out of this class. Lesson observations and evaluations of planning, marking and monitoring demonstrate that this class is receiving effective teaching and learning.</p>	
16	<p>Finance</p> <p>TS and PF have met with our new Finance contact at the Trust. He will come along to our next LGC meeting.</p> <p>PF explained that it can be hard to tell where we are at the moment as funding can come in unexpectedly. Supply staff costs seemed high but we don't pay for these over the holidays and TS explained that this is also offset against the staffing costs. We will be saving money going forward on the supply costs due to having more HLTAs. JB reiterated this is the same at FVP.</p> <p>EE explained that she felt the meeting was very positive and it was helpful to gain some more knowledge about funding and things which are available or possible.</p> <p>PF explained that a huge IT upgrade project will be taking place across all Trust schools this year (except FVP as a new build). TS confirmed that funding for this will be coming from FLT. Funding is coming from the growth fund.</p>	
17	<p>School Development Plan</p>	



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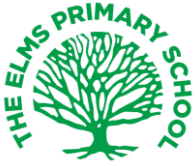
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<p><i>Is afterschool club uptake equal for PP vs non-PP children?</i> TS: Yes, PP children have a certain number of places allocated. The offer is the same and we encourage PP pupils to take up places, but ultimately it depends on the parents.</p> <p><i>We need more after school clubs for the children to take up!</i></p> <p><i>TEP/FVP SDP – are there any areas from the SDP that you think you will not be able to achieve by the end of the academic year?</i> TS: Progress is going well and we expect to achieve, or at least to have started achieving success in all areas.</p> <p><i>Has progress been made with Seedlings 2023-2024 priorities?</i> TS: It has started, but an Action Plan for the Room Leader is currently being created to ensure the items on the EYFS Action Plan are implemented effectively asap.</p> <p><i>Should Seedlings priorities be the same across both TEP and FVP EYFS action plan as they are not currently the same?</i> TS: No, because Seedlings is 2-year old provision at FVP and TEP does not currently have 2 year olds.</p> <p><i>How have the Maths groupings at TEP changed since the peer review and what positive impact has this had?</i> TS: Visiting the classrooms it is clear that the pupils who were in the lower set now have improved self-esteem and are rising to the more challenging expectations of them.</p> <p><i>How are you helping to ensure Year 4 pupils at FVP have role models?</i> TS: We have a development plan for Personal Development at FVP, as we believe that, apart from this particular area mentioned, the provision is better than good. Plans include:</p> <ul style="list-style-type: none"> - Mentions all cohort of pupils to reach national expectations by June 2024, how will we do this? What’s in place? - Data action plans - Data being tracked - Pupil progress meetings 	
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- Interventions
- Nat + - do we know what these are?
- Based on last year's national results.

How is well being amongst the staff? Are we being proactive about this?

TS: Look at Adam's report – lots of proactive things in place to support staff wellbeing.

PF explained that we need to be mindful that after school clubs will need to be run by staff so we need to make sure that this does not impact on staff morale.

AW explained that Stagecoach have also offered to run a club at either or both schools, which should be pursued.

EE explained that the PTA recently spoke about this and suggested that any of the support staff who are DBS checked could run a club.

CI-J suggested that we should look at this in conjunction with our wrap-around care offer and look at how we can improve our offer to provide what parents need and also generate some additional income from the school.

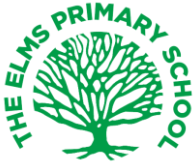
JB confirmed that a parent/Trustee at FVP had raised the same issue with her last week.

DH highlighted that some other schools are offering an after school club for children every day.

TS has previously worked at a school which offered wrap-around care from 7.30-6pm at night with clubs running every day. However FLT will not allow TA's to work more than 36 hours each week, although we have some who might be prepared to run clubs or wrap-around care.

PF explained that some teachers who are part of a particular union are working to rule based on union advice so this might affect how many would be willing to run clubs.

KM explained that for teachers there is also an issue with them having capacity to run clubs



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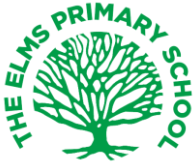
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	<p><i>if they are also attending meetings during the week.</i></p> <p>TS will be meeting with Anne Lynn soon so will raise this with her and provide an update to governors.</p> <p><i>How have Maths groupings changed?</i></p> <p>TS: Year 6 and some Year 5 classes were streaming in Maths but current advice is not to stream in the subject in order to provide no limitations to pupils' learning, which is particularly important for SEN and PP children. This does appear to show that the learning for these children is accelerated and are feeling more positive about the subject.</p> <p>AW confirmed that the children are still getting lots of support in class and agreed that the children are also able to decide what extra support they need for each lesson and making their own choices about how much extra help they need from staff.</p> <p><i>Is there anything from the in-year development plan which we are at risk of not completing or not getting to where we want to be?</i></p> <p>TS: Everything will be at least orange by the end of the year but we will have made a start on every area in the plan.</p>	
18	<p>Ofsted preparation</p> <p>PF invited any governors who would like to be involved with meeting with Ofsted to let her know.</p> <p>TS confirmed that RE and LW are happy that we are preparing appropriately for an imminent visit.</p>	
	<p>Other Matters</p>	
19	<p>Any other business agreed as being urgent.</p> <p>PF rose the issue of our intake numbers for 2024 – currently 25 for TEP and 45 for FVP. We want to cap TEP at 30 in order not to have to employ another teacher and for funding reasons. We can then fill FVP to 60 (although we will need to open up TEP if FVP then become full).</p> <p>JB explained that these numbers are changing all of the time so it is hard to guess where we might end up by the end of the year.</p> <p>TS confirmed that the consultation to limit numbers at TEP to 30 has now closed. We should find out about the results of this shortly.</p>	



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20	Next Meeting Dates (full LGB): 21st March 2024	
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