



Minutes

EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE

MINUTES OF THE EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE HELD ON TUESDAY 4 NOVEMBER 2014, IN MEZZANINE ROOM 2, COUNTY HALL, AYLESBURY, COMMENCING AT 10.02 AM AND CONCLUDING AT 12.20 PM.

MEMBERS PRESENT

Margaret Aston, John Chilver, Dev Dhillon (Vice-Chairman), Phil Gomm, Valerie Letheren (Chairman), Wendy Mallen, Robin Stuchbury, David Watson and Katrina Wood

CO-OPTED MEMBERS PRESENT

David Babb, Michael Moore and Monique Nowers

GUESTS PRESENT

Mike Appleyard and David Simmonds

OFFICERS PRESENT

Trevor Boyd, Michael Carr, Beth French, Sarah Holding, Amanda Taylor Hopkins, Raza Khan and Chris Munday

1 APOLOGIES FOR ABSENCE

Apologies were received from Paul Irwin and Mark Shaw.

2 DECLARATIONS OF INTEREST

There were none.

3 MINUTES

The minutes of the meeting held on 7th October 2014 were confirmed as a correct record.



INVESTOR IN PEOPLE



A member asked for clarification as to when the Committee would be receiving data on the results of the new Secondary Transfer test which was introduced last year. The Chairman reported that she was aware that there had been some confusion because the Committee would be meeting twice in November. The 11+ results would be presented at the 19th November meeting and Headteachers and Chairmen of school governing bodies would be invited to attend the meeting to contribute to a number of items on the agenda on that day.

4 PUBLIC QUESTIONS

There were none.

5 CHAIRMAN'S REPORT

The Chairman reported that she had visited West Wycombe School where she had enjoyed, along with the children, a presentation on wind farms and a talk from an airline pilot. She had also visited an Early Years Mother and Toddler Singing Group at Disraeli School which was very well attended.

6 COMMITTEE MEMBER UPDATES

Members had recently visited Bletchley Park where McAfee had an exhibition on Internet Safety. Members reported that this had been a very productive trip. The Chairman advised that she had asked McAfee to deliver a session on Internet Safety for all members.

7 IMPROVING CHILDREN'S SOCIAL CARE SELECT COMMITTEE INQUIRY - ORAL EVIDENCE

The Chairman reminded members that Cabinet were considering the Committee's letter detailing recommendations on the Draft Ofsted Improvement Plan, which was the first product of the Committee's Inquiry on Improving Children's Social Care. To further assist the Committee in their scrutiny of this key topic, the Chairman welcomed Councillor David Simmonds from the London Borough of Hillingdon to the meeting and invited him to introduce himself and give members the benefit of his experience of a recent Ofsted inspection in Hillingdon.

Mr Simmonds explained that he is a Councillor in the London Borough of Hillingdon, which is a Conservative run Council with significant Labour opposition. He became a councillor in 1998 and at that time, Children's Services in Hillingdon was in special measures. Under a new administration Children's Services was improved and achieved a Good rating from Ofsted with some Outstanding features. When Ofsted inspected Hillingdon again in 2014, their rating was Satisfactory and the local authority (LA) were advised that they needed to do more in order to regain their Good rating.

In addition to his role as Cabinet Member at Hillingdon, Mr Simmonds is also Chairman of the Local Government Association's (LGA) Children and Young People Board, which offers support to LAs in difficulties and help to share best practice across the country. It was important to note that some local authorities were still struggling post-Ofsted despite investing more money in Children's Services.

All members involved in Children's Services, including those scrutinising the work of the service, should be familiar with the 2004 Children's Act and the more recent 'Working Together' document which clarifies the LAs duty and responsibilities and clearly outlines the responsibilities of the Director of Children's Services, Chief Executives and Council Leaders, Chairman of the Local Safeguarding Children's Board and Partners. Members need to

consider if their LA is meeting the requirements laid out in 'Working Together' – this is a very helpful starting point.

After a disappointing Ofsted inspection the public will ask 'what did you know?', 'what steps had you taken?' 'were you holding partners to account?' and 'why did you not spot the early warning signs?'. When things go wrong people often comment that they didn't see this coming, but then later on they realise that some partners were flagging issues, but this did not constitute a coherent or complete picture of the situation.

Another big tip for members involved in scrutiny of children's services was to consider the Annex A document. This was a set of performance information which Ofsted request from each LA inspected. This could be a very helpful starting point for members, as it was information that was already available and it should be updated routinely. Another useful source of information would be the minutes of the Local Safeguarding Children Board (LSCB), as the LSCB leads an area's child protection work.

Responses to a poor Ofsted Inspection

Mr Simmonds explained to members that one of the key challenges post-Ofsted was how to craft an appropriate response. Often it was necessary for an LA to invest additional resources, but extra money alone would not always solve the problems. Another common approach was to recruit interim workers, but then any improvement gained was not always sustainable in the long term. This had been seen in some of the big County Councils, such as Somerset, Devon and Northamptonshire where increased spending of between £4-6 million had not led to a sustained improvement two years later. Other LAs such as Wiltshire and Walsall decided not to invest such large amounts of money and whilst their improvement took longer to achieve, they have been able to sustain the changes.

Sometimes additional money invested post-Ofsted can reflect an historical underspending in Children's Services, but members need to be assured that increased budgets will lead to sustainable improvement.

Social Worker recruitment was a big issue for Bucks and other LAs. There was a shortage of qualified social workers in the UK, so workers were in demand. Bucks face competition from Slough who would be offering higher salaries to help attract workers to help turn their Children Services around. Mr Simmonds recommended considering a consortia option, to reduce spending on agency fees by block booking across a number of LAs. He also advised streamlining the HR processes used to recruit Social Workers, as the market was so competitive you could lose suitable people if an LA's recruitment processes took too long to complete.

Some Agency Social Workers operate as Personal Service Companies which means that they only pay 18% tax, therefore becoming a permanent employee of an LA is not attractive for them. The Treasury are looking into this practice and it is something to be aware of when engaging Agency workers.

It was also very important post-Ofsted to look at the quality of interim managers that may be introduced. Other LAs had found that interim managers could often undo each other's work, so the Committee would be well-advised to monitor this.

Other bodies or people who could provide a good insight into Safeguarding in a LA included the Corporate Parenting Panel (CPP), the Children in Care Council (CICC) and School Governors. By using intelligence from other partners the Committee can obtain a 360 degree view of services. Whilst on a daily basis collective corporate parenting responsibilities were delegated to officers, CPP members and the Select Committee members could interrogate

data and if they found that the standards of care for children in care were lacking, then the Council as a whole could gauge the early warning signs.

It was important that the Council as a whole demonstrated an awareness - even if things were not good, then as long as this was recognised the Council could try to improve. The Select Committee had a key role to play in challenging the service and partners and in improving the dialogue between partner agencies. It was very important that relationships were established with the LSCB and the Safeguarding Adults Board and it was useful to check that these two boards were working effectively together.

The Chairman thanked Mr Simmonds for his presentation and invited members' questions as follows:

Can you tell us how you might increase the number of in-house foster carers?

Placement costs for children and young people are very expensive so it is useful to increase the number of in-house foster carers, although there is a national issue with attracting new foster carers at present. An LA needs to consider what it is offering its foster carers in terms of pay and support and perhaps target your recruitment at empty nesters or people who only wish to work part-time who could supplement their income by fostering. Kent has a very large foster carer population and many of them run as a business. Another option is to join a consortia to help save money through block booking more specialist foster placements.

There are many reasons why someone might choose to foster – sometimes they love children and enjoy parenting, some do it largely for the money and there will be other motivations which the LA should try to understand. You may also have private fostering arrangements in Bucks although often not all of these are disclosed. This needs good judgement from the social worker involved as often the wider family can be part of the problem, but sometimes they can also be part of the solution.

There have been several high profile cases in the media where clearly vulnerable children have been let down by failings of the local authority and other partner agencies. This demonstrates just how important effective scrutiny is – how can members be more robust in making challenges to prevent this happening elsewhere?

The recent Jay Report on Rotherham highlights broadly similar issues seen in the cases of Victoria Climbié and Baby Peter, although of course the details are different. In all these cases there needs to be mature consideration of the facts, but in the case of Rotherham it is clear that jobs were not being carried out properly and there is no excuse for that. This was consistent across the piece, with examples of Police Officers attending scenes of child sexual exploitation and simply turning away. The new Chair of the Rotherham LSCB commented that he could see evidence on the streets of the town as he walked from the train station to the Town Hall. Members might find it helpful to read the Jay Report and the reports on Baby Peter, Khyra Ishaq and Victoria Climbié. Members should also be satisfied that the LSCB is working effectively and should not be afraid to challenge the Director of Children's Services or the Chief Executive if they have genuine concerns.

Whilst Bucks will be investing additional resources into Children's Services following Ofsted, this Committee is aware of the importance of securing savings in the longer term, especially with regards to fees for agency staff and placement costs. How can we analyse this effectively?

You need to ask the person proposing any changes how this will work, how will this be sustainable and how you can check that it has been successful in the longer term, which will provide you with a benchmark. In Somerset, they appointed a new Director Children's Services on a salary of £300,000 post-Ofsted but they sacked him after one year as they could not see the improvement they expected.

The Chairman thanked David Simmonds for his interesting and insightful contribution to the meeting.

RESOLVED

That a copy of the Annex A document should be requested as evidence for the Committee's Inquiry and that a representative from the Committee should attend the Bucks Safeguarding Children Board meetings on a regular basis. Also that the oral evidence heard today should be noted as evidence for the Improving Children's Social Care Inquiry.

8 SUPPORTING SCHOOL IMPROVEMENT

The Chairman welcomed Mr Mike Appleyard, Cabinet Member for Education and Skills, Mr Chris Munday, Service Director, Learning, Skills and Prevention, Mrs Sarah Holding, Schools Relationship Manager and Ms Atifa Sayani, Education Champion to the meeting. Mr Chris Munday introduced the item explaining that he believed it would be helpful to the Committee to understand the framework used by Ofsted for the inspection of School Improvement, as Bucks was likely to be inspected shortly. The report set out the preparatory work that was taking place and the Committee might like to consider how it could contribute.

In response to a member's question, Chris Munday clarified that whilst a number of Bucks schools were now Academies, the local authority(LA) remained responsible for educational standards, in both maintained and Academy schools. The LA work with the Regional Schools Commissioner if there are concerns about schools and currently Bucks maintained schools were generally performing better than Academies. Academies were still supported through the Bucks Learning Trust (BLT) and were represented on the BLT Board. Mrs Sarah Holding commented that there was an expectation that Academies would remain within the Bucks family of schools and Academies had inputted into the School Improvement Strategy. Academies would be expected to work with the LA and the BLT in delivering School Improvement.

The Chairman invited members' questions as follows:

How ready is Bucks for an Ofsted inspection and if one happened today, what strengths and weaknesses do you think Ofsted would identify?

I believe if we were inspected today we would receive a mixed review. On a number of indicators we are very good, for example, in the Primary sector the number of schools which are now Good or Outstanding is above the national average, but in other areas we are not performing as strongly. I have asked Atifa Sayani to establish a baseline of data across all functions of School Improvement as it has not been inspected for a while. The framework is divided into 9 aspects and our self-evaluation is a good way of pulling together all our good work and highlighting any areas which need improving.

In terms of strengths, I would highlight school to school support, the fact that School Improvement is no longer so fragmented and that there are clear consistent policies with identifiable outcomes. Areas for improvement might include looking at Phonics and writing at Key Stage 2 and support to Upper Schools.

I recently sent you a copy of a report on the reform of the middle tier and would like to know your views. It is hard to scrutinise Academies and Free Schools so how can we scrutinise educational governance and standards going forward?

Our development of the BLT was a way of trying to work with Academies and Free Schools, so it is no the LA going into these schools and this has been positive – the BLT are working with one of the Free Schools for example.

In terms of the middle tier overall, there have been 7 or 8 other reports on this recently. Nicky Morgan spoke at a conference last week and when asked what she wanted from the middle tier she said 'better outcomes for children.' We are trying to retain Academies within the Bucks family of schools through the BLT and Sarah Holding's role as a Relationship Manager.

But how will we be able to scrutinise in future?

That needs further investigation and discussion.

Mr Appleyard, Cabinet Member for Education and Skills commented that Early Years was a key issue. As well as looking at standards in all schools, there was a need to ensure that children who are starting school are better prepared and this needs work in the communities and work with parents.

I would like to know what percentage of schools in the Primary Sector are currently rated Good or Outstanding by Ofsted?

As of 16th October 2014, Bucks had:

100% of nursery provision

85% of Primary Schools

74% of Secondary Schools

82% of Special Schools

100% Of Pupil Referral Units (PRUs)

rated as Good or Outstanding.

With particular reference to Primary Schools, the aim was to achieve at least 90% at Good or Outstanding and since that date we have received good news on other schools – Haydon Abbey in Aylesbury has received a Good rating when it was previously requires improvement and Cadmore End School has also achieved Good. Discussions were taking place with some schools about bringing their inspections forward if they were ready and these percentages were the best that Bucks had ever achieved in terms of Good or Outstanding ratings.

With regards to the performance of different types of school, when Ofsted come what do key areas will they focus on?

If I was an inspector I would look at the performance of upper schools, Narrowing the Gap and whether reading projects are working effectively.

What can the Select Committee include in our work programme to help the preparation for the Inspection?

It would be useful for the Committee to have an overview of the LA's Self-Evaluation. This will include Narrowing the Gap which the Committee have already highlighted but if the Committee considers the whole Self-Evaluation then other areas might be identified which the Committee could look at in more detail in the future.

It was nice to hear Mr Appleyard talking about engaging with communities. As a member, I have found it quite hard to engage with schools, what are you doing to improve member engagement?

The role of the Education service and the BLT is to engage communities, especially those that are struggling, which often include a mix of ethnic backgrounds. We also work directly with schools. The role for our elected members is to raise issues with the department and if there is a particular problem you should raise this with me as the Cabinet Member.

The Chairman thanked Mr Appleyard, Mr Munday, Mrs Holding and Ms Sayani for their contributions and welcomed Mr Raza Khan, Chief Executive of the Bucks Learning Trust and Mrs Amanda Taylor-Hopkins, Director of Education at the BLT to the meeting. The Chairman asked for the BLT's viewpoint on the School Improvement work they had undertaken over the past year.

Mr Khan explained that he was very pleased with the progress schools had made to date, especially in the Primary phase and the BLT were proud of their work on narrowing the gap for those pupils in receipt of Pupil Premium. Bucks was now one of the better performing LAs for narrowing the gap work.

Over the first year of the BLT's operation, progress in Secondary schools had been slower but now BLT were working with Academies, Free Schools and the University Technical College. The majority of Academies were participating in the School Review programme this year which would provide real baseline data on the quality of teaching and other areas. The focus this year would be more on Upper Schools and notably good results had been seen at Cressex School already.

Mrs Taylor-Hopkins confirmed that the focus was on the Secondary Sector, with a reference group of Secondary Heads being established to develop a strategy for support going forward. The Regional Commissioner was also working with the BLT to promote School Improvement in Academies and it was hoped that as the Academies working with the BLT already showed signs of improvement, this would also encourage relationships with other Academies in future.

Mr Khan reported that the BLT were building links with communities in more deprived areas of High Wycombe, with targeted interventions for groups with wider attainment gaps, such as White working class, Black African and Pakistani children in some areas. The BLT are consulting with community leaders to ask them to act as Educational Champions to encourage children to engage with learning at an early stage.

Mr Khan also highlighted a project in Aylesbury where the BLT had recently saved the Jonathan Page Play Centre from closure. The BLT hoped to provide new services at the centre such as an After School Club and Tutoring for those people who would not normally be able to afford this and if this proved successful the BLT would like to replicate this in High Wycombe. It was recognised that if you can raise the standards of schools within these deprived areas this would also help to lift the wider community.

The Chairman thanked Mr Khan and Mrs Taylor-Hopkins for this summary of their work and invited members' questions as follows:

I understood that the BLT would be publishing its first year's accounts but I do not think we have seen them as yet – why has this not happened?

The Accounts have been quite complicated as we are ruled by the Charities Commission's guidance and the audit process. However the Accounts will be published on time, the Trustees have adopted them and they will be published very shortly. I will ensure that the Committee members receive a copy.

I am pleased that the BLT have stepped in to support the Jonathan Page Play Centre – it is so important to get the Early years right.

The BLT recognise that the Early Years are very important. Some Children's Centres have now been identified as Early Years Hubs and their role will be to reach out into the community to give disadvantaged children access to opportunities that they may not otherwise have, for example by taking them on trips to a library or to the seaside. They will also work closely with schools and parents to ensure confidence in the transition between Early Years settings and school. The gap for poorer children everywhere is not just in attainment but also for aspiration – what happens outside school also influences a child's achievement and self-confidence.

How do you assess the comparative impacts of investments and how do you share good practice?

There is a very high level of accountability and scrutiny on the service level agreement between the LA and the BLT. We report on far more key performance indicators (KPIs) than

when I worked in the private sector. The BLT takes a data driven improvement approach, focussing resources and investment decisions very clearly on outcomes for children and undertaking evaluation of programmes as we go along.

When we are working with individual schools we agree very tight targets which are measurable within specific timelines and every two weeks we look at the impact so that we can change the delivery of a programme if necessary. If we find that an initiative is improving standards in one school then we may then share this with another school.

The Chairman thanked Mr Khan and Mrs Taylor-Hopkins for their contribution and a member commended the BLT for doing a great job and encouraged them to continue to engage with communities and with elected members.

RESOLVED

That a copy of the Self Evaluation on School Improvement should be considered by the Committee at a future meeting and that the oral evidence provided today be noted.

9 NARROWING THE GAP

The Chairman explained to members that this item was an opportunity for the Committee to receive an update on the implementation of their recommendations which went to Cabinet in the Narrowing the Gap report in March 2014. It was important that the Committee followed up on the outcomes of their inquiries. Mr Appleyard, Mr Munday, Mr Khan and Mrs Taylor-Hopkins remained in attendance for this item. Mr Chris Munday, Service Director, Learning, Skills and Prevention explained that work undertaken by the LA and the BLT had been significant in implementing the Committee's recommendations, although at Secondary level, it was recognised that these recommendations alone might not be enough to narrow the gap.

Michael Gove had introduced a number of changes to exams, which would particularly affect GCSEs – firstly there had been a range of courses which were previously counted as being equivalent to five GCSEs but these would now only be equivalent to one GCSE and secondly, schools could previously use a child's best result in a GCSE exam for their statistics but now they will have to use the child's first result. This change will impact GCSE results nationally. Mr Appleyard gave an example of one particular school where their best GCSE results demonstrated a 67% pass rate, but based on the first results this would be 49%. This change would be the same for all schools, but members noted that this would make comparisons from one year to the next more difficult.

The Chairman invited members' questions as follows:

How is work with economically disadvantaged communities progressing, are we really getting in amongst communities now?

Yes we are moving towards this but there is still work to be done. In order to raise attainment the BLT recognises the need to take a broader approach rather than just relying on Pupil Premium. In addition to focussing on raising standards in all schools across all sectors, we are trying to engage with communities and work more directly with children themselves. Some pilot projects will launch this year. Any initiatives we run need to be effective, economically sustainable and produce positive outcomes for children. With the Jonathan Page centre we are working closely with the service users in order to understand what they really need.

Is there now a great uptake of Pupil Premium?

Our perception is yes but I have no specific data with me that I can share. But we do have success stories - in Wycombe at the Matrix Centre, Pupil Premium children in year 6 attended a programme which resulted in 90% of them achieving Level 4 in Writing, 92% achieving Level 4 in Maths and 88% achieving Level 4 in Reading. A member was pleased to hear this

encouraging news and suggested that the children should be tracked through their Secondary Schools to see if the benefits of this intervention were sustained over the longer term.

What approach are you taking to Early Years Pupil Premium for three and four year olds, or even for two year olds? If the LA gets involved with early years as young as two years old, will this give parents a chance to abdicate responsibility altogether?

There is a significant gap at five years old between economically disadvantaged children and their peers and it is important to help children get off to a good start. Early years providers wanted Pupil Premium for disadvantaged youngsters and this is a national initiative which will be introduced in April 2015. Government has allocated £221,329 to Bucks to support 768 eligible three and four year olds. Guidance is expected on how to implement the Early Years Pupil Premium (EYPP) later this year. The programme for disadvantaged two year olds will offer free childcare for 15 hours a week so it is in no way taking over parental responsibilities. Some communities are choosing not to take advantage of this provision.

Early Years providers are in the main Independent businesses and it is a challenge to get children into these settings, especially those children who might need it the most. Children's Centres are key in building these relationships to engage harder to reach groups. If you can get parents to have high aspirations for their child at two and help to build their personal confidence this can make a real difference. The BLT are working closely with settings offering the two year old places to ensure it will be a good quality service.

How do you see the future of Children's Centres?

Those Centres which have been identified to become Early Years Excellence Hubs will work closely with schools and be involved in delivering the Early Help offer. Other Children's Centres will be recommissioned – this will be going out to tender and the provider will be finalised during the Summer Term 2015.

I am pleased to see that assertive action has been taken in connection with the delivery of Phonics teaching in schools.

Having considered the Rose Review findings and actively sought the views of headteachers from a range of schools, the information gathered has informed a new BLT project on Phonics. This will be a specific programme supporting 29 schools who have not met the expected standards in the Year 1 Phonics check by 10% or more.

RESOLVED

That the Committee would receive further clarification on the process and timescales for the agreed recommendations and noted today's update on the implementation of the Committee's Narrowing the Gap recommendations.

10 THE GOVERNANCE ARRANGEMENTS FOR ADULT EDUCATION IN BUCKINGHAMSHIRE

The Chairman welcomed Mr Bill Bendyshe-Brown, Deputy Cabinet Member for Education and Skills and Mrs Beth French, Service Manager - Adult Learning to the meeting. Mr Bendyshe-Brown explained to the Committee that Adult Education had last been inspected by Ofsted in 2008 and had been rated Good and a further Ofsted inspection was expected very soon. In preparing for the inspection, the management team believed that the governance arrangements for Adult Learning needed strengthening and with this in mind, it was proposed that an Adult Learning Board should be established.

The Board will demonstrate the services commitment to rigorous governance and members of the Board will receive appropriate training in the near future.

The Chairman invited member's questions as follows:

Your report indicates that there are no financial issues for Adult Learning at present yet I have heard of some courses having to end half way through, is that correct?

We have to achieve a minimum class size for a course to be financially viable and also to make it a worthwhile experience for those who enrol. If we meet the minimum class size we will run a course. If numbers are below minimum and the learners do not agree to a reduced number of weeks, we would have to close it but would refund the full fee for any course closed within the first three weeks and pro rata thereafter.

There is nothing in this report about helping people into higher education or back into employment. How can we ensure that higher education is available to more people?

Much of what we do in Adult Learning is helping students who need basic English and Maths skills or those studying English as a second language. We also support Apprenticeship programmes. We help single mums back into learning and sometimes people really lack confidence and it can take several weeks just to persuade them to come through the door. In addition there are Learning for Leisure and Pleasure courses and Learning for Life, which helps older people to socialise in a stimulating environment. We have 130 venues for classes across the county.

How ready are you for an Ofsted Inspection?

As ready as we can be. We have our 2013-14 data available and have tried to address the issues which Ofsted raised at the last inspection in October 2008. A lot will depend on the inspection team.

Can we see your self-assessment?

Yes we would welcome the external challenge.

Do you have plans for a longer term strategy?

We only ever prepare annual plans as we are reliant on Government funding and this has been continually cut. In 2005/6 we had £2.4million for Skills and this has been reduced to £1.7million. However we do need to look at the longer term and the funding challenges going forward.

The Chairman commented that it was not appropriate for a member of the Select Committee to sit on the Adult Learning Board because otherwise the Select Committee could not scrutinise the service effectively. The Committee thanked Mr Bendyshe-Brown, Mr Munday and Mrs French for contributing to the meeting and wished Adult Learning good luck with the forthcoming inspection.

RESOLVED

That the oral evidence received be noted as evidence.

11 EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE ANNUAL WORK PROGRAMME 2014-15

The Committee noted and agreed the updated Work Programme.

12 DATE OF NEXT MEETING

Wednesday 19th November 2014 at 2pm in Mezzanine Rooms 1 and 2

13 EXCLUSION OF THE PRESS AND PUBLIC

RESOLVED

To exclude the press and public as the following item is exempt by virtue of Paragraph 3 of Part 1 of Schedule 12a of the Local Government Act 1972 because it contains information relating to the financial or business affairs of any particular person (including the authority holding that information)

14 CONFIDENTIAL MINUTES

The confidential minutes of the meeting held on 7th October were confirmed as a correct record.

CHAIRMAN