

FINAL Minutes Local Advisory Board: Hardingsstone, Stimpson, Castle Academies
27th January 2022 17.30

Meeting held virtually via Microsoft teams

The first LAB meeting for the federated board of the academic year 2021-2022

These minutes reflect the order of the agenda and not necessarily the order of discussion

Agenda item	Discussion	Action / Information
1. Present.	<p>Zoe McIntyre (Executive Headteacher Hardingsstone, Stimpson and Castle academies)</p> <p>Luci Clapton (Stimpson Head of school)</p> <p>Dan Lugg (Castle Head of school)</p> <p>Adrian Lett (Stimpson Staff Governor)</p> <p>David Hood (Co-Opted governor)</p> <p>Lauren Saunders (Co-Opted governor)</p> <p>Kamal Sandhu (Co-Opted governor) Left at 18.30.</p> <p>Claudia Wade (Chair / Co-Opted Governor)</p> <p>Paul Wilkinson (Hardingsstone Staff Governor)</p> <p>Michelle Betts (Co-Opted governor)</p> <p>Jo Daniels (Co-Opted governor) Joined at 17.53</p> <p>John Lawson (EMAT Head of Education) Joined at 18.44</p> <p>Nattia Dhana (Finance Business Partner)</p> <p>Monica Juan (EMAT Compliance / Governance)</p> <p>Paul Osborne (Clerk – Minutes)</p> <p>Introductions were made. CW reminded the board that all items discussed at this meeting remain confidential until the minutes are approved and signed off.</p>	
2. Apologies.	<p>Apologies received and accepted from Suzanne Fairey</p> <p>No apologies received from Hayley Draper.</p>	
3. Quoracy.	<p>The meeting was quorate.</p>	
4. Declarations of interest.	<p>There were no declarations of interest pertaining to this agenda that had not already been declared on the annual register of interests.</p>	
<p>5. i. H&S Minutes of the Academy Local Board.</p> <p>Meeting held on the 30th of September.</p> <p>ii. Castle Minutes of the LAB.meetings held on</p>	<p>The minutes of the meeting held on the; 30th of September 2021, the 21st of September 2021 and the 5th of July 2021 were agreed to be an accurate representation.</p> <p>PO to arrange for these to be signed once in-person meetings commence.</p>	

<p>A. 21st of September 2021</p> <p>&</p> <p>B. 5th of July meeting 2021.</p>		
<p>6. Action Log from the A. Hardingsstone & Stimpson Academies meeting held on the 30th of September.</p> <p>B. Action Log from the Castle Academy meeting held on the 21st of September.</p>	<p><u>A.</u></p> <p>i. All governors to complete their 2021-2022 declarations of interest and return to PO no later than Friday 8th October. <i>Post-meeting note done.</i></p> <p>ii. LC/JS to report back at the first LAB meeting post the autumn pupil voice survey highlighting the progress made for Hardingsstone “I know how to safe on the internet” and Stimpson “pupils feeling safe in the playground. ZM advised that for internet safety at Hardingsstone the previous survey results were 76% it’s now 85%. For pupils knowing what to do if something upsets them on the internet is was 73% now 91%. A CEOP trained member of staff completed a training session with the teams at Stimpson, Castle, and Hardingsstone. LC advised Stimpson the pupils feeling safe in the playground rose from 82% to 87%.</p> <p>A governor asked what’s the reason why 13% of pupils don’t feel safe. LC advised that class teachers speak to the pupils to ascertain why they do not feel safe and LC and the phase leaders take this feedback and instigate strategies to support/help the pupils.</p> <p>iii. SN to update her SEN presentations with the correct information and forward them to PO. Done.</p> <p>iv. MJ to share the PWS governor visit document with ZM and CW. Done.</p> <p>v. DL/JS/LC to supply dates to the board for pupil and staff surveys, parent questionnaires, parent evening and all similar events. Done.</p> <p>vi. MJ to set up a working party with JL and JB to look at the SEF/SIP to aid governors to link to these strategic documents. Done.</p> <p>vii. ZM to send PO the PP strategy and the impact strategy who will add to Teams. Done.</p> <p>viii. JS to share the timeline for the behaviour hub programme. ZM advised that stage 2 had been reached and the interview was conducted 2 weeks ago. There will be an update in late February.</p>	

	<p>ix. MJ to share the Trust board agreed behaviour principles with the board. Done.</p> <p>x. All governors if not already done to sign the KCSiE document by the 8th October. Post-meeting note done.</p> <p><u>B.</u></p> <p>i. PO to present the 5th of July minutes at the next LAB meeting. Done.</p> <p>ii. CN-E & LS to read and electronically sign the SEND code of practice on GovernorHub. Action closed.</p> <p>iii. DL/DB to investigate if any grants are available to assist with the funding of the after school clubs. Done.</p> <p>iv. DL to compile some data together to ascertain if the number of pupils attending after school clubs has changed since the introduction of the charge. There has been no decrease in pupils attending clubs and there are plans to increase the number of clubs.</p> <p>v. PO to add to the LAB/S&P agenda nearest the November review date for the income and charging policy. Done.</p> <p>vi. LB/ZM/DL to ensure the school priorities mirror those listed in the governor action plan & 7 KSW/DL to arrange a date for governors to attend a staff meeting in September where the governor action plan priorities will be explained and feedback from staff will be welcomed. Done.</p> <p>vii. DL/ZM to investigate if all school events the governors will/can attend be shared and added to a calendar. ZM/DL to investigate. Done.</p> <p>viii. PO to add to the next LAB meetings the safeguarding policy. Done.</p>	
<p>7. EMAT update</p> <p>i. Management Accounts for information.</p> <p>ii. Health & Safety update.</p>	<p>ND highlighted the following;</p> <p>i. Stimpson / Hardingstone / Stimpson.</p> <ul style="list-style-type: none"> ● Performance for all schools is close to or better than budget and there are currently no concerns. ● All of the academies are producing income in line with their budget. <p>ii.</p> <p>A governor asked if there was an update on recommendation 2021.1 for Hardingstone.</p> <p>The policy is reasonable but could be strengthened; from the school's perspective, it would benefit from a localised policy, which details the school's responsibilities and arrangements.</p> <p>MJ advised that the policy will be reviewed and strengthened as required.</p>	

	<p>The governors asked for the following questions to be passed on to the relevant EMAT stakeholder. PO to manage.</p> <ul style="list-style-type: none"> • Is there a plan for a standardised risk assessment template. • Update on the comment regarding a training schedule for staff. • An update regarding the recommendation for audits to be completed every 1 to 3 years, depending on the level of risk identified. • An update on the trust stress management policy. 	<p>PO</p> <p><i>ND left the meeting at 18.27</i></p>
<p>8. Headteachers report to include; Safeguarding Curriculum update inc SEND Attendance / Behaviour Staffing EYFS</p>	<p><u>Hardingstone.</u> ZM highlighted the following.</p> <p><u>Staffing and Organisation.</u></p> <ul style="list-style-type: none"> • AR (Year 1 part-time teacher) left at Christmas replaced by DC who has settled in well and is working closely with the KS1 lead. • New HLTA started two weeks ago, has settled in very well, and is receiving excellent feedback. • Another HLTA is required and the position is currently being advertised. • Consistency of agency staff is not always as required. • Staff absence is high primarily due to CV-19. • Update given regarding staff on long-term leave and the support HR is giving. <p><u>Curriculum.</u></p> <ul style="list-style-type: none"> • Subject leaders' monitoring has focused on pupil voice particularly looking at retrieval and coverage of the curriculum. • Staff meetings have been dedicated to teachers accessing and using current research in their teaching. Staff have fed back what they have found/used in staff meetings. • Rosenshein Principles to be used this term for the research hub. • One ambitious learning objective is used for all pupils across all three schools. • Challenges include; Parental engagement for learning sessions. The school to look at different ways to get parents into school. <p><u>SEND.</u></p> <ul style="list-style-type: none"> • New SENCO started in September and is spending as much time in the classroom as possible and this is having a positive impact. 	

	<ul style="list-style-type: none"> • Extensive investment has gone into Maths training. <p><u>Education Review.</u></p> <ul style="list-style-type: none"> • Phonics is strong with a consistent approach. • Books match in KS1 but work is ongoing to book match more effectively in lower KS2. <p>A Governor noted the recommendation to Improve the consistency of the teaching of phonics and ensure the books children read match the sounds they know. (Reading Review –JL).</p> <p>ZM noted that this action is partially obsolete due to feedback from more recent visits. In KS1, work is ongoing to ensure Read Write Inc is followed. The next focus is on lower KS2 and in particular, pupils using their phonics to spell and those pupils receiving one to one support in Years 3 and 4 to ensure their books match their ability. There is consistency across KS1 the next step is consistency across KS2, especially for lower achievers.</p> <p>A governor asked what is the school doing to improve pupils’ fluency.</p> <p>ZM highlighted the planned training due to take place in April.</p> <p>A governor noted that during a recent visit they noticed a delivery of new books and asked if these have had an impact.</p> <p>PW highlighted the positive feedback he has received from the pupils in year 3 regarding these new books.</p> <p><u>Early Years Foundation Stage</u></p> <ul style="list-style-type: none"> • EYFS lead has been working closely with CM (external EYFS specialist). • The items used for the continuous provision are to be reviewed ensuring they match the learning and are not purely activity-based. • Some slight disengagement of boys, which DH will support with during his next visit. • A focus on pencil grip. <p><u>Behaviour.</u></p> <ul style="list-style-type: none"> • Parent survey results: <ol style="list-style-type: none"> 1. My child feels safe at school – 95% 2. This school ensures pupils are well behaved - 86%. There were 6 families that highlighted they do not know (7%). A year 1 teacher is investigating this including the playtime structure. 	DH
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	<p>A governor noted that the wording of they do not know questions could be looked at. ZM agreed and will investigate.</p> <p>A governor noted the overall positive figures from the survey but asked the 8% of pupils who maybe don't feel safe at school what work is being done to support them. ZM noted that as the surveys are anonymous it is difficult but the PHSE curriculum is used to address this including bullying and educating pupils if they do not feel safe. ZM advised that JS will have identified which classes had the lower percentage including the "I feel happy at school " response and discussed this with the class teachers.</p> <p>A governor asked if a follow-up option could be added to, the survey so if a negative response is inputted i.e no to I feel safe at school a follow-up question is asked requesting more information. ZM to investigate.</p> <p><u>Attendance.</u></p> <ul style="list-style-type: none"> • PA attendance is 4.42%. • Persistence absence reduced from 16 to 9 pupils. ZM highlighted the reasons for these 9 on PA and this also explained the attendance data for PP and SEN pupils. <p>A governor asked what information/advice is given to parents who have received a PA letter and want to discuss it in more detail. ZM advised that the school would ring the parent to go through the reasoning and the importance of pupils attending school. These discussions are on the whole positive and parents/carers then understand the rationale why the letter was sent out.</p> <p><u>Safeguarding.</u></p> <ul style="list-style-type: none"> • The number of on-going Early Help Assessments Led by Tier 3 targeted Support x 7. <p><u>Stimpson.</u> LC highlighted the following;</p> <p><u>Staffing and Organisation.</u></p> <ul style="list-style-type: none"> • A TA has taken on a role in the office the TA vacancy has been advertised. • An update regarding the Pastoral lead was given. LC is picking up cases where required. 	<p>ZM</p> <p>ZM</p>
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	<p>A governor asked for more information regarding AL and DB who have been identified for Outstanding Facilitator training. LC advised that from lesson visits, ongoing teaching practice they are ready for and would benefit from this additional training.</p> <p>The governors passed their congratulations onto LA and DB</p> <p><u>Staff absence.</u></p> <ul style="list-style-type: none"> • Staff absence is challenging and is having an impact on the CPD opportunities the school can offer. <p><u>Curriculum.</u></p> <ul style="list-style-type: none"> • Staff meetings have focused on ‘research hubs’ with teachers’ trialling strategies in their classrooms (based on the Teaching and Learning Rubric). <p>SEND.</p> <ul style="list-style-type: none"> • SENCO is going into classrooms as much as possible and giving tips and advice where appropriate. • SENCO worked with support staff to empower and enable them to increase their confidence and independence giving them a voice. • Challenges include; In Reception, there has been a shortage of staff to SEND pupils, parents not engaging, outside agencies not providing adequate provision, all impacting on the Reception staff and pupils. However, we do have good relationships with parents and are now beginning to engage and educate parents in order to move forward. <p>A governor noted the comment “There are a number of staff that do not welcome change and this has created some difficulties” and asked how is this being tackled. LC highlighted that the vast majority are supportive of change. This statement equates to two-three experienced members of staff. The SENCO changes their approach to help these staff understand why the changes are required and the benefit they will have for the pupils.</p> <p><u>Educational Review.</u></p> <ul style="list-style-type: none"> • There is a clear structure for phonics teaching in place that the teachers are confident in. Effective CPD has led to teachers modelling sounds precisely. RBL (external Phonics expert) visited the school recently and highlighted the remarkable improvement in Phonics 	
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	<p>and the next step is to fine-tune to ensure the progress is continued and built upon.</p> <ul style="list-style-type: none"> • Key recommendations include; <ol style="list-style-type: none"> 1. Develop feedback and marking within the foundation subjects. 2. Improve the consistency of the teaching of phonics and ensure the books children read match the sounds they know. <p>A governor noted that in the recent Ofsted report pure sounds was mentioned and asked if this had been addressed. LC noted that it was addressed promptly after the visit and is no longer an issue.</p> <p>A governor asked for an update on fluency. LC highlighted that reading regularly with the pupils and with a variety of genres, activities to encourage reading, and book matching which has been reviewed and is having a positive impact.</p> <p>A governor asked for the next meeting an update regarding the comment “Ensure the depth and ambition of the curriculum in the foundation subjects is high enough and goes beyond the national curriculum, especially the humanities.” LC to action with support from SF.</p> <p><u>EYFS.</u></p> <ul style="list-style-type: none"> • CM visited in November – Commented on the transformation in EYFS over the last 18 months despite the pandemic is a massive achievement. She was particularly pleased with the clearly defined areas in the EYFS and the strength of the team. She observed that staff all understood their roles in facilitating learning and clearly moved around the provision regularly. She would like to see the outside area ‘greened up’ in her next visit in April but understood the Reception outside area had only been completed earlier that week. • Staff absence is challenging primarily due to CV-19. The staff have pulled together to ensure the environment is engaging. 	<p style="text-align: center;">LC/SF</p>
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	<p><u>Behaviour.</u></p> <ul style="list-style-type: none"> • Pupils have displayed positive attitudes toward their learning and to staff and visitors - there is a sense of purpose around the school. • Parent survey results – 95% of parents say pupils are well behaved. • Pupil survey results – 95% of pupils are happy and 94% of pupils feel safe. • Positive feedback was received from supply staff covering Key Stage 2. • Attendance at the Year 6 Booster Interventions has increased. <p><u>Attendance.</u></p> <ul style="list-style-type: none"> • Overall attendance was 95.3% • PA absence was 14.79%. This figure includes several that have been removed from role and the local authority are aware of the whereabouts. • Robust system is in place to monitor pupils/families regarding PA with some on EHA. <p>A governor asked for an update regarding the SEN absence figure, which is currently 8.48%. LC advised that this cohort is very small and the absence is due to serious medical issues.</p> <p><u>Safeguarding.</u></p> <ul style="list-style-type: none"> • School-led EHAs x 8 • Number of Children registered on Child Protection Plans.' • There has been an increase in domestic violence incidents. <p>A governor asked if the notifications for the domestic violence cases are dealt with in a timely manner. LC confirmed they are and there has been an improvement since autumn 2021.</p> <p>MB gave an update regarding the changes in notification for domestic violence.</p> <p>A governor asked if domestic violence is covered in Jigsaw. LC advised that healthy relationships and protective behaviour are covered especially in KS2.</p> <p><u>Castle.</u></p>	
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	<p>DL gave a brief overview of the recent section 8 Ofsted visit highlighting the focus areas were Quality Of Education, Behaviour, Personal Development, Safeguarding, Well-being, Gaming and Off Rolling.</p> <p>DL noted the priorities coming out of the visit are developing subject leaders and personal development, especially in extra-curricular clubs. Work in these areas had already started</p> <p>The governors noted the feedback and congratulated all involved.</p> <p>DL highlighted the following;</p> <p><u>Staffing and Organisation</u></p> <ul style="list-style-type: none"> • Two trainee teachers, OB and KG, are both on alternative placements for the spring term and will return to Castle Academy for the summer term. • MN is a new TA in year 1 due to the significant needs of some of the pupils. • Staff absence improved in year 2 compared to year 1 but has dipped in term 3. The current staff attendance figure is Teaching Staff 90.79% Support Staff 89.67% Other Staff 99.21% These figures are affecting the CPD opportunities due to a lack of cover. <p><u>HR Update.</u></p> <ul style="list-style-type: none"> • The Capability process has been completed satisfactorily and the teacher will be monitored and fully supported. • Interviews for Deputy Headteacher to take place in the Spring term. AH is taking up his new role as Assistant Headteacher in April. • An update was given regarding a recent complaint against a member of staff. • There have been meetings with the SLT regarding the restructuring plans. All of these meetings were positive. <p><u>Curriculum.</u></p> <ul style="list-style-type: none"> • SW (Academy Improvement Partner) has worked with the Science and Music leads this term. • RBL (English consultant) has visited to support the English lead in the development of targets set out in the visit action plan. Fluency in reading is a focus area and RBL is assisting the school with this. 	
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	<ul style="list-style-type: none"> • An educational review has been completed and key aspects for improvement are included in the final report. • Teaching and learning have been highlighted as an area showing inconsistency and a rapid improvement plan has been implemented and has landed very well. • Two subject leaders attend each weekly SLT meeting to present strengths and next steps within their subject. • Subject leaders were introduced to subject leader SEFs that will replace subject leader action plans on the January training day. <p>A governor asked if the points highlighted would address the clarity of expectation issues.</p> <p>DL advised that the research hubs each took a principle they were interested in for teaching and learning. Research was completed, implemented in the classroom and then fed back. This work has helped reinforce the school's expectations, helped highlight areas where the expectations had slipped, and procedures are in place to improve them.</p> <p><u>SEND.</u></p> <ul style="list-style-type: none"> • SEND learning walks have taken place with feedback and support given straight away – Year 1 and Year 3. Other years planned for in Term 3 were postponed due to increase in Covid cases. • Castle SENCO and Hardingstone and Stimpson SENCOs work closely together to share best practices. • Term 2 - Intervention monitoring has taken place inclusive of looking at working records. • SENCO has sent out questionnaires to Teachers and TAs asking for suggestions/ideas to improve this area and asking for general feedback. • The next step is to encourage the SENCO to be in class as much as possible. <p>A governor asked if there is any danger of TAs over supporting pupils.</p> <p>DL noted that the early years lead has completed training with colleagues focussing on developing more independence for all learners and is being monitored through weekly learning walks.</p> <p>A governor asked for an update regarding pupils on a part-time timetable.</p>	
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DL advised that for one pupil the SENCO is supporting the pupil and parents in seeking alternative provision, which the family support. The plan for the other pupil is to go full time in the near future.

Quality Of Education November review.

- Passionate subject leaders with the potential to drive change within the curriculum.
- Attendance is above the national average at 96%. Behaviour around the school, during the break, and after school is very positive. Pupils are clear on how to be safe online.
- Recommendations include.
 1. Leaders to prioritise recommendations from the report and link to a focused School Improvement Plan and inform the 2021-22 SEF.
 2. Head of School to ensure clarity in expectations of leaders in the school
 3. A clear strategy for retrieval practice in lessons that is driven based on data and information. Research has started on how this will be implemented. One idea is a little and often boards outside of each classroom. On these boards will be what the pupils are learning during that lesson. Leaders and visitors can easily view this and ask questions.

Early Years Foundation.

- 62% of the children are at or above in phonics. All Reception children take home green and red words to support their phonics skills and most children now take home weekly reading books linked to their phonics level. Twice as many as last year.
- Challenges include;
 1. Some observations during the whole school review and a visit from CM identified that more training is needed to support the teaching assistants with their communication skills. EYFS leader to deliver some modelling sessions with staff and work alongside them at activities to develop confidence and skills when using language with the children.
 2. The outside area is in need of some renovation-resources and layout. Discussions have taken place concerning possible changes to the placement of the Reception classes to allow the outside area to become free flow.

	<p><u>Behaviour.</u></p> <ul style="list-style-type: none"> • There is now a structured approach to break times. Changes to break and lunchtimes to increase engagement have been positive. Children are accessing play equipment and this is encouraging interaction for all. • ‘Sittings’ for lunchtimes are ensuring children are eating enough and interacting with their peers and members of staff during lunchtime and are proving very successful. <p>Challenges include;</p> <ol style="list-style-type: none"> 1. Support to be given to teachers where children are compliant rather than engaged. <p><u>Attendance.</u></p> <ul style="list-style-type: none"> • 47 families are involved in the persistent absence figures 14 of these are PP. • SEN attendance is the lowest group- 2 x Year 1 children are on part-time timetables currently. <p><u>Safeguarding</u></p> <ul style="list-style-type: none"> • Resources in the inclusion team have increased. • The number of ongoing Early Help Assessments x 14. <p>A governor asked if there could be information added showing any concerns that have been opened for more than 6 months and any open for more than 12 months. PO to pass this feedback onto LB. <i>Post-meeting note done.</i></p>	
<p>9. Review of the school improvement plan and SEF.</p>	<p>JL advised that there are two documents crucial to the governors these being the SEF and from that derives the SIP. The SIP sets out the areas the school seeks to improve and the objectives the school is aiming for during the academic year.</p> <p>It is crucial governors monitor these documents during visits and in governor meetings. Governors need to be aware of any barriers that are stopping these be achieved and report these. Governor training is planned on the 7th and the 21st of February to go through SEF and SIP in detail. PO sent invites on the 19th of January.</p>	
<p>10. AIP visits. Shared prior to the meeting for questions only.</p>	<p>JL advised that all AIP visits link to the SIP.</p> <p>DH advised that he would be happy to join the AIP during their visits concerning EYFS. PO to introduce DH and the relevant AIP. <i>Post-meeting note done.</i></p>	

	The governors had no questions regarding the reports.	
11. Governors to report back from their recent visits.	DH highlighted that the majority of his visits have been at Stimpson, but he has been impressed with EYFS staff and pupils in all of the schools. The next steps include more visits to Hardingstone	
12. Policies Statutory policies for information only. Governors to be aware Castle i. Safeguarding	PO advised the board that the Safeguarding policy was updated in September 2021 to incorporate peer-to-peer abuse. The policy was added to the agenda for Hardingstone and Stimpson last year but due to an overrunning meeting was not shown to the Castle governors. The governors had no comments regarding this policy.	
13. Scheme of delegation for info only. To feedback to the trust.	PO explained that there have been no changes to the scheme of delegation it has been shared for information only and asked all governors to read it.	
14. Any other business.	i. PO advised that the Teams channel for Castle, Hardingstone and Stimpson would be amalgamated. ii. PO advised that he has set up an Ofsted summary folder on Teams which has a lot of useful information for governors including the most recent Ofsted report and the latest SIP/SEF iii. PO advised that following a request to move the May LAB meeting to earlier in the year a proposed date of the 25 th of April had been suggested. PO to confirm the date and send it to all stakeholders.	PO
15. Dates of meetings for the year:	11/01/2022 LAB 18.00 In school TBC 15/03/2022 S&P 18.00 Location On Teams 24/05/2022 LAB 18.00 In school New meeting suggestion date 25/04/2022 05/07/2022 LAB 18.00 In school TBC. Stimpson TBC 12/07/2022 S&P 18.00 Location On Teams	Calendar appointment to be sent

The meeting closed at 19.42

Minutes agreed as a true representation and signed
Signature
Print Name
Date

Actions from the virtual meeting for Stimpson & Hardingstone held 27/01/22

Action	Owner
1. Health and Safety clarification. i. Is there a plan for a standardised risk assessment template. ii. An update on the comment regarding a training schedule for staff. iii. An update regarding the recommendation for audits to be completed every 1 to 3 years, depending on the level of risk identified. iv. An update on the trust stress management policy. All on page 4.	PO/KH
2. During his next visit to Hardingstone DH to look at the disengagement of boys in EYFS. Page 6.	DH
3. ZM to investigate the wording for the “I don’t know” response from the parent survey so it is less ambiguous. Page 6.	ZM
4. ZM to investigate if a follow up option could be added to, the survey so if a negative response is inputted i.e, no, to I feel safe at school a follow up question is asked requesting more information. Page 6.	ZM
5. LC to update at the next LAB regarding the comment “Ensure the depth and ambition of the curriculum in the foundation subjects is high enough and goes beyond the national curriculum, especially the humanities.” Page 8.	LC
6. PO to confirm the date for the next LAB meeting. Page 14.	PO