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| | <p>KQ invited any governor to attend the LGB part of the Trust committee meetings for Finance, or People & Values with EL to see what is discussed/monitored and what would need to be replicated.</p> <p>GW flagged the vacancy for a SEND governor now that CLM has left and KQ stated that two priorities updating from the Trust's point of view is SEND and early reading and these are currently limiting factors if no acceleration of improvement quickly and decisively. The Trust is investing resource here to support EL.</p> <p>It was AGREED that SB would cover early reading within her Curriculum link role.</p> <p>It was AGREED that AW would be the link for Vulnerable pupils, pupil premium, and recovery money monitoring.</p> <p>It was AGREED that MV would take up the role of the SEND link governor. Action: EL to update SEND Policy and SEND Information Report to show MV as Governor Responsible for SEND.</p> <p>Action: GW to send MV SEND training available and book. Link with other governors in the schools doing these roles. Noted that MY at Mill Lane is producing a crib sheet. Action: KQ to put MV in touch with Chair of Governors at TCS Mill Lane around sharing practice with Mill Lane governors.</p> | <p>EL</p> <p>GW</p> <p>KQ</p> |
| 22/2/2.1 | <p>IET update from the CEO: KQ advised that work on bringing the two previous Trusts together as Ivy has picked up speed, with a focus on the work being done as a whole Trust wide for support for headteachers. The first group coaching session was held last week with an independent facilitator who is coaching secondary headteachers. EL has a coach in place and this is useful for school improvement work. The Heads came together as a group and looked at core priorities, with Maths and attendance post-Covid being a Trust priority. In addition, there was discussion around escalating behaviours of young people and the gap created by a lack of services and alternative provisions and what can be done in schools. With the behaviours being seen in schools the question was raised as to whether the Trust should collectively pool resources and try to fund something centrally – this is a priority for the new year.</p> <p>The Trust held its first annual conference at Sandy Park for Chairs of Governors (or nominated representative governor), Members and Trustees and analysed how effective the Trust is looking at governance, vision, and supporting staff and the work of the CEO is focusing on aligning these. Action: GW to share this document with governors.</p> <p>More locally at Starcross, the Trust has been supporting EL and the team around challenges with SEND and early reading, to try and create some capacity, in a challenging time with funding and utilities etc. This has culminated in a teacher one day a week to release subject leaders to work on curriculum planning, and 2 days per week support of a DSL from within the Trust from January to help with early help and pastoral support for parents. It was noted this ties in closely with the SEND and a backlog of referrals, and the school is finishing the term with a plan for January to start to make some accelerated progress.</p> <p>Sarah Ryder, a School Improvement specialist that the Trust works with, visited Starcross first as they are due Ofsted and rehearsed practice and prep work. Lovely comments in the report around staff buy in and children's behaviour and collective sense of purpose being mindful of staff workload. Staff are aware of the need to do things differently and it is hoped extra capacity will help this. This review is included in the papers for today from EL. KQ stated staff found it very positive to have the experience. History and Science came out very strong, and is heading in the right direction.</p> <p>In overall summary, KQ gave credit to EL in terms of the distance travelled taking the staff along, in the short space of time EL has been here is significant. There is now a plan in place with a few key priorities. The people who carried out the SEND review will be supporting EL for one day per month for this work going forward. The Trust values the SENCO expertise and in all the primaries these staff members are new, and in two of the three secondaries are new. The</p> | <p>GW</p> |

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| | <p>preference would usually be to share in-house expertise but on this occasion the Trust have bought this in for the school.</p> <p>Q: Do you see that as an enduring challenge for the SEND or will it stabilise? KQ felt this is an enduring challenge which is complicated by the 0-25 team at Devon, who are around £85m overspent this financial year and this is affecting all schools in the region. Schools are seeing children with increasing levels of SEND need and are having to find support and answers for from their own resources. Devon has 400 EP assessments and have pulled all EP visits for this term and said they will only do 100. From the Starcross perspective, there is a backlog to clear in terms of early identification and pre-school plays a big part in this for early years, KS1. Will be ongoing for schools particularly post pandemic.</p> <p>As the curriculum link governor, SB was keen to understand the best way to know what is going on and the best approach to effectively monitoring early reading. EL suggested a focus and visit a specific subject area, and then to look at the broader curriculum over time. It was noted that expertise in T&L is not required, but looking at the principles of good teaching and consistency of practice which SB can observe.</p> <p>EL is aiming to replicate and mirror good practice across all subjects in time, and also key items in the SIP.</p> <p>EL advised that some questions have arisen on support for the Trust and how is the trust supporting the school with some of these areas. EL confirmed that, as Headteacher, she felt really well supported and without the Trust's assistance the school would not have had the extra teacher to give capacity and free up members of staff to clear some of the backlog of work with limited impact on the children, nor would the school have been able to afford the SEND review visits.</p> <p>KQ informed governors that a writing moderation was taking place this evening, and other events through the year are planned where staff can get together and share best practice. Links have been made with the newly appointed Head at Dawlish and the primaries can support the secondaries with early reading. Other Heads in the Trust support each other. Governors have the support of GW as the Trust Governance Officer, and a wide range of training available. EL reassured governors that, whilst externally the visits may be construed as the Trust judging the school, it is very much supporting the school to quality assure and move forward. An accurate understanding of where all the schools are and their areas of strength is necessary and it is considered in the future Starcross will have capacity to support other schools in the Trust.</p> <p>Q: Reading and phonics are pretty good. EL confirmed there is a scheme in place that can work. A few things in the review require more provision, again around the SEND gap and what the school is doing for those children struggling in that area. This is on the SIP and clarifies the work required.</p> <p>Q: The TA that has left and the subsequent gap there; is that a Trust wide problem or can't we afford it? EL advised this is the school's problem as the Trust is already supporting the school financially. KQ explained there is an unfunded pay award this year which was budgeted at 3% but is nearer 5.5% which equates to an additional cost of £500k across the Trust, and will increase over the next few years. EL attended the Trust's Finance, Audit & Risk (FAR) Committee and also a one-to-one meeting with the CFO, and informed governors that the school has been carrying a deficit and is also still paying a loan off from the LA and this needs to be sorted out to look forward. Recruitment is very hard currently. The Trust adopted the pay award for non-teachers and teachers in full so maintained national pay and conditions and aims to attract staff of good quality. Increasing pupil numbers in each class will place the school in a much better financial position.</p> <p>It was noted that the previous Trust (EMAT) were forecasting a £20k deficit which included some of the TA hours. At the time it was felt the staff were needed and more students were anticipated so it was agreed to go forward. However, what was a £20k deficit is now nearer £70-80k and that is being funded by the Trust. A centrally funded teacher is coming per week, 2 days per week pastoral; and SENCO support is also coming in so that is a huge investment and there is a need to prioritise having this support rather than appointing another TA. If the school was full,</p> | |

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| | <p>this would bring an additional £83k so this will be the first push. A lot of staff at Starcross are very experienced so are in the upper pay scale range, and staff love working at the school so there is no natural turnover. It must be recognised that whilst having those in class is of great benefit, there is sometimes a sacrifice elsewhere.</p> <p>Q: Are the staff aware of how much the Trust is putting in and how much support the Trust is giving? EL advised that she clearly shared the budgets on inset day, talked about marketing and as a team promoting the school so there is full awareness with teachers and TAs. The pre-school was overstaffed by two adults as the ratio only needed three and funding was being lost. There is a challenge around some staff recognising this is how things have to be so it is important for staff to go out to other schools and see there is a requirement to be more creative with the funds available, for the needs of the children. Governors noted that Starcross is not as far along that journey as many other schools/Trusts.</p> <p>Q: What are we doing as a school to do marketing to increase numbers? A large banner has been placed in the village; one will be going on the Dawlish College fence; and the Marketing Officer of the Trust has created some fliers. One about pre-school and 30 free hours, and one more for the school to go into local show homes, housing estates, etc.</p> <p>Q: What about contacting parents of previous pupils still in this age range who could come back. Some have gone since Covid who might consider coming back. Some also felt that that the SEND level is not appropriate for their child. EL advised data from DCC shows the numbers of children in catchment to come here in September is 18 but the school has 26 so that is really positive and shows Starcross is many parents' school of choice. There has been discussion about the possibility of opening up forest school to childminders and pre-schoolers not attending Starcross, to engage young families for the future.</p> | |
| 22/2/3.1 | <p>Matters Arising from the Meeting held on 21 September 2022: KQ suggested a Trust wide governor "get-together" could also include a training opportunity.</p> <p>Action: All to think about what training would be helpful.</p> <p>SEND crib sheet action for MV. To be picked up in Trust governors' "get-together".</p> <p>KQ confirmed that EL's appraisal/target setting and the P&P Committee were completed.</p> <p>Action: GW to send KCSiE document Part 1 to MV and AW. MV and AW to confirm when read..</p> <p>September KCSiE update training was carried out for those who could attend and Level 2 safeguarding training was recorded yesterday which governors are required to watch.</p> <p>Action: All to watch and feedback.</p> <p>It was noted that the NGA Learning Link one was difficult to follow.</p> <p>Action: EL to check on the status of the medicine administration policy.</p> | <p>All</p> <p>GW MV/AW</p> <p>All</p> <p>EL</p> |
| 22/2/3.2 | <p>It was AGREED by those who were in attendance that the minutes are a true and accurate record of the meeting.</p> | |
| 22/2/4.1 | <p>Chair's remarks: MV took opportunity to talk about things he is considering at this point and appreciated he is very new to the governing body. First thing is speaking with other Chairs and understanding the importance of having delegation and looking to appoint a Vice Chair. Also like to understand and identify the burning issues. Part of that is through familiarisation with the SIP and some work between Chair and Head, and also other governors.</p> <p>Action: MV and EL to diarise a regular catch-up meeting.</p> <p>Governance improvement plan – possibly use as structure to pick a few objectives that can collectively work towards that are easily achievable and naturally work with EL to run alongside the SIP to give coherence and direction as governing body. Governance Improvement Plan agreed to be done, and also to undertake an annual skills audit.</p> <p>Action: GW to send examples of skills audit to MV.</p> <p>Observation around raising the visibility of the governing body. MV looked at the website and there is very little there. Attended training session and spoke to governors from other schools and shared practical examples of raising profile of the LGB and attract new governors.</p> <p>Action: MV to write to school body and parents as introduction as new chair. Tie in with school events.</p> | <p>MV/EL</p> <p>GW</p> <p>MV</p> |

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| | <p>It was noted that the website is a work in progress and this is underway.</p> <p>Action: GW to send details of Chairs' group meeting on 15 December to SB and AW to confirm if one can attend in MV's absence.</p> | <p>GW/SB/ AW</p> |
| 22/2/5.1 | <p>Link governor updates: Mostly included in Headteachers report.</p> <p>Safeguarding: EL attended the Trust's People & Values Committee meeting as an action from last time and safeguarding elements are included in the report.</p> <p>Q: How is CPOMS working to improve safeguarding? Noticed 86 incidents logged, is that high? EL advised this is not high. Q: Is there time for the safeguarding lead to look at these incidents and monitor them and is that working well in the school? EL stated that CPOMS is the online reporting system for any safeguarding concerns. Q: Is that fairly new here? EL confirmed it has been in the school for a while but only teachers had access to record before September and were not able to look back at other incidents so steps are now being taken to ensure better monitoring. All members of school staff can now record and also record first aid incidents on there as well which provides a view of a mixture of things together. Currently EL is DSL so sees all incidents and has delegated some responsibility to help with that to the 2 assistant heads and they see 3 classes each. EL sees all incidents, mark if read and action if required. Currently manageable. It will be helpful when the DSL support person joins, as there is the beginning of a thread now and this can be actioned by the teacher, or Head can take some on. The DSL support person will help take the next step with pastoral and perhaps a referral, meeting with a family, etc - currently doing more in school with the teacher having a meeting and checking/monitoring. The other underlying area of this is vulnerable pupil meetings which happen monthly and the school needs to get those working better as SENCO support is required at that. Key adults come to talk about SEND, PP, low attendance, etc and look through all the children and discuss any concerns. CPOMS will come into this monthly meeting and actions will come from this. This process has started but needs to be better embedded to give a monthly picture. A tab has been added which says "noted improvement" so can resolutions and progress can be seen along with actions taken, etc and hopefully, in turn, it will be possible to report this has had an impact.</p> <p>Q: Question around frequency of checking of the SCR? Is this every 3 months? EL advised that Scott Deeming is the CPO and Trust DSL so has responsibility ultimately for this, and currently safeguarding responsibility has been delegated back to the Trust. The Trust team is around managing risk and a big area is around the SCR ensuring staff are recruited properly and safeguarding checks done. EL has been given feedback on the recent SCR check and the link governor for Safeguarding, when appointed, will also have the same feedback as an ongoing process. KQ advised that the Trust DSL carries out two checks and the CEO does one as the Trust is ultimately accountable for all employees. This will probably be extended and the Trust has purchased Staff Safe, which is CPOMS for staff, where any concerns about a member of staff can be recorded and logged, around whistleblowing. This will be launched next week at the Heads meeting and will help EL and save time in the long run.</p> <p>Q: Would first aid go on there? KQ advised that online health and safety reporting, accidents at work, etc are logged on a different system called Ocean (?)</p> <p>Q: Is it true that governors come in and check the SCR. KQ when the school's safeguarding governor is appointed, they will do some work around this, in line with the Trust's annual safeguarding cycle. It is important not to overload school staff and map visits and monitoring checks across the year, and that the safeguarding governor has a clear cycle of what they are going to pick up. Training will be arranged when appropriate.</p> | |
| 22/2/5.2 | <p>Curriculum: SB shared a monitoring visit report on her visit in October and it was noted there is a lot of progress and hard work going on. Observed the focus on progression in writing and more depth and balance and looked at the term plans for subjects – some work in progress and some have all 3 terms mapped already. EL is meeting staff and shared planning and online dialogue with the teachers. Feedback and support is being identified for staff as required in one-to-one meetings.</p> <p>Q: This was an amber on the SIP. EL confirmed that writing is a key area. SB spoke about having key vocabulary on the curriculum. Also discussed Mastery in maths which is a work in progress and moving on quite quickly. It was noted that staff are going out and seeing other schools, and accessing external training through SWIFT which has had really positive feedback.</p> | |

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| | <p>The 2 maths leads have been on the developing mastery approach programme which provides someone to support them; enables them to watch lessons in other schools; and gives a support mentor who comes to the school to observe.</p> <p>SB discussed speaking to the students and a notable difference when speaking about literacy and maths. All were really enthusiastic about reading, but found maths hard and almost “switched off” after learning the simpler aspects. It is important to build resilience in there and for children recognise the value of challenge.</p> <p>Action: EL to focus on how children can articulate this, as maths is a new approach from the summer term. SB expressed concern at children labelling themselves as “not very good at maths”. EL will be having conversations with staff about how to support and boost the confidence of any children who are worried about getting things wrong.</p> <p>Q: This ties into one question from your report. Strong emphasis on implementation which is understandable. Key question is what processes are in place to monitor the impact of those methodologies on the pupil learning? EL advised the process is starting this term, with two assistant heads putting together a monitoring cycle, and they have requested support on what that monitoring looks like. Pupil interviews and building a cycle of when specific subjects are looked at, and what the process is for that, has begun and EL is confident by January there will be a spreadsheet in place and suggestions around how EL can be monitoring and also delegating to subject leaders. Training so far around subject leadership has been curriculum development, and now needs to be around what are they going to look for. What does the monitoring now look like? It was noted that a phonics drop in took place this morning.</p> <p>Action: EL to bring this spreadsheet and information to the next meeting.</p> <p>Discussion around the challenge for EL to capture all that in one place to celebrate what has been achieved, with positive and negative feedback, and for governors to be able to say this is being achieved (possibly RAG a plan). Regular monitoring was difficult this term as that was just around starting and supporting and now the checking and monitoring is beginning, and knowing what to do about gaps seen.</p> <p>SB commented that the behaviour was really impressive when visiting yesterday. When coming to the post, EL had a real focus on behaviour and setting expectations of learning behaviour, and moving around the school. 3 different routines: smart sitting; wonderful walking; and legendary lining up, which are really clear and pre-school is also starting to use these for consistency. The next focus is around children’s engagement in lessons and not being passive.</p> <p>Q: Some of the SEND children to be encouraged who wouldn’t participate as much. EL advised that a staff meeting on SEND took place last night staff and discussed how the curriculum can be amended to meet their needs. KQ added it is about teachers having a range of strategies for children who want to share, vs children who are more shy. EL is starting to build a model of what a great lesson at Starcross looks like to replicate across other lessons.</p> <p>Governors expressed interest in the wellbeing of staff, and the support that EL was receiving from them, in light of the considerable number of changes being implemented in a short space of time. EL advised that the staff have been incredibly supportive, following an open discussion with them about things in the school they had not been aware of. Any queries are being checked and responded to, to ensure everyone moves forward together for positive improvement for all.</p> | |
| 22/2/5.3 | <p>SEND: EL confirmed that CLM visited pre-school as SEND governor before her resignation but the visit form was not submitted, and that the SEND review mentioned in her Headteacher Report is different to the one on the portal, which is the review from Sarah Ryder around Early Reading and History. Governors were informed that as part of this process, EL will have the opportunity to review other schools in our Trust and reciprocate to have peer reviews.</p> <p>The recent SEND review was a full day with two SEND leaders from Riviera Education Trust supporting going forward, and the team know SEND is a real issue currently for the school, with three levels that haven’t been happening well enough. One around the “Plan Do Review” cycle for children who are already identified with SEND, and liaising with outside agencies and receiving action quickly. Some of the paperwork was done but needs were not being met in classroom as well as they could be. Then the Universal Provision, with quality first teaching, ensuring all</p> | |

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| | <p>children and all SEND children can meet the needs in class and putting things in place to support. Thirdly, the pastoral side and what that looks like. Reviewers spoke to teachers and helped them see the things they need in place which was very positive.</p> <p>EL advised there will be some staff movement so that someone can take on the SENCO role. This is a legal responsibility and there is currently no one with capacity in the Trust that can cover this. It is crucial to ensure the school can move forward quickly on those 3 elements. Key members of staff will be freed up, and anyone identified in the review as having exceptionally good practice needs to be given time to share this. A solution has been found for January which will keep consistency for parents and children from known staff, particularly the very vulnerable. EL stated that the Trust is funding the solution that lasts the academic year. <i>Meeting moved to Part II.</i></p> | |
| 22/2/5.4 | <p>Pay & Performance Committee: It was confirmed that this took place and the pay recommendations were accepted in full by the FAR Committee. Letters are going out and any approved progression should be in staff pay in December.</p> | |
| 22/2/5.5 | <p>Finance: Ongoing as EL is working with the Trust CFO on a regular basis to closely monitor the budget and pupil numbers. Next meeting is booked for January.</p> <p>Action: GW to invite the CFO to attend the next LGB meeting.</p> | GW |
| 22/2/5.6 | <p>Premises and Health & Safety: There is good news as the planning permission has been approved for the new fencing around the perimeter of the school (with the exception of the very front section as that is listed). This will resolve current safeguarding issues and will all be funded by the Trust at a cost of approx. £50k. The pre-school will have a new entrance that can be accessed separately, with tenders' quotes being done today. KQ advised that a condition survey for the school is underway and that will be received in January. The Trust has responsibility to ensure those risks are met, and will have a schedule of works resulting from this.</p> <p>Action: KQ to share condition survey when received.</p> <p>EL updated on the CIF bid of approx. £140k for fire safety as some of the work happened over half term to do with doors, procedures, etc. Also, the school now has a full-time caretaker who started on Monday, funded by the Trust for this year to address the little jobs that are needed for maintenance and grounds.</p> <p>Action: Governor updates from newsletter to be included.</p> | KQ EL |
| 22/2/6.1 | <p>Headteachers Report: Circulated in advance and mostly covered already in the course of the meeting. Included the SIP and quality of education section as done the most work on this and is RAG rated. Governors to feedback if this is helpful or not and it was commented that it works from a monitoring perspective with milestones shown.</p> <p>Q: Attendance is a concern. EL advised the current figure of 92.6% is above national, and that sickness is impacting this with a lot of children having recently been unwell and off school, but that there are very few unauthorised absences. Q: How do you read that figure? 9.9%? KQ confirmed this is the number of children who have missed 2 sessions per day. 38 sessions in a half term are classed as a persistent absentee. EL advised this will have a big impact and ties into Early Help referral, which is a process currently being checked. It was noted that this is single figures compared to some other schools which are in double figures, so is not a concern at present.</p> <p>EL stated from a monitoring perspective, this year started attendance sessions initially with the administrator that leads on attendance. There are actions that person can take such as sending letters, finding out more information, and then EL will take this information to the vulnerable pupil meeting to feed this in and look at trends. This is where having more SEND support will be very useful.</p> <p>EL highlighted the areas in the SIP still in yellow are ones more proving more difficult to get up and running.</p> | All |
| 22/2/7.1 | <p>Risk register: This is a new document for the school using the Trust template which feeds into the Trust register so can go up as well as down in terms of discharging the risks, identifying, treating, and tolerating risks, and mitigating where possible.</p> | |

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| | <p>Governors were given a copy of the Trust's Risk Management policy for further explanation, and KQ suggested governors look at one area per meeting for an aspect and focus on that as a risk highlight. EL has amended the register this time in terms of budget and most of the points were picked up during the meeting tonight.</p> <p>Q: Is this our responsibility? EL confirmed this, and that KQ looks at the school registers, which are also reviewed by the Trust Board, and then populates the Trust risk register.</p> | |
| 22/2/8.1 | <p>Policies and Procedures:</p> <p>Outdoor Education and Off-Site Visits and Activities Policy: Reviewed by EL and agreed to be circulated to governors for approval electronically by 14 December, and ratified at the next LGB meeting to avoid delay in roll-out.</p> | GW/AII |
| 22/2/8.2 | <p>Sex and Relationships and Health Education Policy: Reviewed by EL and agreed to be circulated to governors for approval electronically by 14 December, and ratified at the next LGB meeting to give everyone time to read and comment, and avoid delay in roll-out.</p> | GW/AII |
| 22/2/8.3 | <p>Behaviour, incorporating Anti-Bullying: Reviewed by EL and agreed to be circulated to governors for approval electronically by 14 December, and ratified at the next LGB meeting to give everyone time to read and comment, and avoid delay in roll-out.</p> | GW/AII |
| 22/2/8.4 | <p>Exclusions Policy: Incorporated within the Behaviour Policy. Reviewed by EL and agreed to be circulated to governors for approval electronically by 14 December, and ratified at the next LGB meeting to give everyone time to read and comment, and avoid delay in roll-out.</p> | GW/AII |
| 22/2/8.5 | <p>Uniform: Currently being reviewed by EL and agreed to be circulated to governors for approval electronically when available, and ratified at the next LGB meeting to give everyone time to read and comment.</p> <p>Action: EL to send reviewed policy to GW when ready.</p> | EL/GW/AII |
| 22/2/8.6 | <p>Agree policies for update by next LGB meeting: GW is currently working with EL and the school admin team to review the required policies and create a policy review schedule, and ensure updated policies are uploaded to the school's website asap.</p> <p>Action: GW to circulate policy cycle of review when ready.</p> | GW |
| 22/2/9.1 | <p>Governor visits and training: Ofsted training was attended by (confirm? AW, MV, TB, SB?).</p> <p>Action: SB to email GW her previous training information.</p> <p>Action: KQ to circulate key governor questions for Ofsted.</p> <p>Action: GW to circulate governors' guide to visiting school.</p> <p>Q: Early years came up from training. Would there be benefit from looking at this separately? Agreed that would be something to have in future.</p> <p>Q: Do you know in advance at the start of the year when the visits are going to take place, who will be present, etc. This has not been known previously and EL felt it would be very helpful.</p> <p>Action: Cycle of visits to be drawn up, strategic around SIP and allowing for time to see distance travelled. To advise KQ if there are any aspects governors won't be able to do and KQ can do a Trust visit and pick some of this up when visiting the school.</p> <p>AW kindly offered to work on the role of Health and Safety and Premises link, alongside the Trust which is currently holding this responsibility.</p> <p>Action: KQ to arrange meet for AW with Nick Hill, COO and update there. EL to pass on Nick's email.</p> <p>Q: If someone is volunteering does that need another DBS? GW confirmed yes, as it is a different role.</p> <p>Date of next meeting: 8 February 2023 at 5.30 pm.</p> | <p>SB KQ GW</p> <p>MV</p> <p>KQ/EL</p> |
| | MV thanked everyone for their time and closed the meeting at 8 pm. | |