

Approved Minutes of the meeting of the Strathmore School Local Governing Board, held on 26 February 2024 at 5.00pm at Strathmore School, Russell Campus and virtually on Teams.

[Link to Teams Meeting](#)

[Link to Papers:](#)

Items in square brackets are references to documents related to this agenda found in the folder STR-LGB-23-3 260224.

Members of the Local Governing Board (LGB) in attendance: Rebecca Branch, Jane Curzon (Chair), Laura Dyer, Sarah Hurtado (Headteacher), Alex Lee (from item 3), Mitch Pender and Sarah Terrey.

Members of the Local Governing Board absent: Dev Desai and Marc Dodi.

Clerk: Julie Adams

Also in attendance: Assistant Headteachers: Laura Wigglesworth, Amy Upton and Luis Ferreira.

1. Welcome, apologies, declarations of interest.

- 1.A The Governing Board **noted** that apologies had been received from Alex Lee, Marc Dodi and Dev Desai. The Governing Board **agreed** to consent to their absence.

The Governing Board **noted** that apologies had been received from Adriana Martyr, Assistant Headteacher.

The Governing Board **welcomed** Sarah Terrey to her first meeting as staff governor. The Governing Board were introduced to the two assistant headteachers covering Lauren Crew's (DHT) maternity leave; Amy Upton, who had formerly been a staff governor and Luis Ferreira, who has worked at Strathmore for many years and would be lead for behaviour and wellbeing.

The Governing Board **asked** if the meeting was quorate. The Chair **confirmed** that it was quorate. The Governance Professional **advised** that the Governing Board should be mindful on occasions where there were more staff governors than non-staff governors present if any decisions were to be taken. It was not expected that any decisions would need to be taken at this meeting.

The Governing Board **highlighted** issues with permissions and accessing documents for the LGB meeting. The Governance Professional **acknowledged** this and **advised** that she would investigate this as it was being experienced in all governing boards.

ACTION: Governance Professional to ensure that all folders are accessible to governors.

- 1.B The Chair **reminded** the Governing Board that all members of the LGB must abide by the Auriga Academy Trust Declarations of Interest Policy and should **declare** if they

have an interest in any matter that comes before the LGB. There were no declarations made.

2. Minutes of the previous Governing Board meeting

2.A The Governing Board **received** the draft minutes of the meeting held on 20 November 2023 [[STR-LGB-23-3-02A Previous Draft Minutes 201123](#)]. The Governing Board requested clarity on the 0-5 categories for rating progress and highlighted some typographical issues.

Rebecca Branch **advised** that an action assigned to her relating to supporting the Headteacher to provide a business case for further HR support had been incorrectly assigned. The Chair **confirmed** that this action had been for the Chair and Vice chair , however, it had been superseded and was no longer required.

Subject to the above amendments, the Governing Board **approved** the minutes as an accurate record of the meeting.

2.B Actions arising from the last meeting.

1. **ACTION:** The Assessment Policy will be revised by the HT following the full cycle and presented to the April LGB Meeting.
2. Data analysis to understand the causes of accidents and incidents must be done by individual record there is no reporting on the AMS system. The Governing Board **asked** if it was an effective use of time to review historic information but capture this going forward. The Headteacher advised that she felt this was something that would be worthwhile and will work with Luis Ferreira to complete this.
ACTION: The Headteacher to give an update on accidents and incident trends at the next meeting.
3. The difference in numbers relating to PPG absence was because of joiners and leavers.
9. The Chair reported that the email to the Trust had not been required and this would be covered later in the meeting.
10. The Headteacher had discussed the parent survey with the CEO and requested feedback and analysis of the results. The Chair is meeting with the Trustee who has been assigned the link to Stakeholder Engagement, next week and will raise this with her.
ACTION: Chair to update governors on the discussions with the Stakeholder Link Trustee at the next meeting.
12. The Governing Board **agreed** that it would be more appropriate to focus on the coming year and to ensure this is in place for 2023-24.
ACTION: The Chair and Governance Professional to ensure that this will be ready for the 2023-24 report following Strategy Day.
13. **ACTION:** Alex Lee to provide a report on his literacy visit.¹

¹ This action was superseded as Alex Lee gave a verbal update at item 6.

All other actions had been completed, were on this agenda or contained in accompanying reports and there were no other matters arising that were not covered elsewhere.

Alex Lee joined the meeting

3. Minutes of any Panels or Chairs Resolutions since the previous Governing Board meeting

The Governing Board **noted** the Interim Performance Management of the Headteacher had taken place on 21 February 2024.

4. References from the Board of Trustees

The Governing Board **received** and **noted** a report from the Board of Trustees following their Board meeting on 11 December 2023. [[STR-LGB-23-3-04 Board Governors Briefing Note](#)]. The Chair **advised** that this was useful document. She attends Board meetings as an observer and this is good in terms of building the dialogue between the Trust and LGB's, and is expected to be further strengthened by the Link Trustee for stakeholder engagement,

5. Governing Board Membership and Development Plan 2023-24

5.A The Governing Board **reviewed** the membership overview. [[STR-LGB-23-3-05A Governor Overview inc. Training](#)].

The Governance Professional **advised** that a parent governor and two co-opted governor vacancies remain. A ballot will be required for the Parent Governor as two candidates came forward. A prospective governor is coming in to meet with the Headteacher and Chair on the 18 March and the governance professional is in conversation with other prospective governors.

The Governing Board **queried** the arrangements for induction for new governors. Governors **reported** that it had been helpful to have tours of all campuses, during their induction. The governance professional **advised** that while there was an induction process and checklist, this could be overwhelming to use and a more 'drip feed approach had been used, while the process was being reviewed. All new governors should be assigned a mentor from the Board and be signposted to where they can look for information.

The Governing Board **asked** how long it would take for new governors to take on link governor duties and discussed the different approaches to this, including assigning link roles immediately. The Governance Professional **suggested** that this should be done through discussions with the individual and that the process of induction should be flexible to meet the individuals needs while balancing the needs of the governing board.

The Chair **noted** that aligning governors to the SDP as well as curriculum areas was demanding especially as some governors were covering vacant link areas. The Governing Board **noted** that Alex Lee has taken on the role of Link Governor for exclusions.

ACTION: All Governors to complete and upload safeguarding training certificates to GovernorHub by 29 February.

5.B The Governing Board **received** and reviewed the Governance Development Plan [[STR-LGB-23-2-5B Governance Development Plan 2023-24.](#)],²

The Governing Board **noted** that the Governance Development Plan had been updated and BRAG rated. The Chair **advised** that there was nothing she wished to draw governors' attention to.

ACTION: The Chair and Vice Chairs to meet to review progress on the development plan

The Chair **suggested** that it would be useful to have a debrief of the Ofsted inspection from the Headteacher at this point. The Headteacher **advised** that:

- An initial phone call had been received on the Tuesday advising of an ungraded inspection by two inspectors. This set the base information for the inspection and was followed by a lengthier call (approx. 2hrs) in the afternoon.
- All SLT met at a campus. The Headteacher was able to suggest curriculum areas the Inspectors may wish to carry out deep dives on..
- The inspectors were fair and knowledgeable over the two days. They had reviewed the website, (which is an area for development). The deep dives were agreed for practical numeracy, Communication, Language and Literacy and PSHE.
- There were fourteen lesson observations, four lunchtime observations and three deep dives across the four campuses. All went very well but it was a logistical nightmare to co-ordinate.
- There were lots of keeping in touch meetings during the visit. At the end of day one the Inspectors met with each other to discuss and align their evidence, SLT and the CEO were invited to observe this meeting and asked for comments.
- Case studies were requested for three learners of different ages/key phases showing the planning, assessment and progress in maths and communication, language and literacy to evidence golden thread; EHCP's for certain learners they had observed and Case Studies for how behaviour had been supported and the impact that it had made.
- The Lead Inspector asked the Headteacher about her wellbeing during the inspection. She felt that the inspection had been conducted with compassion, but it was a whirlwind.
- At the end of the second day the inspector asked for the Headteacher's views. The Headteacher requested that the report reflects the empathetic culture of the school and having seen the draft report it does this.
- Following the inspection, all the team had de-briefed and looked at what went well and what could have been better. The Friday had been a normal teaching day and the doughnuts provided by governors had been welcomed.
- The half term allowed all staff a little time to decompress, and the Headteacher will assimilate all the learning points over the next half term.

² The Governance Professional added the document to the meeting folder on the 28 February as it had been omitted and circulated to all Governors.

- The staff governors noted that they had received comments from teachers in co-located mainstream schools regarding the calmness surrounding the inspection. Staff explained that it had to be calm as otherwise the impact on the learners may have been detrimental to them.
- The Headteacher noted that inspectors felt that pupils were happy to come to school, there is a strong team with the highest expectations for them and families value being part of the school community. They also noted the very warm welcome.
- No real areas for improvement had been identified in the report, however, the progression and planning of the curriculum and supporting middle leadership may be areas to consider.
- Following a separate conversation with the Inspector the Headteacher is also keen to explore how Strathmore learners know and understand their responsibilities for example being on the Student Council.
- There will be a graded inspection within 1-2 years, with more deep dives and 4-5 inspectors.
- The draft report is being returned to Ofsted today and should be published on the within the next 30 days.
- The focus for the Headteacher in the coming months is to support the new Assistant Headteachers

The Governing Board **congratulated** the Headteacher and her team especially on the way she set such a calm tone to all the school community during the process. The Chair **noted** the incredible pressure which the Headteacher carries during this process. The Governing Board **agreed** they need to be aware of this and help SLT to consider their own wellbeing, including feeding back to the Trust and others to help protect their time, for example with scheduling of un-necessary meetings. A staff celebration will be held when the report is published.

6. Link Governor and other Governor Visit Reports

6.A The Governing Board **received** the reports of the link governors for Safeguarding and Finance which will be **discussed** at items 7 and 8.L respectively.

6.B The Governing Board **received** the reports of two Governor Visits not covered elsewhere on the agenda.

6.B.i [STR-LGB-23-3-06Bi LG RB Pathways for Adulthood 200224.pdf](#)

The Link Governor, Rebecca Branch **advised** that her visit included a very thorough presentation and a clear discussion of the planning stages and pilot for schemes of work which will be during May. This will coincide with the next link governor visit to review how it works across campuses and to discuss the shape of the plan for 2024-2025

6.B.ii [STR-LGB-23-3-06Bii LG JC-RB SEMH 020224.pdf](#)

The Link Governor, Rebecca Branch **advised** it was wonderful to meet the staff leads in this area who are so knowledgeable and enthusiastic about the area. The Link Governor **reported** that because the objectives progressed over longer than a year staff were able to implement properly, reflect and adjust.

6.C The Chair **invited** the Link Governor for Literacy to give a verbal report on his visit. Alex Lee **explained** that he had seen some teaching of a non-verbal learner. The teaching and scheme of work was being used but in a way that captured the learner's attention (pot of associated objects). He also **observed** teaching of the Little Wandle phonics scheme and could see that it was working and that the adaptation and appropriateness of the bands of the books being taken home was well considered.

The Governing Board **questioned** if ability groups rather than age groups, would be useful to ensure that the ambition for their learning was achieved. Laura Wigglesworth, AHT, advised that this was happening across two classes at Russell Campus at the moment and enabled some learners to focus on the sensory learning and others more closely to the Little Wandle scheme irrespective of age.

The Governing Board **queried** if all staff had been trained in early reading. The Headteacher **explained** that the programme of six hours of training for every member of staff to be fully trained would be unrealistic. Teachers and HLTAs have been trained to phases 4 and 5 and all TAs have focussed on Phases 1-2.

The Headteacher **advised** that during the Ofsted inspection, inspectors had wanted to see more of the phonics teaching. The Phonics Lead, Thomas Lloyd had delivered an excellent session virtually across all campuses whilst maintaining fidelity to the Little Wandle scheme.

The Governing Board **noted** that the Link Governor for literacy will follow up this visit with how the school encourages a love of reading. Laura Wigglesworth **invited** him to attend a 'Sensory Stories' session, to see how they develop this beyond Little Wandle which was developed for mainstream to include writing.

ACTION: Link governor for Literacy to arrange a follow up visit with Laura Wigglesworth

The Governing Board **agreed** that by having SDP targets that are longer than a year, staff can plan, research embed and review better. The Governing Board also **felt** that this allowed for staff to be more ambitious for the learners.

The Headteacher **confirmed** that more detailed feedback on the SDP would be given at the next LGB meetings.

ACTION: The Chair **requested** that all governors ensure they plan link governor visits before April.

7. Safeguarding

The Governing Board **received** the Safeguarding report from the Headteacher and DSL [[STR-LGB-23-3-07 Strathmore School Safeguarding Report.pdf](#)] including a verbal update from the Link Governor.

The Governing Board **noted** much of the information provided was also included in the HT

report. Laura Wigglesworth, the new DSL would be working closely with Adriana Martyr to ensure this is provided to each meeting.

The Governing Board **questioned** if there should be a governor linked to filtering and monitoring of online systems. The Headteacher **advised** that this was tied to the Trust and the safeguarding network and Harry James as Trust Safeguarding Trustee. The Governors **expressed concern** that reporting is not given to the Local Governing Board. The Headteacher **advised** that the more significant risk to online safety is currently You Tube. The PSHE curriculum leads have added a new strand to the curriculum to address social media platforms with learners. The Headteacher would like to include a page on the website for parents to access this type of information. The Governance Professional **advised** that the Trust was undertaking an audit of all Trust websites.

ACTION: The Chair will query the Local Governing Boards role in filtering and monitoring of online systems with the Safeguarding Link Trustee / Link Network.

The Governing Board **noted** the increase in Child Protection cases and asked why there had been a reduction in Team Around the Child (TAC) meetings. The DSL **confirmed** that it was now harder to meet the threshold for qualification for TAC.

There had been two low level concerns reported since last meeting; the LADO found one to be unsubstantiated; the other is under investigation by police, but the individual is no longer at the school.

The Headteacher is satisfied that staff understand that 'it happens here' and are incredibly good at reporting concerns which are followed up immediately.

Supporting Papers: Headteachers Report (page 5) and Safeguarding Link Governor Report [[STR-LGB-23-3-6A Link Governor Report](#)]

8. Headteacher report

The Governing Board **received** a report from the Headteacher [[STR-LGB-23-3-8 Strathmore School Headteacher Report](#)]. The Headteacher **presented** the report and responded to questions on each section.

8.A Key risks (Page 1)

The Headteacher **reported** that there were no areas to draw the Governing Board's attention to. All areas were on track and there were no concerns.

8.B General Update (Page 1)

The Headteacher **advised** that her main area of focus for the term following the Ofsted inspection and annual reviews was ensuring the effective induction of the assistant Headteachers. She had included the roles and responsibilities document for governors to enable an understanding of the spread of the workload. The Headteacher **advised** that returning to a lead AHT in each campus may be something which she considers for 2024-25. She is currently providing one hour of individual coaching and mentoring for each AHT weekly. The Governing Board **queried** if this was the additional workload for her was

manageable. The Headteacher **acknowledged** that it did increase her workload, but that would be more beneficial in the long term.

The Governing Board **noted** that the Council had granted planning permission for the new building at Hampton. The Headteacher had attended the planning meeting and **reported** that Councillors were overwhelming complimentary of the work of the school. She advised that the contractors have yet to be allocated and there are ongoing discussions about the funding. A commitment has been given to begin recruitment in the summer before it opens. The school is planned to open over three years giving a total of twenty-five places, starting with Key Stage 3 and Lower Sixth form. .

8.C Pupil Numbers and Attendance (Page 2)

There are two learners who are currently not attending. There are weekly check-ins with them. One has gone to Glasgow and is currently being home-schooled while awaiting a placement. The Family Support worker is in close contact with all relevant agencies and the parents as the Scottish equivalent of the EHCP has not yet been granted. One child is transferring to Clarendon School.

The Headteacher **reported** that there have been a further twenty consultations for places since she completed the HT report. Open mornings are still occurring across the campuses, but there are no places.

The Headteacher **acknowledged** the significant improvement in attendance figures and understands all the reasons for the absences. Attendance has been discussed and highlighted at every annual review meeting. She has arranged meetings with the Educational Welfare Officer and parents jointly, to change the perspective of the parents, however, she is acutely aware of the need to approach this in a holistic way.

The Headteacher **advised** that the school is now sending attendance data to the DfE.

The Governing Board **queried** the support for the learner on a reduced timetable. The Headteacher **confirmed** that this learner was slowly moving from a 2hr timetable to a 2.5hr timetable. She **advised** that an external behaviour support advisor had been brought to support the pupil and school. The cost of this was £6k and this would not be recouped from their EHCP / bandings. The Headteacher explained that if she did not take this step, she would have to exclude the learner.

Following a question the Governance Professional **advised** that suspensions totalling more than 15 days in a term, or over 5 days when requested by a parent must be reviewed by the Governing Board.

8.D Behaviour, exclusions and incidents of discrimination. (Page 4)

The Headteacher **advised** that she is pleased that she created the AHT role for Behaviour and Wellbeing. The impact of the role would be fully reviewed in December 2024. The Headteacher **invited** Luis Ferreira, the AHT to explain functional behaviour analysis to the Governing Board.

Luis Ferreira **explained** that staffing teams review changes in behaviour for each pupil and ask 'What has changed since the last week?' Socially acceptable ways of reducing the behaviour are considered and then any changes are put in place for the next week. He is collaborating closely with the Educational Psychologist on this approach. He will be able to see if there are improvements and what further training and support is needed once the teams have had an opportunity to get to know each other better. The Headteacher **commented** that there had also been a rise in complex behaviours related to hormones

and puberty. Staff are now tracking menstrual cycles for some learners as this may be a factor.

8.E [Safeguarding \(Page 5\)](#)

Safeguarding issues were discussed under item 7 on the agenda.

8.F [Pupil progress and achievements \(Page 8\)](#)

The Governing Board **queried** the parental attendance at annual reviews. The Headteacher **confirmed** that there had been 100% attendance at the reviews. The Headteacher **advised** that eight learners who had made less than 50% of their expected targets, were now back on track.

ACTION: The Headteacher to prepare a full analysis of Spring 2 data with comparisons to 2022-23. This will be the key focus of the HT report to the April LGB meeting.

8.G [School Development Plan Update \(Page 9\)](#)

The Headteacher **advised** that the impact of CPD provided to staff would be reviewed when looking at the next years SDP.

The Headteacher had reviewed the SDP during Spring 1 and there had been substantial progress across all areas. She **identified** the increased ownership of areas by staff and that the areas for development were valid and meaningful. She **noted** the Governing Board's previous comments about the implementation periods of longer than a year working well. SLT **commented** that this allowed for the research and evidence to be gathered, adding value to the process.

8.H [School Self Review Update \(Page 9\)](#)

The Headteacher **advised** that she understands this better now following Ofsted and wants to fully re-write it making it shorter and more focussed.

8.I [Visit Reports \(including Governor Visits \(Page 10\)\)](#)

8.J [Staffing Commentary \(Page 10\)](#)

The Governing Board **noted** that mental health as a reason for absence, was higher than previous years. SLT suggested that this is a result of staff being more open to discussing which has been a change in culture. The Governing Board **noted** that the staff leavers did not leave due to issues relating to work.

The Chair **noted** that there had been link governors assigned to staff wellbeing last year and this may need to be considered again when new governors are in post. The Governing Board **agreed** that the Headteacher should add a section on staff wellbeing to her Headteacher report.

ACTION: Headteacher to add a section on staff wellbeing to her HT report.

The Governing Board **asked** how the apprentices place at Strathmore were developing. The Headteacher **advised** that they had seven apprentices and whilst they are a low-cost solution to vacancies, there is a great deal of support needed to help them in the role. The Headteacher will be auditing their cost effectiveness and will advise the governing board in the summer term.

ACTION: The Headteacher to review the cost-effectiveness of apprentices and report to the summer meeting.

8.K Learner, family & community voice (page 11)

The Headteacher **advised** that the family support worker has done very well in the surveys and is currently working out what has been learnt.

The Chair **reported** that she had attended the Makaton training which was outstanding. She **enquired** if this would be possible for all staff to attend.

8.L Finance Commentary (Page 11)

The Finance Link governor gave a verbal update to governors. He **noted** that he attends a meeting every month with the Headteacher and a member of the finance team. There are currently no concerns. The Finance Manager has advised that the Headteacher is using her budget well.

The Governing Board **asked** if all the budgets are being spent effectively. The Headteacher **advised** that curriculum budgets are, however, there is some variability on class budgets. The Headteacher **advised** that she feels well supported by the Finance Link Governor who ensures that these discussions do not use financial jargon.

The Governing Board **queried** if any new projects to be considered for implementation would be funded out of this year's budget. The Headteacher **confirmed** that any future plans would build into future budgets.

8.M Health and Safety / Premises update

The Governing Board **noted** the banner in all emails relating to phishing attempts and for there to be care taken when opening emails. The Headteacher **explained** that this had been in response to several attempts to access the system. There had been one successful breach on someone from the Trust, which had been highly sophisticated and very cleverly done.

The Governing Board **asked** about the lockdown practices which had occurred. There had been fire evacuations generated from the St Richard Reynolds site and these had been completed well. The lockdown siren had also been tested and the school is ready if this may be needed.

Supporting Papers: [10 Promises](#) and [SLT Roles and Responsibilities](#)

9. Approval of Policies / Statements

The Governing Board **agreed** that the Assessment Policy would be presented to the next meeting of the LGB.

10. Review of Impact, planned actions and feedback to the Board of Trustees

The Governing Board **noted** that the Chair will draft a report for the Board meeting to include:

What is working well – longer durations for the SDP; the way the school pulled together for the Ofsted visit; the development of the Finance Link Governor in his role; Link governor visits giving another place for the middle leaders to develop their presentation / narrative skills.

What could be better – better access to the minutes and papers (system issues resolved); more timely production of minutes; staff well-being added to the Headteachers report; more knowledge of actions that are happening at the Trust level (i.e. Website audit).

ACTION: The Chair to circulate the report to Board to governors for comment before submitting ahead of the Board meeting.

11. Confidentiality

The Governing Board **agreed** that the discussion at the meeting, the background papers, and any reports identified as confidential above, should remain confidential and be excluded from the published minutes and papers.

The date of the next meeting is **22 April 2024**

Actions arising from this meeting.

Number	Extract	Owner	Status	Due Date
1	Governance Professional to ensure that all folders are accessible to governors.	JA		ASAP
2	The Assessment Policy will be revised by the HT following the full cycle and presented to the April LGB Meeting	SH	Added to agenda for 23-4	11/04/2024
3	The Headteacher to give an update on accidents and incident trends at the next meeting.	SH	Added to agenda for 23-4	11/04/2024
4	Chair to update governors on the discussions with the Stakeholder Link Trustee at the next meeting.	JC	Added to agenda for 23-4	11/04/2024
5	The Chair and Governance Professional to ensure that the annual report will be ready for the 2023-24 report following Strategy Day.	JC/JA		01/09/2024
6	All Governors to complete and upload safeguarding training certificates to GovernorHub by 29 February.	All governors		29/02/24
7	The Chair and Vice Chairs to meet to review progress on the development plan	JC/MD/RB		
8	Link governor for Literacy to arrange a follow up visit with Laura Wrigglesworth	AL /LW		01/04/2024
9	The Chair requested that all governors ensure they plan link governor visits before April.	All governors		01/04/2024
10	The Chair will query the Local Governing Boards role in monitoring filtering and monitoring of online systems with the Safeguarding Link Trustee / Link Network.	JC / Safeguarding network		17/04/2024
11	The Headteacher to prepare a full analysis of Spring 2 data with comparisons to 2022-23. This will be the key focus of the HT report to the April LGB meeting.	SH	Added to agenda for 23-4	11/04/2024
12	Headteacher to add a section on staff wellbeing to her HT report	SH	Added to HT report for 23-4	11/04/2024
13	The Headteacher to review the cost-effectiveness of apprentices and report to the summer meeting.	SH	Added to agenda for 23-4	11/04/2024
14	The Chair to circulate the report to Board to governors for comment before submitting ahead of the Board meeting.	JC / All		13/03/2024

Jane Curzon
Jane Curzon (Aug 9, 2024 12:02 GMT+1)

Chair, Strathmore School Local Governing Board






STR-LGB-23-3-00 Approved Minutes 260224

Final Audit Report

2024-08-09

Created:	2024-08-05
By:	Julie Adams (jadams@aurigaacademytrust.org.uk)
Status:	Signed
Transaction ID:	CBJCHBCAABAAp967jMiaq_KF_sPGvBoCUXgzgBG7SGqp

"STR-LGB-23-3-00 Approved Minutes 260224" History

-  Document created by Julie Adams (jadams@aurigaacademytrust.org.uk)
2024-08-05 - 2:10:17 PM GMT
-  Document emailed to Jane Curzon (jcurzon@strathmore.org.uk) for signature
2024-08-05 - 2:10:22 PM GMT
-  Email viewed by Jane Curzon (jcurzon@strathmore.org.uk)
2024-08-09 - 11:01:32 AM GMT
-  Document e-signed by Jane Curzon (jcurzon@strathmore.org.uk)
Signature Date: 2024-08-09 - 11:02:28 AM GMT - Time Source: server
-  Agreement completed.
2024-08-09 - 11:02:28 AM GMT