

**King's Meadow Primary School and Haddington Infant School –
Planning for the Future**

**Note on public information meeting held at Knox Academy 7.00 pm on
Monday 19 November 2012**

Panel:

Don Ledingham – Executive Director, Services for People
Richard Parker – Senior Education Manager
Fiona Waddell – Head Teacher, Sanderson's Wynd Primary School
Lindy Lynn - Head Teacher, Humble Primary School and Saltoun Primary School
Helen Gillanders – Head Teacher, Dunbar Primary School
Alice Hall – Chairperson, Haddington Infant School Parent Partnership
Debbie Strachan, Chairperson, King's Meadow Primary School Parent Council

Also present:

Andrew McCulloch – Business Support Officer (Note-taker)

Background

An opportunity has arisen to investigate a possible merger of King's Meadow Primary School and Haddington Infant School. Letters were sent to the parents of children at both schools outlining three possible options:

1. The status quo - both schools remain separate with their own Head Teachers, management structures, policies and development plans, etc
2. The schools remain separate as described above but with a shared Head Teacher leading and managing both schools.
3. Both schools become one school under a new name with one Head Teacher, management structure, policies and development plan, etc.

It was agreed to hold a public information meeting.

Mr Ledingham welcomed those present to the meeting and introduced the panel. He then outlined that the meeting would follow the following agenda:

1. A summary of the situation
2. Why the proposals have been made
3. Concerns
4. Next Steps
5. Question and Answer Session

1. Summary of the situation

Mr Ledingham gave a summary of the steps taken to this point:

- In May 2012 Donald McGillivray expressed his intention to retire from his post of Head Teacher of King's Meadow Primary School in September 2012. This presented the authority with an opportunity to look at the educational provision in Haddington and ask the question is there another way to provide this education? He made clear that this question was only being asked as a result of the current situation and that this is a genuine consultation.
- The decision to ask the question is educationally motivated – is there an opportunity to improve the educational provision in Haddington?
- Once this question had been raised representatives from the parent council's of both schools were approached and in conjunction with Alison Wishart, the Quality Improvement Officer responsible for the Haddington cluster and Helen Gillanders, the Head Teacher of Dunbar Primary School, the options were discussed.
- The two parent councils were then left to consider the options and asked to give a view on what the next steps should be. If their decision was that there was no need to explore the options the process would have ended there.
- Both parent councils agreed that the options should be considered and put to the wider parent body. A letter was then sent to the parents of all children at both schools from the respective Head Teachers. This letter outlined the options and gave a commitment to hold a public information event.
- Following feed-back it was decided to appoint an Acting Head Teacher at King's Meadow Primary School on the retirement of Mr McGillivray to allow the Authority to hold a full consultation with those involved with the schools, both parents and staff. Mr Ledingham and Mr Parker met with school staff prior to this meeting and the Authority is now looking to engage with the parents.

2. Why the proposals have been made

Mr Ledingham gave information on why the options have been raised:

- Mr McGillivray's retirement provided an opportunity for this to be considered.
- It is rare to have separate Infant and Primary schools. This is not common practice in Scotland and no local authorities are developing new schools of this model.

- There is only one other location in East Lothian with a separate Infant and Primary school (Prestonpans). Tranent previously had separate Nursery, Infant and Primary schools with three Head Teachers. These were successfully replaced by two schools, both running from Nursery to P7.
- Global evidence shows that one of the biggest challenges facing learners are points of transition, particularly from one school to the next. While the challenge of the transition from primary to secondary would remain it could be argued that the transition from infant to primary school is an unnecessary transition.
- Curriculum for Excellence aims for a coherent education from 3 to 18.
- Bringing the two schools together would break the false barrier of a lack of continuity. Staff would have an understanding of previous learning. Teachers would be able to move between stages from P1 to P7. This would allow them to get an insight into future learning and would benefit whole school learning.
- Staff in both schools have tried to match up the curriculum on a number of occasions but this has always fallen down.
- There could be other benefits derived.

3. Concerns

Mr Ledingham outlined the following potential advantages and disadvantages of a merger:

Potential Advantages

Continuity of teachers' planning format

Continuity of assessment and reporting framework

Continuity of pupil experience: Less possibility of duplication

School development work more coherent: pre-school - P7

Transition P3/P4 easier

Potentially greater staff fluidity between stages

Financial integration - greater efficiency

More opportunity for teacher development and skill sharing (infant to P7)

Possibility of Financial savings

Potential Disadvantages

Split site: two buildings and two sets of staff/pupils

Thin deployment of key staff

Size of school - potentially in excess of 800 pupils: impact upon use of available resources / spaces / meal provision / corporate identity / timetabling

Need to address key differences between the schools relating to such as:

- Management frameworks
- Planning assessment reporting processes
- Parental involvement + P.T.A. and Parent Council
- Day to day procedures, including framework of school day
- School policies: uniform/handbooks/anti—bullying/discipline, etc.
- School improvement planning
- Curriculum approaches
- Staff/pupil /parent aspirations
- Support for learning
- Financial management structures

Addressing these bullet points can't be done overnight and should be part of the lead-in planning for any merger. There is, therefore, a need for a clearly defined, easily understood "pathway" with related "milestones" dealing both with these points and any others that might be identified as integral to the success of the project.

Also to be considered is the recruitment process for a new Head Teacher. This has not been considered at this time and there is clear legislation regarding the appointment of a Head Teacher and the parental involvement in this process. The following points should also be taken into account:

- The difficult position that this places the current Head Teachers in
- Transparency of the process
- Credibility of the process

Mr Ledingham then asked the three Head Teachers on the panel to give some feedback on their experiences.

Helen Gillanders – Head Teacher of Dunbar Primary School

- Dunbar Primary School is a large school with stages from Nursery to Primary 7 and is split over two campuses, P1-3 on one site and P4 -7 on another. This split occurred in August 2011.
- It was originally on a single site but housing development in the area increased pupil numbers and with support from the local community the school was split and a new campus was built.

- The split campus has been managed successfully. There are excellent staff and excellent management teams working together. The Parent Council, pupils and staff all feel that it is still one school.
- There is coherent schooling from nursery to lower primary to upper primary. Activities allow pupils and staff to come together and pupils have joint learning and a buddy system across both campuses.
- There is consistency across the school – one school, one ethos, one vision and this is made clear to the pupils, parents and staff.
- There is a balance of staff moving across stages and staff remaining in place. This allows staff to develop their knowledge across the school and get to know pupils across stages while also letting pupils develop strong relationships with staff.
- As a parent you need to think about what is best for your child.

Fiona Waddell – Head Teacher of Sanderson’s Wynd Primary School

- Tranent historically had three separate schools, a Nursery, an Infant School and a Primary School.
- In 2000 it became apparent that development in the area would lead to pressure on the school estate. A consultation was carried out and it was decided to create two separate schools with provision for nursery to primary 7.
- Sanderson’s Wynd Primary School opened in August 2007 using the old Tranent Primary School building. In 2008 it moved to a new school building, which is home to a Nursery, The Hub (East Lothian’s provision for primary age pupils with severe and complex needs) and 12 classes, P1 – P7.
- As three schools were effectively closing and two new ones opening there were understandable worries from the staff on how this would affect them.
- Social events were held to bring the staff together and while the process was not easy it was managed very well.
- Consultation and long-term planning was the key. Joint working groups were formed and staff from the three schools developed the policies to be put in place at the new school. Staff and parents were consulted about everything; School rules, ethos, dress codes.

- When the school opened the staff were united and staff, parents and pupils felt that they were starting something fresh.
- The lack of transition and a coherent curriculum from nursery to primary 7 is a strength. Like Dunbar Primary School there is movement of staff across the stages with similar positive results.

Lindy Lynn – Head Teacher of Humbie Primary School and Saltoun Primary School

- For the last 18 months has been the shared Head Teacher of two small Primary Schools. Both schools provide education from nursery to Primary 7.
- This has been going fairly well. Staff from both schools have come together as one to share knowledge and work as colleagues.
- Pupils are brought together on a regular basis and visit each school. They benefit from meeting their peers. This is easy to do with smaller number of pupils
- There are occasions when there are limitations on Head Teacher time, e.g. parent consultation meetings, two separate parent councils to work with, events at both schools. The start and end of term are busiest periods. However, previously worked in a school where the Head had teaching responsibilities and feels more accessible now it is a management role.
- Communication is key, everyone knows where the Head Teacher is and that she is contactable.
- There are some drawbacks, two separate schools mean paperwork and finance double up but these can be managed.
- Overall the experience at both Humbie and Saltoun has been positive so far.

4. Next Steps

Mr Parker discussed the next steps in the process:

- Discussions were held with Mrs Hall, Chair of Haddington Parent Council and Dr Strachan, Chair of Kings Meadow Parent Council regarding how best to proceed with the decision making. It was agreed that a ballot would be the fairest way.

- The format of the ballot is still under discussion with both parent councils and staff in the Education department. Preliminary agreement has been made on:
 - A separate ballot will be held at each school.
 - This will be a postal ballot with ballot papers and a summary of the notes from this meeting being sent with a prepaid envelope for returns.
 - Ballot boxes will be in place at each school for those who prefer to hand their forms in and a box for each school will be in place at John Muir House for those who prefer to post them in.
 - The opening of the ballot boxes and the counting of the votes will be open and transparent. Anyone will be able to attend.
- It is of paramount importance that the ballot is fair, open and accurately gauges the views of the parent bodies of both schools. This is why discussions are still ongoing regarding the format.

The meeting took a short break to allow the attendees to discuss the proposals. Paper was provided to allow questions to be drafted for the Question and Answer session.

Prior to the start of the Question and Answer session Dr Strachan addressed the meeting. She made the following points:

- Mr Ledingham has presented this as an opportunity and has been clear from the outset that this will be a democratic process decided by the parent body.
- While Mr Ledingham had given a comprehensive view on the educational benefits of a merger, other issues and questions needed to be raised including:
 - Why now? Head Teachers leave at different times and the opportunity is likely to arise in the future.
 - This is a big thing to take on, particularly in light of the fact that Haddington Infant School has recently moved to a new campus.
 - The parent body should hear the views of the staff. The staff of both schools have a key interest in what is good for their pupils and the parent body should be able to engage with them regarding this.
- All parents should be encouraged to get involved and those attending the meeting should encourage their friends to engage with the process.

Mrs Hall then addressed the meeting. She reiterated the last point made by Dr Strachan by adding:

- This is an opportunity for the parent voice to be heard. Although it is a great turnout, this is still only a minority of the parents in both schools and those attending the meeting should encourage their friends to engage with the process and vote when the ballot is opened.

5. Questions and Answers

The following questions and comments were raised. They have been collated by theme.

School / Staffing

1. If one school....What will the new management structure look like?

The school would be funded according to the Devolved School Management policy. Decisions on management and staffing structures would be made at school level.

2. If only one head how many deutes between the two campuses?

See Question 1

3. Would it be possible for teaching staff from both schools (assuming they remain separate) to have the opportunity to teach in each other's schools? (I think this may have happened in the past).

This would be a management decision for both schools.

4. If one school how would pupils move between the two schools e.g. enclosed bridge, escort basis?

Helen Gillanders – In Dunbar the Parents and Staff work together to move the children between the two campuses. The children enjoy going between the campuses.

5. What is the projected number of composite classes? Do you rule them out?

Composite classes are a consequence of pupil numbers and age. The school would arrange classes as required but not possible to say at this point.

6. Would it be possible for a Head Teacher of a school to know the names of all pupils and to know something about all of them?

Helen Gillanders – This is part of the job of the Head Teacher. You get to know the children, you go into classes, you meet them in the playground.

7. How could the Head Teacher of such a big school possibly know what's going on in each classroom to the degree necessary?

See Question 6 – Communication with the staff is paramount. Everyone is informed of what is going on in the school.

Financial

8. Is there an actual need for the school system to change? Is this just financial gain?

The options are not being considered for financial reasons. However it is likely that options 2 and 3 may result in some financial efficiencies being made.

9. What do you mean by financial efficiencies?

There would be savings in relation to there only being one Head Teacher

10. If one Head Teacher is chosen what would the cost savings made be spent on?

There would be additional time required for work to be undertaken on the transition to a single school which the savings could fund

11. I know this is educational but if there are financial savings will that money be ring-fenced for our children and not go to government coffers?

Any financial savings made would not go to the government.

12. For Sanderson's Wynd etc were there any job losses / redundancies as a result of three schools becoming two?

Fiona Waddell – There were no job losses at all.

13. Will you close down facilities in either school?

No

Questions on the Proposals

14. Could you expand on Option 3? What are the implications?

This would effectively be a merger. It would involve the technical closure of both schools and the opening of a new school with a new name and a single head teacher.

The Scottish Government have set procedures to follow in relation to the closure of a school and it would require a more formal consultation to take place. Any actions taken would be in line with our statutory obligations.

Education Scotland have been made aware of the consultation currently taking place.

15. What would be the advantages of 2 schools with 1 head over 1 school with 1 head?

There would be some efficiencies in e.g. Continuous Professional Development for teaching staff; joint planning; greater opportunities for sharing practice, smoother transition. At the original meeting with Mr Ledingham in June representatives of the two parent councils were asked to consider the status quo versus a merged school with one Head, or two separate schools with one Head. The parent councils both felt that the option of one Head teacher for two separate schools was not an option they wished to consider.

16. If trying to minimise the transition surely closing schools and mergers creates more transitions? Could more be done to ease the P3 to P4 move?

Existing transitions have worked well over a number of years and both schools will continue to work together to enhance the transition experience

17. Is it possible to improve the transition from P3 to P4 and also improve the continuity of assessment through Nursery to P7 by setting up working parties with teachers from both schools? Or any other ways of improving the two schools ability to work together.

Yes - we are always looking for ways of improving joint working. Currently there are authority and cluster moderation groups which could be distilled to a Haddington Infant/Kings Meadow first level moderation group. There are other aspects of curriculum development and teaching and learning that could be worked on by staff forming learning teams across both schools.

Kings Meadow Parent Council discussed one option of enhancing the transition between P3 and P4 whilst maintaining two separate schools at a recent PC meeting. The transition was generally felt to already be good with good communication but it was felt there was always capacity to enhance this process and the staff present felt this was feasible. Staff in the past have moved between schools and this could be considered again. Transitions between school years within a school can vary as much as transitions from one school to another

18. What about the pros and cons of the status quo?

If the parent body like what is already in place then that would stay. One of the pros of maintaining the status quo is that there is no risk attached to this.

19. A consolidation of schools would, by the nature of the management restructuring, give more duties to fewer people. How could this possibly create better communication, better continuity or improve the quality of any students'/child's education?

See Q1 regarding management structure. There would be a single management team which would ensure consistency across the full range of Nursery to P7

20. Will there be an improvement in the P3/P4 transition with merger? Why rock the boat? What do staff want to do?

The aim would be that option 3 will result in an improvement with the P3/P4 transition.

We are not trying to rock the boat, this is an opportunity to have a discussion on the educational provision in Haddington and any decision to remain with the status quo or move to a different provision is entirely in the hands of the parent body.

With regard to what the staff want, they will not have a vote in the process but they will be consulted and able to air their opinions. We appreciate that the Parent Councils have received informal feedback from some staff members who want to be included in the process but feel this may be difficult as their positions may be affected. If the parent body vote for a move from the status quo the staff will be fully consulted all the way along the process.

21. What are the current Head Teacher's and staffs' views?

See question 20

Questions on the procedure

22. In the ballot – will there be one vote per child or one vote per parent? Will both schools have to vote for change?

The technicalities of the ballot procedure are still being discussed but one vote per parent is one of the options being considered. This would include Nursery parents.

Both schools would have to be in support of the same option for any change to go ahead. If the result was clear that the two schools had different views then the status quo would remain.

23. Would two parents in one household have separate votes? How can one head get to know over 700 children across 2 buildings? This is a big difference from 18 pupils in Humbie and 30 in Saltoun.

See question 22

We appreciate the differences in the size of the schools. See question 6

24. What happens if both schools vote for different options?

See question 22

25. What happens if one set of parents are in favour and the other are not?

See question 22

26. Should the whole Haddington community not be consulted – what about future pupils and their parent's views?

The consultation and ballot will be limited to those who currently have children in either school at any stage.

27. Will parents of pre-school or pre nursery be eligible for a voter as it will make a difference to those children too?

See question 22

28. Upon completion of the ballot what is the timescale for implementing the decision?

It is vital that the ballot is run correctly and in a way that reflects the wishes of the parent bodies. As such this will not be rushed and will only take place when the authority and the parent councils are in agreement on the correct method.

Following the ballot the earliest potential date for implementing any change would be August 2013.

29. What would be the timescale for a merger?

See question 28

30. If it's a joint campus how will the post of head be decided? Will it be an open interview?

Any recruitment following a change in the current provision will be undertaken in line with East Lothian Council's Recruitment and Selection Policy taking account of

the Parental Involvement Act. This ensures the process is open and transparent and the best available candidate is appointed.

31. If one school....Will pupils benefit from ability to use facilities in other school sites? e.g. use of KMPS astro pitch.

If the schools merged under option 3 then all the facilities would be part of the new school.

Other Considerations

32. In Dunbar & Tranent has there been any noticeable improvement in pupil's attainment. What have been the results of the Inspection Report?

Fiona Waddell – There has not been an inspection of Sandersons Wynd Primary School yet. Given the consistency across the nursery to primary 7 I would expect attainment to be improving.

At this point Fiona Waddell said that attainment levels had gone up since merging the schools.

Helen Gillanders – In light of Curriculum for Excellence it is helping to get teachers together to moderate P2/P3/P4.

The First Level in Curriculum for Excellence covers P2 to P4, currently in separate schools. All schools are moderating levels across clusters and within schools

33. Why is there one School with two campuses in Dunbar? Why one School, two campuses?

Helen Gillanders – the community didn't want two schools.

34. What is the current situation regarding the proposal for a new school within the future Letham Mains housing development? Would children within new housing ever be incorporated into Haddington Infants School / King's Meadow Primary School?

A decision has been made to build a new school to accommodate the pupils in the Letham Mains development. The location and design of the school is still under discussion.

Parents have the option to request places at schools outwith their catchment area and the council has a policy on placing requests which would be followed should applications be made from parents in the Letham Mains catchment area.

35. Why was this question not asked when the joint **Haddington Infant/St Mary's** campus was considered?

This opportunity has only arisen due to the retirement of the Head Teacher at King's Meadow.

36. How have learning outcomes been affected by similar undertakings? How are funding and teacher numbers affected by joining? How will we ensure learning from other mergers are passed on & acted upon, e.g. people with experience on 'change boards'.

See question 32

See question 1

37.

- a. What impact would the addition of new builds have upon the future of any outcome? i.e. Letham Mains Developments.

See question 34

- b. What is the possibility of one school on one campus? If one school how would the classes be split between the campuses?

This is not an option - there isn't the capacity for the number of pupils involved. There would be no composite classes between P3 and P4. At present there are 23 classes across both schools, Kings Meadow has 16 and Haddington Infant has 12. Haddington Infant has capacity to create another two classrooms

- c. How can a joint head eliminate the transition process if the school is split over two separate sites?

There will always be transitions – from stage to stage as well as to a different building – they can't be eliminated. However, there would be more opportunities for activities in both school buildings throughout the school session.

- d. Do the current P3 teachers meet with the P4 teachers to discuss handovers "Transition".

Yes, there is a planned programme

- e. Apart from ease of "transition from P3 to P4, what are the benefits?

See the list of potential benefits outlined by Don Ledingham earlier. Also benefits in terms of planning formats, teaching and learning approaches,

assessment approaches and reporting. Developing teacher skills and experience at different stages will impact on teaching and learning.

f. Can the transition be eased by better communication between the 2 schools?

See Questions 16 & 17. Also there is always room for improvement. Presently good communication exists between both schools. Leadership teams – Head Teachers and Depute Head Teachers meet regularly and keep in contact. Information regarding children’s progress through relevant Curriculum for Excellence Level passed on – paper based tracking sheets. Each school is aware of topics taught to ensure breadth and balance. Reading book history is also passed on. See earlier comments on transition at Q17

g. What is the current situation regarding current pupil numbers, are both schools still able to increase pupil numbers or are they at capacity.

Based on current roll projections, there is sufficient building capacity within the two schools to accommodate an increase in pupil numbers.

h. What are the current numbers on the rolls and what are the capacities of both schools?

Haddington Infant School

Current Roll – 275

Current Building Capacity – 325

King’s Meadow Primary School

Current Roll – 359

Current Building Capacity – 518

38. If the schools merged how would the size compare with other P1-P7 schools in East Lothian, Scotland & England?

This would be the second largest Primary school in East Lothian.

39. Why was the question not asked when the last head left Haddington Infant School?

The education context at that time was different

40. What would be the impact if new school built in Haddington i.e. Letham Primary School? Could transitions not be helped if there was more joint working between school, but keeping status quo?

Letham Primary School will serve the Letham community. See earlier comments on transition at Q17

See question 34

41. What about St Mary's – are we isolating them by this move?

The authority has an obligation to provide a Roman Catholic education provision in Haddington. For this reason St Mary's RC Primary School is not being considered in this process.

St Mary's built up strong links with staff at Kings Meadow Primary School while sharing their school building. Likewise, the Head Teachers at Haddington Infant and St Mary's PS are planning a number of joint working and social opportunities for staff. Therefore, we do not anticipate any 'isolation'. There may in fact be greater collaboration among and between all the schools.

Comments

1. If transition is felt to be an issue (not that my children have found it to be) what has been the impact of:
 - St Marys being accommodated & leaving
 - Uncertainty of future of KMPS Headship
 - & what will the 'hosting' of children for the new development do to continuity.SO MUCH CHANGE
2. Fundamental point made that this is for educational benefits only yet no hard evidence has been presented of this – facts/figures - Anecdotal is how it comes across. If the evidence exists then it should be clearly presented at the time of the ballot (or before).
3. Under current arrangements P3s are made to feel "grown up". P4s feel like they are "stepping up" and also made to feel grown up moving to a new school. I feel transition to KMPS is a positive one teaches children how to cope with change, preparing them for a move to Knox when the time comes, as they've already coped with a new school.
4. 4 Speakers
 - All putting forward one option
 - Continuity & cohesion is not presently an issue
 - The schools are close enough & with sufficient sibling influence for 2 Heads not to adversely affect pupils.
5. Why was this possible merger not considered at the time the new school was being built. We could end up with two schools sharing a campus – Haddington Infants & St Mary's, then two schools sharing a head over two campuses.

6. Transition still takes place after a merger.
7. School rolls in Haddington are increasing this would put added pressure on one headmaster
8. For parents who have had "issues" with teachers/head teachers in infants a move to KMPS means starting with a clean slate.
9. Merger means creating a HUGE school. Kings Meadow is big enough. P1-3 would need to be kept separate in playground anyway. Assembly Hall not big enough for all together.
10. Head Teacher requires maximum visibility/accessibility possible.
11. Transition IS a positive experience also good life experience. But there are a minority of pupils for whom it is not a good experience. The evidence shows that if they have one bad transition, then their next one is likely to be bad too. Because 'unusual' or 'outdated' to have separate 1-3 & 4-7, doesn't necessarily mean it's in any way detrimental. It has worked well in Haddington for a long time.
12. Not enough has been said about the way the schools work WELL, currently. "If it ain't broke, don't mend it".
13. Pressures on staff. Fiona Waddell stated still working on getting it right. Teachers are trying to embed for Curriculum for Excellence, tracking, assessment monitoring, etc. Do we really need to add changing policies, etc. to the workload. Policies that have taken years to get right.
14. We feel there's a good opportunity to improve communication and transition with schools being closer together with no need to merge schools.
15. We have 2 well functioning schools with Heads/Deputies who know their children. I feel this connection would be lost if the school doubled in size.
16. Would like more info on how teaching staff feel.
17. No ranking of options just 'X' in one of the boxes. Don't overcomplicate.
18. Primary 4 transition is an excellent prep for Secondary transition.
19. I think this would be relevant if the new school hadn't already been built. Two campuses not ideal.
20. Opportunity for older children to buddy is already there without the need to merge schools. Heads just need to co-operate which they already do.

21. I come from a family of Teachers or “Educationalists” from West Sussex. All agree that 3 stages best. Only creates a bigger problem with transition to secondary if only 1 primary. (Teachers become too stretched as well).

At the end of the meeting Cllr McMillan briefly spoke and made the following points:

This is an opportunity for the parent body to have dialogue with the council on the future of the educational provision in Haddington and a vote on how this is provided. We have all lived through change and transition and we should trust that the staff at both schools will do what is best for the children, regardless of what happens.

All the councillors in the ward are here to provide assistance to staff, parents and anyone concerned.

Mr Ledingham made the points:

There is a need to look at an education from 3-18 in line with Curriculum for Excellence. There is no rush to make a decision on this and all the parents in attendance should spread the word amongst the wider parent body and ensure that as many parents as possible are engaged with the process.

He then thanked the panel and all those attending and closed the meeting.