



ALFRED SUTTON PRIMARY SCHOOL
Part 1 Minutes of the Virtual Meeting of the Full Governing Board.
Wednesday 27th April 2022. 7pm

Present: Dave Dymond (Chair); Robert Howell; Ian Church; Attia Rafiq-Sharif; Yota Dimitriadi; Adedayo Benson; Andrew Burrell; Kate Gordon; Sara Fincham-Majumdar.

In Attendance: Alice De Croos.

Absent: Hajar Alami.

Clerk: Deborah Savage

Agenda Item	
1	Apologies. There were no apologies – one Governor did not attend.
2	Declarations of Interest. There were no Declarations of Interest. The meeting was reminded that adjustments can be made to the agenda order should an interest be declared.
3	Part 1 Minutes of previous meeting held 19th January 2022. These minutes had been circulated in advance of the meeting and the Chair reminded the meeting of the main issues discussed. The minutes were accepted as a true record and will be signed in GovHub as soon as possible.
4	Part 2 Minutes of previous meeting held 19th January 2022. These minutes had been circulated in advance of the meeting to all Governors who were not also employed by the school. This agenda item was held over to the end of the meeting.
5	Matters Arising. There were no matters arising.
6	Head Teacher's Report. The Head Teacher's Report had been circulated in advance of the meeting and Governors were invited to submit questions prior to the meeting. Some Governors had done this, and their questions and the answers to them had also been posted on GovHub prior to the start of the meeting. There were some additional questions that were submitted shortly before the meeting which the HT would respond to with full answers after the meeting. The questions and responses are added as an appendix to these minutes. The Head teacher was thanked for providing the report.

The Chair noted that this time, the HT report used a template Head Teacher's Report with a formalised layout which the Chair found easy to follow. He hoped the staff also found it a useful guide when reporting to Governors.

Governor Question: The section on the Governor Skills Audit is blank – do we need to take some action to complete this? This is not compulsory – this new format for the report is a work in progress and we will continue to adapt the format to suit our needs moving forward. The Governor Skills Audit is often an annual event so we can add to this section after the next Governor Skills audit – this will be in the next academic year now. This is a useful format as it can take data directly from our data management system to populate some areas of the report.

Governor Comment: I found the sections on Safeguarding, wellbeing, staff absence and pupil attendance especially useful. Does this report format meet Ofsted's requirements? Yes.

At this point, the Head picked out a few of the major points to discuss with the meeting. There had been a question submitted in advance about the possible admission of Ukrainian children to the school and the Head informed the meeting that there had just been guidance received from the DofE which had been circulated to Governors. Schools will be allowed to exceed their PAN (Planned Admission Number) to admit Ukrainian children, but so far, despite the fact that some Ukrainian families had arrived in the local area, ASPS has not been asked to admit any Ukrainian children. It may be that the LA are asking schools who are not full to take these children. However, the school is confident, given their past experience in admitting children who arrive into this country with no (or very little English) from other areas of conflict that the school will be able to support any Ukrainian children who are admitted to the school.

The meeting was informed that the pupil profile within the school is changing from what it was pre-pandemic with a great increase in the number of children receiving FSM over the last 2 years. There is also a significant increase in the number of children with a SEN need which is having an impact on the staffing dynamic which might have to change further. Staff have recently been briefed about this change and some staff are finding it harder to adapt than others. Wellbeing is still a large part of SLT's role within the school.

Governor Question: Does this indicate a possible training need? We are a very reflective school with a staff used to reflective practise and we are confident that our response will come from within our team, rather than any additional training. We are refreshing our Therapeutic Thinking behaviour management training, which encourages positive behaviours and has an impact on all children whilst supporting those with additional needs.

Governor Question: Your staff absence figure is very high – does this now become a target to reduce the numbers of days lost? It's not a target no – the figure is very high

	<p>because of the very large number of staff that were Covid Positive during this year. We feel that this is the worst it can get and that the figure will only fall.</p> <p>Governor Comment: Thank you for responding, at short notice, to the question I asked about expected KS2 data. We realise forecasting is much harder since Covid but this data is promising and we should acknowledge that this is testament to the hard work put in by staff over the last few years, and since covid, to catch children up. Thank you – yes, the year 6 team have worked really hard to catch children up – some of whom have a significant need with some new arrivals into the year making the year even more challenging. It should be noted that the Government has stated that no allowance will be made in the SATs tests for the disruption caused by Covid. Whether this is to provide a reference point for future years has not been clarified, however it is not helpful for schools facing such a challenging time in education. We also circulated for your information, a moderation exercise that shows what is expected in Year 6 when a child is assessed as writing at Greater Depth. When you look at the examples you will see that this is very high level of writing that some adults would find challenging, so achieving GD in writing is a significant achievement. Educators do feel that the goal posts are raised every year. We continue to face significant challenges.</p>
7	<p>Update from RCC including proposed budget 2022/23.</p> <p>The Chair of the RCC informed the meeting that the RCC had met a few days earlier to review the last quarter report from the financial year 2021/22 and to discuss the prospective budget plan for 2022/23. The Governing Board was reminded that it is crucial that the school sets a balanced and well-informed budget for the coming year in order to meet its aims of offering a well-rounded curriculum. The GB is collectively responsible for ensuring that this budget is set, including ensuring that provision is made for any increments and pay awards that are expected. Governors were reminded that from a strategic perspective, it is recommended that schools plan ahead for 3-5 years with regards to budgeting, but that this is becoming harder to do amongst much uncertainty. Given this, it is vital that schools consider the longer-term implications of all the budgetary decisions that they make.</p> <p>In the short-term ASPS is on a sound financial footing and has been able to finance recent improvements such as the Nutritional learning suite and building maintenance projects. Benchmarking is a necessary exercise to compare us to similar schools around the country which can help us to examine certain areas of our budgetary planning. The RCC discussed the budget and we thank the SBM for producing the reports. The RCC are recommending that the budget plans for 2022/23 that were circulated to the GB before this meeting are approved.</p> <p>The SBM then summarised for the FGB meeting the financial year 2021/22 and plans for the financial year 2022/23, much as had been shared at the RCC recently held.</p>

“The financial year 2021/2022 had been challenging with staff being decimated by Covid at various points during the academic year. Schools are under pressure to ensure children ‘catch up’ academically, socially and emotionally, and whilst a number of grants have been provided, these do not cover the entire costs necessary to provide high quality interventions to get children back on track.

There has also been a significant change in the characteristics of the pupil population. In January 2019 8% of children were eligible for FSM. In January 2022, this figure was 20.2%. The number of pupils with SEN has also risen, but at present only 4 of these pupils qualify for additional funding. The caseload of the Safeguarding team has also intensified with the Family Support Officer constantly supporting families in need - both emotionally & practically.

Despite these challenges, the school are proud to have been able to complete some large projects over the financial year; the Nutritional Learning Suite is used in lesson time and for an extra-curricular cookery club. The new laptop trolley has improved the ICT offer; and the newly opened Reading Hive has instilled a new love of Reading in the children. The school has also enhanced its curriculum offer with bought in high quality music provision from Berkshire Maestros. A new PPA space for teachers has been created and there is a real focus on CPD, investing in high quality training to support learning and enable career progression.

Wellbeing has been a huge focus and the Wellbeing Committee continue to meet regularly and arrange staff social events.

The school is expecting an Ofsted inspection in the coming academic year which means that the budget focus for 2022/2023 has been aligned to the strategic curriculum aims of the school. The curriculum offer is continuing to broaden and strengthen and teachers have been encouraged to make curriculum bids that support high quality teaching and the bringing of learning to life. The school is continuing to rationalise staffing costs - only replacing staff who leave after a huge amount of discussion and exploration of other options. This is necessary due to a very tight budget and the need to make compensatory cost saving decisions to balance every agreed spend.

The school finished the financial year 2021/22 with an in-year balance of -60K – but hope through the careful planning outlined, to bring the budget back into balance in 2022/2023.

The teacher’s cost-of-living increase has been widely debated by the unions – there is talk of flattening the inflationary rises for teachers, so instead of a huge increase one year, and then nothing the next, there is likely to be a steady increase year on year going forwards, which will be good for budgeting purposes. As previously mentioned, the school has discussed teacher pay rises at length with the local authority, and a 4% inflationary increase is factored into the teaching budget – although should the actual

	<p>rise be higher than 3%, the LA are confident that there will be an additional grant provided. We have also allowed for an additional HLTA post.</p> <p>For the 2022/2023 budget the school has allocated £23.5k towards new flooring for various parts of the school that are in need.</p> <p>With regard to energy costs, we have been advised to budget for a 50% increase for gas, and 20% increase for electricity for the 2022/2023 financial year. The school has been informed that solar panels will be installed in June, which, along with the new more-efficient boilers which were installed last summer, it is hoped will help with the rising energy prices.</p> <p>We plan to purchase 10 new Interactive Whiteboards this financial year. Funding for the financial year 2022/2023 has been confirmed and ALPU is set at £3328. Early Years funding is indicative only at this stage, and the budget is based on predicted numbers for each of the three terms.</p> <p>SEN funding has been calculated based on all known EHCP children currently on roll. We already know our PP funding allocations for 2022/2023, and this year we will receive an uplift of £37780. We are due the final instalment of the Recovery grant – after which this grant will cease. The School Led Tutoring grant will continue until at least 2023/2024, though each academic year the proportion that the school needs to fund increases.</p> <p>We are limited on letting out buildings for evening use while we await the Premises Manager’s operation and recovery, so the budgeted income from lettings has been limited to wrap around care only.</p> <p>We have heard that the Lease for the Crescent Under 5’s building is making progress and we hope this will be completed before the end of this academic year. The increase in rent will be backdated to September 2020. The Nursery lunch club brings in some income and there are now 4 families paying for a self-funded all-day nursery space.”</p> <p>The SBM was thanked for the summary given to Governors and it was proposed that the Governing Board approve the proposed budget. A vote was held and DECISION: the GB unanimously approved the 2022/23 budget proposal.</p> <p>The Chair of the RCC, Ian Church, then informed the meeting that this was his last meeting of the Board as his 4-year term of office is ending in May. Ian recognised that the school had faced a challenging few years but he was confident that the school was in a strong position – certainly stronger than some other local schools – as it continues to build on recovery progress and widen its curriculum offer.</p>
8	<p>Link Governor Report from Year 2.</p> <p>The Link Governor who met with the Year 2 phase lead gave a verbal report to the meeting with ACTION: a written report to follow.</p> <p>The link governor thanked the phase lead for making the time to meet with her and for openly sharing his expertise. She reported that the enthusiasm felt by staff really</p>

	<p>showed through and the Phase Lead's and his team's commitment to their roles was striking. The Phase Lead is developing his leadership skills through professional development and was using his non-teaching time in a positive way.</p> <p>Year 2 has faced and continues to face, many challenges but the link governor heard about strategies that are being used in the classroom to help children catch up lost ground. This includes whole class teaching, streaming of children within the year group and 1:1 support where it is needed. There are successes to be proud of.</p> <p>The governor hopes the next meeting with the phase lead will look at monitoring and assessment of student progress and more information about how the less able are supported to succeed. They also hope to have further discussions about the wider curriculum as well as the foundation subjects.</p>
<p>9</p>	<p>Link Governor Report from year 3.</p> <p>The link governor for Year 3 gave a verbal report to the Board about his meeting with the Year 3 Phase lead, which was engaging and constructive. The impact of Covid has led to challenges in Year 3 but the governor reported that he was pleased to hear about how the year 3 team had supported parents who were teaching their children at home during the periods of lockdown. Now back in school, the team are catching children up which is challenging but they are managing to ensure that all children, especially PP children, are getting the appropriate level of support.</p> <p>The Governor reported that the phase lead told him how staff were supporting and looking after each other and that she felt supported by SLT which was really good to hear.</p> <p>Whilst in school on another matter, the Governor reported that he was fortunate to be able to pop into the Year 3 class led by the Phase Lead as well have a zoom meeting. He spent about 15 minutes in class, observing a history lesson. He was particularly pleased to notice how well engaged the children were, how keen they were to participate in class and how he observed that the teacher ensured no child was left behind.</p>
<p>10</p>	<p>Update from the PEC.</p> <p>The Chair of the PEC thanked the two governors for their reports and year 2 and 3 and all the link governors and phase leads for holding their recent meetings and submitting reports. These meetings are useful to gain an insight into each individual year group and these initial meetings, held via Zoom, will pave the way for further meetings and help to inform discussion points.</p> <p>It was confirmed that the next meetings should take place face-to-face wherever possible so that governors can visit classrooms, look at books and maybe talk to a few children.</p> <p>There followed a discussion about widening the meeting topic to include the subject that each Phase Lead is also responsible for leading. Governors were reminded that Governor Hub contains training guidance given by RBC about Ofsted Subject inspections they can review. There are also some additional subjects (such as PE and Computing) that governors are asked to volunteer to take on. The Head informed the meeting that all staff are working on the children's skills progression so that this is an area it is hoped could be looked at in future meetings.</p>

	<p>ACTION: Link Governors to contact their phase leads in the week beginning 3/5/22 to set up dates for two follow up meetings after half term. Staff would be offered the necessary time for these meetings.</p> <p>ACTION: a follow up PEC meeting for all Governors to attend was planned for 29th June so that Governors can report back. It is hoped that there will be time for two meetings to be held by this time.</p> <p>There was also a short discussion about guidance on questions governors could ask on assessment and on particular subjects. ACTION: Guidance on questions would be compiled and circulated to Governors.</p> <p>Governor Question: Do you think these meetings are sufficient for governors to be informed and ready for an Ofsted Inspection? Yes – it would be helpful for governors to be aware of what children learn in a particular subject and how learning is gradually built upon. There are now beginning to be subject specialist training courses run by the LA which will help to develop our staff and governors. We also need to ensure that the changing context of the school is recognised and that governors understand the impact this has on the school and in particular on some classes especially.</p> <p>Governor Question: we want to be mindful of staff so that they don't feel they are being interrogated – can we share these planned questions in advance to help them prepare? Yes – our staff are used to being reflective about their practise and would welcome questions in advance.</p>
11	<p>Update from the CEC.</p> <p>The Chair of the CEC summarised the last meeting held when the function of the CEC and it's TOR were reviewed along with how national census' can provide an insight into local communities. Also discussed was how Ofsted would inspect a school's safeguarding procedures and the possibility of holding a fund-raising event for the victims of conflict was also discussed. All those who had contributed to the planning and running of the very successful fund-raising event held in school grounds on 19th March were thanked.</p> <p>Monitoring Health & Safety.</p> <p>The meeting was informed that routine monitoring of H&S continued unaffected during the pandemic when site inspections and regular maintenance were carried out. There have been stories in the local press lately implying that the LA and its schools were not properly managing asbestos in school premises. The link governor reported that he was confident that ASPS are following recommended procedures.</p>
12	<p>Safeguarding.</p> <p>A brief verbal update on Safeguarding at ASPS was given by the Link Safeguarding Governor who reported that himself and the other Link Governor for Safeguarding had carried out a Safeguarding audit with the FSO recently. It became clear that there has been a rise in the number of children and families needing support and that there is</p>

	excellent work being done by the school and its partner agencies. Some of this was outlined in the HT report. The school has robust Safeguarding processes in place and these are followed at all times. The outstanding work done by ASPS to support families in need has been recognised and praised by neighbouring LAs.
13	Policies for approval (carried over from last meeting): a) Governor Visits Policy. This policy was adapted from a sample policy taken from The Key and personalised to suit ASPS. DECISION: Unanimously approved. b) Remote Learning Policy – this policy was written by ASPS before the Lead for ICT left. It now needs to be edited to replace references to the ICT lead with Turn IT On (the computer support company). DECISION: Unanimously approved subject to ACTION: editing changes.
14	Issues for Parents/Confidentiality. There were no issues for parents or issues of a confidential nature.
15	Any Other Business. There were no items of AOB raised.
16	Date of Next meeting: 13 th July 2022. At this point both the HT and the SBM left the meeting prior to the start of the Part 2 meeting.

Meeting closed: 20.05pm

Actions:

Action:	Owner:
Year 2 link Gov to forward written report on meeting with phase lead.	YD
Govs to contact phase leads w/b 3/5/22 to set dates for two follow up meetings after half term	ALL
Govs to attend a follow up PEC meeting on 29/6/22	ALL
Guidance on subject and assessment questions to be compiled	ARS/HT
Edit Remote Learning Policy	SBM

Attendance at FGB meetings 2021/22 (four virtual meetings to date)

Faruq Bilbe	1 of 2 possible meetings
Robert Howell	3 of 4 meetings
Adedayo Benson	3 of 4 meetings
Dave Dymond	4 of 4 meetings
Ian Church	4 of 4 meetings
Yota Dimitriadi	4 of 4 meetings
Sara Fincham-Majumdar	4 of 4 meetings
Attia Rafiq-Sharif	4 of 4 meetings

Julia Wordsworth	0 of 1 possible meeting
Laura Kerr	2 of 2 possible meetings
Kate Gordon	4 of 4 meetings
Andrew Burrell	4 of 4 meetings
Adam Jones	0 of 1 possible meeting
Hajar Alami	0 of 2 possible meetings

Items circulated to the GB since the last FGB:

- Info on PHSE webinar for personal development of pupils.
- RBC Governor Services newsletter Spring Term 1
- Policies research (sent to some governors/HT/SBM)
- RGS Safeguarding network March meeting info
- BFFC Directors Briefing info
- PP Webinar session information
- RGA Finance Network meeting held in April
- Webinar – Attendance in schools and Governance oversight
- RGA Inclusion Network
- Info on BFFC Director’s May briefing
- RBC Training course information for the rest of the academic year.

Appendix 1

Questions submitted in advance of the meeting and answered in writing. These were posted to Governor Hub before the meeting commenced.

In terms of the possibility that Ukrainian children may be enrolled, is there any information from other schools elsewhere in the country that could be used at a later date to help Ukrainian children assimilate into school? Has the government mooted any additional funding, given possibility of additional needs, notably language, but also culture etc.

At present we are yet to receive any applications from Ukrainian families for places at the school. We have been made aware that a minority of families within the school community have welcomed Ukrainian families into their homes but this is yet to translate into any applications for school places. Brighter Futures have now issued strict guidance as to how Ukrainian children will be allocated places at the school but have not issued any educational resettlement guidance. Unfortunately, there is no additional funding being provided to support the resettlement of these children. As a community school however, we are accustomed to welcoming children without spoken English and indeed have already welcomed some children displaced from their home countries. Our strong pastoral work with parents and experience in building links with vulnerable families could also be adapted to support Ukrainian children joining the school should the need arise. Please see attached BFFC guidance.

Behaviour: What is a 'Learner Voice' survey, and why hasn't it been completed in the last 12 months? Are there any implications?

There are many versions of pupil surveys that schools can adapt. This HT report template references a 'Learner Voice Survey' but there are many on-going pupil –teacher well-being conversations that are occurring throughout the year. Since the school fully reopened in September, the team put a heavy emphasis on pastoral support and listening to children via Circle Time activities. There is also the forum provided by the School Council. As a result, it was felt that to get a true reflection of Learner engagement [and to illicit feedback on the curriculum at the same time] that a whole school pupil survey will be undertaken in the Summer Term – Week 3 in Summer 2.

The KS2 data showing percentage of pupils on track to achieve at or above expected standard looks promising compared to the 2019 results. How confident is the school that this standard will be reflected in the results? Additionally, where data is showing current levels are below previous 2019 results, and the wider national picture (for example Writing GD), how likely is further improvement between now and exams, and what steps are in place to help consolidate/pursue this?

The Year 6 teaching team have been working incredibly hard to support the continued preparation for SAT's tests while ensuring the Curriculum remains broad and well-being is prioritised. Across the LA the impact of Covid in areas such as greater depth attainment in writing will be significant and during moderation training, the rhetoric from L.A Advisors is increasingly centred around whether there will be many children attaining greater depth in

areas such as writing this year. Given the fact that these will be the first set of SAT's sat by the children in two years following a tumultuous & impactful period in education, accurate SAT predictions have been increasingly difficult to forecast. For reference the Training materials attached aimed at supporting Year 6 teacher moderation give an insight into the expectations of greater depth.

p8. what does a staff wellbeing review entail? And what is the threshold for "excessive workload incident"?

The template for this report includes these categories as areas to report on so we have kept these in to support our development in this area. We are, at the moment, categorising a wellbeing review as having team wellbeing as the first agenda item during SLT and Team meetings in addition to regular reports from the wellbeing committee which acts as the whole school forum or barometer of school wellbeing. The committee is currently working to put together a wellbeing survey for distribution and review.

An excessive workload incident would be triggered by a member of staff either disclosing during a back to work sickness return meeting that they were suffering from excessive workload or being referred to their Line Manager/ SBM/HT in confidence by a concerned colleague.

p11. Regarding the method used to recognise and praise good behaviour to foster an ethos of high expectations – could we hear a bit more about this and how staff are supported to implement it?

Our approach to recognising and praising good behaviour is outlined in our Pro- Social Behaviour Policy [On the Website]. The policy is based on the work we have done recently on Therapeutic Thinking. The staff receive regular training from Therapeutic Thinking champions across the school. Sarah Tweddle, our inclusion lead, is currently attending a three-day refresher course on implementing this approach in schools and will lead the refresher training this term. She would be pleased to outline the rationale behind this approach to Governors if this would be of interest.

Fabulous to learn that ASPS has maintained its popularity- well done everyone. To be able to offer first choice to approx. 90 children is phenomenal. Lots of happy incoming families.

You have highlighted an increase in free school meal status children and this is likely to increase over the coming year, is there scope to prompt parents more regularly about changes in economic status? In the PEC meeting we talked about how to ensure stigma is not a barrier, is there scope to explore this?

In the Autumn term all parents are asked to complete a FSM checking form so that we can immediately pick up any families who might be unaware of their eligibility. In addition to this, our Senco and FSO work closely with families and frequently ask the office team to check a FSM status if they are aware of a change in economic status. Due to public centred campaigns in the media backed by celebrities, parental awareness of FSM and pupil premium is growing and our office team are very proactive in ensuring any enquiries are sensitively checked.

We appear to have less children with EHCPs than national/ local average, this is something that ASPS's SENCo is fully aware of (as per PEC discussions and it is recognised that there are multiple contributing factors here e.g.,

- **ASPS being very able to support children with additional needs so thresholds for requests may be raised**
- **waiting times for EHCP processing during COVID (incl. difficulty in enlisting agencies to assess)**
- **transitions in and out of school being higher in ASPS than for some schools**
- **limited info being available for incoming pupils**

As the overall school budget needs to support SEN children who do not have EHCPs, are there any necessary reviews to process here? E.g. information gathering when children enter ASPS out of school year?/ additional administrative support?

ST has submitted a number of EHCP's for approval to LA which are likely to be agreed over the coming term. We have a thorough process for information gathering ahead of children being admitted mid-year and every family joining us have a meeting with HT. In addition, their previous school is contacted to gather info about the child and any relevant family circumstances. Where appropriate the SENCO and FSO will attend these introductory meetings and establish supportive links from the beginning.

We did discuss EAL in our recent PEC meeting and I am just following up really, do you have opportunity to discuss with other local schools whether we use different criterion for those we register as EAL versus other schools? I.e. bilingual status rather than EAL status?

We are in the process of setting up cross school co-ordination groups and will report back if there are significant differences.

Fully appreciate the difficulty with sustaining specialist teachers (e.g., Spanish/ ICT) and your wish not to deskill existing teachers skills sets, however one specific advantage I am aware of from a secondary school transition point of view is that y7 pupils who have had an introduction to Spanish in Primary seem able to achieve more rapidly/ embrace the opportunity to learn Modern Foreign languages. Is there a middle ground between having this for all ASPS children versus offering it in later years only? There are multiple well documented advantages to learning languages (including improved Executive Function skills, grammar skills, mathematic skills and musical skills). Would a conversation with local secondary schools help here? I.e. to help build business case for some modern foreign language teaching?

National Curriculum highlights that MFL should be taught to children from Year 3 and above. With the impact of Covid heavily impacting the children coming through KS1, the team in the classroom feel the current priority is covering off the NC for KS1 to a high standard and addressing key learning gaps. This will be regularly reviewed when the impact of Covid reduces. We do, however, hope to reinstate the languages extracurricular clubs that were really popular with children in KS1 when our Spanish Specialist returns from MAT leave in Spring Term.

With LF tests now chargeable what is the expectation for staff to report/ test?

The guidance for staff to test regularly was removed in March. We do still have a remaining stock of tests that we are able to distribute, however, we are now unable to procure any additional tests.

These additional questions were asked just prior to the start of the meeting, so there was not time to answer them in advance. They are recorded here for completeness and will be answered as part of preparing for the next round of Link Governor / Phase Lead meetings:

How is the curriculum impact plan developed and delivered equally across all subjects, including the foundation subjects?

How do you plan assessment in the foundation subjects and preparation for deep dives and ensure that all teachers are aware of key principles if specialists are supporting those subjects?

Have you looked at the staff exit data in terms of EDI and are there decisions that need to be taken as a result?

Has the impact of COVID affected support for training and ECT teachers?

How do you consider taking up opportunities for subject-specific teacher training that are offered at national level?