



Full Governing Body Meeting

Thursday 12 March 2026 at 4:30 pm

Venue: Foxhills Junior School

Governors Present:	Lucy Howe, Headteacher (via Teams) Ann Arscott, LA Governor, Chair of Governors (AA) Anne Marie Datlen, Co-opted Governor (AMD) Lowri D'Sa Co-opted Governor (LD) <i>joined the meeting at 5 pm</i> Caroline Hubbard, Co-opted Governor (CH) Donna Neill, Co-opted Governor, (DN) Paul Terris, Co-opted Governor (PT) Natasha Wooton, Co-opted Governor (NW) Chris Boalch, Parent Governor (CB) Michael Paye, Parent Governor (MP)
Apologies received	Nikki Medley Staff Governor (NM)
Apologies received after the meeting:	Glenda Thornley, Co-opted Governor (GT) Sian Winter, Co-opted Governor (SW)
In Attendance:	Heather James, Associate Member (HJ) Tracy O'Connor, LA Clerk (TOC)

Curriculum Presentation

PE – Alex Williams

The Spring Report was shared with Governors prior to the meeting. Governors were invited to ask questions and commented that the report was informative and thorough.

Q: [There appears to be a problem with transporting the children to events?](#)

Transport to events was discussed. It was noted that MiDAS guidance/training requirements means that staff now need D1 entitlement on their driving licence (noted as applicable for those over 40). There are currently limited numbers of staff with D1 entitlement available to support transport.

The school is actively exploring whether parents could assist with transport; however, this is not ideal and makes forward planning more difficult. It was also noted that

charities may operate under a charity exemption and are not required to have D1 entitlement.

It was further noted that some competitions have had to be cancelled due to the lack of transport and because staff who usually attend sporting events are currently required to provide classroom cover. Where Teaching Assistants can be deployed, they are providing cover where possible.

Q: Is this specifically driving the minibus or could you ask parents if they could take their child to the event?

Parents have been asked whether they are able to transport their own child to events where possible; however, a member of staff is still required to attend to supervise and support pupils.

The school continues to take part in the majority of competitions run by the New Forest School Sports Partnership across the federation. A key improvement this year has been improved communication with staff around competition selection. Teachers are now clearer about selecting pupils who are competitive in specific sports when events are performance-based, while ensuring opportunities are shared over time so that a wide range of pupils can represent the school.

Q: How are children selected for competitions?

It was explained that selection depends on the type of event. For performance-based competitions, pupils who are competitive in the specific sport and have expressed an interest in attending are selected. For festivals, pupils who would like to attend are selected. The school encourages all children to enjoy and participate in sport, and opportunities to represent the school are shared over time.

Q: Do you have a list of which sports children enjoy (eg football) as an out-of-school activity?

At Junior School, pupils complete a survey on their Chromebooks about sports and activities they enjoy outside of school. This information is then used to help identify pupils for relevant events and competitions.

Q: Do children who want to participate, even if they are not the best, get an opportunity?

It was confirmed that the school encourages all children, whatever their capability, to get involved and to give sport a try. Governors commented positively on the promotion of non-traditional sports; it was noted that pupils have recently attended New Age Curling, which provided a very different experience.

It was noted that next year the school would like to introduce a more sport-based PE curriculum. Pupils are currently taking part in handball, and further sports will be introduced over time.

Q: What is happening with swimming as the minibus is used to transport the children to swimming?

	Swimming will continue for Year 5. Due to the class size (35), a coach is hired to transport pupils. Pupils who find the initial swimming sessions/levels challenging will be offered additional (bonus) lessons to support progress. Q: Are the swimming lessons covered by Sports Premium? It was confirmed that Sports Premium funding provides the swimming lessons. Q: The report mentions Real PE and looking at other schemes. Has Real PE not been well received? Real PE will continue to be used across the federation. Alongside this, the school is actively researching alternative schemes and approaches to PE to ensure the right balance between enjoyment and progression. The aim is to give children more opportunities to be active, to experience a wider range of sports, and to be better prepared for secondary school. At the same time, the school is mindful of not discouraging children who are not traditionally 'sporty' and will ensure the curriculum remains skills-based rather than purely sports-based, so that all children can access success and develop physical confidence. Q: How far does the school travel geographically to other schools? It was noted that many competitions are hosted at Testwood School. The school also travels to Lymington Tennis Club and Totton Tennis Club. In general, competitions are within the New Forest area. After School Clubs were discussed and noted as a concern due to insufficient staffing capacity to run teacher-led clubs. The school is exploring whether ACE (provider) could run additional clubs at the Junior School. Q: Is the PE budget still protected? It was noted that the PE budget is protected to an extent; however, Sports Premium funding is not guaranteed each year and the school does not yet know what funding will be received. Governors thanked Alex for his very comprehensive report.
1.	Welcome, Introductions and Apologies The Chair welcomed everyone to the meeting. The meeting was quorate. Apologies were received prior to the meeting from Nikki Medley, and after the meeting from Glenda Thornley and Sian Winter.
2.	Declaration of Business and Pecuniary Interests 2.1 To record any business, pecuniary or personal interest on the agenda items. There were no additional business or pecuniary interests to note. 2.2 Self-evaluation (All) All governors to identify and record the following during the meeting:

	How have Governor actions discussed at this meeting benefited the children to become life-long learners? - Discussed federation wide PE report and discussed with PE lead - Reviewed JS LLP report - Received and questioned performance updates post HIASS support - Re-visited attendance figures to ensure poor attendance (leading to poorer outcomes) is tracked and remedied - Considered safeguarding issues to ensure these do not impact on learning - Reviewed the budget, to ensure it is well spent to support children's learning How have the Governors supported and challenged the senior staff strategically during the meeting? - Considered and approved changes to SLT staffing. - Reviewed budget expenditure ensuring OAP and SEND needs are met. - Agreed parent survey, which will identify any areas of provision that give concern - Discussed safeguarding issues and response to these
3.	Minutes of Last FGB Meeting – 22 January 2026 3.1 To agree and sign minutes of previous meeting. The minutes and confidential minutes of the FGB on 22 January 2026 were an accurate record of the meetings and were agreed and approved by the FGB. AP1: Chair to sign Approved minutes 22 January 2026. Completed 3.2 Matters arising and action points

	Action Points – FGB 22 January 2026	
1.	Chair to sign approved minutes 4 December 2025. Completed	Chair
2.	English and Maths monitoring visit reports to be completed. Carried forward.	DN
3.	DN to liaise with Natalie to arrange monitoring – Impact of assessment and analysis. Carried forward	DN
4.	Alex Williams, PE presentation next meeting. Completed	Clerk
5.	Learning walk reports for Maths and English are still outstanding.	DN
6.	Clerk to contact Governor Services re the Constitution reduction. Completed	Clerk
7.	Assessment and feedback policy – next meeting agenda Completed	Clerk
8.	The Chair will respond to the staff request re leave Completed	Chair

9.	SFVS – to be completed before the next FGB – NW and SW	NW/SW
	Completed	

4.	HT Report (written) To include Data prepared for HIASS visit SLT re-structure information to parents Governors had received the HT Report in advance of the meeting. Governors had been sent the SLT re-structure proposal and the proposed letter to parents prior to the meeting. Benchmarking <i>Q: We seem to be heavy leadership wise compared to other schools, why is this?</i> Reflects previous leadership structures and school group size. When the federation began, it was necessary to have a larger leadership team in order to drive change but now the federation is established and effective (Ofsted, LLPR reports), a reduced complement will be sufficient, and this should bring the school more in line with similar schools, There has been some natural wastage. TLRs were already established when the federation commenced but have reduced from six to two with natural wastage. A resignation has been received from an AHT. Two assistant head teachers were required in September 2024 to meet school improvement needs (curriculum and teaching and learning). Post Ofsted, and school self-evaluation, the school can now be led with an executive HT, executive DHT and a part time executive AHT, with clearly defined roles and responsibilities (as set out in the TLR review). The two TLRs can drive objectives operationally. <i>LD joined the meeting at 5 pm.</i>
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Minor drafting changes have been made to the proposed letter to parents and were shared with the Governors.

The Governors confirmed they were happy with the proposed re-structure and the proposed letter to parents.

Q: Our IS teaching staff seems higher than it should (should we have 12 teachers?), is this correct? Do we have a view on why we have the need for this staffing ratio when we appear to be the lowest deprivation indices by some margin (and therefore don't have the funding for enhanced teacher numbers)?

This reflects teachers on maternity leave as there are only six FTE. From Summer one, there will be five full time teachers and one 0.8 teacher at the infants. Two teachers will be on maternity leave.

Q: We seem to have a fairly high cost of supply; do we know what other schools are doing to reduce this cost? Is this something specific (like maternity cover), which is atypical?

Supply costs are typically an underspend; however, the school budgets prudently to ensure capacity is available when required.

Costs are higher this year due to staffing changes following the restructure. Two HLTAs provide cover for PPA and teacher non-working days; however, when teachers are absent the school often needs to draw on external supply. In addition, an external teacher has been used (funded through supply) to support cover for some sports competitions; Sports Premium funding offsets some of these costs.

Q: Was there any equipment damage during the recent local power surge? If so, have we received financial recompense?

It was confirmed that both schools suffered equipment damage following the power surge. Both Schools submitted claims for various IT related items and have received a settlement of £4,350 for the Infants and £4,000 for the Juniors. Although this isn't ideal and doesn't fully cover the cost of replacements, the loss adjuster did agree to higher than average settlements for the broken PCs and whiteboards considering their age. There was also damage to some kitchen appliances, which were replaced through Hampshire Catering.

Q: Fire safety - I note the budget cost for fire equipment at each school, but nothing relating to fire risk assessments. Is this handled in-house or via a third party?

The fire risk assessment is a corporate document, written by the LA's health and safety team. All risk assessments feature HSE advice and guidelines. The HSE oversees health and safety law, including fire safety under the regulatory reform order.

Both schools buy into the services of corporate H&S via a service level agreement and, as part of the SLA, adopt all policies and risk assessments. The cost of the SLA covers the cost of all risk assessments and supporting documentation.

The risk assessments templates include fire hazards, people at risk, risk removal or reduction, how to implement fire measures and reviews. They are localised for each school based on our knowledge of the building. The school consider active fire protection- alarms, detectors, systems, extinguishers and emergency lighting- all things that needs to be maintained and passive protection- fire resistant walls and doors, materials, etc, that work automatically once a drill is activated.

In answer to the question, they are jointly managed by us and the LA.

Q: Damaged canopy at Yr4 door - Will the SLA fund replacement for this?

No.

Q: Attendance - Congratulations on attendance levels!

At our January meeting it was reported that several children were on reduced hours/SEND issues affecting attendance. Is this still so? (Governors advised by LLP to monitor these)

This relates to the junior school only. A small number of pupils who attend on reduced hours or access alternative provision have a slight impact on the overall attendance figure; therefore, attendance is recorded both including and excluding these pupils. Attendance charts were shared with Governors.

The DfE compares the school nationally with similar schools; it is likely that pupils in these settings will also be accessing alternative provision or attending reduced hours.

Current whole-school attendance is 95.1% and the school has met its baseline improvement expectation. Without C and B codes, attendance exceeds the expectation at 95.6%.

Attendance is above the national primary average (94.9%) and has improved compared to last year (94.7%).

Junior School attendance data for January to mid-February was shared, with a comparison to the same period in the previous academic year.

It was noted that:

- Overall attendance has increased, reflecting the impact of the school's work to improve attendance.
- The overall attendance of pupils eligible for FSM has increased. There are 43 FSM pupils this academic year, compared with 52 last year.

- The overall attendance of pupils with SEND is increasing, despite some pupils accessing alternative provision (AP) and/or attending on reduced hours. There are 43 pupils with SEND this academic year, compared with 67 last year.

Q: Safeguarding comment from Ann - I really like the on-line safety curriculum. Comprehensive and well structured, a real support to on-line safety.

Thank you!

Q: LLP report - comment on poorer outcomes for FSM children - Please can you advise how these are being addressed? Otherwise congratulations to all on this report, it's re-assuring to see that previous concerns re maths teaching are being resolved.

It was explained that FSM6 are a leadership focus group. The school regularly tracks their progress, attainment and attendance. These pupils are a specific focus during learning walks and book scrutinies to check that the curriculum and its delivery are meeting their needs, that pupils are learning curriculum content, and that feedback is helping them to stay on track and be suitably challenged.

During lessons, teachers and TAs are expected to check on these pupils regularly so that in-the-moment feedback supports understanding and knowledge acquisition. Leaders observe this in practice to ensure pupils are learning and making progress. FSM pupils are highlighted in planning so that teachers pre-plan likely misconceptions and how these will be addressed, and plan appropriately for challenge (including use of "green arrow" questions).

When progress is recorded, FSM (and SEND) pupils are clearly identified so that teachers remain aware of progress and next steps. Year 6 PPRMs have established new approaches to assessment and tracking, which are being rolled out across other year groups.

Going forward, to ensure provision and progress for disadvantaged pupils are kept under close review, it was noted that Sophie will become the strategic lead for disadvantaged pupils on her return (see role profile in the TLR review). Sophie will spend two days per week reviewing provision, data and individual pupil progress. Heather and the Headteacher will lead PPRMs based on Sophie's observations. Sophie will maintain the Pupil Premium strategy and report impact on attainment, progress and outcomes.

Q: PE report - thank you Alex! It's clear that much has been achieved in addressing parental concerns about P.E. and lack of competitive sport, but unfortunate that we do not always have sufficient staff to cover external competitions. As our budget is looking a little healthier, is there any way we can increase staff cover for this? Do you anticipate that all after school sports clubs will need external cover in the future as the number of teaching/support staff decreases consistent with falling roll?

It was confirmed that teachers will continue to lead enrichment clubs, as they currently do. If staffing reduces, fewer clubs may be offered; however, the offer will continue to

reflect parental preference, informed through consultation with parents in advance. Clubs run by external providers will remain available.

The current clubs offer broadly reflects the teaching staff complement and no significant change is anticipated. It was noted that the current offer meets the needs of the school community.

In her new role, Sophie will monitor uptake of clubs by FSM pupils. The school's ambition is for all FSM pupils to access a teacher-led club, where possible, as these are free and designed to increase cultural capital and opportunity.

Q: Assessment and feedback policy – thank you for the revised policy - At what point are children advised of how this policy works i.e. pink green marking?

This is shared with children from reception. They talk clearly about green for growth and that pink acknowledges what they have done well. They know to edit (improve and revise) in purple.

As this is a federation wide policy, used by both schools, marking and feedback are consistent. This helps the children to understand how teachers review learning and provide feedback.

In order to check understanding, children are asked to explain marking during book scrutiny's. Stakeholders also do this (LLP and Ofsted).

Q: TLR review - Noted that IS TLR reduced from 1 to .8. Has this been achieved by Lyndsey returning part time?

Yes, mainly.

The 0.6 and 0.8 TLRs relate to Lynsey and Clare and reflect their contractual working hours. TLRs should be reviewed in terms of duties primarily as some part time TLRs may have FTE responsibilities (and should be paid FTE if they do).

In respect of the Federation's part time staff, their duties reflect that they are not expected to undertake FTE responsibilities, as these are picked up by other SLT members.

Q: TLR review report - It mentions job descriptions attached as appendix 1 but they were not attached. (Circulated following the meeting). This positions itself as a cost review, and shows FTE utilisation for the roles. I was left a bit unclear as to the financial impact though, and it looks like we're adding 0.6 for SEND when looking at current v proposed, but didn't we already have SEND in current?

Role profiles were shared following the meeting. The template used was a model template from the LA which all Headteachers were asked to complete as part of the school teachers pay and conditions TLR review. The purpose of the review was financial. It was to ensure that recipients of TLRs were receiving correct pro- rotas based on duties and not contractual working hours.

The role profiles created reflect the responsibilities of each post holder and therefore their commensurate duties.

Prior to the review, Clare was paid as an UPS 3teacher. The LA have confirmed that all SENDcos should receive a TLR which is why there is an additional 0.6. It has been necessary to demonstrate that Heather, in her capacity as inclusion leader, shares SENDco responsibilities to justify why Clare's TLR is only 0.6 and not FTE.

Q: Book look

How often is this intended to be undertaken?

Will it be extended to other subject areas?

Who owns next steps/followup actions and how are they reviewed?

Subject leaders review the books of all pupils. This usually happens termly as part of their regular monitoring of teaching and learning. For subjects that do not have books (PE, music) teachers are asked to provide work samples that demonstrate children's learning. Learning is also captured in floor books.

Subject leaders write SWOTS (strengths, weaknesses, opportunities and threats) that are shared with leaders and stakeholders. Their evaluations inform school improvement planning and guide future monitoring.

Feedback from monitoring is shared with teachers during professional development meetings and they are expected to act upon year group specific objectives. Any whole school objectives will form part of the school improvement plan.

Q: Are there changes to the teachers in year 2?

The Headteacher updated Governors on staffing changes in Year 2. The Headteacher will meet with Year 2 parents on Monday to explain the position. Governors noted the importance of being open and honest with parents and commented that the proposed solution was positive; they welcomed the planned meeting with parents.

Please see Confidential minutes – Safeguarding

Lucy Howe left the meeting.

Inset Day – Approval

Tuesday 1 September – Read Write Inc training

	Friday 9 October – Read Write Inc training Monday 12 October Friday 12 March Friday 25 June - Transition The Inset days were Approved by the FGB. Please see Confidential Minutes – HIAS meeting
5.	LLPR Report Junior School The LLPR report for the Junior School was shared with the Governors, who noted that the report was positive.
6.	Chair of Governors Report The Chair’s report had been shared with the Governors. It was noted that the HSfS website now includes a facility for document storage outside the minutes section. The Chair has begun uploading core documents and minutes to this area, which was reported as much easier to access than the school server. The HSfS website has improved significantly since its inception and now provides easily accessible information on all aspects of governance. Governors were reminded that the only area requiring an additional password is the Manual of Personnel Practice, although this is straightforward.
7.	Budget The documents and comprehensive notes had been shared with the Governors prior to the meeting. 7.1 Infant Budget update 7.2 Junior Budget update The budgets are looking more favourable than previously anticipated. It was noted that some areas had been over-budgeted, contributing to the improved position. Benchmarking data is looking positive. The school had previously been top-heavy with higher-paid staff; however, the reduction in the Senior Leadership Team has improved the position and brought staffing levels more in line with comparable schools.

	Numbers for September at the Infant School are currently projected to be 44–45 children. These numbers may increase, as parents will receive their allocation notifications after Easter. Q: Will the housing development have any impact? It was noted that the first group of residents is due to move into the development in May, with a second group expected in November. The predicted impact on pupil numbers is low, with an estimated intake of approximately two additional children per year group. The school continues to plan to market itself more directly. 7.3 SFVS completion approval by 31 March JS 7.4 SFVS completion approval by 31 March IS The Governors confirmed their approval to the SFVS for the Infant and Junior Schools.
9.	Safeguarding Schedule update The Governors had received a Safeguarding Report, and Governors were invited to ask questions. There were no further questions – discussed previously in the minutes.
10.	H&S report for premises Everything is in hand and on track. There is one small window that is broken and expensive to repair. In addition, the terrace roof outside the Year 4 toilets is damaged.
11.	Annual Parent Survey 11.1 To agree changes to the current questions ref. Ofsted Parent Survey 11.2 To agree letter to parents 11.3 To agree timeline The Parent Survey has been updated this year to include the latest Ofsted questions. The accompanying letter to parents has also been amended and was approved by the Governors. It was noted that it is important for parents to understand that Governors do listen to their feedback. It was agreed that the Parent Survey will be issued after Easter.
12.	Review of SATS volunteers SATS week 11 – 14 May AP3: Governors (Caroline, Donna and Chris) who are able to assist during SATS week should liaise with Heather.

13.	Governor Matters Governor recruitment – discussed previously in the minutes AP4: End of Term of Office 7 June 2026 – agenda item next meeting – Ann Arscott, Anne Marie Datlen, Donna Neill, Glenda Thornley, Sian Winter, Natasha Wooton It was noted that, from 20 April 2026, the Governing Body Constitution will be reduced to 13 Governors. Chris Willmott is to be appointed as an Associate Governor, with the intention to co-opt him as a Governor in June 2026 when Sian Winter advised that she will be stepping down from her role as Governor
14.	Governor Training WGBT WGBT booked – Thursday 12 February 2026 – Effective Questioning – Tutor John Lewis - 5 pm to 7 pm The WGBT session was very positive, helpful and well attended. The trainer had a strong connection with the school. Governors were reminded to complete their feedback requests. The WGBT for 2026/27 now requires to be booked and Governors were asked for their ideas. Training Governors were reminded of the importance of undertaking training wherever possible to support their role effectively. An SLA (Service Level Agreement) is in place to cover the cost of training, and Governors are encouraged to make full use of the opportunities available. Ordinarily Available Provision Governors were highlighted to the Ordinarily Available Provision training course GS308. Governors will learn how to evaluate their school's practice, monitor provision, and fulfil their strategic responsibilities in relation to supporting inclusion and outcomes for those experiencing disadvantage or with SEND. Training Feedback Governors were reminded to complete their training feedback forms following any training undertaken. Training Records

	Governors were asked to ensure that they update their training records on HSfS. Attendance at training courses run by Governor Services will be automatically added to your training record. If you wish to add a record for a course you have completed via another organisation, you can add a manual record. Select ‘Training records’ from the dashboard icon and select ‘add new record’. Ann Arscott left the meeting. Caroline Hubbard chaired the rest of the meeting.									
15.	Policies and documents for review and ratification Assessment and feedback policy – Approved									
16.	Any Other Business AMD highlighted that next year marks the anniversary of the school’s opening in 1967. She suggested the possibility of organising a celebration to mark the occasion, including reaching out to the community to gather memories and archive materials. These could be brought together for an event in school at the end of the Spring term or early Summer.									
17.	Dates and items for future meetings <table><tr><th>Meeting</th><th>Date</th><th>Time</th></tr><tr><td>FGB</td><td>Thursday 30 April 2026</td><td>4.30 pm</td></tr><tr><td>FGB</td><td>Thursday 2 July 2026</td><td>4.30 pm</td></tr></table>	Meeting	Date	Time	FGB	Thursday 30 April 2026	4.30 pm	FGB	Thursday 2 July 2026	4.30 pm
Meeting	Date	Time								
FGB	Thursday 30 April 2026	4.30 pm								
FGB	Thursday 2 July 2026	4.30 pm								
	The Chair thanked everyone for attending and for their valued contribution.									
	The meeting closed at 6.20 pm									

	Action Points – FGB 12 March 2026	
1.	Chair to sign approved minutes 22 January 2026 Completed	Chair
2.	English and Maths monitoring visit reports to be completed. Carried forward. The priority of the learning walk will be Ordinarily Available Provision (OAP) and monitoring how effectively it is being implemented.	DN

3.	Governors (Caroline, Donna and Chris) who are able to assist during SATS week should liaise with Heather.	CH, DN, CB
4.	End of Term of Office - 7 June 2026 – agenda item next meeting – Ann Arscott, Anne Marie Datlen, Donna Neill, Glenda Thornley, Sian Winter, Natasha Wooton	Clerk

Roles and Responsibilities 2025/26

Curriculum, Learning and Achievement	Donna Neill
Finance and Resources with two governors each taking responsibility for monitoring the school budgets	Natasha Wootton Sian Winter
Safeguarding Governor	Ann Arscott
Health and Safety – to be completed once a term	Michael Paye
Filtering and Monitoring	Michael Paye
SEND/Inclusion Governor/LAC	Caroline Hubbard
Development and Training Governor	Anne Marie Datlen
Termly letter to parents	Ann Arscott
Community Liaison – periodic article for Parish Magazine	Ann Arscott/Anne Marie Datlen
Staff Wellbeing Committee	Caroline Hubbard
Recruitment and Induction	Ann Arscott/Anne Marie Datlen
Website compliancy	Michael Paye
HTPM Panel	Donna Neill, Caroline Hubbard, Paul Terris
Pay Panel	Ann Arscott (Chair) Glenda Thornley, Natasha Wootton
Attendance	Nicky Medley

Glossary of acronyms

EHCP- education health care plan LAC- looked after child PLAC- post looked after child SEND- special educational needs and disabilities HT- Headteacher DHT- deputy headteacher AHT- assistant headteacher	HLTA- higher level teaching assistant ECT- early career teacher SATs- standardised assessment tasks Burgundy book- The Burgundy Book is a national agreement between the five teacher unions and the national employers (NEOST). A handbook
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SENDco- special educational needs co-Ordinator PAN- published admission numbers NOR- number on roll Revenue C/F – carry forward 0.6- 3 days a week 0.4- 2 days a week	setting out the conditions of service for schoolteachers in England and Wales EYFS- Early years foundation stage (children aged 4-5) RE- religious education ELSA- emotional literacy support assistant TLRs- teaching and learning leaders <u>SWOT – Strengths, weaknesses, opportunities, threats</u> <u>TTRS – Times Table Rock Stars</u>
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