Interview with Middle Leaders November 2023

Interviewer:

... to record. And there's my backup. There we go. And I know you've got to leave, (name), so don't worry. Just go when you need to.

Participant 1

Thank you.

Interviewer:

There we go. Okay. So, well, it's really nice to be talking to you, because when you started this school, you both started in a trainee way, is that right?

Participant 1

That's right.

Participant 2

Yeah.

Interviewer:

So you've basically been here since the beginning of your careers...

Participant 1

Yeah.

Participant 2

Yeah.

Interviewer:

Yeah, yeah. And in that time, you've worked in a school that basically moved from, requires improvement, to outstanding. So you've been part of that journey.

Participant 1

Yeah, that whole thing.

Participant 2

Yeah. I think that requires improvement. The last one was our third week here, in our first ever year of teaching [inaudible 00:00:49].

Interviewer:

Right. Wow.

Participant 1

Yeah.

Participant 2

Yeah.

Interviewer:

So what are the main things, do you think, that led that growth from, requires improvement, to outstanding?

Participant 1

I think a single-minded determination from a core team of people, to make that happen. And then later, things like the shared vision came, but we were new so we were really keen to... And we were training through a provider who has a charitable purpose. It all has, but there's an emphasis that's slightly greater for us, I'd say, and some of the other team members in the school, with that kind of lens through which we look at the teaching that we want to achieve. So I think, yeah, a core team, because when we first joined, not everyone was on board, were they?

Participant 2

Mm-mm.

Participant 1

It was a very, very different culture. So over these five years, it's a bit like when you stand back now, it's incredible really, isn't it? To think we have experience of how to turn around a school, no matter what our part was. And it's gone from us implementing and executing curriculum that's been designed by (Headteacher name) and others, to then implementing and executing curriculum that we've developed with an understanding of our community, our objectives, within that. So it's quite an interesting, I don't know, not circle, because it's a difference of-

Interviewer:

But you mean because now moved into middle management here [inaudible 00:02:34] you’re year leaders?

Participant 2

Phase leaders.

Participant 1

Year leaders, yeah.

Interviewer:

Phase leaders. Yeah. Yeah. Wow.

Participant 2

Yeah. So now we're in charge of the overseeing of it, and the implementation, whereas before we were very much putting things in the classroom. And now we're having that more logistic view of it, I suppose.

Interviewer:

So why did you stay in the coursework? Obviously I've been with you for the whole journey, so I know who left. Why did you stay?

Participant 2

Well, I know for me, definitely a lot of it is the school. I don't think you would be able to find a school like this elsewhere. And that for me, that's a big thing. And I don't know, for me, probably a little bit more than others is I've got an hour commute each way as well, every day, so there has to be something special about it to be doing that for the last five years. But I just don't think you could replicate our community and the children that we have in the school, and the staff that we now have in the school, and the ethos of everyone here that we work with. I don't think you'd find that elsewhere, and I'd be quite reluctant to give that up, really. Yeah.

Participant 1

Yeah, same. And I think for me, having experienced the Ofsted experience, you're three weeks in and then really understanding the journey that we've been on since then, and the effort and the grit and the hard work to turn it around, I really wanted to see the next inspection, so we could be like, this is what we've been doing. We've been really busy. And so, not because I live for the Ofsted, but the validation that comes from that, is supportive.

Interviewer:

Yeah. There's no getting away from that. Yeah, no, absolutely.

Participant 1

That you have made the right choices and gone in the direction that suits the community that we serve. So I think that's probably a source of my own ambition, I guess.

Interviewer:

[inaudible 00:04:47]. Yeah.

Participant 1

Yeah.

Interviewer:

Yeah. Do you think it shifted? You mentioned the vision and how you work with... What do you think were the key shifts in, say teaching, learning, and vision, during the five years that you've been here? Or has it not felt like a shift?

Participant 1

I think it has.

Participant 2

It definitely does feel like it. Yeah. If I think to where we're at now, to where we were, back in September, 2019, it's virtually walking into a different school, really, in terms of its progression. I think for me, the two big shifts were in the more oracy-based teaching. So using that dialogic approach and making sure that we are exploring... Sorry, using talk to explore the learning, and that children were learning through talk, as well as learning how to use talk. So that was one big shift. And I think for me the other is the changing from our previous curriculum to now this inquiry-based approach, because that started with just learning questions and having those learning questions in your history and your art and those topics, to now stretching across the whole curriculum, because we now use them in English and maths, as well. And it sort of lends itself for children to be more curious about their learning, because they're always answering a question about something and it sort of naturally creates that sort of curiosity, I suppose. So yeah, for me, they're the two big changes that I feel were really key in it.

Participant 1

Yeah, I think alongside that, quite a major culture shift, in terms of the attitudes of the team. Now I feel that we have a team that want to be here, and I feel five years ago, a chunk of the team perhaps were not quite ready for the journey ahead, if you know what I mean. Because, experiencing it kind of across the road, to an extent, but probably very different. And then everyone was being, not carried along but pushed along, if you like, to begin with. And then that kind of changed quite a lot when leadership changed a bit. So that kind of dispersal of responsibility, to an extent, and that ownership of various parts of the curriculum, really did and continues to support that kind of culture, because we do have a shared vision and values. It was created by SLT, but it's embodied by the team, because of that ownership. So I think that culture shift is quite enormous. You can feel it, quite...

Interviewer:

Yeah, that's interesting. So you're saying that there's quite a distributed leadership model going on, in other words, there is a shared, as you say, ownership of... So it's not one person's vision, it's the vision of the collective, is it...

Participant 1

Yeah.

Participant 2

Yeah.

Interviewer:

Yeah.

Participant 1

Yeah. There's a lot of strength in our leader, you know what I mean? She's...

Interviewer:

Yeah. Yeah, yeah. Yeah. Yeah.

Participant 1

There's a reason why we're here.

Interviewer:

Absolutely. Yeah.

Participant 1

It's that absolute drive. But also, we've all grown, and that trust that's been given to the team, I think just across that journey as people have been receptive to the feedback, implemented something that's changed the thing, and then recognized that journey and then that kind of responsibility for an area, being given...

Participant 2

And having that empowerment to make the changes as well, isn't it?

Participant 1

Yeah.

Participant 2

There are lots of pockets of expertise across the team, which have been recognized and then have been used so that these people are able to use their expertise for the better and for the children. And I think that's given people a lot more ownership over the curriculum, hasn't it? Because people are seeing that if they feel that that could be done better, a different way, they can say, well, that can be done better a different way, and things are listened to and implemented if that's the right thing to do. And I think that's a real powerful-

Participant 1

You're not done to, you are a part of the...

Participant 2

Yeah.

Interviewer:

Yeah. Right.

Participant 1

I think that's different.

Interviewer:

And I guess my own observation would be that that's also the case for the way in which you teach. So the children are not done to.

Participant 1

Yeah. Absolutely.

Interviewer:

Would you say yes?

Participant 2

Yeah, absolutely.

Interviewer:

Would you say that's something that happened over time, as well? Does that feel like a difference from how you would've been in 2019, as well?

Participant 2

Mm-hmm.

Participant 1

I think for the school as a whole, definitely, I think I'd speak for myself, but I'd include a bit that that's the only way we've ever known how to do it.

Interviewer:

Right, of course.

Participant 1

Because we came in and that was so much the focus. I think between us, we've probably written six or [inaudible 00:10:03].

Participant 2

Yeah.

Participant 1

... division, it's our bread and butter, which is probably to an extent why we may be doing the roles that we are doing as well, because we've got the (name of school) way, if there's such a thing, in the blood. So for us, it's quite normal. And so for the school, it's quite normal because that's what we do now. It's how the curriculum was developed. EPO for some new members of staff is a bit abstract, because they haven't gone through the rubric as we have because that's part of the day-to-day, I guess there's been a slight step back from that focus on those different kind of aspects of...

Interviewer:

On the principles.

Participant 1

... the pedagogy. Yeah.

Interviewer:

Do you feel it's still there, underlying everything, then?

Participant 1

Yeah.

Interviewer:

It's still quite a driver?

Participant 1

Yeah.

Participant 2

Yeah. Even on our lesson plans, we still have the modeling part of it, and the JPA, and all those things. So those elements are still in there. And I definitely, across year three and four, I spent, probably year five or six as well, on our PowerPoints, we still have the little symbols that this is our modeling, so this is the bit that I'm going to be teaching. But within that, the talk is still woven through that. So although I am modeling this part, it still comes with an element of oracy-based questions and stuff for children, in there. Yes, the children might not know explicitly what it is, but they're still seeing those things, and those... [inaudible 00:11:42] but they're still used within the planning. So we'll still use JPA one, or members that have joined our team, new this year, we've discussed that and what those mean, and...

Interviewer:

[inaudible 00:11:53].

Participant 2

Yeah. So it's still part of our daily life, I suppose.

Interviewer:

Focus, yeah. Okay.

Participant 2

Yeah.

Interviewer:

Okay.

Participant 1

Particularly within learning question, because that was the kind of... And then increasingly so across the curricula. And we have JPA, but it might be cool to think together in maths [inaudible 00:12:11] all the same principles are across the board, to greater... So yeah, it's implicit, I think, across curriculum.

Interviewer:

So one of the things I've become interested in recently, and I think (name), you were included in the interviews last year, but (name) not, those of us working with the EPL have become more and more of a mind that the enduring principles are great as a series of practical things that you do, but they don't work, nor does any effective pedagogy work without starting with a positive mindset of being the teacher that advocates for your multilingual learners. And I wonder what your view was, on that, or whether you felt that that was something that was important to the school as well, whether that was.... Where's the driver? Is it about, I'm here for these kids, or is it more than that?

Participant 1

I think so, because sometimes I'm doing something, and I remember at the early days of discussing this, the most tricky part was discussing critical stance...

Interviewer:

[inaudible 00:13:26] critical stance.

Participant 1

And so often, I don't know, this is going to sound weird, because it's just my brain, [inaudible 00:13:31] things are happening in and around the school, and I'm thinking critical stance. We have reached a part of it that was, we couldn't even articulate five years ago, because it's beyond... The impact is obviously children first, but it's much beyond that. What Ed was doing, teaching members of our community, English, we've now got a PTA. All of these various different ways. More of, a behaviour issue will start as a behavior issue, but actually, it's a chance to get into a home and see that they haven't got any food in the cupboard. So I feel, yeah, what we are doing, it has rolled out quite a lot in that time, and there's a lot more trust in the school, to do that, and now (Headteacher name) just... She's good at it. It's got next door, a part of us as well, and they're going to go on something similar.

Interviewer:

Yeah, that'll be interesting, watching the journey of your new partner school, won't it?

Participant 1

Yeah. Absolutely.

Interviewer:

Yeah.

Participant 1

And will the recipe that we've used... Well, I don't see why not, because it's the same...

Interviewer:

Same children.

Participant 1

Same children.

Participant 2

Yeah, yeah, yeah.

Participant 1

The same children. But yeah. So I feel like there are more side successes with positive benefit, that comes out of where we are now in our journey, that we can provide these things in a way that we couldn't, before.

Participant 2

Also, I think that...

Participant 1

The learning questions and the responsible roles. These positive... The children thinking outward, through the facilitation that we've provided. And also, their voice is what creates our ambassadors for peace. Doing something for children in conflict. And this is coming from the children. And I was doing a report for someone the other day in year six, who's looking to go to a private school, and I was listing all the clubs that this kids... And there was not a single club, I don't think, maybe there was football club or something, when we first started. And I have done this in previous years for (name of school) or other fee-paying schools or schools that our kids wouldn't normally go to. And this is a child takes every opportunity, and I was running out of space, she's created a drama club, she is an RSC ambassador, she's so many different things, she's a member of Pupil Parliament.

And I was writing this and thinking I can compete with you other primary schools, because I've been the only adult, or with one child, at (name of school), and there's been other teachers with a whole cohort, and I'm like [inaudible 00:16:23] so it's just that idea of being able to give the children a leg up, in that sense. But yeah, it was incredible. She's in the school production, she was in all of these things that you wouldn't necessarily place in a school like ours.

Interviewer:

In a school like this...

Participant 2

Yeah.

Participant 1

Right?

Participant 2

Yeah.

Interviewer:

Yeah, I know exactly what you're saying. Yeah.

Participant 1

So it's that sort of cultural capital that's been...

Interviewer:

Yeah, yeah. Totally.

Participant 1

And I was like, yes, you do play an instrument and speak a language here as well as at home, and... Yeah, you don't have a grade, but we're only two years into music here, three max, I think [inaudible 00:17:01]. Yeah.

Participant 2

Still second, probably. Yeah.

Participant 1

So that's the kind of... And I think that was a few days ago and that was.. Crikey. She can now compete with everyone else.

Interviewer:

That's very exciting. I don't think I had that sense of the growth of all the extracurricular things that you were offering.

Participant 1

Yeah. Many of them led and instigated by the children.

Participant 2

Yeah. And that's the big thing, isn't it? That they're...

Participant 1

Yeah.

Interviewer:

Fantastic.

Participant 1

So it comes from the child, and obviously you just have to badger an adult to do it, but you can't say no, can you?

Interviewer:

Well, you don't choose to say no. Because you've got that sense of wanting to give them that agency.

Participant 1

Yeah. [inaudible 00:17:41].

Participant 2

But even our year threes that have just joined us, I've had two year three's already come at me with an application for a responsible role that they want to create, and that's them being here, what? Two months? So the empowerment that they have to be able to take charge of their school. And it doesn't belong to us, it belongs to them. And if you ask them, who does the school belong to, often they'll say, "It's ours." That sense of community is really strong here and externally as well. And I think our parents are much more willing to come to us now, as well. So if they need help, they know that the door is open and that they can come, whereas there was a little more resistance with that, wasn't there? Five years ago, where you are still seen as an institution and they think, ooh, that's a bit scary. So yeah, having those pathways opened, has been a big thing.

Interviewer:

Lovely. It's so lovely getting your perspectives, because they're very different from the senior leadership team, because you've got this very practical sense of where the change has come.

Participant 1

Yeah.

Interviewer:

This is delightful.

Participant 1

I do have a bit of that, gosh, you don't know how easy you've got it, now. Absolutely. It's ridiculous.

Participant 2

[inaudible 00:18:48].

Participant 1

We're so young in this game, but it was not anything. And it's that extra feeling of feeling really proud about it, because the reason we're doing... Because we've calibrated, we did that with our teams across these past years.

Participant 2

But I didn't anticipate the outstanding label to hit me quite as much as it did, when it actually came through. Because like I said, we would've been happy with good, wouldn't we? And then when that came through, we were like, crikey, that's...

Interviewer:

That's amazing.

Participant 2

... big. Yeah.

Interviewer:

I know you need to go, (name). So [inaudible 00:19:29] move into the inspection conversation, but I know you need to go.

Participant 1

Yeah. I'll do five minutes if I'm really straight. Because it's interesting. [inaudible 00:19:36] have to hold my hand and click, but I do apologize.

Interviewer:

It's so interesting [inaudible 00:19:37] it's fine.

Participant 1

Yeah [inaudible 00:19:39] but it's because I'm a nightmare with timings.

Interviewer:

That's all right. Yeah, so coming to the inspection, then, now that you know you are outstanding, and just reading it makes me smile, cry, everything, do you feel it really captures, do you feel they understood who you were, in a way?

Participant 2

Yes. More so this one than they ever did previously. Because I felt that they understood more. I still don't think that they've got it completely, but I felt like the inspectors that we worked with, were far more open to what our customers are, and who they are, than we've had previously. And they took more of an interest in finding that out, than we've had before. So I definitely think that was a part of it.

Interviewer:

Yeah.

Participant 1

Yeah, I think they're fair. And I hope I've got the right report in my head, because I've also got one from the SIO in my head [inaudible 00:20:40] it's probably because it's very year six focused with something along the lines of acknowledgement of why our End of Key Stage II results may not reflect...

Interviewer:

They may not be in line. Yeah. Yeah. Yeah.

Participant 1

... an outstanding school, but that that trajectory of progress is so much greater, actually, than many schools. So having that was a bit of, not a relief, it doesn't make any difference in (Headteacher name) eyes, so it's still very stressful with the outcomes for End of Key Stage, II. But that acknowledgement was very helpful. Because I think if you are data-minded and you looked at that, I think it's very easy to make the wrong assumptions about the school, based on that.

Interviewer:

So they must have listened to you?

Participant 1

Yeah, absolutely.

Interviewer:

[inaudible 00:21:33] it sounds like a very...

Participant 1

They did. And we-

Interviewer:

An example of what an inspection should be.

Participant 2

Yeah. Yeah.

Interviewer:

Yeah.

Participant 1

Yeah. And we [inaudible 00:21:38]. I don't think... Okay, we were nervous. You're going to be, because you wanted to do well. But we were ready. We had all of our lessons, were planned really well. All of the documentation that we did, the evidence was there. We just had to find it and extrapolate it from the right places, because it all was there, when we were trying to say about the data not reflecting but the progress being enormous. Putting something in front of them, so that that was abundantly clear. It just took a few moments and we had the opportunity, they were open to that. It wasn't combative or anything like that, whatsoever. I thought it was... Yeah, I think based on the time, it sucks a bit that Ofsted, that was right at the moment when everyone was hating Ofsted. But it was still, and remains important for us.

Participant 2

Yeah. And I think the children were... You could see a difference in how they articulate their learning as well now, in that they're able to tell people what they've learned about, and they're able to talk about it much more confidently. And I think a lot of that comes from knowing how to have that conversation, as well as what they're talking about. So yeah, I think that made a big difference, although they might have a few moments where the inspectors didn't know what hit them, with them. But they are outstanding, the children are outstanding and they deserve that label, as well.

Interviewer:

Yeah.

Participant 2

Yeah.

Participant 1

That was the weird bit for me, though, to think... I would like to keep a half-termly SIO visit, because you are forced to consider all of the choices that you're making, and you're not going to stop it... I'm not saying it won't stop, but you know what I mean?

Interviewer:

You've got to sustain that, without the...

Participant 2

[inaudible 00:23:26].

Interviewer:

... Yes.

Participant 1

Yeah. Without the fire.

Interviewer:

[inaudible 00:23:31] sense. Yeah. Yeah. Yeah. Yeah. That's an interesting comment, absolutely.

Participant 1

Yeah, so I think it's a helpful... In many ways, it's not helpful, but it is a helpful process in others. Yeah.

Participant 2

It calibrates you, doesn't it? Because you're like, okay, you've done loads of this and this is really great, now I need to do a bit more of this, and...

Participant 1

Yeah.

Participant 2

... it's that external person coming in and having a look. Because sometimes when you're at the coal face, it's hard to see.

Participant 1

Yeah. And if we're all patting ourselves on the back about how amazing we're doing all the time, then we're going to be severely goggled. And it's maintaining that focus of child. So coming back to the vision, which has really been embodied much more clearly, I'd say the last year or two, I think since EL, Extended Leadership team, when RUNAS was in that, as well...

Participant 2

Last year. That was last year.

Participant 1

Yeah. So there was quite a few of us who had been along the journey, who have various expertise, which feels, I feel like such a fraud in front of you, now that I'm saying this...

Interviewer:

Why? Don't say that.

Participant 1

... but then also, it's quite true.

Interviewer:

[inaudible 00:24:42].

Participant 1

A lot can happen in five years.

Interviewer:

Absolutely. A huge amount.

Participant 1

And a lot has.

Interviewer:

I think especially when you're working in a school that's got to move out of a negative Ofsted inspection. They're very, in some ways incredibly developmentally, in an exciting way, places to be, aren't they?

Participant 1

Yeah. And I think this is...

Interviewer:

Yeah. Yeah.

Participant 1

I went to a maths mastery thing last week, I was a bit... I was impatient with it. Because I thought, some of this we've got. The rest of it, we don't need. And it was like... It's kind of weird. So I get why I'm a strange addiction, I guess, as she's across the road, wanting to do it again. I don't know if [inaudible 00:25:25] in the near future.

Interviewer:

I know you have to go. [inaudible 00:25:25].

Participant 1

Yeah, no, I was looking at the time. I'm going to have to...

Interviewer:

It's okay. Yeah.

Participant 1

... exit. Thank you.

Interviewer:

That's all right. It's fine.

Can we just carry on for a few more minutes [inaudible 00:25:31]?

Participant 2

Yeah, yeah. Yeah, yeah, yeah. Yeah.

Interviewer:

So one of the questions I had was, it's actually in relation to, where are we going back to, to that kind of focus on, in the inspection report, they do acknowledge that your results are not in line with national expectations, but thank God they took account of what the journey was. Does it worry you that in another school, for example, they wouldn't do so much talk-rich teaching staff, they'd be going much more down the reading and writing route, does it ever worry you, the extent to which your school hangs on to oracy-first, oracy is the golden thread, or do you think that the longer term gains are worth it?

Participant 2

Yeah, I do. I think that we wouldn't be where we are now without that. And I think that... So this year I've become one of the Oracy Ambassadors, so I'm part of the oracy team, which is exciting. Yeah. We had this conversation at Voice XXI, me and RUNAS last month, and they were talking about staff not wanting to do an oracy-based approach, because of the dedication to it and the lack of outcomes in books, and those sorts of things. And then we were sat there with people that just started their journey, and we were sat there, three, four years down the line, and I was trying to say to the lady I was paired with, "You will see the benefit, and it is worth investing in it and it is worth the time in it," because even thinking about their learning now, we are seeing huge improvements in their learning. But also, we know that when those children leave us in year six, they are able to go out into that world to be able to have a conversation with somebody or to be able to get their opinion across, in a sensible way or... It's all those skills that come alongside it, that are really valuable to them holistically, as well as their learning.

Interviewer:

I wonder, I'm just thinking on my feet here really, if in some ways, the investment is there because you know you've actually got to teach the children English as well, because you're so richly multilingual here. I wonder if there's an element of that [inaudible 00:27:48].

Participant 2

I think, yeah, probably there is-

Interviewer:

[inaudible 00:27:50].

Participant 2

Yeah, there is an element of it. Because we know that our children kind of are on the back foot a little bit against some of their English-speaking peers, because of that. And we try and arm them with as much as we can, to make them successful and help them to be successful. So I do think so, but I think if I was to move to a different school now, that would still be something that I would want to embed within a new setting, because I can see the value in it, and what it brings. Yeah, I don't think... So, where I live, it's very, very predominantly white British and there're not many schools that are as diverse as this. And I think, God, if I did get a job elsewhere, would I want not teach that way? But I think I naturally would still go towards it, because it does-

Interviewer:

Yeah, yeah, [inaudible 00:28:40].

Participant 2

Yeah. The positive impact it has on learning is huge for any child, let alone our children.

Interviewer:

Yeah. Yeah. Yeah. Absolutely.

Participant 2

But I do think, yeah, probably it was born that way, that we are trying to help our children because of their challenges with the language. But I don't think I'd not teach that way.

Interviewer:

No, no, no.

Participant 2

Yeah.

Interviewer:

Something that, I loved reading the Ofsted report, it's remarkable in its praise of what you all do so beautifully, but I get sad that they don't explicitly say, "and this school is 95% multilingual," and I wondered, do you think they still captured your school, regardless of that lack of mention of the nature of the children, of the assets the children bring, in away, I suppose?

Participant 2

Yeah, I feel like, I don't know, it's tricky because on one hand, that just makes up part of what we are. So for us, it's kind of like, oh yeah, we are...

Interviewer:

We're still normal. Yeah.

Participant 2

... and, yeah, when we talk... So like when I was up at Voice XXI and you talk to people and you say, "Oh yeah, my school is predominantly bi and multilingual children," and you say where we're about 97% and they go, "Oh my [inaudible 00:29:56]". And it's like a whoa moment. And I, because that's all I've ever known, I suppose I take... I don't take it for granted at all, but that's my norm. That's not unusual for me. So yeah, I don't know, it's hard because there is a real element that that does impact what we do, because it has to, because we have to do what these children need.

So yes, I think they probably... It would've been nice if that had been acknowledged more, but I don't think it... I don't know, not that it, not takes away from it, because obviously it doesn't, but I don't know if that is the be-all and end-all, because we would do it regardless, I suppose.

Interviewer:

And it still captures the essence of what it is that you do. Yeah.

Participant 2

Yeah. I think it's frustrating when you look at our results on paper, because when you look at the End of Key Stage II results, they are below where they should be. And it's frustrating that on a piece of paper, that looks the way it does, but actually when you come into the school and you meet the children and you see that huge progress that they've made from, they might've started year six, not speaking a word of English, and then we've gotten them to a point where they can actually sit the SATs. That's massive. But that doesn't reflect in that grade, I suppose, for lack of a better word.

Interviewer:

No, no, no. Luckily, they apparently let senior leadership talk them through that...

Participant 2

They did. Yeah.

Interviewer:

They got [inaudible 00:31:21]. Yeah.

Participant 2

Yeah.

Interviewer:

Yeah. Well, I think that's as far as I wanted to go with my questions. Have you got anything in your notes that you wanted to share with me that you [inaudible 00:31:30]?

Participant 2

No, I think we've kind of talked through it.

Interviewer:

[inaudible 00:31:33].

Participant 2

Yeah, I wrote some notes, just in case I didn't know what to say. But actually, it's much easier when you are...

Interviewer:

Yeah, it is, it's just, what do you think, really? Yeah.

Participant 2

Yeah.

Interviewer:

Yeah. [inaudible 00:31:44].