I haven't had a chance to put together a particularly coherent account of the key things I would have hoped to raise if I’d be able to attend the focus group, but a few things it might be worth drawing to their attention:

Why do so many teachers insist that submissions and evidence is anonymised? What does it say about the current climate that so many professionals worry that an honest sharing of concerns will result in serious repercussions?

Whilst the protection of teacher numbers has been welcomed, the massive reduction in numbers of others working in schools has been devastating. Classroom assistants, technician support and office staff numbers have all been cut by huge amounts (often 25% or more). This has had a massive impact on a range of things in school, but particularly the ability to cater to students with additional support needs.

Whilst money has been made available to support many new initiatives and developments, the funding for "bread and butter" items has undergone sustained long-term decline. Basic science apparatus can't be repaired or replaced, and some departments are having to choose between buying textbooks or buying equipment. Subjects that rely on consumables, such as home economics, are having to decide whether to cut the number of practicals they do, or charge pupils for ingredients.

The supply crisis is a major break on the successful implementation of new initiatives, as it becomes increasingly difficult to release staff for any kind of training or development. There are anecdotal accounts of schools that have been forced to abandon trips with students because of the impossibility of finding cover, and it is definitely the case that finding maternity cover is, in some subjects, virtually impossible.

The increasing narrowing of promotion prospects in education is a major concern. The replacement of departments with faculties has many disadvantages (I have seen very little evidence of any benefit, other than a financial saving) but one is that a few staff are given remits so large as to be virtually unmanageable, whilst everyone else is forced to take on work that would previously have been done by PTs, but with no way of receiving any financial recognition, and a decreasing chance of promotion, due to the reduction in posts to be promoted into... Further, whilst the Chartered Teacher scheme clearly had its flaws, the lack of any alternative pathway once a teacher reaches the top of the main grade pay scale means that talented teachers who do not want to pursue a management route are increasingly considering leaving the profession entirely.
I could go on at length, but I am sure many of the other points (continuing issues with SQA, workload, the totally unrealistic timeframes attached to reforms) were made by those in the focus groups who were actually able to attend.