

# The RJ Mitchell Primary School



## School Development Plan 2017-18

Courage Compassion Integrity Respect Responsibility Hope Justice Wisdom

Responsibility

Hope

Justice

Wisdom



Courage

Compassion

Integrity

Respect

## The Core Values

**Respect**

**Responsibility**

**Courage**

**Justice**

**Wisdom**

**Integrity**

**Compassion**

**Hope**



# Rejoicing in the Journey of enquiring Minds





## Priority 1: Quality of Teaching

### To Raise attainment and improve children’s progress.

<b>Elements</b> 1. To establish a regular coaching cycle for all teachers. 2. To continue to strengthen the use of the Quality Framework in the Performance Management Process.		<b>Success Criteria</b> 1. A regular coaching cycle has been established for all teachers. 2. The Quality Framework for Teaching is being used in professional dialogue between managers and teachers. 3. The processes used above show that there is evidence of increased levels of outstanding practice across the school.			
Action	Outcome	Resources	T/Scale	Monitoring	Evaluation
<b>A regular coaching cycle has been established with teachers coaching each other.</b>	All teaching staff have regular coaching sessions. The coaching sessions are used by the teaching staff to develop their practice and lead to outstanding results.	Allocated staff meeting times for coaching sessions.	Ongoing	Individual teacher’s coaching records.  Governing Body Minutes  Training notes.	
<b>Ensure that the Quality Framework Folders are being used in professional dialogue between the</b>	All staff are using the Quality Framework to increase their professional knowledge	Quality Framework Folders. Performance Management Reviews	Ongoing	Quality Framework Folders. Performance	

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<p><b>SLT and class teachers. Ensure that the Quality Framework Folder is used as a Professional Development Folder by class teachers.</b></p>	<p>and understanding. Staff are using the Framework folders as a record of their professional development.</p>			<p>Management Review paperwork</p>	
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## **Priority 2 : Leadership**

**To Review Leadership and Staff Structures across the school.**

<b>Elements</b>		<b>Success Criteria</b>			
<ol style="list-style-type: none"> <li><b>To review the current Senior Leadership structure and its effectiveness.</b></li> <li><b>To ensure that the SDP is more accessible to staff and children.</b></li> </ol>		<ol style="list-style-type: none"> <li>The SLT structure will have been reviewed and short and long-term plans put in place. The effectiveness of the SLT will have been discussed and necessary changes implemented to make it more effective.</li> <li>Staff and children are more aware of the SDP and the targets that are contained within it.</li> </ol>			
<b>Action</b>	<b>Outcome</b>	<b>Resources</b>	<b>T/Scale</b>	<b>Monitoring</b>	<b>Evaluation</b>
<b>Senior Leaders will review their current structure and effectiveness and implement changes where necessary.</b>	The SLT has been reviewed in terms of its structure and effectiveness. Plans both short and long term have been created which ensure that the SLT is functioning to its full capacity.	SLT Meeting Time-regular agenda item over the year.	July 2018	Governing Body	



<p><b>The SLT will evaluate the effectiveness of the SDP and look for ways in which the whole school community becomes more aware of the targets set.</b></p>	<p>The SLT will evaluate the current impact of the SDP and look at ways in which it can be more effectively used across the school in ensuring that all groups in the school are aware of the targets set.</p>	<p>SLT Meetings.</p>	<p>July 2018</p>	<p>Governing Body</p>	
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## **Priority 3: SAFSS**

**To review SAFSS meeting attendees, role of the HSSW, the impact on pupil progress and attendance**

<b>Elements</b>		<b>Success Criteria</b>			
<ol style="list-style-type: none"> <li><b>1. Review attendance of other professionals at SAFSS meetings.</b></li> <li><b>2. Report and track progress data at SAFSS meetings to measure the impact of team actions.</b></li> <li><b>3. Agree which services the HSSW will refer to as part of her role.</b></li> <li><b>4. Weekly attendance tracking for children/families identified as having persistent absence.</b></li> </ol>		<ol style="list-style-type: none"> <li>1. Additional professionals attending regular SAFSS meetings and impact reflected in actions.</li> <li>2. Progress data for children on the SAFSS register is informing impact of SAFSS team actions and provision.</li> <li>3. Home School Support Worker referring to agreed services and reporting back outcomes.</li> <li>4. Weekly attendance alert and actions resulting in increased accountability for identified families.</li> </ol>			
<b>Action</b>	<b>Outcome</b>	<b>Resources</b>	<b>T/Scale</b>	<b>Monitoring</b>	<b>Evaluation</b>
<b>1. Review attendance of other professionals at SAFSS meetings.</b>	The School Nurse and Assessment Co-ordinator invited to and attending regular SAFSS meetings. Pupil Premium team as needed.	1 <sup>st</sup> SAFSS meeting in the Autumn Term and identified meetings thereafter.	From SEPT '17	H/T and SAFSS keylead	
<b>2. Report and track progress data at SAFSS meetings to measure the impact of team actions.</b>	Progress data for SAFSS children presented by assessment Co-ordinator and tracked by SAFSS team and auctioned for individuals or groups.	Compass data print out for SAFSS group (ghost rows/power clumps) Analysis and tracking sheet to show progress Relevant information from pupil progress meetings	Termly from SEPT '17	H/T SAFSS team and Assessment Key lead	





<p><b>3. Agree which services the HSSW will refer to as part of her role.</b></p>	<p>Agreement from SAFSS team on Services the HSSW will refer to as part of SAFSS team actions.</p>	<p>Agenda item at 1<sup>st</sup> SAFSS meeting in the Autumn Term with agreed list.</p>	<p>SEPT '17</p>	<p>HT/SAFSS team</p>	
<p><b>4. Weekly attendance tracking for children and families identified as having persistent absence.</b></p>	<p>Families with persistent absence tracked weekly and invited to regular meetings with HSSW/SAFSS key lead, family targets set with date to be met.</p>	<p>1<sup>st</sup> SAFSS meeting in the Autumn Term to put in place and reported at regular meetings.</p>	<p>SEPT '17</p>	<p>HT/SAFSS team</p>	



## Priority : Assessment

**To develop assessment systems to enhance teachers' knowledge and further enable independent learning.**

<b>Elements</b> <b>1: To monitor and ensure that data is inputted by staff regularly.</b> <b>2: To ensure all staff are aware of the importance of Next step marking linked to the learning objective and success criteria.</b> <b>3: Minimum standards to be revisited for all staff.</b> <b>4: To support and train HS as Assistant Assessment Lead.</b>		<b>Success Criteria</b> 1: Teacher's will update data on a fortnightly basis and will auto level formative assessment at the end of each half term. 2: High quality next steps linked to the learning objective. 3. To have minimum standards used by all staff. 4. To share knowledge and training sessions with HS.			
Action	Outcome	Resources	T/Scale	Monitoring	Evaluation
<b>1: To monitor and ensure that data is inputted by staff regularly.</b>	1. Teachers to use the assessment system and are confident in identifying gaps in the children's learning. 2. Teachers need to use Compass on a daily basis to inform planning and input/ auto level end of term data. 3. Staff training to be provided for all new staff on the	1. Teachers have ipads. Google Chrome to be downloaded on all computers for teachers to be able to access Compass. 2. HS to be made Administrator alongside LZ to check input of data. 3. Training to be provided by LZ and HS to all new teaching	1. September 2017 2. September 2017 3. September 2017-ongoing. 4. July 2017.	LZ/ HS	



	<p>Compass data system and EYFS staff.</p> <p>4. Data drop dates to be added to the school diary.</p>	<p>staff/ EYFS Staff on the use of Compass.</p> <p>4. Staff to access School diary and input data on time.</p>			
<p><b>2: To ensure all staff are aware of the importance of Next step marking linked to the learning objective and success criteria.</b></p>	<p>1. Refresher training to be given to all staff on the importance of Next Step marking.</p> <p>2. In children's books, we will see top quality Next Step feedback which will be linked to the Learning Objective or Success Criteria.</p>	<p>1. Training due in Autumn term 2017.</p> <p>2. LZ/HS to complete book looks throughout all year groups and provide Head Teacher report on evidence gathered. This will be carried out once every term.</p>	<p>1. Autumn Term 2017</p> <p>2. Each Term 2017-2018.</p>	LZ/HS	



<p><b>3: Minimum standards to be revisited for all staff.</b></p>	<ol style="list-style-type: none"> <li>1. Minimum standards to be refreshed and follow by all staff.</li> <li>2. Minimum Standards to be identified in book looks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Training due in Autumn term 2017.</li> <li>2. Children interviews during book looks. This will be carried out once every term.</li> </ol>	<ol style="list-style-type: none"> <li>1. Autumn term 2017.</li> <li>2. Part of HeadTeacher's termly report 2017-2018.</li> </ol>	<p>LZ/HS</p>	
<p><b>4: To support and train HS as Assistant Assessment Lead.</b></p>	<ol style="list-style-type: none"> <li>1. To share knowledge and training sessions with HS.</li> <li>2. To contribute to termly Book look and child interviews.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend Edison training sessions. Spend time using Compass system. LZ to support where needed.</li> <li>2. To be included in Book Looks and Child interviews and contribute to Head Teachers report.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing 2017-2018.</li> <li>2. Ongoing 2017-2018.</li> </ol>	<p>LZ/HS</p>	



### Priority 5:

To develop the effectiveness of the Connected Curriculum, throughout the school.

<b>Elements</b> <ol style="list-style-type: none"> <li>To develop knowledge and understanding of the connected curriculum.</li> <li>To gain understanding of knowledge/ experience/ resources from parents (and ex pupils/ friends/ family), which links to the CC topics.</li> <li>To develop a termly cycle of auditing and reporting for Key Leads.</li> <li>To develop a visual School development plan for the 5 leadership areas.</li> </ol>		<b>Success Criteria</b> <ol style="list-style-type: none"> <li>A greater number of children are working at greater depth (in Maths and English), through the application of these subjects within the CC.</li> <li>To collect and gain a wide range of enrichment resources.</li> <li>RS to complete termly audits, reviewing project books, displays and pupil voice.</li> <li>Prepare and model SDP to be displayed in Head's office.</li> </ol>			
Action	Outcome	Resources	T/Scale	Monitoring	Evaluation
To develop knowledge and understanding of the connected curriculum.	All staff will remain confident in planning and delivering CC from September 2017.	Include half termly reminders for CC evaluations/review.  → Evaluations to be filed by Year group in one staff folder.	From Sept 2017, by July 2018.	Curriculum lead RS  SMT  Governing Body Committee	



<p><b>To gain understanding of knowledge/ experience/ resources from parents (and ex pupils/ friends/ family), which links to the CC topics.</b></p>	<p>-Children's CC learning is enriched. -Improves parental/community involvement.</p>	<p>-Letter/email to parents/ carers.  Autumn/Spring/Summer letters or emails sent out for each year group.</p>	<p>Sept 2017  Jan 2018  May 2018</p>	<p>Curriculum lead RS  Mrs Connelly to send out letters/emails.</p>	
<p><b>To continue to develop a termly cycle of auditing and reporting for non-core teams.</b></p>	<p>A termly cycle of auditing continues with the CC lead, analysing its effectiveness.</p>	<p>1 day release per term for RS together to write termly audit.  -Look at displays from around the school.  -Evidence from books for maths and literacy in CC.  -Talk to children about their feelings towards their CC topics, (including project books).  -Key lead to monitor foundation subjects on compass.</p>	<p>From Sept 2017 to July 2018</p>	<p>Curriculum lead RS  SMT  Governing Body Committee</p>	

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<p><b>To continue to develop a visual School Development Journey for the 5 leadership areas.</b></p>	<p>All Key leads have access to all areas of the SDP.</p> <p>Share successes, developments and Key dates.</p>	<p>Colour coded train tracks representing the 5 leadership areas. (complying with teaching backwards in classrooms).</p> <p>All Key Leads to have access to and annotate the School Development Journey (SDJ).</p> <p>This should be added to every half-term – post it notes available.</p>	<p>From Sept 2017</p>	<p>All Key Leads</p> <p>SMT</p> <p>Governing Body Committee</p>	
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## Priority 6: Learning Environment

### To Present Social Policy to all staff and continue to develop an enrichment list of activities-To create three areas across the school

<p><b>Elements</b></p> <ol style="list-style-type: none"> <li>1. To present revised and updated social policy to all Staff, including non-teaching staff.</li> <li>2. To collate and list enrichment activities.</li> <li>3. To coordinate with SEND team and create three new areas across to support pupils.</li> </ol>	<p><b>Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. All staff have received a copy of the new revised social policy and new staff have a mentor so that they are following the guidance and procedures to support behavior management across the school.</li> <li>2. All classes continue to experience a range of enrichment activities supporting topic and making an impact on teaching and learning using collated information.</li> <li>3. Areas developed ready for use.</li> </ol>
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Action	Outcome	Resources	T/Scale	Monitoring	Evaluation
<p>To present the new revised Social Policy</p>	<p>All staff to have their own copy in classroom</p> <p>Evidence of minimum standards approaches to positive behavior Management and Self-discipline across school-to include agreed strategy for dealing with challenging behavior</p>	<p>1 staff meeting 1 TA meeting 1 Midday</p> <p>Copy of new revised Social Policy for all staff</p> <p>To ensure all new staff have a mentor</p>	<p>Sept 2017</p>	<p>CL SMT</p>	



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<p>To continue to develop a system of enrichment activities across the school</p>	<p>All staff to have experienced at least 6 activities this academic year using agreed pro forma</p>	<p>1 Staff meeting</p>	<p>Sept 2017</p>	<p>CL</p>	
<p>Collate information from</p>	<p>Class teachers to compile a 'Bucket list' Of enrichment activities each year. To continue to comment on activities and their suitability for their year group.</p>	<p>Enrichment 'Bucket List'</p>	<p>Sept 2017</p>	<p>CL</p>	
<p>To coordinate with SEND team to create three areas across the school to support children with challenging behavior and any other emotional needs</p>	<p>Find and create areas and write policy for use of area</p>	<p>To invite Linda McKee to come in and advise on area and equipment</p>	<p>September 2017</p>	<p>CL</p>	



## **Priority 7: EYFS**

### **To develop Early Years Practice.**

<b>Elements</b>		<b>Success Criteria</b>			
5. To develop the planning for the outside area. 6. To use Compass for assessment 7. To integrate the children with SEND via the new FS support team. 8. To ensure that all new staff are given opportunities for training and development.		10. The outside area has been planned for and all staff are aware of their role within it. 11. The Compass system is being used confidently by FS staff. 12. New SEND children have integrated successfully and their needs are being catered for. 13. All new staff in Early Years have received appropriate training.			
<b>Action</b>	<b>Outcome</b>	<b>Resources</b>	<b>T/Scale</b>	<b>Monitoring</b>	<b>Evaluation</b>
<b>To develop the planning for the outside area.</b>	- Staff timetabled to tasks/ areas in the outside area and evidence collected of interactions and achievements.  - New labels/ signs/ designated areas made obvious.	Planning time and team meetings  New timetables for setting up  Money allocated for resources/ signs	Oct 2017  Autumn term 17	FS team and RS (EYFS lead)	



<p><b>To use Compass for assessment</b></p>	<p>- Staff are confidently using the Compass system for on-entry assessments and termly assessment with data submitted in line with the school data collection cycle.</p>	<p>- Compass Assessment Tool  - Observation/ evidence</p>	<p>Autumn term and ongoing</p>	<p>FS team and LZ (assessment lead)</p>	
<p><b>To integrate the children with SEND via the new FS support team</b></p>	<p>- System in place to support new SEND children across FS and Franklin outreach room with new team timetabled accordingly.</p>	<p>- Team of 7 specialist TA's  - Franklin outreach room  - Regular meetings with teachers and SENCo</p>	<p>Oct half term and ongoing</p>	<p>MMc (SENCo), FS team and RS</p>	
<p><b>To ensure that all new staff are given opportunities for training and development</b></p>	<p>All staff trained in positive handling, use of visual schedules, makaton, timetables, pecs, speech and language, and phonics.  Any appropriate courses accessed</p>	<p>In house training  Positive handling course  Havering courses website</p>	<p>Autumn term and termly thereafter</p>	<p>MMc and RS  FS teachers</p>	



## **Priority 8: The Governing Body**

To develop the Governing Body and the roles of individual Governors in school improvement.

Elements		Success Criteria			
<ol style="list-style-type: none"> <li>1. To audit the skill base of the current Governing Body.</li> <li>2. To look to recruit new Governors to support the needs of the school in relation the audit undertaken.</li> <li>3. To appoint Key Lead Governors to support the Key Leads.</li> </ol>		<ol style="list-style-type: none"> <li>14. An audit of the current skill base of the Governing Body has been undertaken.</li> <li>15. The audit has been used to identify any gaps and new Governors appointed to cover these.</li> <li>16. Key Lead Governors appointed.</li> </ol>			
Action	Outcome	Resources	T/Scale	Monitoring	Evaluation
1. To audit the skill base of the current Governing Body.	The Governing body has been audited to assess its current skill strengths.	Governing Body meeting time.	Dec 2017	Chair of Governors. HT	



<p><b>2. To look to recruit new Governors to support the needs of the school in relation the audit undertaken.</b></p>	<p>Through the audit undertaken the Governing Body identified the skills needed. New Governors have been appointed to fill these needs and to strengthen the work already being undertaken.</p>	<p>.</p>	<p>July 2018</p>	<p>Chair of Governors. HT</p>	
<p><b>3. To appoint Key Lead Governors to support the Key Leads.</b></p>	<p>Key Lead Governors have been appointed and meet termly with Key Leads in the school prior to Key Lead Committee Meetings.</p>	<p>Governing Body Meeting time.</p>	<p>Dec 2017</p>	<p>Chair of Governors. HT</p>	



## Priority 9: Community Cohesion

**To Develop links between RJ Mitchell and other schools nationally and internationally.**

<p><b>Elements</b></p> <p>3. To strengthen the international links between RJ Mitchell and international schools including our sister school in Poland.</p> <p>4. To strengthen links between the two schools names after RJ Mitchell.</p>		<p><b>Success Criteria</b></p> <p>17. Stronger links have been established between RJ Mitchell and schools across the world.</p> <p>18. Stronger links have been established between RJ Mitchell and The Reginald Mitchell School in Stoke.</p>			
Action	Outcome	Resources	T/Scale	Monitoring	Evaluation
<p>The school will build on the initial links that have been created and will establish e-mail/skype connections between age phases. It is hoped to build upon the successful teacher visit to Poland in the last academic year.</p>	<p>The classes in each school are communicating via e-mail or skype. Teachers are using curriculum opportunities to strengthen the links. Teachers from the Feric School will have had the opportunity to visit RJ Mitchell.</p>	<p>RS and BR to organize the linking of RJ Mitchell with other schools across the world.</p>	<p>July 2018</p>	<p>RS Teacher planning. Governing Body minutes.</p>	

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<b>The school has built a link with the Reginald Mitchell School in Stoke.</b>	The schools are in communication and initial plans have been drawn up as to how they can work closer together.	Time for BR/RS to establish links with the Reginald Mitchell School.	December 2017	BR/RDS Governing Body minutes.	
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## **Priority 10: To promote and improve Writing levels across the school.**

Literacy Lead: Mrs Mandeep Kaur

### **Elements**

- 1. To develop Speaking and Listening skills.**
- 2. To encourage weekly independent writing.**
- 3. To monitor and review progress in writing.**

### **Success Criteria**

19. To increase children's vocabulary and confidence by providing a wide range of texts within different genres.
  20. To develop a deeper understanding of the writing task by providing ample opportunities for partner talk, drama activities, debates and discussions.
- 
1. Clear writing guidance for each Year group, including EYFS.
  2. Big Write plus VCOP marking from Years 2-6.
  3. A range of stimulus to engage young writers.
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1. Lead to review progress in writing through book looks.
  2. Teachers to have accelerated learning groups to promote guided writing.
  3. Writing target groups to be discussed and reviewed during pupil progress meetings.





Action	Outcome	Resources	T/Scale	Monitoring	Evaluation
<p><b>To develop Speaking and Listening skills.</b></p>	<ol style="list-style-type: none"> <li>To increase children's vocabulary and confidence by providing a wide range of texts within different genres.</li> <li>To develop a deeper understanding of the writing task by providing opportunities for partner talk, drama activities, debates and discussions.</li> </ol>	<p>Constant review of texts being used around the school – fundraising to take place to help buy new resources.</p> <p>Initiate teacher talk, where word of the week activities are discussed – WW and EBI of lessons.</p> <p>Promote Standard English at all time.</p>	<p>July 2018</p>	<p>MK to conduct lesson observations and child interviews to assess Speaking and Listening.</p> <p>MK to record Teacher Talk sessions.</p>	
<p><b>To encourage weekly independent writing</b></p>	<ol style="list-style-type: none"> <li>Clear writing guidance for each Year group, including EYFS.</li> <li>Big Write plus VCOP marking from Years 2-6.</li> <li>A range of stimulus to engage young writers.</li> </ol>	<ol style="list-style-type: none"> <li>MK to provide all staff with a detailed Literacy Policy in which teachers can find progress charts which clearly demonstrate consistency throughout the school.</li> <li>Books Looks and child interviews.</li> <li>Promote visual</li> </ol>	<ol style="list-style-type: none"> <li>September 2017. Review Policy again by July 2018.</li> <li>July 2018.</li> <li>July 2018.</li> </ol>	<p>MK to monitor, assess and review throughout the year by conducting teacher interviews, child interviews, books looks</p>	



		Literacy through staff meeting/possible INSET.		and reviewing data.	
<b>To monitor and review progress in writing.</b>	<ol style="list-style-type: none"> <li>1. Lead to review progress in writing through book looks.</li> <li>2. Teachers to have accelerated learning groups to promote guided writing.</li> <li>3. Writing target groups to be discussed and reviewed during pupil progress meetings.</li> </ol>	Guided Writing sessions will include modeling writing as well as providing adequate scaffolding for the child.	July 2017	<p>MK to conduct Book Looks to assess the progression and compare this with data from Compass.</p> <p>MK and BR to work together to review, discuss and monitor writing more closely.</p>	



## **Priority 11: Mathematics**

**Lead: Pauline Spillman**

<b>Elements</b>		<b>Success Criteria</b>			
<ol style="list-style-type: none"> <li><b>Key mathematics vocabulary ‘word of the week’ to be displayed in classrooms.</b></li> <li><b>Development and implementation of a Mathematics day involving other subjects throughout the whole school.</b></li> <li><b>Staff to sit SATS Maths paper in order to discuss potential difficulties and solutions at staff meeting.</b></li> </ol>		<ol style="list-style-type: none"> <li>Staff to display word of the week on Mathematics Working Wall. Children to be using this terminology throughout the week.</li> <li>Staff to be notified of any CDP opportunities as well as arrangements for whole school training.</li> <li>Staff will gain ideas for engaging lessons and become confident with Maths curriculum. Attempting the SATs papers will show all staff the skills student need to have mastered.</li> </ol>			
<b>Action</b>	<b>Outcome</b>	<b>Resources</b>	<b>T/Scale</b>	<b>Monitoring</b>	<b>Evaluation</b>
<ol style="list-style-type: none"> <li><b>Key mathematics vocabulary ‘word of the week’ to be displayed in classrooms.</b></li> <li><b>Development and implementation of a Mathematics day involving other subjects throughout the whole school.</b></li> </ol>	<p>Staff to display key vocabulary on Mathematics Working Wall. Children to be using this terminology throughout the week.</p> <p>Staff to be notified of any CDP opportunities as well as arrangements for whole school training.</p>	<p>Working Wall.</p> <p>Develop links with other schools and any courses on HSiS.</p>	<p>Autumn 2017</p> <p>Continuous</p>		



<p><b>3. Staff to sit SATS Maths paper in order to discuss potential difficulties and solutions at staff meeting.</b></p>	<p>Staff will gain ideas for engaging lessons and become confident with Maths curriculum. Attempting the SATs papers will show all staff the skills student need to have mastered.</p>	<p>A range of maths activities, games etc to be organized during staff meeting.</p>	<p>PS to book a Maths staff meeting during 2017-2018.</p>		
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