



St Mary's RC Primary
Standards and Quality Report 2017 – 2018
Improvement Plan Year *2018 - 2019*

Contents – Standards and Quality Report

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1. Our School Vision, Values and Aims

At St Mary's we aim to:

Put your child at the centre of everything we do

Have high aspirations and expectations of everyone

Provide high quality leadership

Provide innovative and inspiring learning opportunities

Meet all learners' needs

Work in collaboration and partnership

Work together to develop our children holistically
within a culture and ethos of mutual trust and respect



St Matthew said, "treat other people the way you would like to be treated".

Promote a secure and happy Catholic Christian environment, which extends into a close partnership between school, home, parish and the wider community

Show consideration for individuality, promote and celebrate diversity, inclusion and tolerance based on Gospel values

2. How our vision, values and aims were developed and how our stakeholders were consulted.

2. How our vision, values and aims were developed and how our stakeholders were consulted.

Our school vision, values and aims have been created in joint consultation with staff, pupils and parents and are regularly revisited and reviewed alongside national and local priorities.

In Session 2017-2018 we placed our school vision, values and aims at the heart of our collaborative work both with pupils and parents. Our Pupil Voice groups used the school aims to underpin the work that they did across the school. All of our rewards and certificates in school are based on the attributes of the Midlothian Learner in tandem with developing the four capacities of Curriculum for Excellence.



The children have been using the attributes of a Midlothian Learner throughout the year to help them recognise their own achievements in learning as well as their contributions to the wider life of the school and the community.

3. Context of the School

We are a Catholic school at the heart of the Community of Bonnyrigg and Lasswade. We have a clear vision for the holistic development of every child in the school firmly rooted in an ethos of trust and respect. This vision has been refined over the years and is one that gives a clear and consistent message of high expectations for all of our learners and clear expectations for positive behaviour, respect and tolerance. We continue to work hard to build positive relationships and staff have a firm commitment to an open door policy for parents, which begins in our Nursery, and recognises the importance of sharing information to benefit our learners.

This means that as a school team we benefit from having strong relational trust and can challenge and support each other in a professional capacity. We are able to welcome over 95% of our families to Parental Consultations and families regularly support our Sharing the Learning Events which are led by the children. As we have moved forward in our understanding of Visible Learning, we have been working with pupils and parents to develop the attributes of a Midlothian Learner and the children recognise and value these qualities in themselves and their peers.

Clear and consistent expectations of positive behaviour have resulted in a significant reduction in behaviour referrals over the past eight years. Effective and regular communication with parents has led to a reduction in parental complaints and we are proud of our Learning Environment which emphasises care, nurture and a strong sense of community.

As a Catholic School, we have a strong commitment to social justice and firmly believe in GIRFEC in the broadest sense, and work hard to remove barriers to learning and inclusion not just because it is a national and local priority, but because it is the right thing to do. We have a wide ranging SIMD profile, which is not always reflective of the level of need our learners and families have. We regularly audit and track the ASN of all learners and aim to provide a range of Universal Support in addition to comprehensive targeted support. We regularly work with our Third Sector partner agencies such as Children 1st, CIRCLE, +1Mentoring to improve outcomes for our learners. Collaboration with partner agencies such as CAMHS, SALT, Behaviour Support Team and ASD Outreach, means that we can also provide a very good level of personalised support for learners. Learners have benefited from a range of short term targeted interventions in addition to longer term Multi Agency Planning. Strong relational trust means that parents are confident in sharing well being information with staff and IEP planning and assessments can be more relevant and effective.

We have experienced significant staffing changes in our Nursery over the past four years with an entire new team led by a Senior CCDW. Our Nursery was re-inspected in October 2017 with gradings of “very good” across all areas. Feedback from parents included:

"Great nursery friendly staff my child loves it".

"The nursery is a very caring environment which always uses the children's ideas to drive forward improvement.

My child is very happy and progressing well".

More recently we have been asked to host sessions within the Nursery to share the good practice that is being developed by our very experienced Nursery team.

A key feature of our plans for improvement last year was to further develop the St David's Learning Community. Our Learning Community is geographically widespread making collaborative working slightly more difficult. This is further compounded by the need to work with locality schools to achieve better outcomes for our learners by using local resources and locality based teams. We also experience very different socio economic factors within our local contexts and this means that we have different attainment gaps at different ages and stages within our schools. We identified the need to improve the way that we tracked and monitored attainment and achievement with an aim to creating SMART planning, tracking and assessment systems that were consistent across the Learning Community. This year we were able to implement new tracking and monitoring systems to further develop a more consistent and rigorous assessment of "achievement of a level".

Senior Leadership staffing changed significantly half way through session 2017-2018, with the current HT taking on a Shared Headship with St Andrew's RC Primary in Gorebridge, an Acting Depute HT post was created in St Mary's, filled by the current PT, and a new PT was appointed in March 2018.

The HT and Depute HT have been working in close collaboration with the Planning team for the new St Mary's building, with almost all plans signed off by end of June 2018.

4. Review of progress for Session 2017-18

SCHOOL PRIORITY 1 – EMBED LITERACY STRATEGY	
NIF PRIORITY: Improvement in attainment in Literacy (LINKED TO PEF PLAN)	
NIF DRIVER: Teacher Professionalism, assessment of children’s progress , performance information	
HGIOS 4 QUALITY INDICATORS	LOCAL PRIORITY
2.2 Curriculum – learning pathways, skills for learning life and work 2.3 Learning teaching and Assessment 3.2 Raising attainment and achievement	Improve the quality of teaching in LITERACY Establish consistent approaches to tracking and monitoring pupil progress Develop collaborative expertise and share learning across the school and wider learning community
PROGRESS AND IMPACT:	
<ul style="list-style-type: none"> • Consistent strategy for teaching core comprehension skills was introduced in P3 – P7 – Read Write Inc Language and Literacy • PEF targeted learners introduced to Read Write Inc Freshstarts with targeted interventions led by PT • Attainment outcomes met • All targeted learners reporting increased confidence levels in reading and spelling with some reading and spelling ages improving by 6 months to a year after 3 months of intervention • Targeted Pupils able to read, write and spell common words • Targeted Pupils reading more confidently and expressively • Targeted Pupils writing more accurately and fluently <p>Whilst targeted interventions by PT with learners in P4-P7 led to improved attainment, overall some learners have remained below their benchmark level in P7, particularly in writing. Our evaluation is that too much emphasis has been on the targeted support and there has not been enough pace and challenge evident in writing lessons for other learners, particularly boys in P7. Additionally pace and challenge in P4/P5/P6 could be increased for capable learners particularly in writing where some of the contributions have been too short to assess at second level.</p>	
NEXT STEPS:	
<ul style="list-style-type: none"> • Introduction of revised planning formats next session • More frequent and robust monitoring of progress in writing – discrete lessons as well as writing across the curriculum. • Consistent use of tracking and assessment documents to map progress of individuals – particularly PEF learners • 	

SCHOOL PRIORITY 2 – EMBED NUMERACY STRATEGY

NIF PRIORITY: Improvement in attainment in Numeracy (LINKED TO PEF PLAN)

NIF DRIVER: Teacher Professionalism, assessment of children’s progress , performance information

HGIOS 4 QUALITY INDICATORS

- 2.2 Curriculum – learning pathways, skills for learning life and work
- 2.3 Learning teaching and Assessment
- 3.2 Raising attainment and achievement

LOCAL PRIORITY

- Improve the quality of teaching in Numeracy and Maths
- Establish consistent approaches to tracking and monitoring pupil progress
- Develop collaborative expertise and share learning across the school and wider learning community

PROGRESS AND IMPACT:

- Consistent approaches used to teach core numeracy and maths skills - All classes using Basic Maths Facts and SEAL approaches from August **2017**
- Assessments used as a regular feature of measuring progress and attainment
- All learners progress mapped on revised progression pathways linking with new benchmarks Timetabled support from Learning Assistants and PT to support teaching of maths and numeracy particularly from P4-P7
- Holistic assessments piloted
- Increased attainment in maths and numeracy
- All learners know their key maths facts and can use them and apply them in a range of contexts
- Learners can track their progression in learning and identify next steps

Our self evaluation shows that not all areas of maths are being covered thoroughly each year and this needs to be planned more progressively and protected in the annual calendar. Analysis of assessments and data has revealed that some children were missing assessments and progress was not being mapped correctly. Transition information could be used more effectively to ensure appropriate time for revision and progress onto next steps. Tracking information was not shared as part of Parental consultations – to be reviewed for session 18/19.

NEXT STEPS:

- Introduction of revised planning formats next session – evidence planning maths in range of contexts
- More frequent and robust monitoring of progress in maths and numeracy
- Consistent use of tracking and assessment documents to map progress of individuals and ensure coverage of curriculum– particularly PEF learners – tracking information to be used with parents as part of parental consultation as part of overall review of Reporting to parents.

SCHOOL PRIORITY 3 – IMPLEMENT OUTCOMES OF INCLUSION REVIEW**NIF PRIORITY: closing the attainment gap between most and least disadvantaged children****NIF DRIVER: school leadership, teacher professionalism, performance information****HGIOS 4 QUALITY INDICATORS**

- 1.2 Leadership of learning
- 1.5 Management of Resources to promote equity
- 2.4 Personalised support
- 3.1 Ensuring wellbeing, equity and inclusion

LOCAL PRIORITY**All teachers to provide Universal Support for every child in their class****Staff familiar with the outcomes and expectations of inclusion review and how to access support for learners.****PROGRESS AND IMPACT:**

- All staff trained in understanding Attachment Theory and associated behaviours in children with poor attachments - Understanding is applied when creating IEP and PHP
- EAL policy created and shared with all staff - Staff understand staged assessment EAL
- PEF learners received targeted SfL interventions to improve attainment in literacy – increased attainment in literacy
- All families contacted re persistent lateness and absence each term – reduced instances of lateness and absence – referrals actioned for children as young carers

Our self evaluation revealed that our EAL learners included in PEF targeted support group benefitted most from the use of Freshstarts – targeted small group support allowed them to develop oral and written language skills and gain in confidence and we would like to ensure that all EAL learners have this opportunity in the future. We have always regarded our Personalised support as being very good at St Mary's but evaluation of our attainment results indicate that these are not having a positive enough impact on raising attainment across the range of learners in the school – need to ensure a better balance of targeted support and pace and challenge for all.

NEXT STEPS:

- Review and re-write SfL policy
- EAL policy to be embedded throughout the school next session
- EAL learners to receive targeted literacy support using Freshstarts – linked to PEF plan
- EAL Workshops with parents to promote partnership in supporting language acquisition

SCHOOL PRIORITY 4 – FURTHER DEVELOP A COLLABORATIVE EXPERTISE AND ESTABLISH A STRONGER LEARNING COMMUNITY

NIF PRIORITY: Improvement in attainment, particularly in literacy and numeracy

NIF DRIVER: school leadership, teacher professionalism

HGIOS 4 QUALITY INDICATORS

1.1 Self Evaluation for self improvement – collaborative approaches to self evaluation

1.2 Leadership of Learning – professional engagement and collegiate working – career long professional learning

1.3 Leadership of change – strategic planning for continuous improvement

2.2 Development of the Curriculum – learning pathways

2.3 Quality of teaching – effective use of assessment – planning, tracking and monitoring

2.6 Transitions – collaborative planning and delivery – continuity and progression in learning

3.2 Attainment in literacy and numeracy, attainment over time

LOCAL PRIORITY

Improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy

Establish consistent approaches to tracking and monitoring pupil progress

Develop collaborative expertise and establish a stronger learning community

PROGRESS AND IMPACT:

- Positive engagement with St David’s High School Transition events throughout the year
- Comprehensive package of enhanced transitions planned and delivered for P7 learners

Our self evaluation showed a shared sense of frustration with progress to develop QIPs across the Learning Community as plans were changed and dates for meeting together changed or cancelled. All staff engaged in planning holistic assessments and shared these on planned dates but there was limited time to meet and engage in professional dialogue and practitioner enquiry. Limited use of tracking and monitoring documents worked on last year added to frustration felt.

NEXT STEPS:

- One targeted focus for Learning Community – establishing criteria for an excellent lesson – to be led by teachers for teachers - dates for meetings agreed on calendar

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement	Grading 4		
1.3 Leadership of Change	Grading 4		4
2.3 Learning, teaching and assessment Personalised Support	Grading 4 Grading 5		4 Did not report on this but agreed with our self evaluation
3. Ensuring well being equity and inclusion	Grading – 4		4
3.2 Raising attainment and achievement	Grading 3		4
2.2 Curriculum – Theme: Learner pathways	Grading 4		4 – did not report on this but agreed with our self evaluation
2.7 Partnerships – Theme- Impact on learners	Grading 4		4 – did not report on this but agreed with our self evaluation

6. Highlights from Session 2017-18

This session St Mary's has benefitted from having a stable staff team and we were able to retain all staff despite losing a class and creating composite classes. All school staff worked tirelessly to make the transition to composite classes as smooth as possible and many of the children have benefitted from working with a different group of peers this session. Once again the school was able to use the expertise of Mrs Stewart to provide specialist teaching in ICT.

In August we welcomed Miss Linda Gordon to the staff team to provide specialist teaching in RERC. Sadly, in February we had to say goodbye to Miss Kibble our CCDW as she took up a new post in the Borders. She has been an asset to the nursery team and was instrumental in developing the learning environments with our senior CCDW Mrs Henderson. As our numbers increased in the nursery we were delighted to welcome Mrs Coleman and Mrs Crawford to the Nursery team, and they have already made an impact with the children and families. Miss Lauren Arkley finished her secondment with the Digital Learning Team in March, and moved to Australia, where she has accepted a post developing an IT programme for Kindergarten pupils in the state of Victoria.

Mrs Laird was asked to take on a Shared Headship between St Mary's RC PS and St Andrew's RC PS in February 2018. This created an opportunity for Mrs Macaulay to take on the role of Acting Depute Headteacher and Miss Murphy joined St Mary's from St Andrew's to back fill the PT role. This arrangement will continue for Session 2018-2019.

Planning for the new St Mary's RC Primary school is almost finalised and we look forward to the building works starting early next session. Our House Captains and Parent Council visited the newest schools in the authority to explore ideas that would work for St Mary's and we are all excited about the latest drawings.

Over the course of Session 2017-2018, the school offered opportunities for our learners to develop under the four contexts of CfE, for example:

ETHOS AND WIDER LIFE OF THE SCHOOL AS A COMMUNITY and OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

- Pupils participated in the full range of sporting events organised by the Active Schools teams and again ran a full timetable of lunchtime activity clubs to promote health and well being and an active lifestyle.
- Our P6 and P7 pupils participated in a range of learning opportunities with staff at St David's High School as part of our Transition planning.
- Our Nursery pupils also enjoyed a series of transition visits to P1 where our current P1 pupils led them admirably through a series of activities.
- Our P6 and P7 pupils have enjoyed buddy reading opportunities with P1 and P2 throughout the year and our P5 pupils are already in waiting to buddy up with our new P1 learners.
- P7 had a wonderful time at Lockerbie Manor at School Camp with P7 pupils from across the St David's Learning Community.

- Targeted support for learning for pupils in P4-P7 resulted in increased attainment in literacy for all learners and most importantly increased levels of confidence and fluency in reading.
- Our P6 Digital Leaders have continued to support learning in IT and have created a committee in school to review our Digital Learning Strategy.
- All learners in P3- P7 had the chance to participate in Pupil voice Groups this session and all have contributed to developing the wider life and ethos of the school through charitable work, learning about poverty in the world, contributing to decisions about school improvements and social events.
- P5 enjoyed a successful block of skiing lessons in the summer term and P4 have completed a block of swimming lessons.
- We also celebrated with our P3 and P4 pupils who received the Sacraments of Reconciliation and First Holy Communion.
- Learning in and with the Community has been explored by all classes this year with a range of educational visits to contextualise learning.

DISCRETE CURRICULUM AREAS and INTER DISCIPLINARY LEARNING

- All learners have experienced a wide and varied curriculum mapped to progressive and coherent planning frameworks.
- All learners have been encouraged to make connections across curriculum areas by working on interdisciplinary projects in class and at home
- All learners have been able to share their learning with parents and peers by participating in Showcasing the Learning events
- Senior pupils have participated in transition events at St David's High School developing their understanding of learning in Science, French and English

All learners are encouraged to set themselves targets in their learning and this year we used tracking documents to make the steps in learning more visible for the children. Most of our learners are working within Benchmarked levels for their age and stage with targeted support being provided for learners in all classes. We have however, been disappointed that some of our targeted interventions in literacy have not resulted in increased levels of attainment particularly at Second level and this remains a priority for improvement next session.

Part 2: Midlothian Education Improvement Planning – 2018-19

Establishment	St Mary's RC PS
Area	Bonnyrigg
Session	2018-2019
Planning Cycle	Baseline – cycle

SIGNATURES			
<i>Head of Establishment</i>		<i>Date</i>	
<i>ASG Manager</i>		<i>Date</i>	

The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

Creating a Competent System

*Common values,
aims and core beliefs
Systems leadership
System enablers*

Leadership Learning Community

Creating strategic leaders who collaborate across the system

Visible Learning

Creating a pedagogy of excellence that is about evidence based practice and the best current research

Single page Strategy

1. Priorities for Improvement in Current Year *(Please see PPP 69 February 2018 for key priorities for 2018-19)*

Overview					Planning cycle		Session:2018-2019		
Number	NIF Priority	Aligned School Priority	Stage of Development	Main driver of priority					
		Main priorities must align with NIF/LA Priorities	Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities (✓)	Partnership working
1	NIF – Raising attainment, particularly literacy and numeracy N.B. <i>For Secondary schools may include other attainment targets</i>	Embed Literacy and Numeracy strategies	Embedding	Self evaluation and school review		3.2	Achieving Included	✓	With pupils, parents and learning community
2	Closing the attainment gap between the most and least disadvantaged children	Improve confidence/readiness to learn	developing	Self evaluation		2.3 3.1	Achieving Included Responsible		With pupils, parents, SALT
3	Improvement in children and young people's health and wellbeing	Review H&WB Curriculum	beginning	Self evaluation		2.2 2.5 2.7	Achieving Included		With pupils, parents, partner school
4	Improvement in employability skills and sustained, positive leaver destinations for all young people	Improvements in pedagogy	developing	Self evaluation		1.1 1.3			Learning community

2. Priority Summary and High Level Strategic Targets

Priority No.	Priority Area / Theme	Key Actions to meet targets	Expected outcomes for learners which are measurable and/ or observable – <i>please refer to LA targets in PPP 69</i>
1	Increase attainment in Literacy and Numeracy (linked to PEF Plan)	<p>All staff using revised planning and assessment documents for Literacy and Numeracy (MUMP) clarify expectations – school Literacy and Numeracy strategies</p> <p>All staff trained in using Read, Write Inc Language and Literacy and Freshstarts</p> <p>Read Write Inc phonics introduced in P1 and P2</p> <p>Practitioner Enquiry to focus on motivating children to write – second level boys in particular – regular use of feedback in writing monitored and modified</p> <p>Regular and focussed moderation of writing between St Mary’s and St Andrew’s Primaries</p> <p>Improve pedagogy using criteria of a quality lesson</p> <p>Literacy and Numeracy workshops for parents to share changes in pedagogy and develop a shared understanding of progress</p>	<p>Increased confidence of staff in using planning documents – clear progression of lessons planned – holistic assessments used</p> <p>Increased attainment in all classes – revised tracking documents used regularly to measure progress – information shared with parents</p> <p>Pupils supported by parents in acquisition of early literacy skills</p> <p>Pupils able to read, write and spell common words</p> <p>Pupils reading more confidently and expressively</p> <p>Pupils writing more accurately and fluently</p> <p>Children reading more fluently and expressively</p> <p>Children developing skills progressively and applying them to reading of range of genre and texts</p> <p>Increased fluency and understanding in reading monitored and assessed during reciprocal reading activities</p> <p>Improved SWST scores, phonics assessments, MUMP test scores – evidence of application of skills knowledge and understanding gathered via holistic assessments.</p>

	<p>Priority 2</p> <p>Improve confidence to learn – NHS SALT project – visual vocabulary Social communication skills development</p>	<p>All staff trained and upskilled in teaching talking and listening /social communication skills by working directly with SALT in class – visual resources used consistently throughout the school</p> <p>SfL policy reviewed and re-written to include outcomes of inclusion review, updated referral system and Dyslexia screening</p> <p>All staff attend awareness raising sessions – Dyslexia</p> <p>Review and revise Health and Well Being Curriculum</p>	<p>Reduced anxiety levels with children</p> <p>Pupils have increased confidence in expressing and managing emotion</p> <p>Pupils have increased attendance and reduction in instances of being late for school</p> <p>Fewer referrals to CAMHS and Home Link Teacher</p>
	<p>Priority 3</p> <p>Review and revise Health and Well Being Curriculum</p>	<p>Audit, review and revise H&WB curriculum</p>	<p>Learners more engaged with H&WB curriculum and can make connections in their learning and real life experiences</p> <p>Increased confidence in emotional literacy</p> <p>Increase participation in PE lessons and Active schools events</p> <p>Increased awareness of personal safety and risk taking behaviour</p>
	<p>Priority 4</p> <p>Improved pedagogy</p>	<p>Revise L&T planning formats to include benchmarks and holistic assessments</p> <p>Work with colleagues across the ASG to agree criteria for an excellent lesson – develop collaborative leadership by establishing QIPs to review progress and moderate</p>	<p>Staff plan lessons more confidently and enhance self evaluation skills</p> <p>Learners experience high quality learning and teaching</p> <p>Targeted support leads to increased attainment</p> <p>Clarity of lessons with clear progression leads to more targeted assessment and accurate data</p>

3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	<p>Increase attainment in Literacy & Numeracy</p>	<p>Increased confidence of staff in using planning documents – clear progression of lessons planned – holistic assessments used</p> <p>Increased attainment in all classes – revised tracking documents used regularly to measure progress – information shared with parents</p> <p>Pupils supported by parents in acquisition of early literacy skills Pupils able to read, write and spell common words Pupils reading more confidently and expressively Pupils writing more accurately and fluently Children reading more fluently and expressively Children developing skills progressively and applying them to reading of range of genre and texts Increased fluency and understanding in reading monitored and assessed during reciprocal reading activities</p> <p>Improved SWST scores, phonics assessments, MUMP test scores – evidence of application of skills knowledge and understanding gathered via holistic assessments.</p>	<p>Francesca Bringmans Christine Todman Allstaff</p>	<p>Throughout the year Attainment monitored Nov/March/June</p>
2	<p>Improve confidence to learn – NHS SALT project – visual vocabulary Social communication skills development</p>	<p>Reduced anxiety levels with children Pupils have increased confidence in expressing and managing emotion Pupils have increased attendance and reduction in instances of being late for school Fewer referrals to CAMHS and Home Link Teacher</p>	<p>Karen Clarke Danielle McFarland Maria Brolly</p>	<p>Revision of expectations and agreed plan in August 2018 Progress checks – Oct/Jan/April/June</p>
3	<p>Review and revise Health and Well Being Curriculum</p>	<p>Learners more engaged with H&WB curriculum and can make connections in their learning and real life experiences Increased confidence in emotional literacy Increase participation in PE lessons and Active schools events Increased awareness of personal safety and risk taking behaviour</p>	<p>Maria Brolly All staff</p>	<p>August In Service Days Throughout the year CAT sessions X3 plus October In Service Day</p>

4	Revise L&T planning formats to include benchmarks and holistic assessments	Staff plan lessons more confidently and enhance self evaluation skills Learners experience high quality learning and teaching Targeted support leads to increased attainment Clarity of lessons with clear progression leads to more targeted assessment and accurate data	Liz Laird, PT, All staff	In Service days – monitoring throughout the year
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