



Annual report on how the school complies with the Public Sector Equality Duty (PSED)

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

School vision: *An aspirational and supportive church school community, working together to wonder, trust and achieve. Striving to recognise life's rich opportunities, while developing talented lifelong learners; through respect, empathy, hope, trust and wonder.*

Christian Ethos: 'I came that they may have life and have it abundantly' (John 10.10b)

St John's CE Primary School is an inclusive, diverse school, where we value all members of our community equally. Our school vision underpins all we do. Through rigorous monitoring and tracking, we ensure that every child has the opportunity and support needed to achieve, and we aim to nurture all our children, so that they develop into lifelong learners. Our Christian Ethos recognises that an abundant life is available for all, and as a school, we play a crucial role in ensuring that children have access to a rich curriculum, and high quality teaching and provision, so that our children have the best start to their learning journey.

Equality is a high priority at St John's, and this is reflected in our school policies, school improvement plan, and our everyday practice. We are continually modelling positive attitudes and respectful relationships to our children, and actively foster these within our school community. We have the highest expectations of all our children, and support them to reflect on their choices and actions. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, addressing discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to address issues of disadvantage and underachievement of different groups. Robust monitoring and tracking systems are in place. Any patterns affecting groups of children are identified through: analysis of summative and formative assessments; progress made at key points in the school year, IPP target reviews, SEND meetings, and an analysis of behaviour concerns. Steps are taken swiftly to address any issues.

Equality Information

Number of pupils on roll at the school: 454

Age of pupils: 3 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

- Gender: 41.4% male, 58.6% female
- Pupils eligible for Free School Meals (FSM): 19.8%
- Pupils eligible for Pupil Premium Finding: 19.8%
- Pupils with Special Educational Needs (SEND): 19.8%
- Pupils with English as an Additional Language (EAL): 62.8%
- Young carers: 0%
- Looked after children: 0.4%
- Ethnic Groups:
 - Black-African: 23.3%
 - Indian: 23.3%
 - Pakistani: 7.9%
 - Bangladeshi: 2.2%
 - Arab Other: 0.7%
 - White and Asian: 3.3%
 - Any other Ethnic Group: 2%
 - White- British: 9.7%
 - Any Other Asian Background: 4.5%
 - Any Other Mixed Background: 3.1%
 - Any Other White Background: 6.2%
 - Other Black: 0.2%
 - Any other Black Background: 0.9%
 - White and Any other Ethnic Group: 0.2%
 - White and Black African: 1.3%
 - Black Caribbean: 0.4%
 - Iraqi: 0.2%
 - Chinese: 0.2%
 - White and Black Caribbean: 1.8%
 - Nepali: 0.2%

- Refused: 2%
- Black-Nigerian: 0.7%
- Turkish: 0%

Equality runs through everything we do at St John's. Below, sections from this year's School Improvement Plan (highlighted in blue), show how we have complied with our Public Sector Equality Duty, and how invested we are as a school, in ensuring all of our children receive the very best learning opportunities. Where children have gaps in their learning, or SEND needs, targeted support is quickly put in place to maximise their progress.

St John's LGB July 2024

Objective One – The quality of education: (a) Writing Development - coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. (b) The development of fluency of reading across the whole school through the acquisition of vocabulary and rigorous phonics teaching. Focus on 'talk'. (c) Curriculum Development - coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Teachers' pedagogy supports the teaching of well-sequenced, knowledge-based units, which develop children's recall, memory skills (understanding of metacognition), allowing children to know more and do more, producing excellent (beautiful) work across their learning across the curriculum. Teachers use questioning and assessment effectively.		
Targets (Improve and Why)	Action/Who Head teacher (HT), Leader (L), Teachers(T), Support Staff (SS)	Outcomes (Difference; observable and measurable and Termly Milestones)
(a) Writing Development - coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning	- All staff are aware of the whole school writing sequence L/T - All staff have access to high quality model texts and use them confidently L/T - All staff are trained in using The Write Stuff (Jane Considine) and Grammasaurus to support within the writing curriculum (high quality model examples and structures) HT/L - Handwriting is taught regularly and with rigour. Children are taught formation and joining and 'coached/ guided' in ensuring written work reflects their more formal handwriting examples. L/T	Term1 - Writing sequences are progressive and reflect national curriculum requirements and appropriate progression – Planning. THE WRITE STUFF (Training for new staff and embedding in classroom experience for all). - High quality model texts are used to inform planning and support teachers knowledge – planning and books - Handwriting is taught explicitly, timetabled and monitored - High quality and progressive 'checklists' are in place and children know the check list of 'ingredients' for the genre they are writing in – planning and books - Check lists can be identified in children's 'beautiful' books - books and pupil voice - Teaching sequence can be identified in children's 'beautiful' books – books and pupil voice

	- High quality writing models and progressive check lists are in use, consistently and progressively. The Write Stuff models. L/T - Gaps in children's learning are identified at the earliest opportunity and planning is adapted accordingly, in each year group. Scaffolds are good quality – supporting independence. L/T - Accurate writing assessments are in place HT/L/T - All teachers use formal tracking tools at least termly T - Catch up writing lessons form part of the catch-up initiative – flexibility in timetabling L/T - Moderation takes place to ensure teacher judgements are accurate and any trends in attainment are identified and gaps are filled HT/L/T - Model texts to support moderation are regularly reviewed; Yr2 and 6 focus L/T - Model writing example available as scaffold display in classrooms – The Write Stuff T - Subject specific vocabulary banks T - Spelling work - Purple Mash Programme to support with delivery and sequence T - Links with phonics – tutoring throughout school as required L/T - Leaders review planning and outcomes. Consistency across classes. L - Grammar sequence and coverage is regularly reviewed in line with the writing teaching units – children use what they are taught. Leader to adapt and monitor progressions and coverage – Grammasaurus Scheme – trialied then rolled out to year groups. Planning adapted to school programme. Sequence and links with taught units monitored and updated regularly. T/L	- Grammarsaurus – trial in US. Leader to feedback – roll out to classes y2-5. – books, pupil voice, Outcomes. Term2 - Check lists (The Write Stuff 'ingredients') can be identified in children's 'beautiful' books - writing samples, books and pupil voice - Teaching sequence can be identified in children's 'beautiful' books – planning, books and pupil voice sessions are in place and children are confident with formation and joining appropriate to year groups - Handwriting – sessions are in place and children are confident with formation and joining appropriate to year groups - planning, handwriting books, all workbooks, - Grammar teaching is evident, appropriate to task and progressive – planning, books - Children use check lists to mark/check and edit writing; The Write Stuff Model – books and pupil voice - Moderation is thorough and teacher judgements are accurate – moderation samples and outcomes - More than 62% of children in each year group are at least age related – outcomes, teaching triangulated assessments and samples of work, data drops - Handwriting competition to run – uplift profile of handwriting – Yrs 2-6. - Grammasaurus roll out – Yrs 2-6 – used in all year groups – planning, book look Term3 - Improved writing outcomes across the year groups - data drops - Children's 'beautiful' books reflect writing sequence and creative opportunities to use knowledge of genre independently – books, pupil voice - Handwriting shows progress in formation and fluency - Grammar teaching is evident and progressive – walk thru, planning, books, pupil voice - More than 62% of children in Yrs 1-6 are at least age related – data drop 3
--	--	---

(b)READING

(Phonics.
Vocabulary.
Questioning.
TALKING)

At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

RWI programme remains strong

There exists a rigorous approach to the teaching of reading, which develops learners' confidence and enjoyment in reading across the school.

- All new and existing staff are trained and then coached in phonics (KS2 teachers and LSAs to attend training) **L/T/SS**
- Accurate phonics assessments in place **L/T/SS**
- Staff are delivering RWI accurately – pace and pitch accurate, modelling is precise and assessment in lessons is rigorous **L/T/SS**
- Phonics/Reading lead has leadership time to enable targeted coaching and support **L**
- Gaps in individual children's phonics learning are identified in morning lessons and interventions are then applied appropriately that day to enable 'keep up' **L/SS/T**
- All teachers use formal tracking tools at least half termly **T**
- Comprehensive support programme is in place for children who did not pass Phonics check at Yr1 and/or 2. **L/T/SS**
- WCR (Whole Class Reading/ Guided reading – whole class format) is in place with continued raised expectations. VIPERS are evident. **L/ T**
- Access to high quality texts – every classroom, every day. **L/T**
- Development of the library (class-based reading spines – books are interesting, appropriate and some present challenge) **L/T**

Term1

- Children's reading books match their phonic ability – RWI assessments and AR in place and accessed for all children
- High quality text excerpts in books (link with writing targets) – books and planning
- Pupil voice - confident discussion around KOs. Sticky knowledge. How does the learning link with previous/prep for future learning? Building of schema is evident from discussions. Regular(modelled/supported) talk opportunities in classrooms
- Shallow dives in SL time evidence high quality texts - above the pay grade/use of authentic primary sources
- Planning evidences high quality excerpts/texts (using the 5 plagues strategically)
- Reading sequences are clear and developed to incorporate reading across the curriculum -
- Guided reading (WCR) intent/progression map shows progression through school. VIPERS in place. Evidence of children talking about their reading – reading spines, LTP. Walk Thru Observation sessions.
- High level of engagement for reading across KS2: children report they enjoy reading at school and at home and understand what they have read -pupil voice. Increase in library book take up in Years 5 & 6. Quality of talk about books.
- Book on desk – in place. Monitor- it must not distract focus on other subjects/ teaching sessions. – Observation. Planning. Class expectations.

The AR scheme is used to support and develop independent reading in KS2 and support teachers and leaders to plan for intervention/next steps. Attention is paid to children's development of 'book talk'	- Development of the school-wide library facility HT /L - Book on desk strategy – no time lost T/SS - Timetabled space for reading for pleasure T - Early readers – phonic knowledge linked to text choice and progression L/T/SS - Evaluate the use of online reading record package. - Evaluate vocab focus in teaching across the school. Teacher's to implement: Daily targeted support for children behind in phonics in yr2 & above (1 to 1 tuition for KS2) Phonics Yr. 1 mocks as scheduled in order to analyse gaps. Phonics Yr. 2 mocks (official check to be completed by end Autumn 2) 1 to 1 tuition/ support for border line Year 2 children. 1 to 1 tuition for the lowest 20% of readers/ phonics groups L/T/SS Support those who teach phonics to develop strong subject knowledge and accuracy in their delivery	Term2 - Use of accelerated reader online tracking system to ensure children are reading appropriate texts with the right level of challenge. This tool informs teachers of forward planning and or intervention. AR tracking document. Pupil voice. Planning. - VIPERS - WCR – Children talk confidently about what they have read Observation (Walk Thru) Reading Comprehension outcomes – appropriate progress is made - Competitive aspects of accelerated reader used to motivate children - pupil voice - Children are able to apply increasingly sophisticated application of their reading skills -teacher feedback, yr 2 and 6 SATs scores. Standardised reading assessments – good progress - In class libraries are compatible with AR, and offer a range of text types. (5plagues) - teacher feedback. Environment Review. Classrooms and shared environments reflect a strong focus on reading (Reading nooks, reading areas in classrooms. Development of library area)
--	---	--

	Use of high-quality excerpt texts and/or novels to support subject specific learning (Subject leaders to help source) L/T Build in opportunities for recall and retrieval and interweave prior learning into these activities – VIPERS are evident T Teachers and support staff adapt plans to help children to keep up and catch up in reading lessons T/SS What reading will support knowledge acquisition in the sequence and how will this add depth (reading in every subject – must be documented) L/T Consideration of the cultural capital needed for each lesson and sequence of learning and plan accordingly T Clear, explicit teaching on key tier 2 vocabulary T The use of the accelerated reader analysis to inform planning and intervention T Children using vocabulary quizzes for AR – points to intervention support requirements for each phase T All teachers know the lowest 20% readers and offer robust support to enable catch up and keep up. Leaders monitor and support T	Term3 - Higher number of chn achieving ARE on reading tests compared with start of year (10% increase) -Data analysis - Children use vocabulary quizzes for AR, consistently -Tracking AR data - Raise in phonics EOY assessments (an increase to 90 % for 2023)- Data - Rapid progress so no non-SEN child is on RWI in year 2 by end of year term, maintain this expectation. - Data - All non -SEND Year 1 children pass phonics screening check - Data - Comprehensive support programme in place for children who did not pass Phonics check at Yr 1 and/ or 2. - Good progress measures achieved – regular low stakes checking. - Children with phonics or fluency gaps work with an adult to recall and practise their current learning daily and in addition to daily phonics teaching – Intervention maps/planning/ Pupil voice. Outcomes. - Children meet StJ's/ODST's expected points of progress in Reading and Writing - data - Whole school library is fit for purpose. Books have been sorted and updated -Environments Observation Pupil Voice - Children are in receipt of the best experiences we can offer – cultural capital - Pupil voice, books, planning, environments
(c) CURRICULUM DEVELOPMENT (What is being taught) <i>'Sometimes the work provided does not help all pupils achieve leaders' ambitious</i>	- Curriculum Lead; to be effective in maintaining an overview of provision including unit end points and wider curriculum links L - Curriculum Overviews on SharePoint (LTP, MTP, STP) HT/L - Assess and group children for RWI Phonics L - Share AR – MyOn with parents (logins) L/T - AR reading programme in class – teachers trained L/T - Catch up Phonics Programme- KS2 – rolled out to lowest 20% children identified following baseline L/T	Term1 - Curriculum is available to all on school wide web-based platform- updated as required - Timetables reviewed and updated -Common format. - Children in FS and KS1 are regularly assessed and regrouped for RWI sessions - Observation - RWI sessions are daily and quality assured. (CP and RWI External leads) - Observation and planning - Logins for MyOn/AR etc. are in place. Uptake is monitored and promoted. - New teachers/staff are trained in AR application in school - Star testing is used to inform WCR and English and intervention planning

aims. This means that some pupils have gaps in their understanding.

Leaders need to ensure that teachers have the necessary expertise they need to match activities carefully to be able to check what pupils know and remember'

OFSTED 2022

St John's Curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning; Specific and focussed developments in Foundation Subjects

Further develop intent and implementation in foundation subjects – including the development of teacher's subject knowledge

- Maths catch up Programmes – rolled out to lowest 20% children plus identified following baseline (KS2 – Third space. NTP. Times table tutoring) **L**
- Develop Knowledge Organisers further (sticky knowledge) **T**
- Share curriculum related log-ons with children and families (Science; Developing Experts, Reading; Accelerated Reader, MyOn, Maths; Timetables Rock stars. Purple MashUKS2 – SPAG and maths.com) **T**
- Timetable review – format and time audit to support quality provision across the curriculum **HT**
- SEND/PP specific interventions and monitoring systems in place and regularly moderated. Bespoke curriculum, as required 'Meadow') SENDCO/**L**
- Support staff are consistently and effectively deployed to ensure no time lost – no child lost. **SENDCO /L/SS/T**
- Rosenshine – Questioning - CPD – stem sentences **L**
- MYATT – Curriculum Reflections – **HT**
- Staff meeting time given to shared 'book looks' to gain; Shared understanding of excellent work in 'beautiful' books. Presentation expectations, incl. Handwriting (Great Expectations document) **L/T**
- MTPs evidence sequences of learning with end points evidencing high expectations. Staff know the end points they are working towards and sequential steps are planned and delivered. **T**
- Separate books; English and RE, Mathematics. Science, History & Geography and the Wider Curriculum. **All staff**
- Learning is marked in line with the marking and feedback guidance document **T**
- MUSIC focus – reintroduce additional whole class lessons from peripatetic music specialist (funding dependent) LKS2 **L/T**
- **TALK** is evident in all curriculum teaching and learning. High quality **TALK** is modelled and children are given

- **Catch up Phonics is in place in KS2. Children make progress and read more fluently**
- Autumn term Knowledge Organisers are shared with families and are supporting learning in class – **Low stakes testing checks understanding. Regular recall opportunities.**
- Support staff deliver fast, effective and impactful interventions – baseline and measured each half term for effectiveness
- **Rosenshine techniques used consistently by all staff – new staff are up to date – Observations (Walkthrus)**
- Teachers planning sequences match curriculum intent overviews in all subject. Teachers know end points and links. **Curriculum reviews. Book looks.**
- **Coverage of this intended content is evident in children's books as are scaffolds to help SEND achieve ambitious end points – Planning review. Book look.**
- Maths training – Task design delivered – small steps in learning is evident in planning and delivery, Misconceptions are identified and addressed. **Planning – books – Outcomes.**

Term2

- Maths catch up programme – lowest 20% children in years 3-6 in place. - **Progress measured.**
- SEND focus – rapid progress from baseline in term1 – phonics, maths, science, writing. **Book review. Pupil voice. Outcomes**
- PP focus – rapid progress from baseline in term 1 – phonics, maths, science, writing **Book reviews Pupil voice Outcomes**
- Children understand different questioning techniques – **pupil voice -**
- Moderation of excellent work-Trust wide and school - **School – through staff meeting. Booked shared from foundation to year 6. Progression and sequence**
- Books are well-presented and adhere to presentation guidelines- across all year groups (Great Expectations) -**Book Look Core subject books well presentation , high expectations**
- Children are proud of their books and enjoy sharing their learning in them. They can demonstrate that they know more and remember more. They can confidently discuss information on Kos and can talk about prior knowledge - **pupil voice Children share learning and proud of work. School council have conducted pupil voice and pupils talk about their learning.**

Teachers know how to use questioning effectively to ensure children have the precise knowledge they need to deepen their understanding and make links across topics. SEND /PP - curriculum is designed to be ambitious and to meet the needs of specific and identified groups - pre-teaching of vocabulary and further development of the skills and expertise of those staff directly supporting the learning	opportunities to discuss learning. This is monitored to ensure quality and progressions. T - TASK DESIGN – Tasks ensure work provided for children during lesson time support teachers to identify gaps in learning which are addressed L/T - Training/CPD for teachers – small steps in maths to support implementation of WRM. L/T - Assessment in Foundation subjects – assessment is used to quickly identify and address misconceptions in learning. L/T - Questioning, quizzing and End of Unit opportunities to ‘test’ ongoing knowledge acquisition ensuring misconceptions are addressed are fit for purpose and accurate in what they are assessing. L/T - Cumulative Assessment opportunities support TA each long term. (Accurate TT updates) L/T	- Spring term Knowledge and associated quizzes are in place -Planning. Observation - Consistent curriculum implementation is tested through rigorous evaluation PLAN.DO.REVIEW Monitoring of curriculum plans and implementation. Lesson Obs, drops ins, book looks. - Assessment (Questioning, quizzing and end of unit pieces are consistent in Maths, Reading, Writing, Science, History and Geography) and are used to inform end of term TA on target tracker. TT Update - Music Focus – enrichment – Rock Steady – Yr4 Outcomes – rock concert Year 4 first group concert Term3 - Summer term Knowledge Organiser and associated quizzes are in place and as a result children’s recall and knowledge retention -They are on website. Fit for purpose and useful. KO on website - Standardised testing is in line with teacher assessments -data analysis - Assessment (Questioning, quizzing and end of unit pieces are consistent in Maths, Reading, Writing, Science, History and Geography) and are used to inform end of term TA on target tracker. - EOY outcomes are in line or better than targets (Overall and groups) – Reportable and in-house data - Arts mark – in place and evident in planning and implementation. Curriculum enrichment opportunities. Visiting artists Year 5 -reading Museum - Target tracker/ teacher assessments are accurate and reflective of ‘beautiful books’, cumulative quizzing and End of Unit tasks (Focus History and Geography) Quizzes evident in books – end of unit tasks seen for History, Geography and Science – book look, observations
Maths – develop further the implementation of the mathematics curriculum so that pupils can reason and apply their learning in a range of contexts	- Staff plan for pupils to apply their understanding to a challenging range of problem solving and reasoning tasks – Updated WRM schemes are in place and all planning is updated as the year progresses L/T - New Maths lead develops classroom delivery – quality and consistency. Outcomes and progress are monitored. L/T - Maths ‘meetings/morning work’ – retrieval sessions are in place across the school T	Term1 - New WRM teaching units are embedded and sequential L/T/SS Planning. Observation. Books. - Mathematical language is modelled at all times L/T/SS Planning Observation. Pupil Voice - Maths meeting/review sessions support next step learning – morning work Observation. Planning slides. Books. - Conversations allow the children to process before responding. Maths talk modelled and practiced L/T/SS Pupil voice. Quality of outcomes

	- Timetable specific school led tutoring in LKS2 is in place L - White Rose maths (WRM) reviewed. Focus on small steps of learning (leader to receive CPD; visit to an Outstanding school) to look at lesson content and design. No gaps in learning, Children have firm mathematical foundations and subsequent building blocks of small steps to ensure skills and knowledge are substantive and can be used in a variety of ways (Mastery) L/T - LOs replaced by questions. Supports all stakeholders in knowing and understanding outcome at ends of learning session. Can the question be answered?	- The learning environment scaffolds and provides opportunities for children to embed mathematical knowledge L/T/SS Learning walk. Pupil voice. Outcomes/Progression
		Term2 - Teaching sequence of lessons is developed to include small step learning. Task design for each lesson ensure children are practising and embedding sequential skills and knowledge with understanding. Looking at planning, books, walkthroughs - Maths talk – children can explain their thinking as they reach an answer/problem solve. Seen in books, pupil conversations - Intervention – Yr 4 times table, Third Space and timetable tutoring are in place. In class intervention to address misconceptions are embedded as first quality teaching and show impact in outcomes. - pupils can reason and apply their learning in a range of contexts -seen in maths talk and retrieval and review sessions, walkthroughs, book looks
		Term3 - Teaching sequences - fit for purpose. WRM small steps in place and sequential to ensure no gaps in learning. - Retrieval Practice - flash back 4 in all classrooms (yr2-6) Consider maths morning (morning work to support maths review) Walkthroughs - Intervention – measure for impact. Decision for end of year and next academic year. - Maths talk pupils can reason and apply their learning in a range of contexts. Pupil voice, books, walkthroughs, planning slides
PEDAGOGY (How the curriculum is taught) Metacognition and Questioning focus to shape teaching activities Teachers teach well sequenced, knowledge-based units which develop	- CPD teachers understand metacognition HT/L - Specific teaching time given to supporting children with their understanding of metacognition L/T - Subject leaders support teachers to develop appropriate recall activities for their classes – individual research, CPD. L/T - Recall and retrieval activities are agreed and tested. (Quizzes, flashback four, Key pieces of work, Quick review) T - All Knowledge organisers have a quiz for each ‘section’. T	Term1 - Teachers know how to model metacognitive thought processing and apply in class – Discussion/observations ‘walkthrus’ - Children have opportunities to evaluate their own knowledge and learning behaviours – pupil voice. Purple pen. Observations. Books. Term2 - Children can articulate their own strategies and challenges in relation to improving their learning -pupil voice - Children can identify how their teachers helped them to remember more – pupil voice - Children make links with previous learning – pupil voice. Books.

children's recall, memory skills and understanding of metacognition; allowing children to know more and do more, producing excellent work across their learning. Teachers use questioning effectively	- STEM speech bubbles/answering display are in classrooms to support development and focus of Questioning. L/T - Moving from LO's to questions – Support children to monitor their success. Supports quick identification of misconceptions. L/T	- Stem sentences are used by adults and children during learning opportunities/lessons -Observations. Books. Planning Term3 - Improved outcomes at EOY standardised testing – reportable data - Children's cross curricular writing shows greater depth of knowledge and facts – outcomes. Subject leader report - Science, History and Geography learning is sequential and children can talk about past learning that supports present learning. Planning. Pupil voice - Subject leader reports references recall and retrieval – books - Stem sentences embedded in the everyday language used - Observation. Pupil voice - LO's to questions – evident in books and planning. Impact on children's increased ability to verbalise thinking
--	---	---