

Post Ofsted Action Plan-Langley School (November 2018)

On the 2nd October , 2019 Langley School was inspected by Ofsted. While the school was successful in maintaining its Outstanding rating, a number of priorities were identified since the last inspection. In light of these priorities, the school's next inspection will be a full section 5 inspection. the school will be subject to a Full section 5 inspection within 2 years to ensure that the school can maintain these standards. Due to where we are within the current Ofsted cycle, we are expecting this inspection within the current academic year.

As a result of this inspection, and from our own self-evaluation, we have put in place a Post Ofsted Action Plan to ensure the school addresses these priorities and to also further develop our practice to maintain our Outstanding rating and education provided to our pupils.

We will update the RAG ratings throughout the year so that parent/carers and other stakeholders are aware of the progress the school is making. Throughout the year, we will be asking inviting parents to share their views and contribute to further school improvement.

This action plan will be in place for the remainder of the current academic year. During the Summer Term a new School development Plan will be completed by stakeholders.

Next steps for the school (Ofsted 2018):

Leaders and those responsible for governance should ensure that:

- Teachers raise their expectations and set work for the most able pupils that is carefully matched to their needs and offers an appropriate level of challenge
- Leaders sharpen the school's pupil premium strategy so that specific barriers to learning are routinely identified and addressed, and the use of funding is more carefully evaluated to maximise outcomes for disadvantaged pupils
- All the required information related to the use of pupil premium is included on the school's website
- Information about the frequency and type of behaviour incidents is used more effectively to put in place strategies to improve pupils' behaviour.

In order to improve the attainment and progress of the more-able and how we target our Pupil Premium funding, we need to look closely at what we are teaching and how we are using assessment information to inform our planning and identify the specific barriers to learning for our disadvantaged pupils. As many of our pupils have similar and multiple barriers to learning, we need to address this school wide as part of the curriculum offer. Therefore, a strategy that allows us to teach a more tailored curriculum which embeds non-academic objectives (where appropriate) alongside academic ones allows us to track pupils' progress holistically as policy. The implication of this is the need to put into practice more rigorous assessment procedures around in-year progress in both core subjects and the social, emotional, physical, sensory, communicative and developmental needs of our pupils (non-academic milestones).

Many of our pupils have wide ranging developmental needs and barriers to learning Thus allowing more timely and targeted support for individuals when, and if, they become at risk of not reaching their potential. Teachers will deliver a more tailored curriculum which will remove the 'catch-all' approach identified by Ofsted and allow the school to specifically target the needs of individuals.

As part of this process, we identified that pupils were not getting as much access to learning the key skills in maths and literacy lessons, although opportunities to embed learning were available in other subject areas. Therefore, we have amended the timetable to ensure that all pupils have maths and Literacy lessons daily-a practice common to both Special and mainstream schools. Lessons will be reflective of the pupil's special needs and allow pupils to apply skills and learn them in different contexts. Non-academic skills/activities such as 'being able to engage with another person' will be embedded (Partner talk about a story for example) in a tailored approach.

As many pupils share similar barriers to learning We are also refining our identification of all pupils' barriers to learning and are reviewing the strategies in place, as well as access to interventions, to remove these. This has therefore meant that we have taken a strategic approach to how we deliver these subjects and the expectation upon teachers to deliver a higher frequency of lessons.

In order to address this, we have:

- 1) **Reviewed the planning requirements for literacy**, so that teachers plan a longer scheme of work over a couple of weeks. Staff are now delivering skills based lessons based around a topic or book. The schemes are at least two weeks long and follow the process from reading to writing. They ensure that the pupils can fully immerse in a complete text; develop their understanding of a text through comprehension; learn the discrete skills grammar and punctuation skills and apply these to extended pieces of writing. Based on the Birmingham Literacy Project and our work with partners in the Learning Through Excellence Trust the school is currently reviewing the frequency of delivery, quality and programme used to teach Phonics. During inspection lesson observations some children were not having access to accurately levelled phonic activities or reading books of appropriate challenge. This is now addressed through looking at an agreed synthetic phonics scheme with regular opportunities for assessment and consistency of delivery; how we teach and assess pupils' comprehension and how we support pupil reading for non-verbal, those with specific learning difficulties and pupils who are 'whole word' readers. The revised approach will ensure consistency in delivery, assessment and improve outcomes for all learners.
- 2) **Re-organised Upper Key-Stage 2 classes, to improve the quality of Teaching and Learning.** In order to ensure that Teachers could effectively deliver the curriculum to all learners, we reorganised the class groups in upper Key Stage 2. The changes were based on pupils' individual Special needs and their attainment. Teaching was not always as effective as it could be when the needs of the class were far ranging. At times it had a negative impact on differentiation and how the curriculum was delivered. Now teachers can deliver an appropriate curriculum and manage the range of needs. This has included being able to effectively manage the academic, development and sensory needs of pupils.
- 3) **Developed role of subject/middle leaders.** To support improvement Subject and Middle leaders are being developed to improve school wide leadership and to support staff in bringing about and maintaining change. This is enabling leadership responsibilities to be distributed beyond the

Senior leadership team to drive school improvement and have the capacity to continue improving. This will also support future sustainability; provide teachers with leadership skills to support in subject leadership. Middle leaders are central to the school through their roles as teachers and therefore provide significant contributions to school improvement as well as providing ongoing support to their colleagues as members of the extended leadership team. Middle leaders will provide a further level of accountability and use data and monitoring to sustain high standards.

<p>Ensure teachers raise their expectations and set appropriate work for the most-able pupils by:</p> <ul style="list-style-type: none"> ➤ Planning work that is carefully matched to their needs and offers an appropriate level of challenge ➤ Refining assessment systems and appraisal to ensure teachers have accurate knowledge of pupil levels and expected progress ➤ Ensuring the timetable supports outstanding progress in reading, writing and maths 						
Targets	Action	Success Criteria (Impact on Learning)	Time Scale	Actioned By	Monitoring Arrangements	RAG Rating
Fully effective systems are in place to monitor curriculum delivery to ensure more-able pupils are offered appropriate challenge	<p>Moderation meetings of pupils' work</p> <p>Book & Planning trawls</p> <p>Staff to consistently use 'Onwards and Upwards'</p> <p>Regular data analysis</p> <p>End of term target setting/progress meetings</p> <p>Regular monitoring of literacy and maths through drop in, lesson observation and learning walks</p> <p>Provide opportunities for coaching and mentoring</p> <p>Monitoring timetable in place (including Quality assurance from external moderators)</p>	<p>Teachers will know the current levels of their pupils' abilities against the new curriculum</p> <p>Appropriate targets are embedded in planning</p> <p>Target setting will show that at least 60% of pupils will be on target to achieve at least expected progress in R,W,M</p> <p>All lessons observed will be Good or Outstanding</p>	<p>Ongoing</p> <p>July 2019</p> <p>Nov 2018</p>	<p>MR/SLT subject leaders</p> <p>DS</p> <p>JA</p> <p>SLT</p> <p>MR</p>	<p>SLT to monitor pupil achievement and lesson observation</p> <p>Termly reports</p> <p>Curriculum committee</p>	

		Staff access support of experienced colleagues		JA/DS		
Senior leaders use resources effectively to improve pupil outcomes	Review teaching groups based on banding and assessment data Whole school mapping based on need and resource is in place (banding)	Children access appropriate learning environment Planning demonstrates needs of all pupils; including more-able, are met and challenged pupils make expected progress in R, W M Pupils have appropriate interventions/support in place based on their primary need/banding IN class support is tailored to support pupils in accessing new and existing systems to ensure full engagement in learning	Review by Nov 2018 Transition days Dec 2018 Pupils in new class groups from Jan. 2019 April 2019	SLT Inclusion Manager	SLT meetings Governor reports	

	<p>Review of leadership responsibilities</p> <p>Review staffing structure/deployment/responsibilities</p>	<p>New school timetable is implemented to ensure consistent delivery of R, W M</p> <p>Distributed leadership and revised staffing structure in place ensuring school wide accountability</p>	<p>July 2019</p>	<p>JA/Govs</p>		
<p>Reading , writing and maths delivery is reviewed to maximize Outstanding teaching and learning of key skills</p>	<p>R,W,M leaders carry out curriculum/key skills coverage review</p> <p>Introduction to RWI</p> <p>Talk/communication for writing strategies are introduced to support the writing process (including extended writing session)</p> <p>Guided reading sessions to be introduced in KS2 using evidence from the Birmingham reading Project (LTE)</p> <p>Reading leader to provide training on guided reading</p> <p>Weekly maths planning includes real life maths applications</p>	<p>At least 60% of pupils will achieve expected progress by the end of the year in R W M</p> <p>A consistent approach to the teaching of reading will support accelerated progress</p> <p>More able pupils will make accelerated progress as seen in assessment data</p> <p>Planning shows agreed strategies are consistently used across the whole school</p>	<p>July 2019</p> <p>Summer 2019</p> <p>April 2019 (piolt) Whole school (Sept.2019)</p> <p>Feb. 2019</p>	<p>BF/MR- faculty members</p> <p>BF</p> <p>BF</p> <p>MR</p>	<p>SLT</p> <p>Moderation timetable activities (work scrutiny etc.)</p> <p>Data analysis</p> <p>FGB & curriculum committee</p> <p>Lesson observations</p>	

	<p>Policy for agreed progression in calculation is written into school policy</p> <p>Fully effective tracking system is in place for assessment to allow accurate monitoring of small steps progress for both subject ready learning and pre subject ready</p> <p>Under performing groups are identified through data analysis</p>	<p>Yearly Target setting is related to individual pupils and is challenging</p> <p>Agreed assessment targets for each progress step are now included on onwards and upwards</p> <p>Termly progress meetings</p> <p>Robust data is used by SLT, teachers and governors for tracking, monitoring and planning</p>	<p>Dec 2018</p> <p>Dec 2018</p> <p>Ongoing</p>	<p>DS</p> <p>DS/JA</p>	<p>Ex. HT (JA) & HT (DS) analyse data</p> <p>Subject leaders to attend progress meetings</p>	
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<p>Leaders sharpen the school's Pupil Premium strategy so that specific barriers to learning are routinely identified and addressed by:</p> <ul style="list-style-type: none"> ➤ Using the funding to maximize outcomes for disadvantaged pupils & adheres to DFE guidelines ➤ Ensuring robust monitoring systems are in place to measure and evaluate impact ➤ Direct funding to include academic interventions ➤ Increase the engagement of all pupils in regular physical activity 						
Targets	Action	Success Criteria (Impact on Learning)	Time Scale	Actioned By	Monitoring Arrangements	RAG Rating
Senior leaders will ensure that the school uses and reports on Pupil Premium	<p>External review of PP to be undertaken by LTE</p> <p>½ termly formal moderation of interventions is made. Progress</p>	<p>Leaders have a strategic view of PP and are able to identify and action areas for improvement through allocated</p>	Feb. 2019	<p>Ex.HT (JA) & HOS (DS)</p> <p>Ex.HT</p>	Link governor to monitor	

funding more effectively	<p>is assessed against pupil outcomes</p> <p>Monitor and report outcomes to FGB and staff</p> <p>Accurate pupil premium statement is published on the school website</p> <p>Under performing groups are identified through data analysis (In addition to academic targets, Assessment measures for area of need (social, emotional, physical etc.) are used to baseline pupils and measure impact)</p>	<p>spend on interventions</p> <p>Governors and senior leaders will report on how PP money has been spent and the impact of the spending.</p> <p>All staff can identify pupils in receipt of PP</p> <p>Teachers know pupils identified for PP intervention</p> <p>Assessment data is accurately used to identify appropriate interventions for disadvantaged pupils</p>	<p>Jan.2019/ongoing</p> <p>Jan.2019</p> <p>Jan.2019</p> <p>Ongoing</p>	SLT	<p>SS to monitor PP therapeutic interventions ½ termly MR academic –report to govts/ Termly data analysis</p>	
The school uses PP funding to improve academic attainment of more-able pupils	<p>SMART targets to be set for PP interventions (including academic) and ½ termly reviews undertaken</p> <p>Temporary inclusion manager is employed to support pupil access to the curriculum</p>	<p>Pupils no longer need to use the intervention because they have made sufficient progress</p> <p>Academic interventions are implemented</p>	<p>Feb. 2019</p> <p>Jan 2019</p> <p>Ongoing</p>	<p>DS/JA</p> <p>JA</p> <p>SS</p>	<p>JA to monitor through SLT, PP reports and impact statements</p> <p>PP Link Governor</p> <p>FGB assessment reports</p>	

	Intervention Team keep thorough tracking information for pupil interventions	Qualitative and quantitative data shows progress made There is no difference between attainment of PP pupils and No PP pupils	Summer 2019			
Increase the engagement of all pupils in regular physical activity targeting the least active children to increase their participation (Chief Medical Officer guide lines recommends at least 30 minutes physical activity per day).	Introduce lunchtime physical activity clubs to focus on targeting inactive children Introduce the pupils to new physical activities and sports potential of a pupil showing further interest in clubs outside of school Train play leaders for breaks and lunch times (LSAs)	PE leader to run staff meeting to promote ideas Target pupils identified and baselined Strengths and weakness of pupils identified to inform activity planning Lunch time activities/sports games in place Targeted pupils engage in planned activities/sports Outcome data shows marked improvement in pupil engagement in	Spring 1 Spring 1 Spring 1 Spring 2 Spring 2 Summer 2 Summer 1	CT	Clubs reviewed on termly/half termly basis Report to FGB meetings End of term progress data SLT drop ins Pupil questionnaires/interviews Pupil voice	

		<p>physical activity and enjoyment of sport</p> <p>Pupils are physically active for longer periods of the school day</p> <p>Play leaders trained</p> <p>Potential decrease in inappropriate behaviour</p>				
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- 4) **Revised the school’s approach to Behaviour Management**-Ofsted noted that the school did not track data relating to pupil behaviour and physical interventions as well as it could. To do this effectively, the school have revised the current policy and approach to behaviour management across the school. The intention is to have a consistent approach to behaviour management by continuing to establish clear expectations for appropriate behaviour, the way we monitoring and analyse behaviour to bring about positive change, and consistent responses to reinforcing appropriate behaviour and redirecting inappropriate behaviour. Accurate and robust data analysis is allowing the school to support pupils for effectively as well as Outside agencies to improve pupil outcomes and remove barriers to learning.
- 5) **Further improving Safeguarding**- Ofsted graded Safeguarding as effective and that the school’s safeguarding arrangements are fit for purpose and that staff are aware of the greater risks to safeguarding pupils with SEN. During the inspection, we discussed how we could further improve in this area. As a school we use multiple methods to report and record concerns and as leaders are improving this further by collating the information into more central files.

Ensure that information about the frequency and type of behavior by pupils is used more effectively by:						
<ul style="list-style-type: none"> ➤ Developing systems to monitor and improve whole school behavior ➤ To put in place strategies to improve pupil behavior 						
Targets	Action	Success Criteria (Impact on Learning)	Time Scale	Actioned By	Monitoring Arrangements	RAG Rating
Review and develop school wide	Review Behaviour Management Policy to ensure school wide consistency of approach	Clear boundaries and expectations shows consistency for pupils	Dec. 2018	SS/JA JA	SS/JA monitor ½ termly reports	

<p>approach to behaviour management</p>	<p>Deliver behaviour management training to staff</p> <p>Put in place agreed responses to behaviour to ensure staff are empowered to manage behaviour in own classes</p> <p>Introduce Golden Time</p> <p>Introduce Whole school Behaviour meeting to allow for debrief, support and sharing good practice</p> <p>Pilot use of behaviour recovery (KS2)</p>	<p>and staff and expectations are embedded</p> <p>Decrease in frequency of serious incidents</p> <p>Staff are held to account for managing pupil behaviour</p> <p>Children access Golden Time daily</p> <p>Pupils make expected progress</p> <p>Pupils show responsibility for behaviour</p>	<p>Ongoing</p> <p>Jan 2019</p> <p>Jan 2019</p> <p>March 2019</p> <p>July 2019</p>	<p>YK/inclusion manager/SS</p> <p>JA/SS</p> <p>DS/SS</p> <p>YK/inclusion manager</p>	<p>Lesson observations/learning walks##Govs. Curriculum committee</p>	
<p>Implement rigorous recording systems for behaviour</p>	<p>Introduction of behaviour watch to record serious incidents and restrictive physical interventions</p> <p>Daily behaviour recording sheets for low level disruption introduced</p> <p>Previous RPI records are placed in bound book</p>	<p>Schools has access to accurate data which also details time and place allowing for greater opportunity to target incidents of inappropriate behaviour</p> <p>School effectively monitors and improves whole school behaviour, low level disruption, Si and use of RPI</p> <p>School meets legal requirements for</p>	<p>Feb. 2019</p> <p>Jan. 2019</p> <p>Nov. 2018</p> <p>Jan. 2019</p>	<p>£3,000</p> <p>Satff time</p>	<p>FGB reports & Ex. HT Monitoring activities</p> <p>Curriculum committee</p> <p>Learning walks</p>	

	<p>New incident report form created (federation wide)</p> <p>Training of incident recorded delivered to all staff</p> <p>Team teach refresher training to be delivered</p> <p>½ termly behaviour reported for pupils, classes and whole school introduced</p> <p>½ termly behaviour meetings with Teachers to identify actions for behaviour reduction based on data</p> <p>Bespoke teaching activities/intervention is planned and based on data analysis e.g. work on respecting others, dealing with emotions, friendships etc.</p> <p>AET scales adapted to provide SEMH scales and targets to improve behaviour, social skills and mental health</p> <p>Behaviour data reported to FGB</p>	<p>recording and storage of physical interventions</p> <p>Data links directly to interventions to educate pupils and improve their SEMH development</p> <p>Improved well-being of pupils</p> <p>Pupils more able to cope when faced with difficulties and work better with their peers</p> <p>FGB are aware of behaviour incidents and use of Physical intervention within the school</p>	<p>Feb. 2019</p> <p>Spring 2019</p> <p>½ termly-ongoing</p> <p>Termly</p> <p>Feb 2019</p> <p>Termly</p>	<p>Meeting Time</p> <p>Meeting time</p> <p>Cover</p> <p>Teachers PPA Cover for PSHE lead to have time to plan for whole school themes</p>		
Improve capacity and electiveness	Create temporary post for inclusion manager with focus on behaviour and	Additional staff member in place to meet demand	Jan.2019	£22,000 pro rota annual salary	Ex.HT Reports to governors	

<p>of Behaviour support and inclusion</p>	<p>wellbeing (introduction of functional assessment)</p> <p>Implement functional analysis to support formulation of appropriate interventions and individual behaviour plans</p>	<p>of increased levels of inappropriate behaviour</p> <p>School is better placed to carry out increased proactive strategies- functional analysis, ABA techniques and behaviour recovery is piloted</p> <p>Reduction in frequency of serious incidents and 'Time out'</p> <p>Behaviour meetings take place between class staff and behaviour team to plan for reduction in specific behaviours (IBPs, environment, quality first teaching etc.)</p>	<p>March 2019</p> <p>Ongoing</p> <p>½ termly</p>	<p>Staff directed time & staff meetings</p> <p>Cover cost</p>	<p>Lesson observations and learning walks</p> <p>½ termly data analysis through monitoring cycle</p>	
<p>Ensure safeguarding record keeping is rigorous.</p>	<p>Review safeguarding records and identify gaps and risks</p> <p>Centralise safeguarding records</p> <p>Move from 'My Concern' to a more robust safeguarding software</p> <p>Reintroduce paper based recording to fill gaps in record keeping on 'My Concern' until new software is in place-including chronology & pupil overview sheet</p>	<p>Safeguarding paperwork is thorough and accurate for individual pupil files</p> <p>Safeguarding records/information is kept together and not in separate locations</p> <p>Accurate chronology and pupil information for each pupil giving a more</p>	<p>Dec. 2018</p> <p>April 2019</p>	<p>Staff time</p> <p>£645</p> <p>AHT directed time</p>	<p>Link safeguarding visitor reports</p> <p>Safeguarding 2x weekly meetings</p> <p>Planning trawls</p> <p>Pupil interviews</p>	

		detailed overview of Safeguarding				
Improve strategic view and leadership of safeguarding	<p>Introduce 2x weekly safeguarding meetings to include Ex. HT to ensure whole school overview and position of safeguarding by all DSLs</p> <p>Complete Section 145 audit & action plan</p>	<p>All DSLs are kept up to date with whole school safeguarding and case review and action planning is robust.</p> <p>Planned safeguarding training is delivered to all staff at regular intervals throughout the school year</p> <p>Ex. HT (DSL) is kept up to date with whole school safeguarding</p> <p>Audit is completed</p>	<p>Jan 2019</p> <p>Ongoing</p> <p>Ongoing in line with BCC deadlines</p>	<p>SLT directed time</p> <p>Staff meeting time</p> <p>Training costs for DSLs may be incurred</p>	<p>Link safeguarding visitor reports</p> <p>Section 175 audit</p>	
Provide appropriate safeguarding education for pupils	<p>Faculty leads plan bespoke lessons/activities/themes weeks on trends identified from termly safeguarding data (e-safety, safety at night etc.)</p> <p>Introduce aided language display to support the disclosure of information/worries by pupils</p> <p>Schedule and deliver 'safety days' with pupils, focusing on issues surrounding safety.</p>	<p>Planning shows lessons are delivered based around whole school/class safeguarding trends</p> <p>Children know how to keep themselves safe in a variety of situations</p> <p>Children have increased access to communicating concerns</p> <p>Safety days to be planned and resourced. Pupils develop greater awareness of</p>	<p>Monitoring timetable activities</p> <p>Feb 2019</p> <p>Ongoing</p>	<p>PPA</p> <p>Staff briefing feedback</p> <p>Resources already available in school budget</p> <p>External agencies (costs if applicable)</p>		

		safeguarding issues which directly impact on their day-to-day lives				
Tighten attendance monitoring procedures Reduce persistent absence	JA to attend Fast track training Attendance intervention procedures to be put in place to provide consistency in response In line with national policy- no holidays authorised and fines issued Termly whole school attendance incentives are held e.g. 100 % attendance for 1 month equals reward trip Weekly attendance bear/class reward awarded to highest attendance	Ex. HT is aware of BCC procedures School responds consistently to absence Decrease in PA and increase in overall attendance	April 2019	£100 AHT directed time £25 termly rewards for attendance to families Assembly time	Attendance reports to FGB Weekly attendance meetings 2x weekly safeguarding meetings	

As well as the actions generated from the Ofsted inspection, the following actions will continue to form part of the school development plan:

Action	Success Criteria (Impact on Learning)	Time Scale	Actioned By	Monitoring Arrangements	RAG Rating
Faculties to continue to work together to monitor and evaluate 2 year action plan	2 year action plan for policies/resources and assessment.	Ongoing July 2019	MR HLTA communication	Faculty reports to SLT and curriculum committee	

<p>Collaborate on communication across the federation especially relating to the use of communication books and low tech aids</p>	<p>Joint observations by curriculum manager and SLT</p>	<p>July 2019</p>		<p>Lesson observations and learning walks</p>	
<p>Audit staff skills in Makaton and thinking skills. Formulate and implement a training plan</p>	<p>Develop and enhance children's communication across the federation using shared expertise. Staff become familiar with the use of Communication books</p>	<p>May 2019</p>	<p>SLT</p>	<p>Monitoring cycle activities</p>	
<p>Further develop confidence in using the outdoor learning environment</p>	<p>Key aspects of outstanding practise remain key priorities for provision for pupils</p>	<p>Ongoing</p>	<p>Faculty leads & HLTA leader of Forest School</p>		
<p>Staff continue to develop and refine their knowledge through training sessions linked to pupils' specific needs, e.g. sensory integration</p>	<p>All teachers to provide outdoor learning opportunities for pupils</p>	<p>Staff meeting timetable</p>	<p>DS</p>		
	<p>All class based staff to develop confidence in using the outdoor learning environment to further challenge and involve children</p>				
	<p>The CPD timetable and other training provide regular opportunities for staff to enhance</p>				

<p>Work towards (and achieve) the Unicef Rights Respecting Schools silver standard, collaborating with Beaufort as appropriate</p> <p>In line with the Statutory Framework for the EYFS April 2017, ensure all sections 1-3 are addressed within the provision</p> <p>To continue to extend the opportunities for needs based group work within Early Years</p> <p>Continue to enhance the outdoor provision</p>	<p>skills and develop practice, relating to specific needs</p> <p>Langley and Beaufort Schools will both have met the silver standard</p> <p>The learning and development requirements (section 1), assessment (section 2) and the safeguarding and welfare requirements (section 3) continue to be fully met</p> <p>Pupils are able to access highly appropriate, differentiated activities, which cater for their individual needs (section 1)</p> <p>Pupils have access to a highly appropriate naturalistic outdoor environment which is both purposeful and safe</p>	<p>July 2019</p>	<p>AHT (SS)</p> <p>AHT (SS)</p>		
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