



HARROGATE GRAMMAR SCHOOL

EXCELLENCE FOR ALL



WELCOME

I am delighted to welcome you to Harrogate Grammar School where we focus on helping each student become the best they can be. We do this by providing a positive, inclusive environment in which young people find and develop their strengths. Simply put, our core purpose is to provide 'excellence for all'.

Our school values help us to deliver 'excellence for all' based on a culture of respect, excellence, adventure, commitment and honesty. All members of our school community live out these values on a daily basis and this makes our school a very special place in which to learn.

We are committed to meeting the needs of every child through an engaging curriculum that is both broad and balanced

throughout the key stages. Our highly professional body of staff are experts in their fields and are dedicated to delivering the very best teaching and learning experience for our students.

Students explore their strengths through numerous clubs, sports, trips, and enrichment activities including music lessons, the Duke of Edinburgh Award scheme, charity fundraising, productions, art exhibitions, debating and much more. There is a wealth of opportunities for students to learn how to lead such as through Student Council, Senate, Student Leaders and as Head Students. Students enjoy the diversity of our wider curriculum.

Our drive is to support every young person by promoting an atmosphere of kindness and mutual respect. Through expert teaching and through a culture of commitment, students make progress significantly above average in both GCSE, BTEC and A Levels. Our impressive outcomes, making us one of the highest performing comprehensive schools in the country, are the result of our culture of excellence, the dedication of our staff, the commitment of our students and the support of families. A strong and effective partnership with parents underpins the work we do and we look forward to working with you.

Safeguarding and promoting the welfare of each child is critical to us and it is a shared responsibility. Our approach is child-centred and we always act in the best interest of the child. The school has a Silver Mental Health Award from the Carnegie Centre of Excellence in recognition of our effective mental health and well-being provision.

Our pioneering iPad for Learning scheme has a long history in our school. This innovation creates unique opportunities not only for students to engage with and organise their work, but also to learn and collaborate using the latest learning apps.

We are proud to be part of the Red Kite Learning Trust, formed with local partner schools. We believe that by working in a strong partnership, we deliver an even better service and provide greater opportunities. Our Teaching Hub Status, including the Maths Hub and Computing Hub, and partnership work with the Red Kite Alliance, further enhances our provision.

We want all our students to enjoy school and become kind, healthy, knowledgeable and productive individuals who go on and make a profound contribution to society. We are very proud of the outstanding progress students make with us, from whatever their starting point.

Neil Renton
Headteacher



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RED KITE LEARNING TRUST

Harrogate Grammar School is part of Red Kite Learning Trust, a multi academy trust made up of 14 schools in North and West Yorkshire, serving over 9,750 children and young people, and their families.

Like all the schools in Red Kite Learning Trust, Harrogate Grammar School is passionate about learning, providing a rich curriculum which releases potential and creates opportunities for all our pupils.

Our shared Trust mission of **nurturing ambition, delivering excellence and enriching children's lives** is at the heart of all we do. As part of Red Kite Learning Trust, Harrogate Grammar School benefits from shared knowledge across schools and a central team of experts for Finance, HR, IT and Estates.

Within the framework of this supportive structure and with shared goals, Harrogate Grammar School works collaboratively with all the schools in our Trust to continually deliver the best outcomes for every child in its care.

Red Kite Learning Trust is the Admissions Authority for all our Trust schools and works in partnership with North Yorkshire County Council and Leeds City Council to administrate this fairly and effectively.

Whilst our Trustees are ultimately responsible for all the schools in our Trust, each one, including Harrogate Grammar School, is managed locally by the Headteachers/Principals and their Local Governing Body, retaining their own identity.

When your child joins Harrogate Grammar School, you can be reassured that the future strength and success of our school is further assured by being part of a strong, effective and successful Trust.

www.rklt.co.uk



OUR CORE PURPOSE



Our core purpose is to provide 'excellence for all' and we achieve this through the five REACH values that we embody, role model and teach: Respect, Excellence, Adventure, Commitment and Honesty.

In practical terms, we have three pillars of focus in our school – a culture of respectful relationships, an aspirational and inclusive curriculum and expert teaching. As a result of our work across these

RESPECT
Respect yourself, others and our environment

EXCELLENCE
Be the best you can be

ADVENTURE
Challenge yourself and keep going



ADVENTURE COMMITMENT HONESTY

Challenge yourself and keep going.

Participate, prepare and be punctual.

Ask for help, act on advice and take responsibility.

CURRICULUM

An aspirational and inclusive curriculum provides excellence for all, offering experiences which help to develop character.

Rich and meaningful experiences, ensure depth in learning through strong subject knowledge and the promotion of essential numeracy, literacy and communication skills.

The experiential curriculum offers diverse opportunities for our learners to enjoy the arts, creativity, exercise and sport.

A curriculum that develops an understanding of British values.

TEACHING & LEARNING

Students build knowledge through expert instruction, coupled with purposeful practice, which leads to transference to long term memory.

Lessons offer all students the satisfaction of success by combining challenge with the appropriate level of support.

Students and teachers understand that performance can be continually improved.

All students make progress over time because teaching and assessment is matched to need and based on the seven principles.



ious | Enterprising | Resilient | Productive | Responsible | Reflective

three pillars and our focus on values, we achieve not only our excellent academic outcomes, but a broader set of outcomes in terms of kind, healthy, ambitious, knowledgeable, curious, enterprising, resilient, productive,

responsible and reflective young people as they move on from our school community.

Our mission as a Trust is to nurture ambition, deliver excellence and enrich children's lives.

COMMITMENT

Participate, prepare and be punctual

HONESTY

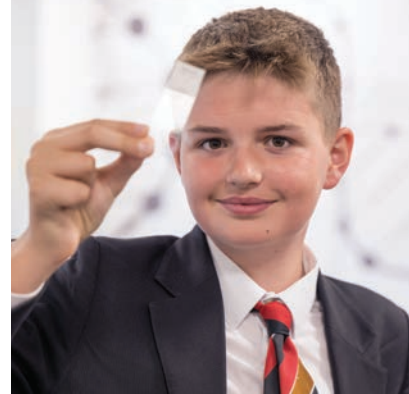
Ask for help, act on advice and take responsibility



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CURRICULUM



An inspirational and inclusive curriculum provides excellence for all, offering experiences which help to develop character.

Our curriculum is absolutely central to achieving success. If students can access courses which are suitable for them, then motivation, enjoyment and achievement are certain to improve. The curriculum equips our students with the qualifications and skills needed for life in the 21st century.

OUR INTENTIONS

We aim to provide all our students with exciting opportunities which build confidence, develop a range of skills and promote academic excellence and a love of learning. We offer a broad range of courses at all levels, preparing students for further education and future careers.



We also value learning beyond that which is recognised within the National Curriculum and seek to provide a broad and balanced curriculum which offers our students the opportunity for wider enrichment. We aim to develop confident young people with enquiring minds and a range of attributes that prepare them to be responsible citizens throughout their lives.

DELIVERING OUR CURRICULUM

There is a strong focus on the core subjects; English, Maths and Science, which we believe are the pillars that support understanding, skills and success elsewhere in the curriculum. Languages and Humanities are also important, with the majority of students entering Year 7 studying two languages. This core curriculum is supplemented and balanced by provision in the arts, technological and sporting spheres.

The creative subjects continue to thrive. Having experienced creative and practical subjects throughout Key Stage 3, students can make genuine choices as they enter Year 10, for their GCSE programmes of study.

Art, business, computing, design, digital media, drama, food and nutrition, music, photography and PE continue to be popular choices and are well catered for.

Whilst seeking to provide an exceptional education for our students, our curriculum has at its core the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In order to actively promote these values, we expect all staff, students and visitors to challenge opinions or behaviours seen or heard in school that are contrary to these values.

For more details about the curriculum across all key stages, please visit the school website:

www.harrogategrammar.co.uk/curriculum



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ADDITIONAL SUPPORT

At Harrogate
Grammar we see
all our students as
individuals with
unique strengths.

A thorough transition process takes place, liaising with Primary staff and other professionals to help build a profile of student needs before arrival. A combination of baseline test results and qualitative observations deepen our understanding further and enable us to identify the support required.

All teaching staff deliver 'Quality First Teaching' which includes classroom strategies to support all Special Educational Needs & Disabilities (SEND). The emphasis is on 'accessibility', and we seek to remove any barriers to learning through a combination of working with the student to develop effective techniques as well as the use of assistive technology.

According to need, some students attend 'Core Plus' classes for additional literacy and numeracy. In addition, small group (wave 2) and targeted 1-1 (wave 3) sessions are offered to identified students.

In response to need, some students follow a bespoke curriculum and students with an Education, Health & Care plan receive support from our team of Teaching & Learning Assistants.

In Year 9, all students are screened for exam access arrangements.

We recognise the importance of good mental health and well-being and offer a variety of interventions to promote and support this.

If needs are more
complex our Learning
Support Department can
signpost to other agencies
and work collaboratively
to ensure all needs are
met and every student
is supported to achieve
excellence.



“The students that I speak to all have one thing in common – a real knowledge that if they work hard, it’s all there for the taking, I love that.”

Year 9 Parent



“There is phenomenal care and support provided for new students. This support does not stop after the initial transition period as all staff monitor the pastoral, social and academic progress of students throughout.”

RKA Review

EXTRA-CURRICULAR ACTIVITIES

Harrogate Grammar School offers a wide range of activities beyond the curriculum. Giving students the chance to take part in activities outside of normal lessons helps to improve confidence, develop leadership qualities and further engages students in the enjoyment of school.

DISCOVERING STRENGTHS

There are typically a wide variety of activities on offer each week, encompassing a vast range of interests. Examples include a huge range of different sporting activities, additional language classes, such as Mandarin Chinese, Art and Design offer a choice of additional activities, not to mention maths club, chess club, and a wide variety of house events. There are many opportunities through a variety of mediums to represent the school.

The Faculty of Performing Arts promotes jazz band, wind band, orchestra, choirs, school of rock, lower school productions and whole school performances, including large musical concerts.

Students can participate in the Duke of Edinburgh Award, volunteer within the local community and join our charity and Eco-Schools committees.

DEVELOPING SKILLS

In addition to the many and varied extra-curricular activities, students can also take up opportunities for greater responsibility and leadership. Working in school as prefects, peer mentors, house captains, student leaders and school council representatives, students operate alongside staff to create a positive and caring environment.

There is an extensive range of extra-curricular sport on offer, in which all students are welcome to participate, regardless of ability or experience. We pride ourselves on offering an assortment of activities that actively encourage fun and inclusivity.

More information can be found on the school website:

[www.harrogategrammar.co.uk/
curriculum/extra-curricular](http://www.harrogategrammar.co.uk/curriculum/extra-curricular)







WELLBEING & MENTAL HEALTH

Harrogate Grammar School is a positive place to learn where all staff and students feel safe, supported and that they belong. Our mental health and wellbeing strategy is led by a Kristin Smith, the Deputy Headteacher and Senior Lead for Mental Health, with robust policies, structures and impact criteria underpinning this area of the school.

Staff professional development is underpinned by evidence and expertise and our staff are well trained in relation to their role in school. This includes a proportion of staff who are trained in Mental Health First Aid.

Mental health and wellbeing is embedded in both the pastoral programme and through our curriculum. Our extensive extra-curricular programme offers activities which also supports wellbeing.

Students know how to ask for support and to disclose any incidents of bullying and discriminatory behaviour. They are also regularly consulted, actively engaged in decision making and confident they will be listened to and taken seriously.

There is a referral and pathway process for students who need additional support. Effective intervention is evidence based and draws on child and adolescent development.

The school has strong links with local agencies and organisations which offer mental health support services. We have worked extensively with St Michael's Hospice to develop an emotional wellbeing support service, Just B, for our students. Robust quality assurance is in place for all external mental health provision which is evaluated and reported at senior leadership and governor level.

The school ensures a non-judgemental, warm and welcoming environment for all parents and carers. It is really important to us that we form effective relationships with parent and carers.



SAFEGUARDING

We are committed to safeguarding and promoting the welfare of all of our students. Each student's welfare is of paramount importance.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility, all our staff are child-centred in their approach. This means that they consider, at all times, what is in the best interests of the child.

Harrogate Grammar School follows NYSCP multi-agency procedures and Practice Guidance. This has been agreed as a framework for multi-agency working in child protection across North Yorkshire. It reflects the relevant national legislation, current guidance and local context in North Yorkshire.

All staff are trained on the most recent Keeping children safe in education guidance. There are also 5 level 3 trained Designated Safeguarding Leads in school. These staff have undergone Operation Encompass training, allowing us to support families affected by domestic violence.



"We found the school community to be both helpful and supportive and when we needed to contact the head of year, we found them to be open and willing to work with us."

Year 8 Parent

DIVERSITY & REACH OUT

Equality and inclusion are central to our core REACH values. We seek to celebrate the identity and individuality of each and every pupil as well as our wider school community, creating a culture of acceptance and safety. We also have a legal responsibility as a school to eliminate discrimination and ensure all of our students have an equal opportunity to succeed in life.

Our Diversity and Reach Out team have a dedicated focus of ensuring we are as inclusive and progressive as possible, not only within our curriculum but the whole culture of the school.

Our ambition is to achieve the EqualiTeach Equalities Award and we are proud to be part of the RED Award initiative. The Red Kite Alliance RED Award has been developed to support schools to review, strengthen and celebrate their provision in terms of equality, diversity, respect for individuals and community cohesion. Engagement with the award signals a clear commitment to place this agenda at the heart of the life and work of the school.

We are excited about our future plans to further celebrate and acknowledge all forms of diversity, driving towards an open and accepting culture for all staff, students and our wider community.

We believe that driving diversity to the core of our curriculum and making connections wherever possible will help to reduce any misconceptions students have about our diverse world. We want students to understand why discrimination, of any form, is unacceptable, either in or out of school.

Diversity also plays a key role in our pastoral provision, through our Big Picture and Sixth Form Progression curriculums. Our weekly assembly programme, as well as the conversations held in form time around the assembly topic, ensures students understand and have a voice.





SUPPORTING THE WIDER EDUCATION COMMUNITY

Harrogate Grammar School has a lead role within the wider education community to train and develop school colleagues at every stage of their careers, from initial teacher training through to a full range of school leadership programmes. Our students benefit from this wider work as it impacts directly on the quality of teaching they receive.

RED KITE EDUCATION

Red Kite Education is a team of experienced colleagues who lead and support Red Kite Alliance, Red Kite Teacher Training and Red Kite Teaching School Hub. They serve a community of schools who work across all these strands. Harrogate Grammar School is a leading and active member of this community.

Red Kite Alliance is a partnership of over 50 schools, working collaboratively to be 'stronger together'.

Red Kite Teacher Training is one of the largest school centred initial teacher training providers in the country and Red Kite Teaching School Hub is one of 87 Teaching School Hubs nationally supporting teacher development.

HARROGATE GRAMMAR SCHOOL'S 2022-23 ENGAGEMENT

<p>12</p> <p>EARLY CAREER TEACHERS FOLLOWING THE EARLY CAREER FRAMEWORK</p>	<p>15</p> <p>TRAINEE TEACHERS HOSTED</p>	<p>24</p> <p>MENTORS TRAINED TO SUPPORT TRAINEE TEACHERS AND EARLY CAREER TEACHERS</p>
<p>20</p> <p>COLLEAGUES STUDYING FOR A NATIONAL PROFESSIONAL QUALIFICATION (NPQ)</p>	<p>12</p> <p>FACILITATORS SUPPORTING THE DELIVERY OF TRAINING</p>	<p>7</p> <p>CURRICULUM LEARNING COMMUNITY LEADS FOR RED KITE ALLIANCE</p>

MATHS HUB

The core purpose of Maths Hubs is to help schools and colleges lead improvement in mathematics education. Working with maths leaders and other experts they aim to develop and spread excellent practice for the benefit of all pupils and students. They are part of the wider development of school-led system leadership in England.

There are 40 Maths Hubs that together serve all the regions of England. Each Maths Hub is a partnership, led locally by an outstanding school or college. The Yorkshire Ridings Maths Hub is based at Harrogate Grammar School and works with schools in the North Yorkshire, York, and East Riding Local Authority Districts.

We were selected to become a lead school for the Maths Hub through a rigorous process run by the Department for Education (DfE), the National College for Teaching and Leadership (NCTL), and the National Centre for Excellence in the Teaching of Mathematics (NCETM). The selection process identified schools that demonstrated the credibility, capacity, and commitment to lead a Maths Hub. It is a great privilege to be recognised in such a way.

COMPUTING HUB

We are part of a network of schools across England, identified by the National Centre for Computing Education (NCCE), as having an exceptional track record in teaching computing.

Computing Hubs support schools and colleges to provide a high-quality computing education to all young people and are working with the DfE to increase the number of pupils who study computer science.

As a Computing Hub, we are the focal point for computing education, providing support and training for primary and secondary computing teachers across North Yorkshire, Leeds and Wakefield.

Our Hub provides teachers with the confidence, knowledge, and skills to teach computing effectively, in order to have the best possible impact on students' learning and lifelong outcomes.

EQUALITY STATEMENT

Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explanation of things over the phone; a discussion with a school colleague of the same gender. We have a comprehensive Equality Policy, which appears on the school's website. If you require a hard copy, this can be requested from Reception.

www.harrogategrammar.co.uk

In addition to the Teaching School Hub, Harrogate Grammar lead on the Maths and Computing Hub.



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ACHIEVEMENTS & ACTIVITIES



The Ofsted inspection in March 2022 judged Harrogate Grammar School to be 'outstanding' in all five areas of the framework: the quality of education, behaviour and attitudes, personal development, leadership and management and Sixth Form provision.

- HGS holds the nationally recognised Quality in Careers Standard Award, the highest honour for a careers programme.
- HGS were awarded The Red Kite Alliance RED Award this year, which was presented at Red Kite Day, at the HICC. Our engagement with this award and our work towards the Equalities Award reinforces our 'Excellence for all' ethos.
- The English Faculty welcomed author and animator, Curtis Jobling, to talk to year 7 students. Year 11 students experienced a GCSE revision session performed by ATG Revision on Tour at York Grand Opera House. Year 13 watched a performance of "Othello" and enjoyed an immersive experience at The Globe in London. Our reading team successfully participated in the Battle of the Books competition and as part of Reading Week, year 9 students visited Wordsworth's cottage in Grasmere, taking part in a Romantics workshop.
- In Maths, students competed in the UKMT Junior Maths Challenge, Intermediate Maths Challenge, and the Senior Maths Challenge. Four students progressed to the follow-on rounds. A team of year 13 students were selected to receive one of 22 honorable mention awards in this year's MathWorks Math Modeling Challenge. A group of year 10 students competed in the regional Maths Feast and a group of year 12 female students visited the University of Leeds to learn about careers in Maths and Engineering.
- In science there was a weekly Science club for year 7 and STEM club for years 8-11. British Science week saw a host of activities including an inter school science competition, quizzes to win the golden Bunsen and a visit of Owls and Raptors for year 7. Trips have included GCSE science live for year 11, A level practical days at the University of Leeds for year 12 and a residential field trip to the North Yorkshire moors. A level Biology students excelled in the Intermediate Biology Olympiad, with 3 students achieving gold, one silver and 5 bronze. The A level Physicists also entered the British Physics Olympiad. The A level Chemists completed the Cambridge Chemistry Challenge where they achieved 1 gold, 7 silvers and 7 coppers across the year 12 and year 13.
- MFL arranged a Spanish exchange for 36 students to spend a week in Toledo and then host their partners back in Yorkshire. They organised a new Germany trip with over 50 year 8 and 9 students visiting the Rhineland and once again took 120 year 7 students to Le Touquet in France, which for many was their first foreign residential. In school, there was a monthly foreign film club, a Chinese-themed Big Picture Day, and performances for Chinese New Year.
- The celebration of remembrance in November combined Drama, Dance and Music as we remembered those lost to war across the world. Sold out shows of 'The Addams Family Musical' followed as a cast and crew of 70 students delivered performances over three nights. Record audience numbers attended Battle of the Bands and several BTEC Music gigs. Students were invited to take part in the 'Co-Create Festival' with York St John University, performing in the new £17million Performance Theatre. There were over 2500 hours of tuition with 'Encore' and primary schools watched the main school production and were invited to take part in the primary transition day, forming an orchestra in just one day.
- Humanities were integral to marking Holocaust Memorial Day, Black History Month, LGBTQ+ History Month and Remembrance Day. HGS historians visited the battlefields of the First World War in France and Belgium, the Thackray Medical Museum and Durham Cathedral. Geographers completed fieldwork and travelled to Naples. Religious Studies students visited a Buddhist temple as well as a Philosophy and Ethics conference. Year 7 students visited York to further understand topics from their first year at HGS.
- Last year saw a huge number of students participating in after-school sports clubs, with an impressive 405 individual fixtures played across eight different sports. The school celebrated numerous achievements, including successful netball, football, and cricket tours, as well as an unforgettable trip to Wimbledon. Notable highlights include the U16 Boys football team winning the Yorkshire Schools Cup and the U13 Girls football team reaching the last 16 of the National Schools FA Cup. A significant milestone was also achieved in rugby, as for the first time, a HGS girls rugby team competed at the prestigious Rosslyn Park National Schools 7s tournament.
- The Design faculty won prizes and special awards in both the Rotary Design and Technology competition and the Rotary Young Chef competition. One of our KS4 Food students secured the overall winner for the Rotary Young Chef award, competing at the first regional competition hosted at HGS, with a number of students from North Yorkshire schools taking part. We also had successes with students from each KS3 year group competing in our Masterchef Competition, with students making it through to the final.
- We showcased entries in the Red Kite Alliance art and design exhibition at Harewood House from A Level Art, Graphics, Photography and Product Design students with both Graphics and Product Design receiving special subject awards.
- The Charities Committee raised around £7,300 for Zarach, a charity who strive to end bed poverty. We had our first year 7 and 8 Christmas charity party, 150 students raised £765 in our second obstacle fun run and 40 year 7 and 8 students participated in a summer sleep-out raising £2,200.
- The PTA raised an astounding £30,000 this last year. The Burns Night raised over £11,000 for the PE department. £12,500 was raised from quizzes, raffles and used uniform sales. The final sale alone raised £2,500. There was also £9,226 raised via a crowdfunder, totaling £21,726 towards the new school minibus.
- In addition to faculty trips and visits, Bronze and Gold Duke of Edinburgh expeditions went ahead successfully, and year 9 took part in an outdoor residential experience.
- We held a successful Celebration of Achievement evening. Head Students and our special guest speaker, HGS alumna, Amy Rees, delivered inspirational speeches.
- The Youth Board made fantastic progress across the Trust; including the sharing of ideas to support re-wilding projects in our schools, which the sustainability team and school council have been implementing.
- Our annual Festive Coffee morning and Summer Tea Party took place for our local senior citizens.
- A total of 286 students (88 per cent of the year group) applied to university to study a range of courses in subjects such as medicine and allied healthcare professions, the humanities, law, social sciences, arts, drama, music, sciences, maths, languages, business, and education. 82 per cent of applicants gained places at their first-choice university and 90 per cent achieved places overall. Eight students achieved places at Oxbridge, five students gained places on medicine courses and one student gained a place at The Royal Northern College of Music. This year we have seen many students progressing to similarly competitive degree apprenticeships or employment with companies such as Nestlé, HSBC, Ernst Young, Civil Service, Omnia Projects, and Barker Partnership. Across the entire cohort of 326, over 85% of students are currently taking up further education or training, while a number of students have chosen to take a gap year before taking up their place.

EXAMINATION RESULTS

KEY STAGE 4 GCSE	2024 RESULTS
% of students achieved grades 9-5 in both English and Maths	62%
% of students achieved grades 9-4 in both English and Maths	82%
% of students achieved grades 9-4 in English Language	90%
% of students achieved grades 9-4 in English Literature	92%
% of students achieved grades 9-4 in Maths	86%
% of the cohort were entered for the EBacc	68%
Average Points Score per EBacc slot for the cohort	5.26
% of students achieved the EBacc measure at grade 9-4	55%
% of grades were at grades 9-7	38%

KEY STAGE 5 SIXTH FORM	2024 RESULTS
% of A-Level grades were at grades A*, A or B	56%
% of A-Level grades were at grades A* or A	29%
% of A-Level grades were at grades A* to D	92%
% of BTEC grades were D*	14%
% of BTEC grades were D* to D	61%
% of BTEC grades were D*/D/M	90%

