ACT

Agapé, Courage Thankfulness

Think it, Believe it, Live it.

ANNUAL REPORT

2024-25

Prepared by:

ALISON ANDERSON

Welcome from the CEO

Alison Anderson – Chief Executive Officer, ACT Multi Academy Trust

It is with immense pride and gratitude that I welcome you to the ACT Multi Academy Trust Annual Report for 2024–25. This year has been one of growth, reflection, and renewed purpose. As a Trust, we remain steadfast in our mission to deliver inclusive, high-quality education that transforms lives and strengthens communities. Our values—Agape, Courage, and Thankfulness—continue to guide every decision we make and every action we take. They are not just words on a page; they are the foundation of our culture and the compass for our leadership.

We are proud to be a family of schools that places children at the heart of everything we do. Our ambition is simple but powerful: that every child, regardless of background or starting point, has access to an excellent education in their local school. We believe that education should be transformational, and that every child deserves the opportunity to thrive, to be seen, and to be celebrated.

This year, our schools have continued to grow in strength and coherence. Our teams have worked tirelessly to improve outcomes, strengthen leadership, and embed inclusive practices. We have deepened our culture of collaboration, sharpened our strategic focus, and invested in the development of our people. We have also continued to listen—to our pupils, our families, our staff, and our communities—because we know that meaningful change begins with understanding.

I am especially proud of the way our leaders have modelled our values—not only in what they have delivered, but in how they have led. Their work has been strategic, relational, and deeply human. They have built trust, nurtured talent, and created space for honest dialogue and shared growth. Their leadership has laid the foundations for the next phase of our development—one that will be defined by sustainability, equity, and excellence.

We are also proud of the culture we are building—one that values people, prioritises wellbeing, and celebrates success. This year, we have continued to invest in professional development, including instructional coaching for all teaching staff. We have maintained our focus on reducing workload and supporting staff retention, because we know that when our staff feel valued and supported, our children benefit most.

Looking ahead, we are excited about the future. Our strategic objectives for the coming year are ambitious and aligned with our values. They reflect our commitment to continuous improvement, to inclusive excellence, and to working in partnership with our families and communities. We will continue to challenge ourselves, to support one another, and to seek out opportunities to bring more joy into our schools.

To our staff, governors, trustees, families, and partners—thank you. Your belief in our mission, your commitment to our values, and your support of our work have made this year possible. Together, we are creating a Trust that is not only successful, but significant—a Trust that makes a lasting difference.

Here's to another year of learning, growing, and leading with purpose.

— Alison Anderson
Chief Executive Officer
ACT Multi Academy Trust

Impact of Governance

At ACT Multi Academy Trust, we are privileged to be supported by a dedicated and highly skilled group of Trustees, Members, and Local Governing Bodies who play a vital role in shaping the strategic direction of our organisation. Their commitment to our values of Agape, Courage, and Thankfulness is evident in every aspect of their work—from oversight and challenge to support and advocacy.

Throughout the 2024–25 academic year, our governance teams have demonstrated exceptional leadership and insight. Their contributions have been recognised across multiple internal audits, strategic reviews, and external evaluations. Trustees have provided rigorous scrutiny of financial planning, risk management, and estates oversight, ensuring that our schools remain safe, compliant, and strategically prepared for future investment.

Local Governing Bodies have worked closely with school leaders to review budgets, monitor progress, and support improvement planning. Their engagement in curriculum development, safeguarding audits, and SEND provision has helped embed a culture of accountability and continuous improvement across the Trust.

Governors have also played a key role in strengthening our professional development infrastructure, supporting the rollout of instructional coaching, and ensuring that staff across our schools have access to the training and resources they need to be effective practitioners. Their oversight has helped us maintain a strong focus on wellbeing, workload reduction, and retention—because we know that when our staff thrive, our pupils do too.

We are proud of the way our governance structures have evolved to reflect the growing complexity and ambition of our Trust. From strategic planning and financial assurance to safeguarding and inclusion, our Trustees and governors have consistently demonstrated the skills, dedication, and values that underpin our success.

We thank our Members, Trustees, and Local Governing Bodies for their unwavering commitment to ACT and for the significant impact they continue to make on the lives of our pupils, staff, and communities.

Curriculum Across ACT Schools

At ACT Multi Academy Trust, our curriculum is more than a sequence of subjects—it is a reflection of our values, our vision, and our commitment to inclusive excellence. Across all our schools, the curriculum is designed to be coherent, ambitious, and inclusive, ensuring that every pupil has access to high-quality learning experiences that prepare them for life beyond the classroom.

Under the strategic leadership of Bridget Harrison, our Director of Education, the Trust has made significant strides in curriculum development and alignment. Bridget has championed a collaborative approach that places curriculum intent, implementation, and impact at the heart of school improvement. Her work has ensured that our curriculum is not only compliant with national frameworks such as the Ofsted Education Inspection Framework (EIF), the SEND Code of Practice, and the Equality Act, but also deeply rooted in our Trust's ethos of Agape, Courage, and Thankfulness

This year, all ACT schools have undergone curriculum reviews using a deep dive methodology aligned with the EIF. These reviews have informed CPD planning and contributed to the development of the ACT Teaching and Learning Framework, which will be finalised and launched in the coming academic year. The framework will embed inclusive practices such as adaptive teaching, scaffolding, and the use of assistive technology as non-negotiables across all classrooms

To support curriculum leadership, Bridget has established subject-specific networks that enable leaders to share best practice, refine sequencing strategies, and collaborate on pedagogical approaches. These networks have fostered a culture of professional learning and cross-school collaboration, strengthening curriculum coherence and consistency across the Trust

In addition, the introduction of the ACT Leaders of Excellence model has identified and empowered staff to lead curriculum development and support their peers. These leaders will play a key role in embedding the Trust's curriculum vision and driving improvement in subject leadership from 2025–26 onwards

Our curriculum is also enriched by a strong focus on inclusion. Whether through the integration of Sustainable Development Goals into history planning, the rollout of FFT Phonics and Accelerated Reader, or the strategic support for early years and foundation subjects, our schools are committed to ensuring that every child—regardless of background or need—can access and succeed within a well-sequenced, purposeful curriculum.

The curriculum across ACT schools is not static—it is dynamic, responsive, and continually evolving. It reflects our belief that education should be transformational, and that every child deserves to be challenged, supported, and inspired.

Assessment and Outcomes

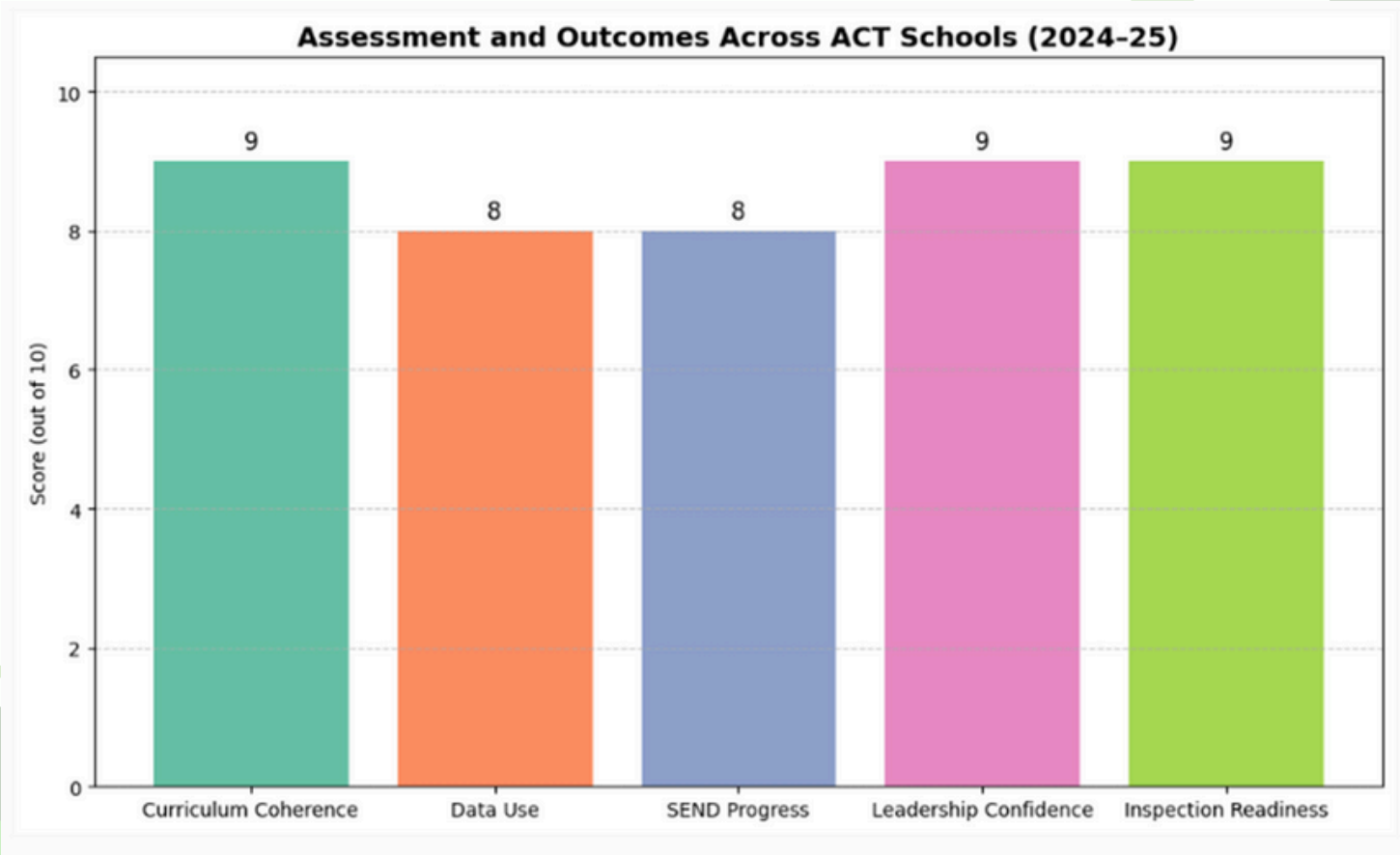
At ACT Multi Academy Trust, our approach to assessment is rooted in the belief that data should empower—not overwhelm—our schools. We use assessment not as a judgement, but as a tool for improvement, equity, and excellence.

Over the 2024–25 academic year, we have embedded a Trust-wide culture of data-informed decision-making. Under the leadership of Bridget Harrison, we have standardised our assessment practices through the rollout of the Insight platform and the integration of PiXL assessments. These tools have enabled our schools to track pupil progress with greater consistency, identify underperformance earlier, and implement timely, targeted interventions.

Our Academy Assessment Visits (AAVs) now serve as a structured mechanism for triangulating data, evaluating the impact of interventions, and holding schools to account. These visits have strengthened leadership confidence and improved the quality of school self-evaluation.

We have also made significant progress in tracking and improving outcomes for our most vulnerable pupils. The introduction of standardised Individual Support Plans (ISPs) across all schools has enabled us to monitor SEND progress more effectively, with termly reviews and centralised analysis informing strategic planning and resource allocation.

The chart below illustrates our qualitative assessment of key impact areas across the Trust this year:



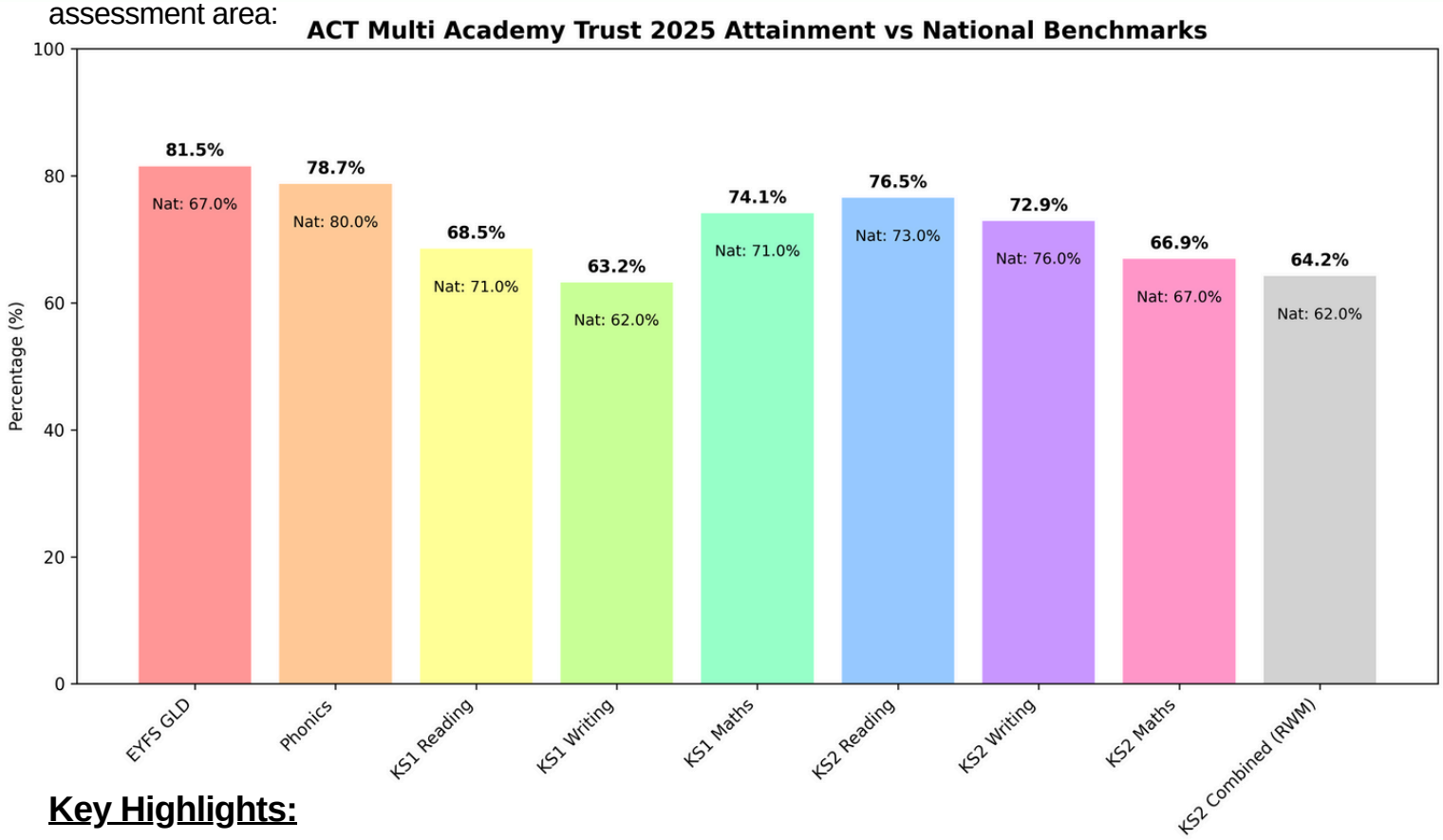
Each category reflects a core strand of our assessment and outcomes strategy:

- **Curriculum Coherence:** Strengthened through deep dives, subject networks, and the development of the ACT Teaching and Learning Framework.
- **Data Use:** Enhanced by the rollout of Insight and PiXL, and the standardisation of AAVs.
- **SEND Progress:** Improved through consistent ISP tracking and targeted support.
- **Leadership Confidence:** Grown through coaching, CPD, and structured accountability.
- **Inspection Readiness:** Evidenced by successful Ofsted outcomes and strengthened self-evaluation processes.

Together, these outcomes reflect a Trust that is not only measuring what matters—but acting on it.

Statutory Assessment Outcomes

At ACT, we are committed to ensuring that every child receives a high-quality education that enables them to achieve their full potential. Our assessment outcomes reflect the collective efforts of our school leaders, teachers, and support staff to deliver a curriculum that is both ambitious and inclusive.
Across the Trust, statutory assessments provide a key measure of how well our pupils are progressing against national expectations. These outcomes are used not only to celebrate success but also to inform targeted support and continuous improvement.
The chart below illustrates the percentage of pupils meeting the expected standard in each statutory assessment area:



Key Highlights:

- **Early Years Foundation Stage (EYFS):** A strong start, with a high proportion of pupils achieving a Good Level of Development (GLD).
- **Phonics Screening Check:** Consistently strong performance, reflecting the impact of high-quality early reading instruction.
- **Key Stage 1 (KS1):** Solid outcomes across reading, writing, and maths, with writing showing particular strength.
- **Key Stage 2 (KS2)**: Reading and writing continue to perform well, while maths and combined scores highlight areas for further focus and support.

These outcomes are a testament to the dedication of our staff and the resilience of our pupils. They also reflect the impact of Trust-wide initiatives such as the rollout of the Insight platform, the use of PiXL assessments, and the standardisation of Academy Assessment Visits (AAVs), which have strengthened our ability to monitor progress and respond to need.

As we look ahead, we remain focused on narrowing gaps, raising attainment, and ensuring that every child leaves our schools with the knowledge, skills, and confidence to succeed.

Attendance

At ACT Multi Academy Trust, we believe that regular attendance is fundamental to pupil success. Every day in school matters, and we are committed to ensuring that all children have the opportunity to attend, engage, and thrive.

Throughout the 2024–25 academic year, our schools have worked tirelessly to promote a culture of attendance that is both supportive and aspirational. We recognise that attendance is not just a number—it is a reflection of wellbeing, belonging, and the strength of our relationships with families and communities.

Our approach to attendance is rooted in early intervention, compassionate communication, and consistent follow-up. Across the Trust, we have embedded systems that allow us to monitor attendance patterns in real time, identify pupils at risk of persistent absence, and work collaboratively with families to remove barriers to attendance.

This year, we have:

- **Strengthened** the role of attendance leads in each school, ensuring they are equipped with the training and tools to lead on strategy and casework.
- **Developed** Trust-wide attendance dashboards to support data-informed decision-making at school and executive level.
- **Worked closely** with pastoral teams, safeguarding leads, and external agencies to provide wraparound support for pupils with complex needs.
- **Celebrated** good and improved attendance through positive reinforcement, pupil voice, and community engagement.

We are particularly proud of the way our schools have responded to the national challenge of post-pandemic attendance recovery. By focusing on relationships, routines, and readiness to learn, we have seen encouraging signs of improvement across many of our settings.

Looking ahead, we will continue to prioritise attendance as a key driver of equity and achievement. Our strategic goals include:

- Embedding attendance into the Trust's wider inclusion and wellbeing strategy.
- Strengthening partnerships with local authorities and health services to support families facing complex challenges.
- Ensuring that every pupil feels safe, valued, and motivated to attend school every day.

At ACT, we know that attendance is everyone's responsibility—and everyone's opportunity. Together, we are building a culture where every child is present, participating, and prepared to succeed.
nt Visits (AAVs), which have strengthened our ability to monitor progress and respond to need.

As we look ahead, we remain focused on narrowing gaps, raising attainment, and ensuring that every child leaves our schools with the knowledge, skills, and confidence to succeed.

Continuing Professional Development (CPD)

At ACT Multi Academy Trust, we believe that the quality of education our pupils receive is directly linked to the quality of professional learning our staff experience. Our approach to CPD is rooted in our values of Agape, Courage, and Thankfulness, and is designed to empower staff at every level to grow, lead, and thrive.

Throughout 2024–25, CPD has been a central pillar of our school improvement strategy. Under the leadership of Bridget Harrison, Director of Education, we have embedded a Trust-wide culture of professional learning that is collaborative, evidence-informed, and impact-driven.

Key highlights from this year's CPD programme include:

- **Subject Networks:** We have established subject-specific networks that bring together curriculum leaders from across our schools. These networks provide a forum for sharing best practice, refining curriculum intent and sequencing, and building subject expertise. They have also played a key role in shaping the ACT Teaching and Learning Framework, due to launch in 2025–26.
- **Leadership Development:** We have invested in the development of current and future leaders through bespoke coaching, strategic mentoring, and leadership CPD. This includes the launch of the ACT Leaders of Excellence model, which identifies and supports staff with the potential to lead curriculum development and professional learning across the Trust.
- **Diocesan CPD Partnership:** We are proud to have strengthened our partnership with the Diocese, offering staff access to a rich programme of CPD rooted in values-led leadership, inclusive practice, and spiritual development. This collaboration has enabled our staff to engage with wider networks, deepen their understanding of Church school distinctiveness, and reflect on their role in shaping compassionate, courageous, and community-focused education.
- **Assessment and Data Literacy:** CPD has also focused on strengthening leaders' confidence in using data to inform teaching and school improvement. Through training on the Insight platform, PiXL assessments, and Academy Assessment Visits (AAVs), leaders have developed the skills to analyse trends, evaluate impact, and plan strategically.
- **Ofsted Readiness and Compliance:** Staff and governors have received targeted CPD on inspection frameworks, safeguarding, and statutory compliance. This has ensured that all schools are well-prepared for external scrutiny and that leaders can articulate their school's strengths and areas for development with clarity and confidence.

Our CPD offer is not static—it evolves in response to staff feedback, school priorities, and national developments. It is underpinned by a belief that professional growth should be purposeful, personalised, and aligned with the Trust's strategic goals.

Looking ahead, we will continue to invest in our people. Our 2025–26 CPD priorities include:

- Embedding the ACT Teaching and Learning Framework across all schools.
- Expanding the ACT Leaders of Education (ALE) network to support peer-led CPD and coaching.
- Strengthening CPD pathways for support staff, early career teachers, and aspiring leaders.
- Aligning CPD more closely with quality assurance findings and school improvement plans.
- Deepening our partnership with the Diocese to further integrate spiritual and ethical leadership into our professional learning offer.

At ACT, we know that when we invest in our staff, we invest in our pupils. Our commitment to CPD reflects our belief that every educator deserves the opportunity to learn, lead, and make a lasting difference.

Safeguarding

At ACT Multi Academy Trust, safeguarding is not simply a statutory duty—it is a deeply held moral commitment. We believe that every child has the right to feel safe, be protected, and thrive in a nurturing environment. Safeguarding is woven into the fabric of our culture, our systems, and our leadership.
Under the strategic leadership of Rebecca Bliss, Director of Inclusion and Safeguarding, the Trust has continued to strengthen its safeguarding framework throughout 2024–25. Rebecca's work has transformed safeguarding from a procedural requirement into a proactive, embedded culture of vigilance, care, and accountability.

Key developments this year include:

- **Trust-Wide Safeguarding Network:** A half-termly forum for Designated Safeguarding Leads (DSLs) across all schools, enabling the sharing of best practice, casework trends, and national updates. This network has become a vital mechanism for consistency, capacity building, and strategic alignment.
- **Governance and Oversight:** A termly reporting framework has been introduced, ensuring that DSLs report to local governing bodies and that a consolidated safeguarding report is presented to the Trust Board. Safeguarding is now a standing item in Standards Committee meetings, strengthening governance and transparency.
- **Audit and Compliance:** All schools have completed annual safeguarding audits, with high-priority actions resolved and medium/low-priority actions actively monitored. Rebecca has personally supported schools through these audits and their mid-year reviews, ensuring that action plans are implemented and that DSLs receive the guidance and challenge needed to drive improvement.
- **Whistleblowing and Low-Level Concerns:** The "Confide" system has been embedded across all schools, providing a safe and transparent mechanism for recording and responding to low-level concerns about adults. This has enhanced staff confidence and accountability.
- **Training and Culture**: CPD has delivered to DSLs and wider staff teams on trauma-informed practice, therapeutic approaches to behaviour, and the integration of safeguarding into curriculum and pastoral systems. Her work has helped shift the culture from compliance to care—from reactive to preventative.
- **Pupil Voice and Wellbeing:** Pupil voice surveys confirm that children feel safe and know how to access support. Every school now has a Designated Mental Health Lead and at least one trained Mental Health First Aider. Rebecca has also supported the development of wellbeing spaces for families and improved signposting to external services.
- **Responsive Leadership:** Rebecca has led swift and effective responses to emerging safeguarding concerns, including a serious online safety incident at Great Wilbraham. Her actions prompted a Trust-wide review of filtering and monitoring systems, demonstrating her proactive and systemic approach to safeguarding.

The impact of this work is clear. Safeguarding is now deeply embedded in the culture of our schools. Staff are confident in identifying and responding to concerns. Pupils feel safe, supported, and empowered. Governors are equipped to provide meaningful oversight. And our systems are robust, responsive, and aligned with national expectations.

Looking ahead, our priorities include:

- Launching a Safeguarding Governor Network to strengthen governance capacity.
- Embedding safeguarding into all pupil voice and enrichment activities.
- Continuing to align safeguarding with our inclusion, SEND, and wellbeing strategies.
- Ensuring that every adult in our Trust understands their role in keeping children safe.

At ACT, safeguarding is everyone's responsibility. It is a shared commitment that underpins our mission to create schools where every child is safe, included, and able to succeed.

Buckden CE Primary Academy

Buckden remains a stable and high-performing school within the Trust, with a strong curriculum, effective leadership, and a positive school culture. Key achievements this year include:
Curriculum Strength: Subject leadership is well-developed, particularly in English, science, and maths. Executive summaries demonstrate clarity in progression and vocabulary development

KS2 Outcomes: 70% of pupils met the expected standard in writing, 66% in reading (adjusted to 78%), and 57% in maths (adjusted to 66%). Combined RWM was 51%, rising to 63% when adjusted for pupil mobility
EYFS and Phonics: 87% of Reception pupils achieved GLD, and 82% passed the Year 1 phonics check
KS1 Outcomes: Reading (72%), Writing (65%), Maths (73%)—broadly in line with national averages
SEND and Inclusion: Strong provision with structured planning and review cycles. However, KS1 outcomes for disadvantaged and SEND pupils remain a focus
Leadrship: The headteacher has grown in confidence and strategic clarity. Subject leaders are increasingly effective, and governance is strong
Behaviour and Attendance: Calm, respectful behaviour and above-national attendance (94.8%). Persistent absence is well-managed through casework
SIAMS Outcome (June 2025): Buckden was judged to be living up to its foundation as a Church school. The report praised the deeply embedded Christian vision, inclusive collective worship, and strong RE provision. The school's values of agape, courage, and thankfulness were seen as central to its culture and ethos
Ofsted Outcome (2025): Buckden was inspected in 2025 and received a judgement of Good, with curriculum identified as a standout strength. The inspection noted strong subject leadership, inclusive practice, and high-quality teaching in most year groups

Burrough Green CE Primary Academy

Burrough Green has stabilised and is beginning to show positive momentum, particularly in early years and phonics. Key achievements include:

- EYFS and Phonics: 100% of Reception pupils achieved GLD and passed the phonics check—an exceptional outcome for a small cohort
- KS1 Outcomes: Reading, writing, and maths all at 67%, reflecting curriculum continuity from EYFS
- Curriculum and Teaching: Improvements in phonics and curriculum sequencing are evident. Oracy, metacognition, and outdoor learning are distinctive strengths
- Leadership: A new executive leadership model is being implemented. Governance is active and supportive, and leadership coaching is in place
- Behaviour and Attendance: The school has a warm ethos and strong relationships. Attendance is improving, though leadership capacity remains a limiting factor While leadership capacity and KS2 expectations remain areas for development, the school is well-positioned for sustained improvement under the new structure.

Great Wilbraham CE Primary Academy

Great Wilbraham has shown marked improvement in upper KS2 outcomes and leadership capacity, though challenges remain in EYFS, phonics, and curriculum consistency. Key achievements include:

- **KS2 Outcomes:** 80% of pupils met the expected standard in writing, reading, and maths. Combined RWM was 80%, significantly above national
- **EYFS and Phonics:** EYFS GLD was 80%. Phonics outcomes were 75% in Y1 and 88% in Y2 retakes, showing strong catch-up
- **KS1 Outcomes:** Reading and writing were both at 44%, while maths was 78%—highlighting a need for literacy focus
- **Curriculum and Teaching:** Year 6 teaching is a strength. Maths fluency is strong, with 38.5% of Y4 pupils scoring full marks in the MTC
- **Leadership:** Transition to an executive leadership model is underway. Governance is increasingly rigorous, and leadership capacity is improving
- **Behaviour and Attendance:** Upper KS2 behaviour is strong. Attendance is broadly in line with national, though persistent absence among SEND pupils requires attention

SIAMS Outcome (June 2025): The school was judged to be living up to its foundation as a Church school. The report highlighted the inclusive ethos, strong collective worship, and a curriculum that empowers pupils to explore diverse worldviews. Pupils were described as flourishing spiritually and socially

St Michael’s CE Primary Academy

St Michael’s has made significant strides in teaching quality, early reading, and leadership development, despite a complex demographic and leadership transition. Key achievements include:

- **KS2 Outcomes**: 82% of pupils met the expected standard in writing, 77% in reading, and 73% in maths. Combined RWM was 64%, above national average
- **EYFS and Phonics**: EYFS GLD was 59%, below national, but phonics outcomes (74% in Y1) reflect strong progress given high EAL and SEND needs
- **KS1 Outcomes**: Reading (70%), Writing (63%), Maths (79%)—all above national averages
- **Curriculum and Inclusion**: Strong phonics and early reading provision. Science is well-led, and targeted interventions are showing impact
- **Leadership**: A new headteacher has been appointed to lead a strategic reset. Governance has improved, and early reading leadership is a strength
- **Behaviour and Attendance**: In-class behaviour is calm, though outdoor behaviour systems need strengthening. Attendance is 95.3%, with persistent absence at 10%

The 2024–25 academic year has been a transformative period for ACT Multi Academy Trust—one defined by strategic clarity, inclusive ambition, and a deepening of our shared values: Agape, Courage, and Thankfulness. Across every layer of our organisation—from governance to classroom practice—we have seen these values brought to life through purposeful action, compassionate leadership, and a relentless focus on equity and excellence.

Our schools have continued to evolve as vibrant, inclusive communities where every child is known, valued, and supported to thrive. The strength of our curriculum, underpinned by the ACT Teaching and Learning Framework, has ensured coherence and ambition across all phases. Through deep dives, subject networks, and the leadership of our ACT Leaders of Excellence, we have embedded a culture of professional learning that is both collaborative and evidence-informed.

Assessment has become a tool for empowerment, not judgement. The rollout of Insight and PiXL, alongside the standardisation of Academy Assessment Visits, has enabled us to track progress with precision and respond to need with agility. Our focus on SEND and vulnerable learners has been sharpened through the implementation of Individual Support Plans, ensuring that no child is left behind. Governance has played a pivotal role in our success. Trustees and Local Governing Bodies have provided rigorous oversight and strategic challenge, particularly in areas such as financial planning, safeguarding, and professional development. Their commitment to our mission has helped us navigate complexity with confidence and integrity.

We have also made significant strides in attendance and wellbeing. By embedding compassionate systems, investing in pastoral leadership, and strengthening partnerships with families and external agencies, we have begun to reverse the national trend of post-pandemic absence. Our schools are becoming places where children feel safe, connected, and motivated to attend every day.

Professional development has remained a cornerstone of our improvement strategy. From instructional coaching and leadership mentoring to diocesan partnerships and Ofsted readiness training, our CPD offer has empowered staff at every level to grow and lead with purpose. The launch of the ACT Leaders of Excellence model and the expansion of subject networks have further strengthened our capacity for peer-led improvement.

Safeguarding, too, has been a defining strength. Under the leadership of our Director of Inclusion and Safeguarding, we have moved from compliance to culture—embedding safeguarding into every aspect of school life. From DSL networks and audit frameworks to trauma-informed training and pupil voice, our approach is now proactive, preventative, and deeply relational.

At the heart of all this progress are our people. Our staff, governors, trustees, and leaders have shown extraordinary dedication, resilience, and care. Their work has not only improved outcomes—it has transformed lives. Their leadership has been strategic and human, courageous and compassionate.
As we look to 2025–26, we do so with optimism and resolve. Our strategic priorities are ambitious: embedding the ACT Teaching and Learning Framework, expanding the ACT Leaders of Education network, deepening our inclusion and wellbeing strategies, and continuing to raise attainment across all phases. These goals are not just aspirations—they are commitments to the children, families, and communities we serve.

To everyone who has contributed to this year's success—thank you. Your belief in our mission, your embodiment of our values, and your unwavering support have made this journey possible. Together, we are not only building a successful Trust—we are shaping a legacy of significance.
Let us move forward with courage, compassion, and conviction—ready to learn, lead, and grow together.

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