

# Park Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	103241
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	355345
<b>Inspection dates</b>	17–18 January 2011
<b>Reporting inspector</b>	Georgina Beasley

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	504
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Midgley
<b>Headteacher</b>	Kalsom Khan
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	Alcester Road Birmingham B13 8BB
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## Introduction

This inspection was carried out by four additional inspectors. Thirty-four lessons were observed and 19 teachers seen. Inspectors held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at policies and procedures, pupils' work, assessment procedures, lesson and curriculum planning, monitoring reports and the school improvement plan. Forty-six questionnaires from parents and carers, nine from staff and 63 from pupils were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of Pakistani pupils, boys and pupils with special educational needs and/or disabilities.
- The impact of pupils' low rate of attendance on their learning and progress and subsequent achievement.
- The quality of teaching in Years 1 and 2 to determine how well it builds on pupils' learning and achievement from Nursery and Reception.
- The effectiveness and speed with which the senior leadership team and governing body are tackling weaknesses in teaching, attendance and behaviour and bringing about strong improvement.

## Information about the school

A very large majority of pupils who attend this larger than average primary school are from minority ethnic backgrounds, mostly Pakistani. The proportion of pupils who speak English as an additional language is over three times the national average. An above average proportion has special educational needs and/or disabilities, mostly for speech and language and general learning difficulties. A very small number have statements for specific special educational needs. The proportion of pupils known to be eligible for free school meals is almost twice the national average. Children start in Nursery in the September following their third birthday and attend full-time for half of the week. About half move to Reception the following September. A breakfast club managed by the governing body runs every day. The school has Healthy Schools status, Activemark and International Schools Award.

The headteacher and deputy headteacher have been in post for just over a year.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Park Hill is a satisfactory school. The headteacher is relentless in her drive to improve pupils' achievement and to 'give pupils every chance to succeed'. She is well supported by the senior leadership team. The school has been particularly effective in putting systems into place that have made significant and rapid improvements to achievement, attendance, behaviour and teaching in the last year. Attendance has been poor for several years, but is now average. Behaviour is good. Pupils' good personal development and positive relationships make a strong contribution to the school's positive atmosphere where different ethnic groups and cultures work together well. Every member of staff has embraced the expectation that every pupil must always make at least good progress to improve their achievement. Teaching is satisfactory but improving strongly and a good proportion is now good. Robust monitoring ensures an accurate view of the school's strengths and that everyone is clear about what needs to be done, how and by when. Regular checks ensure that actions are effective and, if not, questions are asked why not. Actions are measured for their success against pupils' achievement, and subsequent interventions are made in a timely manner. As a result, attainment is improving strongly, and pupils are quickly closing the gap on their previous underachievement, especially Pakistani pupils and boys. The school recognises it now needs time to consolidate and sustain improvements in pupils' achievement and teaching. The school's capacity to improve is good because of rapid and strong improvements to key aspects of the school's work over the last year.

Progress and learning are good in Nursery and Reception because teaching and the curriculum are good. While satisfactory in the rest of the school, progress starts to slow in Year 1 because pupils have difficulty adjusting to the very different way that teachers organise learning and the curriculum. Although some teaching is good, it is not yet consistently good across the school. Achievement is satisfactory. Attainment is average in the current Year 6 because pupils have had good and sometimes outstanding teaching in that class this and last academic year. Attainment in younger year groups is improving but is still below average. The use of assessment to target pupils' precise learning in lessons is satisfactory, but inconsistent. 'Steps for success' help most pupils to follow a particular strategy to complete the task successfully. However, pupils are not always clear about what they are learning and why, which limits their ability to complete tasks independently. This is especially for some pupils with special educational needs and/or disabilities who struggle to complete tasks without adult support. Feedback is not always precise enough to help pupils check and improve their learning independently.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Increase the proportion of good teaching in Years 1 to 6 to 70% by July 2012 by ensuring teachers:
  - use assessment to match learning to pupils' particular learning needs, especially for pupils with special educational needs and/or disabilities
  - share objectives that focus clearly and precisely on learning so that pupils know and understand what they are learning and why
  - give precise feedback so that pupils are able to check and improve their work independently.
- Support pupils' move into Year 1 by planning and organising learning and a curriculum that build effectively on pupils' prior learning experiences and achievement.

## Outcomes for individuals and groups of pupils

**3**

Children start Nursery well below levels expected for their age. Learning and progress in Years 1 and 2 are satisfactory, although attainment remains significantly below average in reading, writing and mathematics by the end of the key stage. Learning is not always organised in a way that enables pupils to receive the individual attention they need in lessons to make good progress. Learning and progress are satisfactory and sometimes good in Years 2 to 5 and consistently good in Year 6. Pupils learning to speak English as an additional language make good progress and achieve well. Pupils with special educational needs and/or disabilities make satisfactory progress although pupils with more complex special educational needs and/or disabilities make good progress. Boys and girls, and pupils from different ethnic backgrounds, including Pakistani pupils, make similarly satisfactory progress. Attainment in English and mathematics has been significantly below average for several years. Due to improvements in the quality of teaching, attainment has improved this year for the current Year 6 and work in books and in lessons is average.

Learning and progress in lessons are satisfactory. When pupils are not immediately clear about what they are learning and why, teachers take up time explaining the task again so pupils have less time to extend and apply their learning. For example, in a mathematics lesson in Year 5, while pupils managed to finish a satisfactory amount of work, they did not have the time to get onto harder problems. Learning and progress are good when pupils know what a finished piece of work will look like, why they are using a particular strategy to solve a problem in mathematics or using a particular method to carry out a science investigation. For example, pupils in Year 2 were clear about what they had to do to achieve their writing targets after reading the teacher's written description of Mary Seacole.

Pupils enjoy school. They make a good contribution to the school community through the school council and offer ideas for improvement such as for healthier meals or how to improve attendance. Pupils behave well during lessons and at playtimes. Nearly all pupils said they feel safe and are confident that any issues such as bullying or racist comments are dealt with immediately and effectively by adults. Everyone knows the school rules and strives to earn 'Golden Time'. Pupils enjoy healthy snacks and active playtimes to support their learning about healthy lifestyles. Attendance and punctuality have improved

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considerably over the last two years. Every member of staff, every pupil and their parents and carers are behind the drive to improve attendance. As a result, attendance is average for the first time in five years. Starting the day with the eagerly anticipated 'Wake and Shake', morning activities and the breakfast club encourages pupils to get to school on time.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

All teachers plan different tasks for different ability groups based on an accurate assessment of learning in previous lessons. However, sometimes there are too many activities happening for adults to give pupils the level of support they need to make good progress. Teachers do not always explain clearly enough what pupils are expected to do and so many cannot complete tasks without adult support, especially those in younger classes and pupils with special educational needs and/or disabilities. Pupils' learning is good when teachers explain not only the task that pupils are to complete but also help pupils understand how and why a particular method or strategy works. This was evident in a mathematics lesson in Year 6 when the teacher used questions effectively to structure pupils' thinking and enable them to explain how they had reached a particular answer. They moved onto solving harder problems as a result. Teachers usually refer to pupils' targets during lessons but do not always give pupils clear and precise feedback on how these can be reached. Pupils are unable to check their own learning carefully and

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accurately at these times. A strong focus in all lessons is on ensuring pupils understand new terms and vocabulary which supports all pupils' learning. Teaching assistants make a significant contribution to pupils' learning in lessons, especially in enabling pupils who speak English as an additional language to make good progress by explaining learning in their home language.

Pupils find topics interesting because they link learning between subjects, and can practise literacy, numeracy and information and communication technology skills in different subjects. The way the curriculum is organised in Year 1 is so different to learning experiences in Reception that it takes time for pupils to adjust. This difference slows learning and knocks the confidence of many pupils. The school provides rich experiences for pupils' spiritual, moral, social and cultural development through numerous curriculum topics including 'International Week' and 'Black History' month, and varied partnerships with different community and faith groups.

Care, guidance and support for the most vulnerable pupils are good. Learning mentors' effective support for pupils' emotional wellbeing is reflected in good progress for this group of pupils. Teachers do not always break learning into small enough steps for pupils with special educational needs and/or disabilities. As a result, they often find the task too hard and many are unable to complete them without considerable adult support. Targeted support for pupils who work in smaller or individual groups outside the classroom helps this group make good progress. Safeguarding arrangements are satisfactory. Systems are in place to ensure pupils' safety and welfare. Monitoring arrangements to check the effectiveness of procedures are satisfactory. Following a period of absence, interventions ensure pupils quickly catch up any lost learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The strong leadership from the headteacher and other senior leaders has galvanised staff and pupils to work together to successfully improve pupils' achievement. An accurate analysis of the school's performance has resulted in concerted and effective action to improve its work in a short time. Teaching is improving rapidly. Previous inadequate teaching has been tackled effectively and the proportion of good teaching is increasing. Learning is securely satisfactory and improving strongly.

The governing body fulfils its statutory responsibilities satisfactorily. It is well informed by the headteacher and has supported fully her drive to eradicate the school's weaknesses. It is starting to challenge the school if members note any dip in performance or if they have any concern about policy. A rigorous evaluation of the school's safeguarding procedures

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has resulted in improvements to security and health and safety procedures. The monitoring of attendance is robust. Most parents and carers support the school's drive to improve attendance, but a small minority continue to take their children out of school for extended holidays.

Partnerships with local community groups and its family of schools make a positive contribution to pupils' learning. Counselling is made available for families with a particular need to support pupils' emotional wellbeing. The 'Bike-it' group regularly visits to lead activities and assemblies to help pupils learn about road safety. Numerous partnerships with schools abroad and e-links with schools locally, nationally and internationally promote pupils' good knowledge and understanding of different ethnic, religious and socio-economic groups within Birmingham, Britain and the wider world.

The school promotes pupils' equality of opportunity in a satisfactory way because the progress and achievement of different groups, especially pupils with special educational needs and/or disabilities, are satisfactory. Discrimination is tackled decisively. Steps to identify potential have resulted in more Pakistani pupils being included on the gifted and talented register and so to more accurately reflect the school's diversity. Extra-curricular activities are held in the morning and at lunchtimes so that pupils who cannot attend after school can be included.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Most children start Nursery with knowledge and skills well below those expected for their age. They make good progress through Nursery and Reception and many reach the levels expected for their age in personal, social and emotional development. The children have a good understanding of why they need to eat healthy food and keep active and know how important it is to play safely. Everyone is fully involved in tidy-up time. All but a very small



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number leave their parents and carers confidently and despite many still being at the early stages of learning to speak English, they all confidently ask adults for help and support. Attainment remains below the levels expected for their age in all other areas of learning by the end of Nursery and Reception, especially in communication, language and literacy and problem solving, reasoning and number.

Teaching is good. In Nursery and Reception, adults are very clear about their role in caring for and ensuring the children's safety and well-being, and in supporting successful learning. Careful notes are made about the children's learning and used effectively by adults to know when to intervene with a small group or with individuals to move learning forward, and when to observe from a distance. An area for improvement is to give precise guidance to the children's letter formation and spelling during writing activities. A varied range of activities ensures rich learning experiences that respond well to the children's interests and ability levels. The children soon learn to make well-informed choices from a varied range of activities offered about whether to learn inside or outdoors. They choose resources, equipment and tools independently to support their learning and develop their skills. In one classroom, the children were making the reading corner larger to accommodate more children in the activity.

Leadership and management are good. Assessment information is shared with all adults so everyone is clear about every child's needs. The information is used to identify important areas for improvement as a whole and for individual children. Activities are planned accordingly to effect improvement. Parents and carers are welcomed into Nursery and Reception and encouraged to make a positive contribution to their children's learning. Robust monitoring ensures a safe environment. All adults following procedures conscientiously and consistently.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Fewer than 10% of parents and carers returned a questionnaire, which is much lower than average. Those who did and those who spoke to inspectors are generally pleased with the school. The inspection endorses parents' and carers' positive comments that pupils enjoy school and feel safe, and that the school helps their children to lead healthy lifestyles and manages their behaviour well. 'Wake and Shake' every morning seems to be particularly popular and, as one parent commented, 'ensures everyone goes into school with a smile on their face'. Some parents and carers would like more support in helping their children at home. While their children's targets are shared with parents and carers, teachers' feedback does not always support pupils' ability to improve independently.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 504 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	54	17	37	4	9	0	0
The school keeps my child safe	30	65	15	33	1	2	0	0
My school informs me about my child's progress	16	35	24	52	3	7	1	2
My child is making enough progress at this school	17	37	22	48	3	7	1	2
The teaching is good at this school	19	41	22	48	2	4	1	2
The school helps me to support my child's learning	19	41	16	35	8	17	0	0
The school helps my child to have a healthy lifestyle	18	39	24	52	4	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	30	17	37	8	17	0	0
The school meets my child's particular needs	21	46	17	37	5	11	0	0
The school deals effectively with unacceptable behaviour	16	35	27	59	2	4	0	0
The school takes account of my suggestions and concerns	18	39	20	43	3	7	2	4
The school is led and managed effectively	19	41	21	46	1	2	0	0
Overall, I am happy with my child's experience at this school	23	50	19	41	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 January 2011

Dear Pupils

**Inspection of Park Hill Primary School, Birmingham, B13 8BB**

Thank you for making us feel so welcome when we visited your school recently. Thank you to those who helped us find our way around the school and who told us about the many good things and those things you would like to see get better.

Park Hill is a satisfactory school but some things are good. You all get along well. You behave well in lessons, when you are outside playing and when you are walking about the school. You make a good contribution to the school through your work on the school council, through the various clubs in which you take part, and through offering your views during lessons. We were impressed with how much your attendance has improved, so much so that we can now say it is satisfactory. The next challenge is to make your attendance even better. Your achievement is satisfactory but improving strongly and, as a result, your attainment is rapidly increasing. This is down to your hard work and also the focused determination of the headteacher, teachers and other adults who work in your school to make everything at least good.

To help you make good progress, we have asked teachers to make sure that you are clear about what you are learning and why in lessons and then to give you tasks that are not too hard or too easy. You can help by asking your teachers to explain more clearly if you do not understand so that you can complete and improve your work by yourselves if you can.

Learning in Year 1 is very different to how you learn in Reception and Nursery and this comes as a bit of a shock to many of you. We have, therefore, asked your school to think of how teachers can organise learning and the curriculum in a way that builds on your good learning and experiences in Nursery and Reception and so help make your move to Year 1 easier.

Thank you again for your welcome

Yours sincerely

Georgina Beasley

Lead inspector

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