



**Office for Standards
in Education**

Inspection report
The Wroxham School

Hertfordshire Education Authority

Dates of inspection: 15-16 October 2003

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Basic information about the school

Name of school:	The Wroxham School
Type of school:	Primary
Status:	Foundation
Age range of pupils:	3 to 11 years
Headteacher:	Mrs A Peacock
Address of school:	Wroxham Gardens Potters Bar Hertfordshire EN6 3DJ
Telephone:	01707 643576
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Mrs M Goodey
Local education authority area:	Hertfordshire
Unique reference number:	117566
Name of reporting inspector:	Mr K Gilbert HMI
Dates of inspection:	15-16 October 2003

Introduction

1. The Wroxham School is an average size foundation primary school situated in a largely residential area on the edge of Potters Bar. The school has 193 pupils on roll, with a further 25 who attend part-time in the nursery class. The attainment of most pupils on entry to the nursery and reception class is generally above average. There are 29 pupils identified by the school as having special educational needs. Very few of the pupils come from families where the home language is other than English. Fewer than five per cent of the pupils are entitled to free school meals, which is well below the average of most schools nationally.
2. The school was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in May 2001. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.
3. The school was visited by Her Majesty's Inspectors of Schools (HMI) in December 2001, in March, June and December 2002 and in March and June 2003 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of May 2001.
4. In October 2003, two HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.
5. Twenty four parts of lessons, two assemblies and three registration sessions were inspected. The pupils were observed at break and lunch times and samples of their work were examined. Meetings were held with the headteacher, the deputy headteacher who is also the co-ordinator for science, the co-ordinators for the other core subjects, and the chair and vice-chair of governors. Informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.
6. The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of May 2001 and the action plan prepared by the governing body to address those key issues.

Main findings

7. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- on entry to the school, the attainment of most pupils in personal and social skills, language, literacy and numeracy is at or above the level expected of pupils approaching statutory school age;
- results in the school's National Curriculum tests at the end of both Key Stage 1 and Key Stage 2 in 2003 were close to or above the national results for 2002. The Key Stage 2 results were a considerable improvement on the school's results in 2002;
- standards in English are close to or above nationally expected levels. In Key Stage 1, reading skills are more advanced than those for writing. In Key Stage 2, the weaknesses of the past have hindered progress. Spelling and grammar remain areas of weakness;
- at both key stages, standards in mathematics are close to or above nationally expected levels. In Key Stage 1, most pupils gain a secure appreciation of numerical order; their skills and understanding develop steadily. At Key Stage 2, the pupils make further progress and they learn a wider range of operations in number. Mental arithmetic is a feature of most lessons but there are too few opportunities for pupils to use number in practical activities;
- standards in science are satisfactory overall, although the pupils' knowledge and understanding are notably stronger than their scientific-enquiry skills. The pupils' knowledge and understanding are developing well and some are starting to show good insight when explaining their observations. The pupils confidently carry out investigations and have a reasonable grasp of how to make predictions and gather data; however, their ability to plan, manage and evaluate complete enquiries is below the standard required;
- standards in the foundation subjects and information and communication technology (ICT) are more variable, and depend too much on the strengths of individual teachers;
- the pupils who have special educational needs make satisfactory progress. However, there were times when small groups of higher attainers and gifted mathematicians, in particular, were insufficiently challenged and did not make the progress they should have;
- the attitudes of the pupils to their learning are generally good. The pupils want to learn and show good levels of concentration and considerable enthusiasm, especially when tasks are appropriate to their individual needs. When required, the pupils settle down to independent or collaborative tasks quickly, they obtain the materials or resources required, and often support each other to

consolidate their learning. Younger pupils share appropriately and take turns sensibly when required. Most of the pupils take pride in their work, but presentation in exercise books and folders varies greatly across classes;

- the quality of the teaching has improved significantly since the inspection of May 2001. It was satisfactory or better in all but one lesson; in two lessons the quality of teaching was very good and in nine it was good. However, in five of the lessons deemed as satisfactory, there were significant weaknesses. In general, the teaching of English, mathematics and science is better than that for some of the foundation subjects. Teaching is carefully planned and, in most lessons, work is appropriately matched to the pupils' needs. However, in some lessons higher attaining pupils could be further challenged. The learning objectives for each lesson provide a clear focus for the teaching, and a measure against which progress can be evaluated, as happened in thoughtfully planned concluding plenary sessions;
- curricular planning is thorough and follows national guidance. The national strategies for literacy and numeracy have been successfully introduced. The school has customised units of work from some of the Qualifications and Curriculum Authority's (QCA) schemes of work; further work is required in some areas, for instance physical education, to guide teaching and to ensure the needs of the pupils are met;
- the provision for the pupils' spiritual, moral, social and cultural education is very good;
- the procedures for assessing the pupils' attainment, for setting targets and for tracking their progress are sound. Value-added data is used effectively to evaluate the progress of the pupils in each class. The pupils are set appropriate individual targets for literacy and numeracy. Suitable plans are in place to improve the consistency of the teachers' assessments. The quality of marking is inconsistent;
- the behaviour of the pupils in and around the school is good. The small number of pupils who display challenging behaviour are managed well by the teachers. A happy, working atmosphere prevails. Several of the older pupils have responsibilities within the school and they undertake these enthusiastically and efficiently. The attendance of the pupils is good but a small number of pupils are late to school at the start of the day. This poor punctuality is not always challenged with sufficient rigour;
- the headteacher, who has been in post for less than a year, has done much to move the school forward. She is supported by a recently appointed deputy headteacher, and a team of teachers keen to make the necessary improvements. Co-ordinators are increasingly involved in monitoring the work in their subjects, but this could be extended still further. Morale is good among teachers and other members of staff;

- the governing body is now fully involved in the work of the school and provides support and expertise. The newly appointed chair of governors has provided the important balance between appropriate challenge and critical friend. Governors visit the school to observe its work at first hand. They are increasingly well informed, and understand and fulfil their roles and responsibilities;
- the local education authority (LEA) found it difficult to have a pro-active role in the school while it was grant maintained and prior to the announcement of special measures. Since then the LEA has provided effective support.

Key issues

8. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- improve the quality of teaching;
- ensure that the needs of the higher attaining pupils are regularly met;
- continue to develop and implement schemes of work, in particular those for the foundation subjects;
- develop further the role of the subject co-ordinators, particularly their monitoring responsibilities;
- improve the punctuality of the pupils at the start of the day.

Inspection findings

Standards of achievement

9. On entry to the school, the attainment of most pupils in personal and social skills, language, literacy and numeracy is at or above the levels expected of pupils approaching statutory school age. They enjoy listening to and sharing stories and are able to explain which parts they like best. They are beginning to write in sentences and use an appropriate range of vocabulary. By the age of five, most pupils know their letter sounds, and can recognise and use familiar words in sentences. In mathematics, most pupils can count accurately to 20 and beyond. The more able pupils recognise and write numbers correctly. Some successfully continue a repeating pattern of colour and shape and can name common two-dimensional shapes. They co-operate with each other happily, and are able to learn and work together. The pupils handle tools and materials well; for example in using clay, or adhesive and scissors to make models.

10. By the end of Key Stage 1, most pupils reach standards that are at or above those expected nationally in reading, writing, mathematics and science. Ninety seven per cent of the pupils achieved the expected Level 2 or above in reading, ninety per cent achieving the

same level in writing. In mathematics, 90 per cent achieved Level 2 or above, and 86 per cent were assessed by teachers to have reached Level 2 or above in science. Although targets for the number of pupils reaching Level 2 or above were surpassed in each subject, targets for the number of pupils achieving Level 3 were not met in reading or mathematics but were surpassed in writing. The school's analyses of the results at Key Stage 1 indicate some underachievement in mathematics when results are reviewed against baseline testing. In Key Stage 2, the weaknesses of the past have hindered progress, but standards have improved, particularly among Year 6 who took the end-of-key-stage tests in the summer. Results were much improved over those of 2002. In English, 77 per cent of the pupils achieved the expected Level 4 or above; 80 per cent and 97 per cent of the pupils respectively achieved the expected Level 4 or above in mathematics and science. The percentages of pupils achieving Level 5 were 40, 47 and 57 respectively in English, mathematics and science. These results would put the school just outside the top five per cent of schools nationally when considering last year's value-added measure from Key Stage 1 to Key Stage 2.

11. Standards in literacy and oracy are good in Key Stage 1 and rising in Key Stage 2, but there are still areas of technical weakness, particularly in spelling and grammar at Key Stage 2. In Key Stage 1, reading skills are more advanced than those for writing. Speaking and listening skills are mainly good because the teachers consistently ensure that the pupils speak in sentences and at length. Younger pupils showed that they could build successfully on one another's ideas when describing events from the previous day.

12. Reading standards are generally good across all year groups. The pupils are enthusiastic about books and stories, and are keen to explain their choice of personal reading. As part of the National Literacy Strategy, the focus on the sounds, structure and function of words and phrases, and analysis of texts, is enabling younger pupils to read accurately and older ones to gain a deeper insight into literature. Year 6 pupils have undertaken some detailed descriptive work on the Second World War and their written work shows a good appreciation of the feelings of those who were involved at the time. However, writing within Key Stage 2 is an area for further improvement. Spelling and grammar remain areas for development. The teachers encourage extended writing in subjects other than English, in particular history and religious education. In some classes the skills of note making and research from texts are developed through these subjects. There is an emphasis throughout the school on handwriting, but the handwriting of some older pupils is untidy, in the main, because they have missed constructive guidance in the past.

13. Overall, the pupils' make satisfactory and sometimes good progress in mathematics. Most of the pupils in Key Stage 1 attain the national expectations for their age in number work and some exceed this level, such as the Year 2 pupils who add sums of money that consist of pounds and pence. Similarly, some pupils attain high standards in the use of standard or non-standard units and related equipment, such as the Year 1 pupils who measured each other's height using hand spans, and the Year 2 pupils who estimated and measured time in seconds.

14. Most of the pupils in Key Stage 2 are working at the level expected for their age in number work, though their application of recently acquired skills varies significantly; for example, while the higher attainers in the Year 5 class calculated quantities using ratios based

on three proportions, some of the average attainers were less secure in applying simpler ratios comprising two numbers. Much of the pupils' data handling was at the level expected, likewise their mental mathematics. However, a few exceeded this level, such as the Year 6 pupils who worked out the range of numbers that can be rounded up or down to 140. Many pupils confidently discuss and explain mathematical ideas, sometimes using the correct terminology. Correctly, the numeracy co-ordinator has recognised that the pupils have made insufficient progress in developing their mathematical problem-solving skills, so related training has been provided for staff. While the pupils who have special educational needs made reasonable and sometimes better progress, often because they were effectively supported by teaching assistants or parents, there were times when small groups in classes across the school, the higher attainers and the gifted mathematicians in particular, were insufficiently challenged and did not make the progress they should have.

15. Overall, standards in science were satisfactory though the pupils' knowledge and understanding were notably stronger than their scientific-enquiry skills. The pupils confidently carried out investigations and had a reasonable grasp of how to make predictions, gather data and check that a test was fair, such as the Year 4 pupils who were considering ways of testing what happens to the brightness of a lamp when extra lamps are added to an electrical circuit. While the standard of these component skills of scientific enquiry is reasonable, the pupils' ability to plan, manage and evaluate complete enquiries is below the standard required because the pupils are given insufficient opportunities to do so. The pupils' knowledge and understanding are developing well and some are starting to show insight when explaining their observations, as happened when some Year 5 pupils wrote about the characteristics of a seed and how this determined the way they are dispersed. There is scope, however, for the pupils to improve the accuracy with which they use and spell scientific terms and to make more reference to scientific concepts when explaining their observations.

16. The pupils' attainment in the foundation subjects and ICT is more varied, and is directly linked to the skills and interests of the teacher and the learning opportunities in the subject. Having previously centralised the bank of computers, the school has now dispersed them into classrooms. These groups of computers are used well by the pupils in most classrooms, for a range of activities across all subjects. The school has purchased several laptop computers and more are on order, which will give an adequate number for class usage. In some classes, standards in the foundation subjects are above the expected level for their age, including: art work in clay, charcoal and water colours; the interpretation of maps in geography; and the chronology of historical events. However, there is underachievement in some classes and standards across year groups are variable.

17. Curricular planning is thorough. The teachers have worked hard to map out long-term plans, agree formats for short and medium-term plans, and support each other as subject leaders. The national strategies for literacy and numeracy are well established among all teachers. The timetable has been constructed to provide extra time for the teaching of reading and writing. These sessions are tightly structured and well focused on developing the pupils' skills in a systematic manner. Schemes of work for the foundation subjects are mainly based upon those provided by QCA. Some of these have been customised for the school and this work is ongoing. French is taught to Year 6 pupils by teachers from a local secondary school.

18. The foundation stage curriculum pays due attention to the nationally set Early Learning Goals, and staff track the pupils' progress towards them. The reception class builds upon the well-established routines of the nursery. The teachers and the assistants work well as a team and provide a wide range of suitable activities. There is a good working atmosphere in the area; the pupils benefit from well-organised opportunities to plan aspects of their own work, make choices about play activities and from the direct teaching in small groups.

19. The pupils have positive attitudes to their learning and show interest and enthusiasm. They approach their work confidently, maintain a good rate of working, and persevere until tasks are completed. The pupils work collaboratively, when this is required, and respond positively to expectations when they should learn independently. Homework is set regularly, and the pupils have not only come to expect out-of-school-hours tasks, but enjoy the challenge of working at home. The behaviour of the pupils in and around the school is good. They work and play well together, showing respect for the environment, their peers, and the adults with whom they come in contact. The relationships in the school are a positive feature. The attendance of the pupils is good; however, a small number of pupils are late to school at the start of the day and this poor punctuality is not always challenged with sufficient rigour.

Quality of education

20. The quality of the teaching has improved significantly since the inspection of May 2001 when one in five lessons was unsatisfactory or poor. The quality of teaching was satisfactory or better in all but one of the lessons; in nine it was good and in two it was very good. However, in five of the lessons deemed satisfactory, there were significant weaknesses. In general, the teaching in English, mathematics and science is better than in the foundation subjects. All lessons are carefully planned and, in most, work is appropriately matched to the pupils' needs. However, in some lessons, higher attaining pupils could be further challenged. Staff co-operate well when they are planning, ensuring that there is a continuity of practice across the classes and the key stages. Learning objectives are set for each lesson and these are explained to the pupils and are then used in the concluding plenary sessions to evaluate the progress made. Most teachers now maintain a reasonable pace for learning during the different phases of the lesson.

21. In the most successful lessons, there are additional factors that help to promote learning. Teachers build soundly on the pupils' suggestions; they seize opportunities to reinforce previous learning, within a clear agenda for extending it further; they prepare activities that motivate pupils and often inject humour to reinforce messages and to refresh learning skills.

22. The work of the teaching assistants is important in raising standards. Each class is allocated a number of hours of support. Most assistants monitor aspects of the pupils' contributions to discussions, intervene with those pupils who appear to lose concentration, and give extra help to groups and individuals as appropriate.

23. The school makes satisfactory provision for the 18 pupils on the special educational needs list requiring school action, and the 11 who require school action plus. A teacher is employed for one half-day each week. The school planned to incorporate the role into a full-

time teaching appointment, but no suitable candidate applied. Individual education plans have been produced for each of the pupils on the list and suitable review procedures are in place. These plans are used by teachers in planning their lessons and setting specific goals, to a varying degree of success. The school has started to consider the needs of those pupils who are gifted and talented, but more work is required on this.

24. The procedures for assessing the pupils' attainment, setting targets and tracking their progress are sound. The deputy headteacher has a good understanding of how they might be further developed and a clear strategy for doing so. Value-added data, based on the pupils' performance in national and optional tests, is used effectively to evaluate the progress of the pupils in each class. Assessment information has been well used to identify different groups of pupils, such as the gifted and talented, and spot differences in the pupils' performance, such as the relatively weaker performance of girls than boys in mathematics. The pupils' answers to national tests have been analysed by subject leaders and the outcomes used to guide their work and identify priorities for improvement. There is scope for further similar work. Sensibly, plans are in place to improve the consistency of the teachers' assessments by establishing a portfolio of the pupils' work that has been graded in accordance with National Curriculum level descriptions. The deputy headteacher has recognised, correctly, that more use should be made of data by class teachers to inform their planning. Appropriately, the pupils are set individual targets in literacy and numeracy but their impact on the marking is limited. While the best marking makes clear what the pupils have achieved, identifies their mistakes, and provides annotations that offer encouragement as well as targets or questions to guide subsequent work, some marking provides little help of this nature.

Management and efficiency of the school

25. Following the resignation of the headteacher in post at the time of the section 10 inspection, an acting headteacher worked with the school for one term. The present headteacher started in January 2003, and in the time she has been in the school she has done much to move the school forward. The headteacher is well aware of the strengths of the school and the areas for development. She has a clear vision for the school and has identified appropriate priorities; daily routines work smoothly. The school is working with increasing confidence and self-reliance, and policies are in place for all essential aspects of its work. The headteacher is well supported by the recently appointed deputy headteacher. Their effective leadership has generated greater consistency in practice across the school. Morale is good and all staff are making useful contributions towards improvement. Co-ordinators are increasingly involved in monitoring the work in their subjects, but this could be extended still further.

26. The headteacher, with assistance from the LEA's attached adviser, has worked hard to establish a sound system for monitoring and evaluating the quality of education provided and the standards achieved. Lessons have been observed and points for development have been shared with the teachers. The headteacher reviews medium and short-term plans. Good use is made of the knowledge gained from monitoring, which in turn gives a clear direction for improvements in the school's work.

27. The governing body is now fully involved in the work of the school. The newly appointed chair of governors has provided the important balance between appropriate

challenge and critical friend. Governors provide strong support to the headteacher and staff, and share a common vision for the place of the school in the wider community. Governors visit the school to observe its work at first hand. They are increasingly well informed, and understand and fulfil their roles and responsibilities.

28. The LEA found it difficult to have a pro-active role in the school while it was grant maintained and prior to the announcement of special measures. Since then the LEA has provided effective support.

Pupils' spiritual, moral, social and cultural development

29. The provision for the pupils' spiritual, moral, social and cultural education is very good.

30. The pupils enjoy learning about and reflecting on inspirational happenings, such as the lives of people who have overcome great personal challenges, at lively, whole-school assemblies in which they take an active part. The pupils are encouraged to reflect on their own achievements in their learning journals. They learn about a range of cultures and religions, such as Islam and Sikhism; further developments in this area of work are planned. Special events broaden their outlook, such as a 'Fair Trade' day when the pupils identified the sources of the food they eat and considered the associated moral and social implications for people across the world. They learn about and explore their own culture and history, such as when the Year 2 pupils looked at Victorian toys and dressed up in clothes of the era. Their high-quality art work illustrates their imaginative responses to inputs about, for example, Islamic and African art and aboriginal wall hangings.

31. The pupils' social skills are carefully and effectively fostered. Appropriate emphasis is given to collaborative discussion and practical work in many lessons, which is complemented by the work of lunchtime play leaders. Members of staff pay particular attention to seeking the pupils' ideas and opinions and taking them into account when making decisions about the way the school operates. All of the pupils meet weekly in groups, comprising pupils from each year group, and they discuss matters that affect their personal lives, including their time in school. The older pupils are given chance to take on responsibilities and all of the pupils are strongly encouraged to care for each other through a wide variety of initiatives. The impact of this work was evident in the thoughtful way they used play equipment at break and lunch times and in the kindness they showed for others who were hurt or unhappy. The pupils' are actively involved in the organisation of fund-raising activities and charity work.

32. The curriculum is enhanced in a wide variety of ways. Visitors frequently spend time sharing their expertise and experiences with the pupils, such as a poet who stimulated and guided poetry writing, and the students from Barnet College who contributed to the pupils' sculpture work. The Year 6 pupils participated in a residential team-building event in Wales and some younger pupils attended a workshop led by a pretend Roman soldier. There is a very good range of lunchtime clubs, such as a drop-in club for pupils who need to find new friends. The good after-school provision, that includes sporting and other activities, is complemented by a school-based "Kids Club".

Implementation of the action plan

33. Key Issue 1: improve the quality of teaching

The headteacher is well aware of the strengths and weaknesses within the teaching in the school, in part due to the willingness of the teachers to share their experiences. Consultants and advisers have worked alongside some teachers and given advice and encouragement as required.

A teacher from a local school has acted in a similar role, and visits have been made by the teachers to other schools to observe good practice. Co-ordinators for the core subjects have observed lessons alongside the LEA's consultants and advisers and have provided feedback. All co-ordinators have been encouraged to audit resources in their subject areas, with funds allocated to ensure provision meets the needs. The weekly planning is monitored by the headteacher, who has also taught each of the classes to witness progress at first hand.

Teaching assistants contribute greatly to the work within classrooms. Three of the assistants have been allocated some extra time each week while studying for foundation degrees.

Good progress has been made on this key issue.

34. Key Issue 2: improve the quality and effectiveness of leadership and management

The headteacher has done much in the short time she has been in the school. She is demanding, yet has been the catalyst for providing a happy and stimulating working environment. She knows what she wants, but is realistic enough to know that some changes take time to become totally effective. The newly arrived deputy headteacher is already making a valuable contribution.

The vision for the school that the headteacher and chair of governors share was presented to parents at an open meeting. Following a competition, a new logo has been adopted which will be used on all headings and on school clothing.

Subject co-ordinators are increasingly contributing to the monitoring of provision and are assisting teachers with the development of planning and the production of resources. Time has been allocated for consultation with the LEA's advisers. The two members of staff with additional points of responsibility join the leadership team. Agendas are published and all teachers are invited to attend. Financial management systems have been revised and changes made from past practice.

Good progress has been made on this key issue.

35. Key Issue 3: improve medium and short-term planning

Weekly plans are monitored by the headteacher, and medium-term plans are monitored by subject leaders. The LEA's consultants and advisers have reviewed plans with the respective subject or area leader. It is apparent that this is having an impact in most of the classrooms.

The priority that has rightly been placed on the core subjects and ICT inevitably means that there has been less emphasis on the foundation subjects. Although lessons for these subjects are planned, there is a need to review the resources that are available and those that are chosen for use. In some subjects many worksheets are used, not all appropriate for the lesson.

Reasonable progress has been made on this key issue.

36. Key Issue 4: improve procedures for the assessment of pupils' attainment in order to monitor their progress effectively, and provide more evaluative information for planning future work, so that assessment becomes an integral part of teachers' regular classroom practice

The deputy headteacher has taken responsibility for assessment and has begun to review the work that has taken place so far. Optional National Curriculum tests have been taken and results were reviewed at the end of the summer term. Targets for each pupil have been identified.

End-of-year reports have been revised and there is now a contribution from the pupils. Specific learning targets have been identified for English and mathematics, but it is not apparent yet that this is having a marked effect.

Teachers are attending a continuing course on formative assessment, part of which will be the involvement of the pupils in the assessment process. Each pupil in Years 2 to 6 has a learning journal in which they record their progress against the learning targets, and consider other aspects of their work, including thinking skills.

The marking of work in some classes is thorough and gives clear guidelines for improvement. Elsewhere, it is less diagnostic. This should be challenged by subject co-ordinators during their monitoring.

Good progress has been made on this key issue.

Notes

