# Summarised inspection findings

**Moorfoot Primary School and Garvel Deaf Centre**

Inverclyde Council

23 April 2019

# Key contextual information

Moorfoot Primary School is a non-denominational school which is situated in the Trumpethill area serving upper Gourock. The catchment area also includes Castle Levan and Faulds Park estates. The school roll is currently 256. There are ten classes from P1-P7. The nursery class delivers early learning and childcare for 30 children per morning and afternoon session for children aged three to four years. Garvel Deaf Centre is also accommodated within the school and staff provide support in mainstream classes and within the specialist base for deaf and hearing-impaired pupils. Children and staff moved into their refurbished school last year.

| 2.3 Learning, teaching and assessment | good |
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| This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:<br><br>■ learning and engagement<br>■ quality of teaching<br>■ effective use of assessment<br>■ planning, tracking and monitoring | |

■ There is a positive, respectful and inclusive ethos within Moorfoot Primary School and children benefit from nurturing relationships with staff. Children and staff are proud of their school and feel valued. Children's rights are promoted by the Right's Respecting Global Goals group across the school and charters are evident within all classrooms, the playground and dining hall. The work to link children's rights with school values through assemblies and focus groups has enabled children to talk confidently about their rights. They are able to link what they are learning to the positive behaviour demonstrated within the school. Positively, this work also informed the updated vision and values for the school which were created by all stakeholders.

■ In almost all classes, children are motivated and engaged in learning. At times, learners have the opportunity to work within cooperative groups and in pairs. More opportunities should be created to allow pupils to lead their own learning. The recent focus on reciprocal learning strategies is evident in most classes, with learners confident in their role within the learning group. The school should continue to build upon this to ensure consistency across all classes. The school has extensive grounds which are used to develop outdoor learning experiences for all children.

■ In the best examples, experiences are matched to children's needs and interests. The use of local timetables to develop children's understanding of time provides a link to real-life experiences and allows them to transfer prior learning. In the majority of classes, children are able to self-direct their learning, and choose the level of challenge for the activities they undertake. There is a need to ensure the level of challenge is appropriate and tracked effectively for children. In most classes, differentiation is planned through choice of task, by outcome or by support. However, these approaches are not apparent within children's written work. The school should continue to ensure that learning is differentiated effectively across all stages, in order that levels of support and challenge are appropriate for all learners.

■ Overall, the quality of teaching is good with elements of very good practice. Staff are working hard to improve consistency of approaches to teaching. At times, lessons are overly resource

based and teacher led. There is scope for teachers to use more creative approaches which allow children to apply their learning in a range of contexts across the curriculum. This includes developing approaches to play-based learning in the early years of primary. There is scope to ensure that all lessons, particularly 'carousel' activities, provide children with appropriate breadth and challenge and a brisk pace of learning.

- The school has a clear focus on the development of digital learning. All classes access the ICT suite and a number of tablets are also available for classroom use. During observed lessons, the use of interactive whiteboards, visualisers and opportunities to develop coding skills enhanced the experience of learners in the majority of classes. As planned, the school should continue to ensure that digital learning strategies support literacy and numeracy across learning and are used consistently across all stages.

- Teachers' explanations and instructions are clear. Overall, a whole-school focus on formative assessment and the 'five star lesson' has had a positive impact on learning and teaching. In all classes, learning intentions are shared, and in the best examples success criteria are co-constructed with children. Further work should now focus on higher-order thinking skills and the further development of open-ended questioning. The quality of teachers' written feedback to children is variable across the school. In the most effective feedback, observed in a few classes, teachers focus on the success criteria and suggest next steps in learning. The school should now look to share this good practice across the staff team, to ensure feedback is consistent and adds value at all stages. In a few observed lessons, peer and self-assessment approaches were used effectively. This is not yet consistent across the school.

- A range of summative and formative assessments are used to measure children's progress in learning. Teachers are becoming more confident in interpreting the data available to them and in identifying any intervention required to support children. Teachers share data effectively as children progress through the school and at key transition points. The school should continue its work in developing a framework for assessment which identifies key assessments at all stages to ensure consistency of approach.

- Teachers are making increasing use of national and local authority advice to ensure that assessments and their own professional judgements are more reliable. The school should continue to develop approaches to assessment as an ongoing part of learning and teaching, incorporating the National Benchmarks, across all curricular areas. Teachers have participated in moderation activity at cluster, local authority and inter-local authority levels to support their judgements and a shared understanding of a Curriculum for Excellence level. Staff should continue this work to support the development of holistic assessments.

- Teachers plan learning on a termly basis, using learning pathways that have been developed for all areas of the curriculum. Daily plans are detailed and highlight outcomes for learners. In most classes, children are involved in planning some aspects of their learning, mainly in social subjects. There is scope to develop this in other curricular areas. The school recognises the need to take a more holistic approach to using experiences and outcomes to ensure the planning process is manageable for staff and meaningful for children.

- Children are becoming more confident in engaging with the language of learning during lessons. Across the stages, almost all children have up-to-date targets for literacy, numeracy and health and wellbeing. The majority of children are able to talk about their targets and their next steps in learning. Targets are shared with parents through termly updates. Senior leaders and teachers meet termly to review individual children's progress, targets, and future plans for learning. The targets identified through this process need to more effectively lead to increased differentiated learning.

- The senior leadership team, together with staff, should continue to review approaches to tracking and monitoring to ensure there is robust analysis of information, with all relevant data collated and a focus on ensuring that all children are making appropriate progress and attaining as highly as possible.

- Children with additional support needs have their wellbeing needs met well. Timetables for support are responsive and adaptive to pupil need. The senior leadership team (SLT) recognise the need to develop effective systems to track cohorts of children as they progress through the school.

## 2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

| 3.2 Raising attainment and achievement | good |
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This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

## Attainment in literacy and numeracy

- Overall, children are making good progress in literacy and English and numeracy and mathematics. There is a stronger picture of attainment as children move through the second level. Data provided by the school in June 2018 demonstrates that, by the end of P1, most children achieved early level in all aspects of literacy and numeracy. By the end of P4, most children achieved first level in reading, writing, numeracy, with almost all achieving an appropriate level in listening and talking. By the end of P7, most achieved second level in reading, writing and numeracy, with almost all achieving an appropriate level in listening and talking. Curriculum for Excellence data provided by the school is informed through a range of professional dialogue with the SLT, formative and summative assessment, standardised assessment including, Scottish National Assessments and moderation activity using National Benchmarks. Staff are developing skills in assessing achievement of a level through their work with colleagues in school and across the authority and beyond. Inspection activity indicates that children are attaining less well in some areas than is presented in the school data. Overall, there is scope for children to be achieving more highly.

- Staff now need to analyse data more robustly and make better use of all of the information available to them to identify trends and patterns in attainment. For example, in gender and the progress of children who may be disadvantaged by poverty. This will also support staff in developing differentiated approaches which will improve pace and challenge for learners. This will also enable them to identify and plan specific actions to raise the attainment of all children. In particular, staff should address the emerging downward trend at first level to prevent the risk of children of underperforming.

- Overall, children who require additional support with learning are making appropriate progress from prior levels of attainment. We have asked senior leaders to ensure that they continue to keep a sharp focus on the attainment of different cohorts of children as they move through the school.

## Attainment in literacy
### Listening and talking

- At early level most children are making good progress in listening and talking. Most come to school with well-developed language and vocabulary. Most listen well to their teacher to follow instructions to undertake tasks. In class, most children engage well with their learning partner in literacy activities, talking turns to listen, as appropriate. A few children require more adult support to help them maintain their focus in this type of activity. Towards the end of first level most children listen well to each other and to their teachers. They need more support to build on each other's ideas. Children need more opportunities to note take, to create and sequence different texts. By the end of second level most children demonstrate well-developed skills in listening and talking. They can identify features of good listening and talking and give examples

of when they have applied their skills, for example, in debating, class assemblies and group work. Most older children are articulate and enjoy conversing with their peers and visitors.

## Reading

- Across the school, children demonstrate a love of books. There has been a whole-school focus on encouraging children to read more often for pleasure. This includes organising author visits and ensuring children's regular use of the school library.

- At the early level children are using their developing knowledge of sounds and patterns to decode simple words. A few children are capable of greater challenge in planned reading activities. A number of children are not yet fully confident in making appropriate choices about the level of challenge in reading 'carousel' activities. Consideration should be given to the organisation and delivery of such activities to ensure all children's needs are met. At first level most children are making good progress in reading. They confidently identify their favourite authors and books and give good reasons for their choices. They identify a few different strategies they can employ to read unfamiliar words and to elicit main ideas from a familiar text. The school recognises that over the last few years there has been a dip in attainment across the first level. New approaches such as reflective reading have been introduced to support improvement. It will be important for staff to keep a sharp focus on monitoring the impact of new approaches. By the end of second level most children read fluently with a few using very good expression. They can provide examples of a wide range of texts they access across their learning. They describe with good detail their favourite authors and books, with a few also able to describe the writing techniques used to interest and excite readers.

## Writing

- Across the school, the quality of writing is variable. In a few classes, children are using detailed writing criteria to plan and assess their writing. By the end of the second level the majority of children are making very good progress in this aspect of literacy. Positively, a few children are engaging with third level writing experiences and outcomes which offer them a greater challenge in learning. Children at this stage talk knowledgably about their writing and what they need to improve. At this stage there are good examples of high-quality feedback given by teachers to support children to make continuous progress. There is a need for this practice to be built upon across the school. Most children at second level write at length for a variety of purposes. At early level children are beginning to write more independently. A few children make use of simple punctuation in their sentences. Children are given opportunities for independent writing and 'over writing'. At first level children write for different purposes. There has been a recent focus on letter writing. Children are not yet readily able to identify features of different genres such as reports and imaginative writing. There is a need for more consistent expectations of presentation and standards across the school. It would be helpful to have more examples of children's writing on display in classes and across the school to provide helpful prompts and modelling.

## Attainment in numeracy and mathematics

- The school's attainment data indicates inconsistencies in performance over time. The SLT and staff are aware of this and have identified actions to ensure sustained improvement. All staff need to have a clear picture of areas where performance is less secure and improve planning to ensure depth of experience. A proactive approach is needed to plan relevant experiences in learning where children have opportunities to apply skills, knowledge and understanding in numeracy to real-life contexts. The school has been working to implement active numeracy approaches in all classes. This includes a focus on developing children's mental agility and problem solving strategies. At second level, most learners are developing good levels of success in mental agility and have a good awareness of relevant mental strategies.

## Number, money and measurement

- At early level, most children are able to recall number sequences forward and backwards to 20 and for some, beyond 20. The majority of children can add and subtract within ten. By the end of early level, children can recognise a range of coins and demonstrate an understanding that they have value. Most children at this stage are making good progress towards achieving this level. By the end of first level, the majority of children are able to add and subtract mentally within 100 and some can use addition and subtraction skills to solve problems involving three-digit whole numbers. Children at this level are less confident when working with aspects of measure and money. In P4, children are becoming familiar with table facts. A few children are beginning to understand the relationship between multiplication, division and simple fractions and should now be given the opportunity to deepen their learning and apply skills in number to money and measure. By the end of second level, children are able to give reasonable estimates of the length and area of everyday items. Almost all are able to add and subtract four-digit numbers and a few are able to solve multi-step problems. Most children can calculate a fraction of an amount and work with analogue and digital time including, calculating durations and interpreting transport timetables. By P7, almost all children demonstrate a sound grasp of multiplication facts and place value. At this stage, most children can calculate the area of a square, the volume of a cube and are able to solve multi-step problems and simple algebraic equations.

**Shape, position and movement**
- At early level, most children are able to recognise two-dimensional shapes and three-dimensional objects and can copy simple patterns. Children working at early level can identify and continue patterns. Children working at first level can identify two-dimensional shapes and some three-dimensional objects. At P4, children are able to identify the main points of a compass and can demonstrate half and quarter turns. There is a need at this level for further consolidation of learning and opportunity for regular application of knowledge to real-life contexts. Across second level, children are able to accurately identify acute, obtuse and right angles. By P7, children are developing skills in using a protractor to measure and draw angles accurately and understand the properties of a triangle. At this level children can use their knowledge of shape to calculate area, perimeter and volume.

**Information handling**
- At first level children can draw tables and complete bar graphs to display data. At second level children are able to gather information using tally marks, interpret information from school surveys and timetables, and use basic forms of graphs and charts to display information.

**Attainment over time**
- The school has been gathering attainment data for several years, using a range of assessment approaches, and maintain a 'data folder' for each cohort of children. This contains a range of assessment information for literacy and numeracy. This is used to support professional dialogue between staff and the SLT. Overall, there is an inconsistent picture of children's progress overtime in aspects of literacy and numeracy. Staff acknowledge that there can be dips in performance as children move across the school and that by the end of second level, progress is stronger. A recent improvement in the tracking of children's progress is supporting staff in developing a clearer view of attainment as children progress through the school.

- Through a range of inspection activities, it is the view of the inspection team that action must now be taken to ensure all children are appropriately challenged in their learning. In doing so,

it will be important to ensure all children progress at a sustained rate through the different stages of the school. We have discussed with the SLT ways in which this could be achieved.

■ The school is not yet systemically gathering or tracking attainment data across curricular areas other than literacy and English and numeracy and mathematics.

## Overall quality of learners' achievement

■ The school offers opportunities for children to achieve more widely through participation in a range of activities and groups which promote leadership, positive relationships, active lifestyles and an inclusive school community. These include Bikeability training, a range of lunchtime and afterschool clubs, a choir, a Rights Respecting group and Junior Road Safety Officers. Children are encouraged to contribute to the wider life of the school and community by participating in, leading and organising events such as the MacMillan Coffee morning, Euro Quiz, The Jolly Beggars Burns Club and St Bart's Art Club. They also have regular opportunities to develop their performance skills through their regular 'Moorfoot's Got Talent' assemblies, as well as their participation in sporting, poetry and art competitions. Children are developing a good understanding of how to maintain a healthy mind and body and demonstrate respect for their school. Older children are developing international links through their e-twinning project with a French school.

■ Pupil voice is encouraged in Moorfoot Primary School and children contribute to the life of the school in a number of ways. Children from P3 to P7 have opportunities to participate in school improvement groups and take on additional responsibilities. Positively, children engage in meaningful recruitment processes for 'vacancies' which help them to develop a range of significant life skills. Children are also encouraged to organise and lead school clubs. Recently, a few children from the Centre have established a British Sign Language (BSL) group for pupils in the primary classes to support their use of signing. We have asked the school to support children to be able to link the skills they are developing across these contexts to learning, life and work.

■ Staff ensure children's achievements are shared and celebrated through regular assemblies, 'Try Your Best' displays, the school website and social media. Children enjoy seeing their achievements displayed around the school and are proud of them. Commendably, at P6 and P7 children have gained accreditation at Basic and Level 1 BSL. The school is making positive progress towards validation of a Digital Schools Award and have secured the Gold Sport Scotland Award. The rights respecting work across the school has been awarded Silver with the school due to be assessed for the Gold Award in February 2019. All children maintain a '5 Star Work' folder to profile their learning success. The school should continue to develop its approaches to tracking these wider achievements and participation in activities to further develop and improve understanding of the skills required for learning, life and work.

## Equity for all learners

■ Across the school, staff strive to promote equity across learning for all children in an inclusive ethos. They know children and families well and are aware of the different challenges children and families face. Staff are able to share the positive impact particular interventions and sensitive support have had on learners. A range of school clubs and trips are offered to children and the school ensures cost is not a barrier to participation. Helpfully, a number of lunchtime clubs are run by children, staff and parents which enable a greater number of children to participate. The parent council have established an 'Achievement Fund' which is used to support a number of activities and events accessed by children.

■ The SLT track children's progress in numeracy and literacy, and can identify targeted interventions through their use of the Pupil Equity Fund that have been established in order to

secure improvements. This includes purchasing new resources for teaching numeracy and securing additional staffing to support a few children to engage more positively with learning.

■ Staff appreciate the importance of promoting children's social and emotional wellbeing. Staff have developed and introduced a number significant approaches to support this. For example, nurture approaches, soft start, snack time, a social skills group and visual timetables have been introduced. Across all classes, support staff are deployed effectively to enable children to engage with lessons.

■ Of particular note is the way in which children from Garvel Deaf Centre are included across the primary classes. This happens in a sensitive and well-planned way, allowing children from the centre to learn together and form friendships. Helpfully, children from the centre also join their peers from the primary classes in the playground, during lunch time and at school events. This strong approach to inclusion provides relevant ways for children to learn about equality and diversity.

## Practice worth sharing more widely

The promotion of British Sign Language across the mainstream classes and Garvel Deaf Centre.

## Quality of provision of Special Unit (contributes to school evaluations

**Context**

The Garvel Deaf Centre within Moorfoot Primary meets the needs of children who are deaf and living within Inverclyde. Children are placed in the centre by the Additional Support Needs Forum. The centre also takes referrals from Renfrewshire and West Dunbartonshire. At the time of the inspection, there were eight children in the entre, ranging from P1-P5. The centre is led by a principal teacher. Children join their peers in the mainstream classes every day for lessons, as well as benefitting from focused teaching in the centre.

**QI 2.3 Learning, teaching and assessment**

■ Children benefit from the warm, nurturing ethos evident within the centre and in mainstream classes. The centre provides an overall environment for learning and teaching in which staff show a commitment to children's wellbeing and development. Staff know the learning and pastoral needs of children very well and work very effectively as a team to meet these. Staff work with children to develop their confidence and resilience in order to prepare them to be ready to learn alongside their peers. Adults work together skilfully particularly in supporting communication through BSL. Positive interactions support children in their learning very well.

■ In the centre, children are motivated and almost all remain on task. Overall, almost all children show an interest in lessons for almost all of the time. Staff plan literacy and numeracy lessons linked to Curriculum for Excellence experiences and outcomes, informed by whole school learning pathways. Assessment information includes a range of sources such as observations, video evidence, standardised tests and written tasks. This is used to inform teachers' professional judgements. The centre is at the early stages of tracking progress in a systematic way using an education authority tool. There is scope to moderate children's work with peers in both mainstream school and across other schools for the deaf.

■ In the centre, almost all lessons are based on relevant tasks and build on children's personal interests and prior knowledge. Inspectors have asked staff to ensure there are similar opportunities when children are in mainstream lessons. This will ensure children benefit from a consistent approach to learning.

■ Inclusive approaches to learning in the school ensure that children from the centre can learn alongside their mainstream peers. They join their mainstream peers at lunch times, playtimes, and, according to individual need, in lessons. Children are supported to make choices very well by learning assistants using signing. As a result, almost all children are motivated to learn. Differentiating activities more fully to meet the needs of individuals in the school setting would provide further opportunities to increase challenge and pace.

■ Across both settings, staff provide encouragement and praise in lessons to motivate children to remain on task. BSL is used very effectively to support children to understand the purpose of their learning and to engage effectively with peers. Children and staff in Moorfoot are very enthusiastic learners and users of BSL. A few children from the centre teach BSL as a lunch time club. Almost all lessons in both settings are calm and staff respect and value children.

■ Children in the centre are encouraged to explore the world of work and make connections with the skills they are learning in school and the world around them. This is promoted through focus weeks when parents and partners talk about their jobs. Together with the school, the centre should consider a whole-school approach to track children's skills as they develop.

■ Learning intentions and success criteria are used well to support learning. Children should now be encouraged to identify their own success criteria and to regularly evaluate their learning.

■ Staff in both settings use observations, standardised assessments, work sampling and professional judgements to evaluate children's progress. The SLT, through tracking meetings with teachers, monitor the progress children are making. Increasingly, staff use digital technologies well to observe and record children's progress. Children's long-term and short-term targets are assessed regularly which supports staff to monitor children's progress. There is scope to track children's progress in overtaking their targets. Teachers plan to moderate children's progress in partnership with another school for children with similar needs, outside of the education authority.

**QI 3.2 Raising attainment and achievement**
**Attainment in literacy and numeracy.**
■ Children are making good progress from their prior learning. Children in the centre are making progress in their learning and engagement. They are developing skills in BSL and using these skills to communicate very well with others. Children are making good progress in following classroom routines in the mainstream classes. They follow instructions and complete learning activities. From the school's attainment information, a few children are making progress towards expected national levels in literacy and numeracy.

■ Children are developing an understanding about their deafness through a range of approaches. They are developing skills in independence by managing their own hearing aids and equipment. Staff, former pupils and visitors from the deaf community are supporting children to learn about deaf culture. This is helping them build confidence and overcome barriers to learning they may encounter.

**Literacy and English**
■ All children face barriers to learning due to their deafness. However, staff recognise the need for specific interventions to help children overcome these barriers, in order that they achieve their targets. A few children are attaining at expected national Curriculum for Excellence levels in literacy.

■ Overall, children's attainment in listening/watching and talking/signing is very good. In mainstream classes, children listen well to teachers and pay close attention to learning assistants who are providing BSL support. They interact well with other children. In both settings, children engage very well with staff and with other children, displaying good listening/watching and talking/signing. Staff make good use of partners such as speech and language services to help children with listening and talking. This is having a positive impact on children's oral skills.

■ Across the early level, almost all children recognise letter formation and practise handwriting. A few demonstrate spelling simple CVC words using visual phonics. A few children can identify sentences with a subject, verb and object. A majority use capital letters, and some use punctuation marks, including full stops. A few can write sentences. At the first level, a few children can create different texts using appropriate vocabulary for different purposes. A few children can focus well on characterisation in stories. A few older children can use tense in a story appropriately. They can write a story with a beginning, middle and ending and use paragraphs appropriately. Children use dictionaries and digital technology to help them in researching information. A majority of children can write short personal accounts, adding

appropriate characterisation. Almost all children, with support, can proof read their stories and make corrections so that they make sense to the reader.

- At early into first level, almost all children are able to read/sign text and stories from books. They can discuss texts, retelling a story and asking and answering questions. A few children describe the difference between fiction and non-fiction. At second level, when prompted, a few children can identify different authors and the books they have written. Children would benefit from further opportunities to develop skills in reading and exposure to a range of different texts and authors.

## Attainment in numeracy and mathematics

- At early level, most children can count to 20. A few can count on and back. Almost all can identify the days of the week and recognise 1p coins, carrying out simple addition to 5p. At the first level, children can recognise number sequences to 100 and add to ten, multiply and divide to two, five and ten, and recognise coins to £1. A few recognise months and seasons in a year. Inspectors were unable to identify children's learning in information handling or shape, position and movement.

## Attainment over time

- The centre collects children's progress using pupil progress files in literacy and numeracy over time. There is scope to track children's attainment over time more strategically.

## Overall quality of learners' achievements

- Children have good opportunities to develop their confidence within mainstream classes. They participate well in class activities, assemblies and use their BSL skills in whole school events such as the Christmas Concert. Working alongside their mainstream peers, children contribute to achieving a Rights Respecting School Award. Staff should also continue with their plans to empower children to have an increased voice within Moorfoot Primary.

- Children's achievements are recognised and displayed. Assemblies provide opportunities for achievements to be celebrated. Children receive praise and encouragement for achieving the smallest of steps and this is building their confidence in learning. The school ensures equality of opportunity by ensuring that children in the centre have access to the same range of opportunities as their mainstream peers. For example, children are able to access lunch clubs and activities, such as attending residential camp. A few children lead clubs across the school. The school should continue to provide a range of opportunities for children, including leadership roles, within the school and community. In doing so, the school should consider tracking and seeking accreditation for these activities.

## Equity for all learners

- Inclusion opportunities for all children in mainstream classes enhance their understanding of themselves as learners. Children meet the challenges of mainstream classes and social activities very well and this is helping them prepare for mainstream secondary school. An enhanced transition process ensures that almost all children move successfully to the local secondary school deaf centre.

# Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.