

Summarised inspection findings

Meiklemill Primary School and Nursery Class

Aberdeenshire Council

4 February 2020

Key contextual information

Meiklemill Primary School is located in Ellon, Aberdeenshire, and serves the south of the town and the surrounding area. It has a primary school roll of 220 and a nursery class of 36. At the time of the inspection, the school was undergoing significant upgrade works and one wing of the building was unavailable. The nursery class was relocated in the school hall, mornings only, and dining facilities were provided in wider corridor areas.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The school developed its vision, values and aims several years ago in partnership with parents and children. Children suggested that the vision, values and aims, as well as the curriculum rationale, should be set out in the style of road signs. They identify very strongly with the “Team Meiklemill” approach in the school and Meiklemill’s Muckle Moo. The current vision, values and aims are prominently displayed in the school hall and are referred to during school assemblies. Staff feel strongly that the values expressed are still current and that they are not in need of revision at this time. Staff and children model the values through their interactions every day. The school acknowledges that it is now time to revise the curriculum rationale and to involve all stakeholders, including local community partners who are directly involved with the work of the school.
- The headteacher, supported by the deputy headteacher, is passionate about ensuring that the school is making the best possible provision for all of the children who attend, whilst engaging positively with parents, carers and partners. He is aware that there is work to be done to enhance and strengthen links between the nursery class and primary classes which will benefit all involved.
- Across the school, staff are extremely committed to the school and its community. They are extremely passionate about their work and are committed to achieving the best outcomes for children. They know children well and understand their needs. They are effectively supported in this by specialist professionals and support assistants who work across classes to meet the needs of children with a range of learning needs.
- Staff are well connected to the community around the school and have a good understanding of their context. The community has been involved in many aspects of the school’s curriculum and there have been links made to a wide range of companies and agencies. The school is also in regular contact with local elected members.
- Parents are extremely enthusiastic about the school, its leadership and its approach to involving them in their children’s education. They feel positively involved in the work of the school and staff look for opportunities to get them involved in the education of their children.

- Staff review assessment approaches to ensure that they are appropriate and are resulting in appropriate outcomes. For example, the school has discontinued a number of commercial testing approaches since the Scottish National Standardised Assessments (SNSAs) were introduced.
- Senior managers have implemented a quality assurance calendar to ensure that appropriate evidence is collected across the school session to enable well-informed self-evaluation to take place. The school has developed comprehensive approaches to self-evaluation, and staff are well involved in collecting and analysing data. Staff are keen to include as much evidence as possible in their analysis, but now need to ensure that data collection does not become an end in itself. A simple 'cycle for improvement' is used well for planning purposes across the school by staff and children.
- The school also has a collegiate calendar. This helps to ensure that professional dialogue is formally timetabled at least twice per term, although staff will meet together informally at other points as best suits them. Teachers and support staff find the open plan nature of the school helpful for informal observation of each other's approaches to teaching and learning and a stimulus for stage-based discussions.
- Commendably, the school has been reviewing planning approaches to ensure that bureaucracy is kept to a minimum. The needs to ensure that these approaches are kept under review so that time is prioritised for discussing learning and teaching and undertaking research.
- Staff are confident to initiate change and feel empowered to make appropriate alterations to the way they work so that outcomes for children will be improved. This includes training to be able to deliver particular programmes of work which will have an impact on children with particular needs. Teachers are interested in ensuring that their work is, as far as possible, informed by reliable research.
- There is an ongoing keenness by staff, led by the headteacher, to work to ensure that children are aware of their rights. Work on a rights-based accreditation programme has resulted in a Bronze Award, with the school working towards its Silver Award by the end of the year. Aspects of rights-based work are visible in different classrooms across the school. Children have a developing voice to influence change in the school, for example through the Life of the School Groups, which superseded the pupil council.
- There is an informal peer approach to lesson observations as well as formal observations by senior managers to assure and improve the quality of learning and teaching. These observations have an agreed focus along with aspects for teachers to consider and suggested next steps. It would be even more helpful if these next steps were highlighted and restated before the next formal observation to help improve practice.
- The school has been particularly successful at involving local partners and community groups in the work of the school, delivering a range of programmes and other inputs. The next step is for the school to begin to involve these partners in reviewing their work and then jointly planning the curriculum to make it more appropriate for children.
- The impact of the school's work is measured in a range of ways, including through the review of progress with the school improvement plan and outputs such as attainment. The school has undertaken a number of approaches to using its Pupil Equity Fund (PEF) allocation, aimed at having a positive impact on children who come from less advantaged backgrounds. While this has not yet improved attainment there have been improvements in helping children to be more ready to learn and to attend school more regularly.

2.3 Learning, teaching and assessment

good

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:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- At this early stage of the school year, very positive relationships between staff and children are evident and are a key feature of the school community. The ethos and culture reflect the school's commitment to children's rights. Children are respectful to each other and polite to visitors to the school. They are very proud of their school. There are very high standards of behaviour throughout the school, enabling children to focus on their learning in a purposeful and safe environment.
- All children engage in their learning and are motivated to participate in a range of activities in and out of class. Most children enjoy learning at school and speak confidently about their learning. During class visits, most children are on task and keen to contribute to the work of the class. There is scope for children to become more actively involved in planning their learning.
- Almost all children are very enthusiastic about their learning and thrive on challenge. They have regular opportunities to work individually, in pairs and in groups. Collaborative learning across stages is embedded throughout the school and can provide highly engaging learning contexts. Children and staff speak very positively about such approaches.
- Children are keen to share their learning and do so in a number of ways such as their learning year books and e-portfolios. This allows them to share their learning with their family members. They respond well to opportunities to be creative such as the biannual technology challenge. A Meiklemill taxonomy has been developed to support children's understanding of skills for learning, life and work.
- In lessons, explanations and instructions were clear and appropriate. The pace of progress and learning for a number of children should be increased to help raise attainment and support further challenge for children. Teachers should further develop learning opportunities and activities through real-life experiences and creative teaching approaches in order to meet fully the needs of all learners.
- Children are clear about the activities to be undertaken during class. There should be a consistent approach to sharing the purpose of learning with children and involve them in agreeing what success will look like. As teachers become more confident with the National Benchmarks, feedback will support learning conversations with children so they can identify effectively their next steps in learning. The recently introduced 'prove it' initiative is encouraging learners to reflect on prior learning in order to improve their work. Children are given the opportunity to give feedback to their peers on their learning and can suggest ways in which they can improve.

- Children confidently access a range of digital learning tools which are being used regularly across the school. These are providing the learners with engaging and motivating activities. Staff should continue to develop further digital literacy across all stages as planned.
- At the early level, staff make use of learning through play. By undertaking observations of learning, and by making robust evaluations, teachers should be able to develop this approach further and ensure progression for all learners. Staff would benefit from further professional learning to enhance their understanding of learning through play.
- Across the school, teachers use a range of formative and summative assessments to evaluate children's progress in learning in literacy and numeracy. The assessment evidence links clearly with the focused learning and supports teachers to track and evidence the progress of learners. This information is then shared with learners and parents.
- Increased participation by teachers in moderation activities, both in and out of school, will strengthen the quality of assessment data. This will enable teachers to develop further a shared understanding of the national standards and children's progress in achieving Curriculum for Excellence levels.
- Staff are enthusiastic about working collaboratively with colleagues within and beyond the school. Senior leaders and teachers are committed to developing a shared understanding of holistic assessment. By planning meaningful holistic assessment, learners will have greater opportunities to demonstrate breadth, depth and application of challenge.
- The school has developed an effective system of tracking and monitoring children's progress. Tracking and monitoring attainment meetings are an essential element of the school's quality assurance calendar. These take place regularly between senior leaders and teachers, and provide a platform for detailed discussions about learners' progress. As well as reviewing the impact of existing interventions, decisions are taken regarding future support.
- Teachers use a range of long-term and short-term planning approaches using experiences and outcomes across the curriculum. Children have some opportunities to be involved in planning aspects of their learning and teachers have identified the need to develop this further. This will ensure children have a better understanding of what progression looks like in their own learning.
- Within the forthcoming review of the school's planning, consideration should be given to streamlining processes in order to reduce unnecessary bureaucracy.

2.2 Curriculum: Learning pathways

- Teachers at Meiklemill Primary School continually work to improve the curriculum at all stages. Their curriculum rationale, which takes account of Curriculum for Excellence principles and the four contexts for learning, is underpinned by the school's 'cycle of improvement'. A review of this rationale is planned, involving all stakeholders and partners, to ensure that the curriculum is relevant and takes account of the local context of the school.
- There are learning pathways for literacy and numeracy, and these are beginning to be embedded across the school. Although the school has pathways for other curricular areas, ongoing work to update all of these should ensure that children experience a high quality progressive curriculum. Staff have developed their own pathways for the teaching of phonics and speak very positively about their impact on learners.
- Developing skills in literacy, numeracy and health and wellbeing are key priorities for all members of the school community. All children have regular access to digital technology, and this is enhancing their learning experiences. Teachers plan for children to have regular and progressive opportunities to develop their digital skills in a variety of contexts across the curriculum.
- Children experience opportunities to learn outdoors. There is scope here to provide regular high quality outdoor learning experiences across all areas of the curriculum.
- Across the school, most children have relevant opportunities to develop skills for learning, life and work within their everyday learning in class and can talk about the skills they are developing. Linking skills development to the Career Education Standard 3-18 will ensure children can make links to the world of work.
- Staff have bundled experiences and outcomes which they deliver using a number of different learning contexts. Each learning context has clear links to children's rights and these are embedded across the school. Staff continue to develop their delivery of interdisciplinary learning. In an attempt to improve breadth, learner engagement and flexibility they are currently trialling the approach of an overarching theme for the year. As they evaluate this approach, it staff should ensure they have a shared understanding of learning.

2.7 Partnerships: Impact on learners – parental engagement

- Parents and carers are very proud of the school and the respectful relationships they have with the school community. They talk passionately about how staff support, encourage and provide a wide range of opportunities for them to be involved in their children's learning. Information on children's experiences and progress is shared through social media, blogs, open sessions, termly written reports and parents' evenings. Consultation with families has led to some of these processes being adapted to better support parents and carers understand where their children are in their learning and how they can support them. Colour coding on written reports has been particularly well received. Parents and carers appreciate the opportunities organised by the school to learn about online safety, numeracy, literacy and health and wellbeing.
- Parents and carers are very involved in the life and work of the school. The active Parent Council and subgroups support the school in collecting and analysing feedback regarding school improvements and developments such as homework, Pupil Equity Fund (PEF) spend and residential trip provisions. Parents spoke positively to the inspection team about the impact of Pupil Equity Fund funded initiatives. Parents and carers particularly enjoyed the role they played in reviewing the positive relationships policy and would welcome further opportunities to shape school policy in the future.
- Parents, carers and families support children's wider achievements through volunteering, for example, in undertaking 'Bikeability' training, managing the school football team and running dance classes. Parents and carers are invited to share their skills, talents and interests with children through regular 'Life of the school' groups.

2.1 Safeguarding

- 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.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The headteacher and staff understand that the wellbeing of children is central to the work of the school. Staff know the individual circumstances and needs of all children well. They work effectively with parents and carers and partners to ensure that these needs are being met effectively. Staff aim to ensure that children have a happy school experience. Almost all children who responded to the pre-inspection questionnaire feel safe at school and think that staff treat them fairly and with respect. Almost all children agree that the school teaches them how to lead a healthy lifestyle and that there are lots of chances at school to get regular exercise.
- The majority of staff are building strong, supportive relationships with children and as a result there is a positive climate of mutual respect with shared values evident across the school. Children demonstrate consideration for others around them, both inside and outside the school building. They are respectful and almost all are ready to learn. They are very welcoming to visitors and are keen to engage them in conversation about their work.
- Children are extremely positive about the school and the staff. Teachers have a good understanding of wellbeing and children's rights. Children understand their rights and responsibilities, how to keep themselves safe and what it means to follow a healthy lifestyle. Class charters are displayed in classrooms and used by teachers to support the learning and learners. Teachers have used the wellbeing indicators with children to audit their individual wellbeing through a self-assessment approach, following this up with a discussion. This will be revisited on an annual basis.
- Increasingly, children in the upper stages take on leadership roles in supporting others, including house captains, first aiders and playground buddies. While there are approaches, such as the Life Of The School group, that give children a say in matters that affect them, there is still work to be done to ensure all children's views are valued and lead to change for the better.
- Staff use planned progressive approaches to health and wellbeing across all levels. This is supporting children to develop their knowledge, understanding, capabilities and attributes to support their mental, emotional, social and physical health and wellbeing.
- Children use the outdoor spaces for energetic activity. Children across the school benefit from planned opportunities to learn outdoors in physical education which they enjoy. Staff have had to develop outdoor learning approaches due to the restrictions on use of the school hall during renovation work. Children benefit from a wide range of out of school activities, during the breakfast club, at lunch time and after school.

- The school is very keen to promote inclusion and equality. It has gained accreditation for its work in relation to children's rights and plans to enhance this further. A number of classes have information about the UN Convention on the Rights of the Child (UNCRC) displayed and how this applies to individual children. Staff are aware that it is important for children to understand about issues relating to diversity.
- Regular professional learning opportunities for teaching and support staff enable them to identify potential barriers to learning and to meet children's varying needs well. This includes targeted support for children who have needs which may be identified as relating to dyslexia and support for those who have suffered bereavement. Differences are viewed positively across the school, including those whose first language is not English. Some children who are not yet ready to participate in general classroom activities with their peers are positively included in specialised activities in other areas. These inclusion opportunities are enriching the understanding of diversity in all children and are sustaining the attendance of the children involved.
- A breakfast club ensures positive friendship groups are developing beyond the school day as do other activities. The school should continue to make the most of inclusion opportunities, to help widen children's awareness and understanding of diversity and equality in a planned, progressive and relevant way.
- The school has procedures in place to identify and support children with additional support needs. Where possible and appropriate, this support is made available to children within their own class. The staged intervention approach is used well to consider the needs of children and identify appropriate interventions, although there is a particularly high level of identification across the school. The school should continue to collate data relating to the attainment of identified groups of children. Staff are aware that they should use this information so that it shows clearly the impact of the strategies being used to support identified groups of children to make progress.

3.2 Raising attainment and achievement

good

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

Overall attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Curriculum for Excellence levels provided by the school for session 2018/2019 demonstrate that most children achieved early level in reading, writing, listening and talking, and numeracy. Most children achieved first level in reading, writing and numeracy, and almost all in listening and talking. At second level, almost all children achieved in listening and talking, most children achieved in reading and the majority in writing and numeracy. Senior leaders have identified raising attainment in both literacy and numeracy as ongoing improvement priorities.
- Teachers' make use of data from SNSAs to support their professional judgements of Curriculum for Excellence levels. These judgements are becoming more robust as they engage more fully with the National Benchmarks. Teachers have taken part in moderation activities in school and within their associated schools. In order to further develop a shared understanding of assessment data and standards, teachers recognise the importance of continuing to look outwards with their moderation activities.

Overall attainment in literacy and English

- Overall, attainment in literacy and English is good.

Reading

- At this early stage in the school year, most children working towards early level are aware of word boundaries and are able to hear where one word ends and the next begins. The independent reading programme in place throughout the school is motivating children and promoting reading for enjoyment. Most children at first and second levels can identify their favourite authors and explain why they enjoy particular books and genres. At first level, most children read aloud with expression and accuracy and are able to answer literal and inferential questions. At second level, most children can read aloud with fluency, understanding and expression using appropriate pace and tone. They can recognise techniques used to influence the reader and are beginning to recognise the writer's message and relate it to their own experiences.

Writing

- There is evidence throughout the school that children are applying their writing skills across learning in different contexts. Children working towards early level can demonstrate their pre-writing skills by controlling and manipulating small tools effectively and can accurately follow simple patterns with a pen. At first level, most children can create a variety of different texts for different purposes. They can organise their writing in a logical order and use relevant and interesting vocabulary. At second level, the majority of children are creating texts for a range of purposes. They apply their knowledge of spelling rules and use accurately a range of punctuation. Children are reviewing and correcting their writing to ensure it makes sense and to improve its quality. Children are not routinely setting targets for their writing and this is a next step for teachers and children.

Listening and talking

- Across all stages, almost all children listen to and follow instructions. They listen effectively and respond appropriately to what is being said by others. At early level, most children make an attempt to take turns when listening and talking. They can ask questions and respond appropriately to instructions from teachers. At first level, most children talk clearly when sharing their ideas and thoughts. They respond well to instructions and demonstrate understanding when related to their learning. At second level, almost all children can speak confidently and enthusiastically about their learning and leadership opportunities. They build on the contributions of others by clarifying points and supporting other people's opinions.

Attainment in numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. Teachers have identified the need to focus on raising attainment in numeracy and mathematics and have created a framework: 'Meiklemill's Approach to Mastery Maths'. This framework is intended to allow pupils to gain a deeper understanding of appropriate strategies and skills. Effective practice observed of active learning approaches and real-life contexts should continue to be shared more widely amongst teachers.

Number, money and measure

- At this early stage in the school year, children working towards early level are able to count, identify and recognise numbers to five. Most children can copy, continue and create simple patterns involving colours. At first level, most children can read, write, order and recite whole numbers to 1,000. They can explain what a fraction is using appropriate mathematical vocabulary. The majority can compare the size of fractions and place simple fractions in order on a number line. Most children can use knowledge of everyday objects to provide reasonable estimates of length. At second level, most children can order numbers less than zero and locate them on a number line. The majority can calculate simple fractions of a quantity and use them to solve problems. Most children can solve simple algebraic equations with one variable.

Shape, position and movement

- At early level, children are beginning to recognise and sort common 2D shapes. At first level, almost all children can name and identify a range of simple 2D shapes and 3D objects and can use mathematical language to describe their properties. Almost all children are unable to make reasonable predictions of the likelihood of an event occurring. At second level, most children can identify and describe 2D shapes and 3D objects within the environment. They know the radius is half of the diameter. Most children can use mathematical language including acute, obtuse and straight to describe and classify a range of angles.

Information handling

- At first level, most children can answer questions to extract key information from different data sets. At second level, most children are able to discuss a variety of ways to present data. At first and second levels there is a need for children to develop their skills using digital technologies to display data.

Attainment over time

- Overall, there is no clear trend of improvement of attainment over time. As planned, the school should now focus on continuing to develop approaches that will help to raise attainment. Senior leaders and teachers have developed a tracking system which is allowing staff to monitor the progress of all learners and where necessary plan appropriate interventions. Across the school, there is scope to provide learners with a greater level of challenge and a faster pace of learning across the levels.

Overall quality of learners' achievements

- There is a wide and varied range of opportunities for children to develop the four capacities and contribute to the life of the school. Across the school, children develop their confidence and exercise responsibility through participating in whole school technology challenges, life of the school groups, paired class working and summer challenges. Both children and their parents talk very enthusiastically about the school Badge Challenge and the wide range of skills developed through this initiative. Children are beginning to lead learning by creating their own challenges for their peers and staff to complete.
- Children actively contribute to their local community by organising charity events and participating in a range of local and national competitions, such as the Doric Film Festival and dance and drama showcases. The school recognises children's achievements at assemblies through awards, certificates and prize giving.
- The school's work in values-based and eco education has been recognised by national accreditation organisations. With the help of the Meiklemill Taxonomy, children from P5 to P7 are able to identify the skills they are developing. They e-profile their learning and achievements effectively through individual blog entries. Teachers should now support children to use these reflections to inform and improve future learning. Further developing existing tracking to include skills development would allow teachers to monitor progress and plan next steps.

Equity for all learners

- Senior leaders and staff have a good knowledge of the socio-economic background of all children. All staff know children well and are able to respond appropriately to circumstances.
- The school currently receives additional resources from PEF and senior leaders have identified and implemented a range of interventions targeted at children living in the most disadvantaged areas. A detailed PEF plan is in place which includes the provision of a breakfast club, a nurture hub and technologies to support children in their learning. Senior leaders should continue to identify approaches to measure the impact of these interventions to ensure they are leading to improved outcomes for children.

Choice of QI: 1.2 Leadership of learning

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- The headteacher has been successful in creating a positive learning culture which is founded on a collegiate approach. Teachers are keen to share ideas for improvement with their colleagues and regularly discuss their practice and share their professional learning. The relationships which exist within the school foster collective responsibility and mutual support. Distributive leadership was a significant improvement priority last session and the work is continuing this session. Staff are encouraged to use their skills, interests and expertise to lead aspects of the school's work. Staff have been empowered by senior leaders to take forward initiatives with a view to improving outcomes for children and their families. These include 1 + 2 languages, science, motor skills and internet safety. Senior leaders should ensure that the number of initiatives is manageable and the impact of these initiatives is evaluated. Parents are encouraged to lead activities such as Bikeability and dance activities.
- An annual collegiate calendar supports the planning of professional learning for the session. These professional learning activities are linked with the school improvement priorities, for example, the development of holistic assessment. Teachers may now wish to consider the benefits of engagement in practitioner enquiry.
- Staff welcome opportunities to enhance their professional learning and recognise the benefits from engaging with colleagues across the cluster. In the current session, staff learning opportunities are planned to include increased levels of moderation to support a shared understanding of the achievement of Curriculum for Excellence levels. Using the school's 'cycle of improvement', staff should continue to look inwards and outwards, learning with colleagues in other schools, the local authority and beyond.
- A Meiklemill Taxonomy has been developed as part of the school's Developing the Young Workforce agenda. This is supporting children to develop skills for learning, life and work. Children in P7 are using this confidently when creating their e-portfolios. As this is developed further throughout the school, children should understand which skills they are developing and why they are relevant.
- Within the school, professional learning to support new approaches to numeracy learning is enabling staff to develop their pedagogy and approaches with a view to raising attainment. They have engaged with research and cluster schools to support their professional learning.
- Children work very well together in groups and willingly take on different roles to support each other. The paired class initiative allows older children to build leadership capacity by supporting younger children. Children benefit from the wide range of leadership experiences provided by the school, and take on a range of leadership roles both in and out of class. The school's Mighty Rights Committee is taking a positive leadership role in promoting awareness of global issues. The committee chooses the right of the fortnight and leads assemblies to promote it. Children speak positively about being allowed to make decisions when being empowered to do so. For example, the elected house captains are involved in short-listing pupil applications for leadership roles within the school.

- Senior leaders and teachers have identified that they would like to support children to take more ownership of their learning journey by reflecting on their learning and feedback to construct individual targets and next steps. They have recognised the importance of developing structured learning conversations between children and staff to discuss the next steps in learning. This would facilitate more planned and frequent opportunities to lead their own learning.

Explanation of terms of quantity

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

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.