Summarised inspection findings

Newton Primary School

Stirling Council

23 January 2024

Key contextual information

Newton Primary School and Nursery class is situated to the northeast of Dunblane, Stirling. The school and nursery benefit from extensive grounds, play spaces and grass areas. The current school roll is 391 children over 14 classes. There are 44 children in the nursery who attend on long or short days over 47 weeks of the year. The senior leadership team consists of a headteacher, two depute headteachers, three principal teachers and a principal early childhood educator.

Across the school, 1% of children reside in Scottish Index of Multiple Deprivation Deciles one and two and 76% reside in deciles nine and ten. The Pupil Equity Funding (PEF) allocation to the school is below the median allocation to all primary schools in the local authority. Children's attendance is in line with the national average. There have been no exclusions in recent years. 3% of pupils are registered for free school meals, compared to 15% in the local authority and 20% nationally. Across the school, 22% of children have additional support needs.

1.3 Leadership of change	very 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 headteacher leads staff very effectively to create a learning environment where everyone feels happy, cared for, and included. The very strong leadership of the headteacher, supported by the senior leadership team, helps to ensure ambitious aspirations and expectations of all learners. Almost all parents feel that their child is safe at school and that staff help their child to feel confident. The headteacher supports the staff very well to have a clear understanding of the social, cultural, and economic context of the children and families who attend the school. Staff use this knowledge successfully to take collective responsibility for children's progress. The school's aspirational vision for every child to play, learn and grow underpins successfully its work.

- Led by the headteacher, the school's vision and values have been developed and agreed through consulting parents, staff, learners, and partners. Staff support children well to explore the values frequently and meaningfully during assemblies and in class. The school values are demonstrated in staff and children's interactions and presented prominently in classrooms, and corridor displays. Children understand and talk confidently about their values. This is helping children understand the importance of school values and their relevance to learning and life.

- All staff engage in very effective annual professional review and development (PRD) meetings with senior leaders. They use appropriately the General Teaching Council Professional Standards as a focus in these PRD discussions. As a result, teachers are helped to link their professional needs to school, local and national improvement priorities. Senior leaders respond positively to staff's professional interests. They support staff to undertake relevant development priorities linked to these areas, for example opportunities to develop children's learning through play and digital technology. This has led to increased capacity and capability in implementing these priorities across the school. Staff are reflecting successfully on their practice, identifying

future professional learning needs, and engaging in high quality continuous professional development.

■ Senior leaders create a climate of collaborative leadership and learning. All staff feel empowered and supported to take on leadership roles and share professional learning with colleagues. All teachers participate enthusiastically in collegiate learning, ongoing evaluation of improvement priorities and reflect on the practice of teaching and learning. For example, teachers have changed the way numeracy is taught at P1 to P3 through their involvement in the regional improvement collaborative. Staff now use resources and materials effectively to support children's understanding and development of key concepts in numeracy and mathematics. A few teachers lead developments in digital technology and excellence and equity on a part time basis across the local authority. This is supporting their professional development and the delivery of improvement priorities within the school. Senior leaders should continue to ensure that all staff are actively involved in the process of change and evaluating the impact of improvements.

■ Staff use robust quality assurance processes successfully to drive forward school improvement, including effective monitoring and evaluation of learning and teaching. Senior leaders meet termly with staff to discuss appropriately children's attainment and identify any support strategies required to support improvement. As a result, most children across the school are making very good progress. Staff comment that these activities are supporting them to review and improve continually their practice. Senior leaders collate high-level messages from classroom observations and school self-evaluation activity and share these with staff. As a result, staff understand next steps and areas for change.

■ Staff work together to identify appropriate school improvement priorities based on accurate self-evaluation of their strengths and areas for improvement. The current school improvement plan (SIP) sets out relevant priorities which reflect local and national initiatives and the school context. As a result, improvements in approaches to teaching writing, use of assessments and creativity in learning have been implemented and embedded across the school leading to improved learner experiences. Senior leaders recognise the need to refine measures of success in the SIP to evaluate more effectively the progress and impact of planned improvements on outcomes for children.

■ Partners work very effectively with the staff to make meaningful contributions to children's learning. Senior leaders and staff have worked well with schools in the Dunblane Learning Community to develop and enhance transitions. To support this further, a local drama and music group supports children to move successfully through stages of learning.

■ Parents are very effective at supporting the life and work of the school. Volunteers support children's reading for enjoyment and reading skills well through sharing stories with groups of children each morning. The Grounds' Team, which includes parents, work skilfully with children to enhance the school's outdoor environment. Commendably, parent members in the Newton Families Together Parent Council, represent every class within the school. The Parent Council organise a range of useful social and fundraising opportunities for the school and contribute well to school improvement. The headteacher seeks to involve parents in improvement planning. A few parents would like more information on how the school takes their views into account when making changes.

■ Staff provide very good opportunities for all children to lead and influence the life and work of the school. 'Leading and Learning' pupil groups include all staff and all learners and offer children a range of valuable leadership opportunities across the school. As a result, children successfully develop skills for learning, life and work and have a platform for their views to be heard. At P7, staff have trained children as young leaders of learning. These children have

participated very effectively in self-evaluation activities providing effective feedback on the quality of learners' experiences throughout the school.

2.3 Learning, teaching and assessment	very 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

■ All teachers place a high importance on developing positive relationships and promoting children's rights. The staff team work collaboratively to achieve a culture of trust, based on their shared values of respect, responsibility, kindness, fairness and unity. As a result, children behave well and show respect towards their peers and adults in school.

■ All children receive a warm welcome from their teacher before lessons. Almost all children are highly motivated and participate eagerly in well-considered activities. Teachers build on children's interest when planning learning. They design tasks very well to reflect real-life situations where children can contextualise and apply their learning.

■ Teachers ensure that classrooms are organised, bright and engaging. They utilise communal open areas, a well-equipped library and music room well. Children use libraries appropriately both in school and in the community to support the development of their literacy skills.

■ Teachers make effective use of the outdoor area regularly as a learning space including the outdoor classroom known as 'The Blossom House'. With teachers' support, children use the grounds to encourage wildlife by growing vegetables and fruit trees. All children experience valuable learning beyond the classroom through these varied learning environments.

■ Teachers plan a variety of interesting and stimulating experiences in which children can expand their knowledge understanding in a range of contexts. Children apply their learning effectively in different curricular areas in a range of diverse and creative ways. For example, in one project, teachers support children to find ways to start up a social enterprise. Children hear from local business leaders in the community and participate as 'customers' in real life social enterprise projects. They use digital research skills to source and price their raw materials. As a result, they engage positively and enthusiastically.

■ All children have frequent opportunities to use digital technologies to very good effect throughout the course of lessons. Teachers support children well to work collaboratively by providing shared digital platforms where children contribute to group projects. For example, children work simultaneously on presentations for assemblies, using their own devices, while contributing ideas verbally during group-work. Children are being helped to build valuable digital skills for the future, while improving their skills in listening and talking through teamwork.

■ Almost all teachers share and explain well the purpose and relevance of skills which children are developing. Almost all take good account of children's ideas when planning learning. Children have choice and opportunities to lead aspects of their learning. Teachers use a mixture of questioning techniques skilfully to help children expand their ideas within lessons. Teachers build on children's curiosity and on their existing knowledge, to deepen their learning and gain confidence and independent learning skills.

■ Almost all teachers structure lessons appropriately to increase children's independence in learning. A few children struggle to focus when working on their own and occasionally this results in short periods where they are distracted. Almost all teachers intervene promptly using targeted strategies to support individual children to settle quickly and engage well. All teachers use a range of helpful strategies to support all children with additional needs and enhance others' learning in the class. For example, teachers use 'now and next' signs and use visual timetables and cues to help children to understand what to expect as part of their daily routine. Teachers adapt lessons routinely and skilfully to allow identified children to have frequent breaks.

■ Together with the school's educational psychologist, staff have developed the Nurturing Newton Framework which is building positive relationships across the school. Almost all staff's participation in training is improving their understanding of the principles of nurture. All teachers have incorporated nurture spaces sensitively within their classroom. A few children, who require these spaces, make effective use of these areas to help them regulate their emotions and be ready to learn.

■ Teachers show a clear commitment to their professional learning about play pedagogy and have undertaken local authority training. As a result, they have a clear understanding of the national practice guidance around play at early years. Teachers plan high quality opportunities for children to learn through creative play. Early years teachers are using Stirling Council's Play and Learning Framework, to help them better plan and observe play experiences for learners. Staff have now embedded play well at P1-P3. By deploying staff with expertise in play pedagogy at later stages, senior leaders are ensuring that learners at P4-P7 benefit from learning through play. As planned, senior leaders and staff need to continue to share their knowledge and understanding of play pedagogy across the school. They also need to agree on the best practice to track and observe play experiences. This will help to ensure that play experiences are progressive and build on children's skills.

■ Senior leaders have implemented a helpful assessment overview to assist teachers to integrate assessments into long-term planning. Teachers use this very well to plan a wide range of assessments during the school year. They are flexible in their approach to assessment and review their approaches regularly. They use information from assessments appropriately to inform their learning and teaching and their understanding of children's progress. Teachers use data from standardised assessments very effectively to inform their professional judgements on children's achievement of a level and to plan next steps for their learning.

■ All children are involved in assessing their own and others' work. They provide feedback to their peers with confidence and identify next steps in learning. Almost all teachers provide constructive and useful feedback in jotters with detailed ideas about how children can build on their skills and improve their work. At times, children do not have the opportunity to apply the learning promptly from this high-quality feedback. Senior leaders and teachers should ensure that children have prompt opportunities to act on feedback and as a result, deepen their learning.

■ Teachers collaborate in highly effective internal moderation activities to share expectations on the standards children need to achieve for each Curriculum for Excellence (CfE) level. They use national Benchmarks well to understand what achievement looks like. Teachers work very well together to share understanding of standards through collaborative planning across the curriculum. They contribute to robust teacher judgements and sound planning, tracking and monitoring of progress. Senior leaders should continue resuming moderation activity with other schools within their learning community in line with local authority guidance.

2.2 Curriculum: Learning pathways

■ Across the school, children receive a flexible, adaptable and balanced curriculum. Teachers make effective use of curriculum frameworks across almost all subject areas. These provide helpful progressive steps which build on prior learning. This helps teachers to ensure that children develop important, progressive skills as they move through the school. Senior leaders and teachers have worked in a highly effective way with the learning community to create progressive numeracy, digital and skills pathways.

■ Staff have worked collaboratively and effectively to group together experiences and outcomes from across the curriculum to use when planning learning across curriculum areas. Teachers review these broad ranging projects with children before detailed planning takes place. Children have the opportunity to contribute ideas and views. This ensures that learning which uses links across different curriculum areas reflects the children's learning needs, their interests and aspirations. Teachers encourage children to be creative, curious and to develop an enquiring mind through these stimulating contexts. Children develop their skills progressively across the curriculum. Recent themes have included climate change, diversity and finding out how to promote equal opportunities for all. As a result, children are developing their skills and understanding of citizenship and responsibility.

■ The school's modern language pathways support children's learning in French and Spanish from P1-P7. All children benefit from two hours of high-quality learning in physical education (PE). Across the school, children have varied and interesting ways to be creative. Children present their artwork in vibrant displays across the school and take pride in their work. Sport, music and language ambassadors from Dunblane High School work in partnership with staff to promote, support and enhance children's curricular experiences and skills.

■ All children participate in fortnightly leadership groups. Together, children from across the school, develop a range of important skills for learning, life and work. For example, they are developing communication, collaboration and problem-solving skills.

2.7 Partnerships: Impact on learners – parental engagement

■ All staff are highly regarded by parents and community partners. Parents and partners are welcome and valued by staff. Staff use a range of strategies to communicate positively with parents. Parents benefit from the opportunities for consultation, discussion and advice regarding their children's progress. Parents receive a helpful weekly newsletter, the Newton Note, issued on a Friday, to help prepare for the coming week. The leadership team also make good use of social media to pass on school information.

■ The parents' group, 'Newton Families Together', supports the school leadership team through formal, regular meetings. They are involved with school improvement planning and participate in sharing learning events. As identified by senior leaders, parents and partners need further opportunities to be included in school self-evaluation activities. A separate fundraising group assists the school frequently by securing additional provision for all children. They contribute to outdoor classroom facilities, play spaces and buying equipment for the school. Most parents are happy to use social media on a dedicated digital application to share information with school staff. They receive timely reminders of events due to take place from staff. As a result of effective parental engagement, children receive support in their learning, meaningful feedback on their progress and benefit from increased opportunities for participation and involvement.

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. Areas for development have been agreed with the school and the education authority.

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

■ Staff use 'Nurturing Newton, Creating a Climate for Learning' to underpin all aspects of the school's work in developing positive and supportive relationships. Trusting and respectful relationships lie at the heart of the school's culture, ensuring a nurturing and inclusive ethos. Children are aware of the key nurture principles and know how to communicate their thoughts and feelings well. They understand emotional responses and strategies to help them to manage their responses appropriately. Staff use and model appropriate language to support children to speak openly about their feelings. Senior leaders and staff communicate effectively with families and partners to ensure that children's wellbeing is a priority. They are sensitive and responsive to individual children and check their wellbeing regularly. Almost all children are being enabled to feel confident in sharing when they are worried, unhappy or dissatisfied knowing they will be listened to through these nurturing approaches.

■ Children's rights are enshrined in their class charters and displayed around the school. As a result, children show respect for themselves and each other. All children, including those with additional support needs, have opportunities to lead on aspects of their learning at assemblies. Children, who may have communication difficulties, express choices through symbols, talking mats and check-ins. Children from P5 -P7 know their rights within The United Nations Convention on the Rights of the Child. Children participate actively in decisions which affect their learning and lives. They have regular opportunities to express their views on school matters through leading assemblies and a range of pupil voice groups focusing on school priorities. As a result, they know that their views are sought and acted upon by staff.

■ Children have many opportunities to recognise and respond appropriately in a range of social situations through the school's health and wellbeing programme. For example, children in P1 can recognise and demonstrate kindness to others. Children have visible support to resolve conflict through restorative conversations which are displayed across the school. Older children can explain clearly how to resolve disagreements when these occur. The Snug Club ensures all children have a quiet and supportive place where they can feel safe and receive emotional support when they need it.

■ Children often show high levels of thoughtfulness for others during their learning activities. At P6 and P7, children undertook helpful training to support younger children as buddies and as paired readers. Staff now plan to further develop appropriately the existing skills framework to ensure children can recognise skills related to wider achievements.

■ Senior leaders have developed strong partnerships with other professionals in education, health and the community to ensure early and effective interventions to support learners. Team Around the Child meetings, Core Groups, and reviews of children's progress are held in a timely manner to ensure information is shared. As a result, children's wellbeing and learning needs are met well.

- Children's plans are detailed and support professionals, children and their families well to ensure children make good progress in their learning. Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. Teaching staff and support for learning teachers meet regularly to ensure any gaps in children's wellbeing are identified and addressed as soon as possible.

- Senior leaders are keen to ensure that children and parents are included fully in making decisions about children's learning plans. Senior leaders should continue to meet with teachers, parents and partners regularly, to monitor and increase all children's engagement in learning. Senior leaders have appointed a 'Nurture Ambassador' within the staff team which is helping to ensure that positive relationships remain a clear priority. Staff have plans in place for children with more complex additional support needs. They should continue to adapt support available to help a few children engage with group learning activities.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food in schools.

- Children feel able to challenge discrimination and intolerance of others when they come across it. The Diversity Detectives explore the best approaches to promoting understanding and acceptance of difference. Different groups of children and individuals make films and talk about their personal experiences of being different at school assemblies. This is helping to develop children's understanding and acceptance of diversity as a result.

- The school has effective strategies in place for children and families facing challenges. All children are included in the life of the school and have access to school excursions, sporting opportunities through Active Stirling and clubs. Support for families includes school clothing, physical education kits, residential trips, snacks and groceries for families.

- The principal teachers and support for learning staff provide very effective and highly skilled support for children. Staff's approaches to planning and delivering group and personalised support for children with a range of additional support needs is a key strength of the school. Children who require more challenge in their learning have well-planned, targeted support. As a result, children demonstrate higher levels of engagement with learning activities and most are making very good progress in their learning. Senior leaders and teachers who lead on pupil support ensure class teachers have a sound understanding of children's additional support needs. They provide all teachers with appropriate support strategies through sharing children's learning profiles.

- Senior leaders monitor closely children's attendance and any repeated instances of lateness. Children's attendance levels are consistently above the national average. No children have been excluded in recent years.

3.2 Raising attainment and achievement	very 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

Attainment in literacy and numeracy
- Overall attainment in literacy and numeracy is very good. Almost all children in P1 and most children in P4 and P7 achieved expected Curriculum for Excellence (CfE) levels in literacy and numeracy. A few children at each stage are exceeding expected national levels of attainment.

- Almost all children who receive additional support for their learning make good progress against their individual targets for learning. A few are achieving nationally expected CfE levels. Most children with English as an additional language make very good progress in their learning.

Attainment in literacy and English
- Overall, most children make very good progress from prior levels of attainment.

Listening and talking
- Almost all children working towards early level take turns listening and talking in a variety of contexts. They follow successfully simple instructions. A few need to continue to develop their skills in generating rhyming words. Almost all children working towards first level identify the purpose and main ideas of spoken texts and use information to answer literal questions. They recognise simple differences between fact and opinion. Almost all children working towards second level contribute with confidence a number of relevant ideas, information and opinions when engaging with others. They show respect for the views of others and offer their own viewpoint. Children are not yet fully confident when asking and responding to a range of inferential and evaluative questions.

Reading
- Most children working towards early level enjoy reading and listening to a range of texts. They hear and say sounds made by a combination of letters. Most children working towards first level read aloud texts successfully, adding expression and demonstrating understanding. They were less confident in offering their own ideas about characters and setting within a text. Most children working towards second level select texts regularly for enjoyment and explain preferences for choosing specific texts. They skim and scan texts successfully to identify key information. A few children are less skilled in understanding the author's word choice and use of language to engage the reader.

Writing
- Most children working towards early level use their knowledge of sounds to spell familiar words correctly. They leave a space appropriately between words. They need to develop their skills in writing in different curricular areas. Most children working towards first level start

sentences in a variety of interesting ways. They plan and organise their ideas successfully in a logical order. Most children working towards second level use appropriate style and format to convey key information. They are developing their understanding of how word choice and emotive language can influence the reader. Children at both first and second levels need to develop their skills further in writing extended pieces more frequently.

Numeracy and mathematics
- Overall, most children make very good progress from prior levels of attainment.

Number, money and measure
- Almost all children working towards early level estimate with accuracy the number of objects in a group without counting. They recognise and recall numbers correctly in a forwards and backwards sequence to 20. They use the language of before and after and use ordinal numbers confidently in real life contexts. Most children working towards first level estimate and round whole numbers with accuracy to the nearest 10 and 100. They use the correct notation for fractions. Most children working at second level have a very good understanding of number and number processes. They order numbers, including negative numbers, and have a good knowledge of multiples, factors, and prime numbers. A few would benefit from further opportunities to calculate time durations.

Shape, position and movement
- Almost all children working towards early level sort, describe and create patterns accurately with two-dimensional (2D) shapes. They use the language of position and direction with confidence during play, such as above, below and on. Most children working towards first level identify and classify a range of simple 2D shapes and three-dimensional (3D) objects according to various criteria. They recognise these in different orientations and sizes. Most children working at second level use mathematical language clearly to describe and classify a range of angles. They need to continue to develop their understanding of the relationship between 3D objects and their nets.

Information handling
- Almost all children working towards early level sort items with accuracy based on their own criteria. They can interpret information from a simple pictograph to answer questions. Most children working towards first and second levels extract key information and answer questions correctly from a range of bar graphs and tables. Across the school, children are less skilled at collecting, displaying and discussing data in a variety of ways.

Attainment over time
- Overall, there are consistently high levels of attainment over time. Children's attainment at early stages has remained consistently high over time. In recent years, attainment at first level shows a slight decline and this improves at second level. Senior leaders and teachers should continue to review attainment data and focus on raising attainment at first level to ensure continued high standards for all learners.

- Almost all children maintain their progress well as they move through the school. Senior leaders and teachers use a robust tracking system very effectively to monitor the progress of individuals, groups and cohorts of children in literacy, numeracy, and health and wellbeing. Children who have additional support needs make very good progress. Their attainment has been raised through a range of targeted interventions from teachers and support staff.

Overall quality of learners' achievements

■ Children's achievements are celebrated and recognised in a variety of ways. These include assemblies, online platforms, displays and the weekly newsletter, 'Newton Note'. Children have worked together to achieve a range of local and national awards and accreditations.

■ All children play an active role within their school and local community. They participate in a range of school committees and leadership groups where they have the opportunity to develop their skills for learning, life and work including citizenship, teamwork and leadership. In addition, they participate regularly in community initiatives including a local dementia café and grounds' team. These are providing valuable opportunities for children to apply their skills as effective contributors and responsible citizens.

Equity for all learners

■ Senior leaders recognise the impact that the cost-of-living crisis has had on children and families. They have well-considered arrangements in place to ensure that financial constraints do not prevent any children from taking part in opportunities for achievement. This supports all children to be included in the life of the school to attain and achieve.

■ The headteacher uses PEF allocation effectively. She consults appropriately with staff and parents on how to use this resource. Her allocation of funding to purchase a range of resources in literacy and numeracy has supported all children as well as those who require targeted support to raise attainment. Most children with barriers to learning or additional support needs are on track to attain expected CfE levels in literacy and numeracy. This demonstrates progress towards closing gaps in attainment. Particular groups of children are exceeding expected progress as a result of the headteacher's tracking different cohorts of learners. As planned, senior leaders should continue to develop approaches, including baseline measures, to assess the impact of their interventions on improving children's attainment and achievements.

Practice worth sharing more widely

Meeting learners' needs.

A wide range of strategies and interventions to support the needs of children including those who require more challenge in their learning.

All teachers plan and deliver support and challenge for able learners. This includes very well-planned, targeted support for children who require more challenge in their learning.

Targeted groups of children receive weekly sessions to work together and be challenged in specific areas of learning, for example numeracy.

As a result, children demonstrate higher levels of engagement with learning activities and have the opportunity to apply their learning in a range of familiar and unfamiliar, often real-life, contexts.

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.