Summarised inspection findings

Pennyland Primary School

The Highland Council

7 October 2025

Key contextual information

Pennyland Primary School is a non-denominational primary school located in the town of Thurso, Caithness. The school roll has reduced since 2022 with around 60 less children attending the school at the time of the inspection. The school roll currently is 162 children across seven classes. The headteacher very recently returned following a period of absence since starting in December 2024. During the period of absence, the depute headteacher was the acting headteacher. Just under 30% of children are reported as having an additional support need. Most children live in Scottish Index of Multiple Deprivation (SIMD) deciles six to eight.

Pennyland Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages. Across the school a minority of children require are recorded as requiring additional support for their learning.

1.3 Leadership of change	**satisfactory**

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

- Senior leaders have recently been effective in working with staff, pupils and families in refreshing the school vision. Children provided meaningful views when contributing to the development of the refreshed school vision. Staff should continue, as planned, to embed the school vision in every aspect of the school to support children fully understand how the school builds their ambition and an aspiration of success.

- Senior leaders and staff are promoting consistently the agreed behaviours within ‘Our Pennyland Promise’ through whole school activities and lessons. This is beginning to support staff to have a clear set of expectations for positive interactions within learning activities and breaktimes. Senior leaders should continue to work with staff to build on the strengths of the school and act to improve children’s outcomes. In doing so they should increase expectations of what children can achieve in learning.

- Senior leaders engage well with partners to provide professional learning closely linked to areas of improvement. For example, support staff have accessed meaningful professional learning to support children build positive relationships and reduce or resolve conflicts. All staff engaged in professional learning from psychological services to develop their awareness of promoting positive relationships and developing emotional literacy and resilience. This professional learning is increasingly helping staff meet children’s needs and has informed the development of the school’s useful positive relationship guidance. Senior leaders should continue to check that professional learning is embedded into practice and is being consistently used to support all children.

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- Senior leaders ensure that all teachers have an annual professional review and development (PRD) meeting. In PRD meetings, teachers and senior leaders agree areas of development that align with local authority priorities, school priorities and teacher's professional interests. They now need to consider how teacher's professional learning opportunities are systematically shared across the school. Senior leaders should continue to ensure that teacher's professional learning leads to improvements in teaching and learning and outcomes for children across the school. Senior leaders should increase the connection of PRDs with the General Teaching Council of Scotland (GTCS) professional standards. This will provide further ways for teachers to consider their practice, for example, in relation to leadership, enquiry and professional learning.

- Senior leaders have developed a relevant school improvement plan that reflects evidence gathered from their quality assurance activities and that aligns well with 'Our Pennyland Promise'. They have identified correctly the need for staff to work together to improve the curriculum, approaches to learning, teaching and assessment, and the impact of approaches to improving children's wellbeing. This has helped teachers develop increasing accuracy of their professional judgments about children's progress and take an evidence-based approach to improving wellbeing across the school. Senior leaders should review intended outcomes in the school improvement plan to ensure that they are specific and measurable.

- Over recent years, senior leaders have matched well the pace of change to staffs' capacity for making improvements across the school. The recent absence of the headteacher slowed down this positive start and the momentum of change taking place. Senior leaders and staff are now at an appropriate point increase the pace of change and improvement once more. In doing so, they should ensure that stakeholders are clear about the school's strengths and areas for improvement and that they understand what the priorities are. Senior leaders should progress their plans to build on the staff readiness to have an active role in leading improvement.

- A few children in the school are developing appropriate leadership skills through, for example, participating in the pupil council. Children consult with their class peers to discuss what is working well for them in the school and what they would like to change and improve. Senior leaders and staff should work with the pupil council to develop a more purposeful role in the life and work of the school. For instance, children identified that fostering friendships with other children would be an important improvement area for the pupil council to explore. Children would benefit from support to develop clear action plans to take forward areas of most interest and importance to them. Senior leaders should now work with staff and children to increase the range of leadership groups across the school to help more children purposefully contribute to improving their school experience.

- Senior leaders have built positive partnerships with the local community. They use partnerships to enhance the delivery of the health and wellbeing curriculum, for example, through visits by local community police and other services. Senior leaders have created useful opportunities for young people from Thurso High School to help children in the school improve their reading skills through the "growing together" initiative.

- Almost all staff have developed a robust knowledge of children's and their family's social, economic and cultural context. Senior leaders use data and information to support them make decisions about improving equality for children. Recently they have used pupil equity funding (PEF) appropriately targeting reading, writing and wellbeing, based upon their knowledge and understanding of children's needs. Senior leaders now need to strategically plan how they will measure the full impact of PEF in reducing the poverty related attainment gap. There is a need for senior leaders to inform and work more closely with parents/carers as they begin to plan for future improvements to provide greater equity for children and families.

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2.3 Learning, teaching and assessment	satisfactory

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

- Staff work well to support children build and develop positive relationships with staff and their peers. Teachers underpin expectations about standards of behaviour and positive attitudes set out in 'Our Pennyland Promise'. In class, most children interact well with each other as they undertake tasks. A majority of staff use praise effectively to encourage children, which is positively impacting on children's self-confidence. As a result, most children behave well, are polite, welcoming and keen to discuss their learning. The local authority has provided staff with physical intervention training to ensure that they can support children who are presenting with behaviours that put them at immediate risk or harm. Training also supports staff consider how to reduce the likelihood of distressed behaviours escalating further.

- Teachers provide most children with learning experiences matched well to their learning needs. In almost all activities, children demonstrate their keenness to learn and engage well. In most classes, teachers are effective in using appropriate starter activities to prepare children for learning. In these classes, this supports children to use their prior learning in preparation for the lesson ahead. Teachers now need to ensure that introductions to learning activities are not overly long in the minority of classes. They should be mindful of the length of time that they spend preparing children to learn.

- In the majority of classes, teachers share the purpose of the lesson and what children need to do to be successful. They reference these appropriately during learning. As a result, the majority of children understand what success in learning looks like. Teachers should now develop effective approaches that help children understand better what they are trying to achieve and how they check the progress they make in learning.

- In most classes, teachers provide environments for learning that are calm and purposeful. In these classes teachers utilise appropriate resources to motivate children to participate in learning. Most teachers provide learning that is sufficiently well paced and meets the needs of children. Teachers should now provide learning that enables children to investigate and take forward their learning consistently using practical application of skills. A minority of children require more challenge to sustain their motivation and engagement in learning. Senior leaders should work with teachers to ensure that all children experience consistently high-quality learning activities to maximise time spent learning in class.

- Teachers use interactive whiteboards effectively to introduce learning or to share digital media to widen the knowledge of children. Children use digital platforms, a variety of electronic equipment and applications well to reinforce their learning, such as accessing numeracy or literacy games. Teachers now need to ensure that digital literacy and numeracy games are matched correctly to the level children are working at. All P6 and P7 children have access to individual digital devices and use these well for personal projects and a range of other learning activities. In P1 through to P5, children share devices which limits opportunities to enhance

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their learning. When teachers do use digital devices with younger children, they use devices well to support, develop and reinforce children's learning.

- In the majority of classes, teachers use questioning well to elicit responses from children to check for understanding. A few teachers are very effective in challenging children's thinking through questioning and supporting the development of high order thinking skills. The majority of teachers provide useful feedback to children both orally and in jotters. This helps children to understand better when they have achieved success and what their next steps should be. Senior leaders should continue to support teachers to improve the consistency of feedback provided to children. This should include teachers' reviewing and extending approaches to providing feedback to children and to develop further children's self and peer feedback.

- Teachers at the early stages are beginning to use play pedagogy increasingly well to support children's learning. Children who experience play find it highly motivating and engaging. They develop a range of important skills alongside the rich and meaningful play-based learning activities. As a next step, senior leaders and staff should work to develop a clear strategy for the development of play. This should include approaches to professional learning to support staff understand and implement national guidance.

- The headteacher has worked with teachers to improve expectations and standards when planning children's learning. She has introduced a clear system for monitoring teacher's forwards plans. This is helping most teachers to be more focussed in their approach and understand expectations when designing children's future learning. Teachers plan for children's learning well using local authority frameworks for literacy, numeracy and health and wellbeing. Senior leaders should now ensure that all teachers adhere consistently to the clear expectations set and develop further their planning for other curriculum areas. Moving forward, teachers should work with senior leaders to improve the planning for children who require additional challenge in their learning.

- Teachers use range of standardised assessments well across the year. The headteacher is working well to improve teachers' confidence and understanding in interpreting the data from these summative assessments. This is helping teachers identify children and put in place targeted interventions for children to improve their attainment. A majority of teachers use formative assessment strategies well during learning to adapt learning and ensure that children progress their learning. They are beginning to improve the accuracy of their judgments about children's progress through using both summative and formative assessments. Senior leaders should work with teachers to continue to build approaches to gathering assessment evidence that increases the validity and reliability of their professional judgements.

- Senior leaders, teachers and children make effective use of learner profiles which helps them reflect upon the progress children make in literacy, numeracy and health and wellbeing. Teachers present children's work well and the pride that children take in selecting their best pieces of work is clear. Senior leaders should continue to work with teachers to ensure that learner profiles provide clear evidence of progress across other areas of the curriculum in addition to literacy, numeracy and health and wellbeing.

- The headteacher has purposeful tracking and analysis meetings with teachers to discuss the progress children are making in learning. Senior leaders support teachers to identify children who are not on track to achieve their expected level. Senior leaders and teachers make decisions about appropriate interventions for individual pupils.

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2.2 Curriculum: Learning pathways

- Staff use local authority progression frameworks to plan literacy, numeracy and health and wellbeing which enables them to build on children's prior learning. As planned, senior leaders and staff should develop and use pathways to support them plan learning progressively across all curricular areas. This will support them to ensure children build on prior knowledge. As part of this work, staff should consider ways to use the rich local context and outdoors better to motivate and enthuse children.

- Most teachers plan the curriculum to be flexible and matched to the needs and interests of children. They now need to ensure the curriculum has a clearer focus on the progressive development of children's skills. The headteacher should work with teachers to help children to develop explicit skills for learning, life and work.

- Children do not yet experience modern languages in line with national guidance. Senior leaders should provide teachers with opportunities for professional learning in developing modern languages. Going forward, the headteacher should ensure the modern languages offer is built upon progressively across all stages. This should help them ensure children experience the national commitment to 1 plus 2 languages.

- Children across the school receive regular religious education. This impacts positively on their knowledge of Christianity and other world religions. All children receive two hours of physical education (PE) per week. The leadership team should ensure that all children at all stages routinely experience PE the which is of a consistently high quality.

- All children have access to a welcoming and attractive school library where they access a range of texts. They also have access to a library area in class. This is effectively supporting children's reading for enjoyment and the development of reading skills across the school. Senior leaders and staff should monitor the range, quality and presentation of class libraries to ensure that they are of a sufficiently high quality.

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2.7 Partnerships: Impact on learners – parental engagement

- Staff regularly communicate with parents/carers about children's learning through an online platform. This supports parents/carers to see and understand the variety of learning children experience in class. Parents/carers are able to comment about their child's successes and classroom experiences to celebrate and support their learning. Parents/carers would appreciate a more consistent approach to the use of the online platform across all classes. This will ensure that all children are able to effectively and regularly share their learning with home. Parents/carers would benefit from activities for their families to learn together when at home. Most parents/carers are positive about the relationships their children experience in classes across the school. However, senior leaders need to support parents/carers better to understand how the school address their concerns.

- The Parent Council works closely with senior leaders and staff primarily to fundraise for resources to enhance and improve the experiences of children. This includes, for example, Parent Council funding to develop outside spaces and help to reduce the cost of school. Senior leaders should continue to encourage more parents to become involved in supporting the school's development and improvement.

- Senior leaders should, as planned, develop a more consultative and collaborative approach to school improvement and PEF. Parents/carers are not currently consulted about the school improvement or PEF spend. Moving forward, senior leaders should include parents, the wider community and partners when creating guidance, protocols and policy making on matters of importance in relation to school improvement. This includes involving the parent body more effectively as the school launches the new relationships policy. This will increase parental awareness about the strategies being used to support children's emotional regulation and their understanding of school measures around anti bullying.

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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 that need to be addressed as a matter for urgency.

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3.1 Ensuring wellbeing, equality and inclusion	satisfactory

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

- Senior leaders and staff have developed a school culture where children experience positive relationships and have their dignity and rights respected. Children are clear that 'Our Pennyland Promise' is for everyone in the school to follow. This helps them understand that children and staff have shared expectations of each other. Almost all children feel safe, secure and valued. Most parents/carers agree that the school provides a welcoming atmosphere where they can approach senior leaders to discuss matters relevant to them.

- Almost all children interact very positively with peers and adults. They demonstrate kindness and respect when in class and during breaktimes. Almost all children feel that they have established positive friendship groups. During, playtimes, almost all children enjoy and utilise the equipment in the school playground to stay active and healthy. They use a range of stimulating resources, for example, footballs, bats, buckets and spades to socialise, exercise and spend time with friends. A few children would benefit from staff help to build friendships in school.

- Staff are working increasingly well to promote positive behaviour and relationships throughout the school day. Most children interact very well with each other as a result. Most children find effective solutions to challenges or conflicts. A few children require more support to regulate their emotions in school and reduce behaviours that can disrupt other's learning. The majority of children feel that bullying is well managed by the school. Senior leaders should continue to work with children and the school community to develop their understanding of bullying and how the school approaches reducing their bullying concerns.

- Senior leaders and staff promote children's rights through whole school activities. As a result, children are beginning to build an awareness of their rights and talk about how these impact upon their lives in school. Children are proud that their school has been accredited for its work on children's rights. They have developed class charters that are helping them contribute to improving the overall ethos within the school. Staff should now support children to make children's rights and the class charters a more prominent feature of contexts for learning.

- Staff are effective in using their knowledge of children's wellbeing to help them learn about areas where children could benefit from more support. They use this information to, for example, create interventions and to provide targeted support. Children learn about how to improve their wellbeing through assemblies and learning activities that are connected appropriately to their health and wellbeing curriculum. Children develop their understanding of their own wellbeing progressively through discussion of their learner profile targets. This is helping children increasingly recognise when they are being successful, how to respond to difficulties and identify the support they require to succeed. As planned, senior leaders and staff should develop further learner profiles to ensure consistency across all classes.

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- Staff consider well how to reduce barriers for children to be included fully in school life. Children learn in inclusive environments that align well with their needs. Where appropriate, children benefit from additional support to help them succeed and progress in learning. Staff ensure that children have appropriate planning in place to ensure they are included in learning and school activities. As a priority, senior leaders should ensure that any children provided with a part-time school timetable are returned to full time education at the earliest opportunity. This may include children receiving support supplemented by other services or resources provided by the education authority in the best place for them to access learning.

- All staff understand their role and statutory duties in equality, safeguarding and child protection. Senior leaders and staff have a sound understanding of the principles that underpin the Getting it Right for Every Child (GIRFEC) national guidance. All children that require a statutory child's plan have one prepared for them at the correct time. This is helping senior leaders and staff reduce barriers to education for almost all children. They address wellbeing concerns for most children through targeted interventions. Children who require additional support with their learning have appropriate individual education programmes (IEPs) in place. Staff should now ensure that intended outcomes within IEPs are clear and measurable. They should identify how they will teach skills and ways to capture children's voices clearly. Senior leaders now need to ensure that children who meet the requirement for a statutory coordinated support plan (CSP) are considered for one.

- Almost all staff promote an inclusive culture across the school community. Everyone is welcome at the school and staff make appropriate adjustments to support children. For example, they ensure the inclusion of children who face specific challenges around their physical, mental and emotional wellbeing. Most children agree that their school is helping them to understand and respect other people. Children learn about the value of other faiths and religions and celebrate the differences that make people unique. As a next step, senior leaders and staff should now focus on further developing equality and diversity across the curriculum. This has potential to provide children with the opportunity to have their own lives and backgrounds celebrated, learn more about each other and understand the importance of recognising and celebrating difference.

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3.2 Raising attainment and achievement	satisfactory

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 English and numeracy and mathematics is satisfactory. Most children achieve expected Curriculum for Excellence (CfE) levels in literacy and numeracy. A few children across the school are achieving beyond national standards. A minority of children have the potential to achieve more, particularly in reading, writing and numeracy in the middle stages of the primary school.

- The majority of children who require additional support with their learning achieve expected Curriculum for Excellence (CfE) levels in literacy and numeracy. A few would benefit from more support to help them achieve individual learning targets.

Attainment in literacy and English

- Overall, most children are making satisfactory progress in literacy from their prior levels of attainment.

Listening and talking

- At early level, most children listen attentively and predict rhymes and identify sounds and blends. A few children need support to listen respectfully to others. At first level, most children listen to others' opinions and talk and listen well during class and group discussions. A few children would benefit from further practice at taking turns when talking. At second level, the majority of children discuss topics in groups and confidently share ideas and opinions. They understand the principles of engaging listeners and the qualities of being a good listener. Going forward, staff at all stages should review approaches to teaching the skills of listening and talking. This will ensure that children regularly present their learning and views to others to build their confidence.

Reading

- Most children at early level recognise initial sounds and are beginning to blend sounds. They read aloud from core texts using their knowledge of phonics to sound out new words. They understand the terms author, illustrator and title. They would benefit from greater engagement with non-fiction texts. At first level, the majority of children talk confidently about reading for different purposes. They can identify the correct information from multiple choice comprehension questions. At second level, almost all children access a range of texts from a variety of sources for personal projects, research and planning their writing. They are motivated by the personalisation and choice they have to read independently and assess their own progress. Children at first and second level would benefit from reading aloud more regularly to develop their fluency, expression and tone.

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Writing

- At early level, the majority of children form letters accurately. They use their knowledge of initial sounds and blends to write words and use capital letters and full stops correctly. At first level, the majority of children spell familiar words correctly. They use their knowledge of grammar and connectives appropriately in their writing. At second level, the majority of understand different genres and the different structures required for instructions, reports, recounts, persuasive pieces and writing letters. Staff should ensure that children at first and second levels write more frequently for a range of purposes and audiences related to their contexts for learning.

Numeracy and mathematics

- Overall, most children are making satisfactory progress in numeracy from their prior levels of attainment.

Number, money and measure

- Children at early level estimate confidently numbers of objects and check the accuracy of estimates by counting. They count forward and backwards from 20 correctly. Most children at first level have a sound understanding on rounding to the nearest 10 and 100 and apply this to solving problems. Most children can explain the difference between a numerator and denominator, compare the size of fractions and use the correct notation. At early and first level, children require more experience of using money, as appropriate to their level. They need to develop further how to tell the time using analogue clocks. At second level, most children are confident in applying their knowledge and application of skills across number, money and measure. The majority of children have an appropriate knowledge of fractions. However, the minority still require to develop their understanding and knowledge of fractions.

Shape, position and movement

- Almost all children at early level recognise and identify correctly two-dimensional (2D) shapes. They use the correct language to show their understanding of directions and positions and apply their knowledge to solve related problems. Most children at first level can identify right angles in shapes and everyday objects. They need to develop their use of mathematical language further to describe the properties of shape, particularly, in relation to three-dimensional (3D) objects. Almost all children at second level use the correct mathematical language to identify and describe 2D shapes and 3D objects, including objects in the spaces around them. They identify correctly and can draw accurately lines of symmetry.

Information handling

- Most children at early level understand ways to gather, sort and record information. They interpret simple graphs or charts to determine correctly information they require to find a solution to a problem. At first level, the majority of children understand how to determine the likelihood of events happening in familiar contexts. They are less confident in deciding the appropriate way to display information using or sorting information, for example, when to use diagrams, graphs or tables. Almost all children at second level use the language of probability accurately to explain the likelihood of something happening. They would benefit from extending their knowledge into real life activities, including experiments to check their predictions.

Attainment over time

- Overall, most children make satisfactory progress in learning over time. Children's overall levels of attainment have been sustained or incrementally improved at early and second levels. Senior leaders need to address the progress children make in attainment at first level. The headteacher and staff have correctly identified the need to further raise attainment in

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both literacy and numeracy across the school. The headteacher should continue to build upon the positive start made in supporting teachers to become increasingly confident in using data gathered from a range of assessments. This will support them have increasingly accurate attainment data built upon valid and reliable assessment evidence.

- The headteacher has recently established systems to monitor more closely the progress of individual children, specific groups and cohorts in literacy and numeracy. These systems are underpinned by the local authority assessment and tracking framework and help staff identify and address gaps in learning, attainment patterns and trends. The headteacher uses the new local authority system very well to scrutinise the progress and achievements of children by gender, deprivation and free school meal entitlement. She is beginning to use this data better as a focus for tracking analysis meetings between herself and teachers. This is now improving their decision on interventions for those children at risk of not achieving expected levels. Although in the early stages of implementation, interventions are having an impact on beginning to raise children's attainment. Senior leaders should now develop processes to assess children's progress and attainment across other curricular areas.

- Overall, attendance levels have improved from previous years and are in line with local and national levels. The headteacher tracks and monitors children whose attendance is at risk of falling below 85%. Approaches to improve attendance include targeted interventions for children through, building supportive home-school partnerships, arranging informal meetings with families, and making links with local partner services.

Overall quality of learners' achievements

- Most children share their achievements within class settings or through assemblies. They participate well in a range of events that enables them to engage in motivating experiences. For example, children have enjoyed opportunities to be involved the arts beyond the curriculum and learn about how to keep themselves safe in a digital world. Children are proud that they are part of a school recognised as respecting their rights which helps them build useful skills in citizenship. Children participate in a range of sports-based activities which support them to remain healthy and promotes skills in physical activity and cooperation. Senior leaders and staff now need to develop further ways in which children can build upon their skills and attributes progressively and add value to their achievements. In doing so they should establish approaches to identify children that do not have opportunities to participate in wider achievement opportunities and help them participate more fully.

Equity for all learners

- Senior leaders and staff know the socio-economic context of the school and local community well. They use their knowledge to inform decision making and interventions appropriately when planning to improve outcomes for children. Senior leaders have a clear focus on ways in which they can support families to meet the cost of the school day. This includes a universally available preloved clothing area and the availability of a breakfast club for targeted pupils.

- The headteacher has used PEF to employ two additional support staff to target improvements in children's literacy and numeracy skills. She uses data and assessment information effectively to identify children who would benefit from targeted interventions. The additional support staff utilise a range of intervention approaches for groups and individuals to increase attainment in literacy and numeracy. The headteacher has made a positive start to analysing the impact of PEF interventions for targeted children in reducing the poverty related attainment gap. Children accessing interventions are showing progress in improving their learning and attainment. Senior leaders now need to demonstrate further that the poverty related attainment gap is closing.

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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.

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