

# Summarised inspection findings

**St Peter's Primary School**

West Dunbartonshire Council

26 June 2018

## Key contextual information

St Peter's Primary School has had a number of changes in recent years. There were two school building moves in two years and several long term staff absences. Despite these challenges, there is a stable learning environment where children are happy and very much enjoy being in school. The new building is under two years old and is shared with Aitkenbar Primary School and Bellsmyre Early Learning and Childcare Centre (ELCC).

### 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

- St Peter's Primary School has a very strong set of values, which underpin all of their daily practice. The overarching school motto captured by the statement 'Holding the Keys to the Future' links to the school's aspirations to develop skills for learning, life and work for all children. The headteacher describes the aim of the school as 'aspiring to be an extraordinary family' and this is evident in all interactions and relationships. Children can speak with confidence about the school values and they have drafted their own interpretation of these, which are deeply embedded in practice. The school vision articulates well with the values and these were agreed with all stakeholders. The values link closely to those of the Gospel reinforcing the strong Catholic foundations of St Peter's Primary School. Each school day begins with whole school prayers and hymns, written and sung by all children. This supports a calm start to each day enabling a strong sense of identity and purpose.
- The headteacher works very well with all staff and partners. Very positive and respectful relationships are a strong feature of the school and the headteacher articulates this as the most important aspect of her leadership. The strategic direction of the school is set by improvement targets which have been produced collaboratively. These link with the local authority and school cluster plans. The school can demonstrate some significant improvements over time and have a strong data set to support this. The high quality pupil written Standards and Quality Report enables children to understand and talk about improvements in their school.
- The school improvement targets include cluster targets and the headteacher has carefully selected those that reflect the context of her school. The School Improvement Plan (SIP) has clear specific, measurable, attainable, realistic and trackable (SMART) targets and these are aligned well to specific members of staff. There is scope for the SIP to be further streamlined. This would enable parents, teachers and partners to have a clear overview of what the school is working towards each year. Parents would welcome greater involvement in contributing to these targets. There would be benefit in making sure that each target has a clear outcome statement in order to be able to measure success.
- There are many examples of evaluative activities which sit behind most of the school improvement targets. Quantitative data, seeking the views of parents, children and teachers,

and classroom observations, inform SIP priorities. Staff should continue to make sure that all improvement targets are linked to evaluative activity.

- There are a number of strategies in place to raise attainment. There is scope to take a whole school view of classroom strategies in order to evaluate their impact and focus on those that make the most difference. Teachers work with their stage partners in Aitkenbar Primary School and this good practice should be further developed in order to ensure classroom strategies are linked to children's attainment.
- All teachers are involved in leading an aspect of development within the school. For example, approaches to the delivery of Science, Technology Engineering and Mathematics (STEM), and Roots of Empathy. These are beginning to have a positive impact on children's skills. It would be important to continue to empower teachers to lead areas of school improvement and to share these positive outcomes across all stages.
- Commendably, all children are involved in a leadership role. They have a very good understanding of their role and the difference they are making. There is scope to build on these positive experiences by involving children more fully in leading aspects within their classroom activities and learning experiences. This would enable them to have a direct impact on leading their own learning.
- The school has carefully planned the use of the Pupil Equity Fund (PEF) allocation and other school resources in order to meet the needs of specific children. The school use a rich variety of data to build a clear picture of children who may have barriers to learning. The PEF allocation is carefully monitored and evaluated to demonstrate improved outcomes for children. For example, there is evidence of improvements in attendance and timekeeping for some children.
- The headteacher has correctly identified the need for a continued focus on Developing the Young Workforce and the Career Education Standard. Early work in taking these forward show promising signs. A majority of children can talk about careers and what skills might be needed for particular jobs. Developing a shared understanding of how these areas should be included would enable a progression in skills through the stages. This would enable a continued and powerful link to the school motto 'Holding the Keys to the Future'.

## 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

- Staff have created a very positive climate and environment for learning that strongly reflects the Catholic faith and gospel values. Children are benefitting from being part of an inclusive community in which there are very positive relationships with staff and their peers. From the pre-inspection Education Scotland questionnaire, almost all children enjoy learning at school and feel they are getting along well with their school work. Overall, children are keen to learn, are well motivated and demonstrate very well the school values of 'respect, tolerance and compassion'.
- Staff have worked hard to create a vibrant learning environment. The classrooms are bright and inspiring, however, wall displays could be reviewed to achieve a better balance between commercially produced materials and children's work. Almost all children are motivated and engage well in their learning. At times, learning can be too passive and heavily teacher directed. Children have the skills to lead their own learning and this would increase attainment and motivation.
- Approaches to teaching are supported through the creative use of digital technology. For example children at early stages work with 'chrome books' and the interactive whiteboard effectively in most classes. This supports children to work independently and to develop their skills in using modern technology.
- Children's experiences are greatly enhanced through a wide variety of activities beyond the classroom. These include master-classes such as cross country, being members of school committees such as Bellsmyre Young Activist and work experience. Visits to local amenities such as the local care home and other areas of interest such as the Science Centre, are helping to enrich children's interests and experiences.
- Teachers are effectively building on prior learning through sharing comprehensive assessment data. As a result, tasks and activities are planned to meet the needs of individuals and groups of children. Further work is required to ensure that there is consistency in practice across the school in differentiating activities and tasks for children. Effective challenge is evident in the majority of lessons with teachers setting tasks and activities well matched to children's needs. There is strong practice in individual classes that could be shared across the school.
- Almost all lessons are well structured. Teachers share learning outcomes with children, so that they are aware of the purpose of their learning. Staff discuss with children if they have been successful in their learning. In a minority of lessons, children themselves help to co-construct the success criteria. At times, learning intentions and success criteria could be of better quality.

- Formative assessments are used effectively to monitor the progress of children. As a result, children are aware of themselves as learners. They can identify key strengths and specific areas for improvement and these are displayed as targets for each child. They are bespoke to individual children and reviewed regularly to ensure that children are overtaking these in a timeous manner. At early stages, targets could be more child friendly and possibly depicted pictorially. The use of digital technology has allowed targets to be shared with parents. Teachers also periodically use assessments to sample and pull together learning. They now need to review the balance of ongoing formative and periodic summative assessment.
- Staff are beginning to make increasing use of the Benchmarks for literacy and numeracy to support them in assessing progress and achievement. Staff recognise that their next step is to use a range of evidence based on breadth, challenge and application of learning to determine if children have achieved a level. They are working towards an increasingly holistic approach so that they reach a well-founded judgement about achievement of a level.
- To develop a shared understanding of national standards, the school have arrangements to ensure effective dialogue is taking place across stages and with their local cluster. Teachers have capitalised on the shared campus arrangements with Aitkenbar Primary School to engage in moderation at early level of listening and talking. This has involved exploring the moderation cycle produced by Education Scotland. Further moderation has been carried out across the school in writing, reading and mathematics. The school are keen to build on the effective collaboration with Aitkenbar Primary School through sharing good practice and initiating peer observations.
- As a result of a newly developed tracking system, which sits within a rich variety of school data, all staff are now working collegiately to track the overall progress of individual children in literacy and numeracy. Through regular termly planning and tracking meetings, teachers identify children and groups of children who are not making appropriate progress and discuss and plan intervention strategies. These are reviewed to ensure impact of strategies on children's progress. It will be important to focus on interventions and pedagogy at whole school and individual class level. As part of this work, the school could extend their tracking system to include specific groups of learners, for example, those who have additional support needs.
- Overall, there is a need to ensure greater consistency in high quality approaches to teaching, learning and assessment throughout the school. Staff would benefit from using approaches to self-evaluation that are focused directly on the quality of learning itself.

## 2.2 Curriculum: Learning pathways

- The curriculum has been a significant focus for school improvement over the last few years. The school have reviewed approaches to numeracy, literacy, 1+2, STEM and assessment and moderation. The ability of teachers to meet the specific learning needs of all children is being supported by the availability of rich data.
- The school has articulated its curriculum rationale, which reflects its vision, values, aims and context. There is an emphasis on children's wellbeing as a central feature of St Peter's Primary School. The school supports the development and application of skills for learning, life and work, particularly through the delivery of master-classes.
- Learning pathways are in place for all areas of the curriculum and are based on experiences and outcomes. The school use the pathways created by West Dunbartonshire Council for literacy and numeracy and these provide appropriate progression. They are used in flexible ways to meet the needs of children. Local authority produced materials and resources are used effectively by staff to support children's thinking. For example, a clear skills progression for teaching listening and talking, and a structured programme for teaching phonics is used well by staff to help them plan next steps in learning.
- Staff have adopted a number of strategies to promote numeracy and mathematics. In discussion with the inspection team, the headteacher acknowledges the need for teachers to identify opportunities for children to apply literacy and numeracy skills more consistently across the curriculum. In addition, children require regular opportunities to revisit and consolidate numeracy and mathematics skills more effectively.
- Contexts for outdoor learning are used to engage children and enrich their experiences. The design of the new school is enabling outdoor classroom experiences within each stage. There is also an outdoor chicken coup which is well used to support all children, in particular those who face challenges to learning within a classroom environment. Interdisciplinary learning, in the form of topics, have too many identified experiences and outcomes across curricular areas, which makes it difficult to assess learning meaningfully.
- The school should continue to develop the health and wellbeing curriculum in order to ensure they are responsive to the needs of all children.

## 2.7 Partnerships: Impact on learners – parental engagement

- See Choice QI

## 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 **excellent**

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

- St Peter's Primary School is a completely inclusive school where the school values, underpinned by the pupil values, drive and direct all interactions and relationships. There is sector leading practice in approaches to wellbeing, equality and inclusion that result in excellent outcomes for children.
- The highly nurturing atmosphere and the well-established Catholic ethos of St Peter's Primary School support a very positive climate within the school. The commitment and compassion of the headteacher, the Principal Teacher and Acting Principal Teacher alongside all staff ensure that the wellbeing of children and their families is central to their work. All staff have an excellent understanding of children's needs and they are sensitive and responsive to the challenges children face. The highly valuable information available to staff in relation to children's needs and abilities is enabling support and challenge for each individual to be carefully planned and bespoke. Standards and expectations across the school are very high.
- Relationships are outstanding and staff work exceptionally well as a team. Staff at all levels are highly supportive and respectful of each other. Partners, parents and all staff have a mutually positive partnership where everyone is equal and children talk openly about the 'all different all equal' ethos. This enables and empowers them to be confident in who they are. Partners speak very highly of the inclusive nature of the school and how they are respected and supported in their roles.
- The whole school approach to wellbeing results in children being highly-skilled in their knowledge of factors that have an impact on their wellbeing, such as how to be healthy, safe, active, nurtured, included, achieving, respected and responsible. Children are highly-skilled in articulating their own wellbeing and are highly confident of their next step to improve. Commendably, the school has begun to support children in measuring their own wellbeing and are making plans to track this. Teachers have regular discussions with individual children about their health and wellbeing and this is helping children to understand which areas they need to develop.
- The open and respectful approaches taken by staff to support equality and wellbeing are enabling children to be confident of their abilities. Children are highly sensitive to the different needs and challenges faced by their peers. They demonstrate significant empathy, especially in relation to supporting each other. Some children speak clearly about the school merit and award system and how this is fair and reasonable, allowing everyone to achieve success, regardless of skills and talents. They use a 'Worry Box' and a 'Sorry Box' to write their feelings and this is shared sensitively by staff. Children feel they are very well supported if they feel anxious and they say they have an adult they can talk to and that they trust. The school is a Rights Respecting school and children talk articulately about how this has taught areas such as equality and fairness.

- Senior staff have collated very rich data around meeting the needs of learners and measuring the impact of teacher interventions. The use of the school PEF has been carefully planned to deliver clear improvement for specific children. This is carefully tracked and monitored and there is evidence of improvement in a number of key areas. One of the areas of focus has been to support families in relation to attendance and timekeeping. There have been some very positive improvements and many families told us they are highly appreciative of the school and how much they have helped them. For a few families the support they have received has been invaluable and deemed to be life changing. Relationships with parents are mutual and genuine; the headteacher has encouraged an ethos where conversations and phone calls take place in preference to notes or letters home. The staff continually review their approaches to building relationships and supporting children. They use careful and sensitively worded surveys to gather rich information from all stakeholders. This enables staff to build on improvements and to make sure they meet the changing needs of children.
- All senior staff are aware of their roles and responsibilities relating to the statutory requirements. There are carefully crafted individual plans for children who require support. These plans have clear and specific targets and children are aware of their targets and contribute to monitoring these. Plans are reviewed with parents regularly. Children with additional support needs are achieving personal targets and making progress against their bespoke targets. In addition, individual children are gaining and valuing personal achievements within and beyond school. Commendably, the school has a no exclusion approach and the headteacher carefully monitors the needs of all children to make sure they are fully included and supported as required. School resources are carefully used to reduce issues for children. All children feel part of their school and articulate a strong sense of belonging.
- Children say that any bullying issues are dealt with sensitively and effectively. This increases their confidence in the adults around them and supports the development of a strong sense of self.
- For a few children who experience recurring short absences, class teachers start lessons using a simple technique to review learning that has been missed and this enables them to fully participate in class lessons. All children are fully involved and engaged in their school, despite some having a number of challenges. Staff professional learning, for example in nurture and attachment, is enabling teachers to take a proactive approach with children who struggle in managing their own behaviour. A number of children have individual bespoke timetables to meet their specific needs. These link closely to the work of the rest of their class in order to make sure they do not miss out. The school 'Butterfly' nurture room provides a caring and calm environment to support a small number of children, who benefit from time away from the classroom. Specific children also receive highly-skilled targeted support for aspects of learning. This is resulting in every child having clear targets and support in order to meet their specific needs.
- Children and staff are very positive about their experiences within their joint campus school community along with partners Aitkenbar Primary School and Bellsmyre Early Learning and Childcare Centre. This close community share facilities with ease and use every opportunity to learn and work with and for each other, whilst retaining the unique identity of each school and setting. Children play together and speak of the positive outcomes of everyone being included and involved. P6 children recently collaborated in a joint production of 'The Divided City', learning about discrimination and equality. Most children are able to talk about discrimination and diversity in a knowledgeable way. Children show respect for one another displaying mature attitudes and they value diversity and difference.

- The highly-skilled strategic collation and use of appropriate and rich data is enabling the staff to be proactive in aiming to raise attainment and achievement for all. This includes children across the social and economic spectrum as well as those with additional support needs and those affected by disadvantage. The careful analysis of the possible attainment gap resulting from children's circumstances clearly identifies for teachers those children who require further support. This is enabling school improvement to be well targeted and is resulting in positive outcomes for children.

## 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

- School data for session 2016-17 indicates that the majority of children achieved appropriate Curriculum for Excellence levels in literacy and English language at P1, P4 and P7. An exception was in writing where a minority of children achieved first level and second level by P4 and P7. Data also shows that only a majority of children achieved appropriate Curriculum for Excellence levels in numeracy and mathematics for P1. A minority of children achieved appropriate Curriculum for Excellence levels in P4 and P7. Teacher professional judgements for June 2018 show a marked improvement in literacy and numeracy. All children are expected to achieve early level at P1, and the majority will achieve appropriate Curriculum for Excellence levels in literacy and English language, and numeracy and mathematics at P4 and P7.
- Data provided by the school indicates that all children who do not have significant barriers to learning in P1 are set to achieve the expected Curriculum for Excellence level in literacy and numeracy. Most children in P4 and P7 are expected to achieve first level and second level in literacy and numeracy. Most children who face additional challenges in their learning make good progress towards their learning targets.
- Attainment data provided by the school is based on teachers' professional judgements. This is supported by standardised assessments, moderation and ongoing professional dialogue with promoted staff. Classroom observations, evidence in jotters and discussions with children and staff during the course of inspection supported this evidence.

### Numeracy

- Overall, children are making good progress in numeracy and mathematics.
- By the end of the early level, almost all children have a good understanding of number and number processes. The Stages of Early Arithmetical Learning used for targeted groups of children and at the early level is effectively supporting children with their understanding of number bonds. Children have a well-developed awareness of how money is used and recognise and use a range of coins.
- Almost all children working at first level are able to round two digit numbers to the nearest ten. They are able to accurately apply the strategy of rounding to estimate an appropriate answer. Regular opportunities to engage in mental mathematics strategies in real life contexts would improve attainment further. Almost all children can add and subtract numbers involving multiples of ten and single digits. Most children understand the link between a digit, its place and its value up to three digits. Across the school, most children are gathering and presenting data in a range of forms appropriate to their ability.

- By the end of second level, children are making good progress across the organisers. In particular, they can solve problems involving whole numbers using a range of methods. A few children would benefit from undertaking more open ended tasks that demand greater levels of challenge.
- Numeracy interventions and strategies such as 'Number Talk' are supporting children to develop a strong sense of number to solve problems in various ways. Young people are developing their confidence in explaining their own thinking.

## **Literacy**

- Overall, children are making good progress in literacy and English language.
- By the end of early level, almost all children are making good progress in listening and talking. They participate actively in songs, rhymes and stories. Children have opportunities to explore, discuss and identify letters and print in a variety of formats. To help understand stories and other texts, most children can ask appropriate questions. Children use a range of different strategies to spell words.
- By the end of first level, children understand the importance of deploying techniques (verbal and non-verbal) when engaging with others, for example, eye contact, expression and/or body language. However, a few struggled to demonstrate these tools for talking and listening. Planning opportunities to assess the application of skills in a range of contexts, will provide more robust assessment information to support professional judgements. Children can select different texts for enjoyment using, for example, cover, title, author and illustrator. They are able to explain why they prefer texts from their mobile library. Efforts in the school to drive forward reading strategies are resulting in children using a range of word recognition strategies independently to help decode unknown words. Across the school, children engage with a broad range of texts, fiction and non-fiction, printed and multi-media, spoken and written text. Children create a variety of texts for different purposes. Most can write independently, punctuating most sentences accurately. Children are familiar with the local authority's approach to writing and are increasingly using relevant and interesting vocabulary as appropriate for the context.
- By the end of second level, most children can communicate clearly with expression in different contexts. Recent efforts have focused on children planning and delivering organised presentations with appropriate structure and content. This is developing children's skills well. Almost all children write regularly for a variety of purposes, in different genres and most produce quality results. Staff are making increasing use of the wider life of the school to contextualise writing, which means that children have a strong source of knowledge to draw upon. In reading, most children can apply a range of reading skills and strategies to read and understand texts very effectively. Previous work around characters that represent clarifying, summarising or predicting support children's analysis of text.
- Teachers need to highlight the opportunities for children to transfer their learning from their discrete literacy lessons to other areas of the curriculum. It is important that there is appropriate challenge and consistent expectations of standards when children are applying their literacy skills across their learning. At the upper stages, a clearer focus on the types and conventions of texts particular to specific curricular areas, for example writing scientific reports, will increase challenge.

### **Attainment over time**

- The school has clear systems in place to demonstrate trends and patterns in attainment over time. This highly effective tracking system shows the attainment gap related to social-economic circumstances in literacy and numeracy across all stages of the school. The school is able to demonstrate improvements in attainment over the last two years, reflected in Curriculum for Excellence levels.

### **Overall quality of learners' achievement**

- Children achieve in a wide variety of contexts both within and outwith the school. This supports children's personal and social development and contributes to the sense of community. The school encourages, recognises and celebrates the successes and achievements of children throughout the year through 'Proud Clouds' and 'Achievement Walls'. Commendably, the school recently won a Local Authority award for STEM. Children very much enjoy sharing their achievements with others and take responsibility for recording these learning targets which are shared with home. Children are able to identify and discuss the skills and attributes developed with confidence. In moving forward, staff recognise the need and are keen to have a strategic overview of these achievements to allow them to target particular children who may not be participating in activities on offer.

### **Equity**

- There are highly effective arrangements in place to identify the socio-economic related attainment gap across the school, and in attainment at P1, P4 and P7. Staff have a clear understanding of these gaps and resources and interventions are targeted effectively to support children who are facing additional challenges or barriers to their learning. Commendably there is clear evidence of the school closing attainment gap.



## Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
  - Collaborative learning and improvement
  - Impact on learners
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- All partnerships are firmly based on a shared school motto, a vision and values which puts the needs of children at the core of their work. The school values the contribution of all partners. There is a shared understanding that together they hold the keys to the future.
  - Partnership working has improved learning experiences, providing rich and real life contexts for developing skills for learning life and work. The partners such as Bellsmyre Community Gardens know the context of the school very well. All partnerships enable children to experience life beyond school and beyond the local community. This enables children to experience a broader set of life skills.
  - The school has a very strong partnership with all parents who are highly complementary of how they are included and supported. There are many positive examples of how well parents are engaged with staff in school. Parents highlight that there is a true open door policy and nothing is ever too much for the headteacher and her team to deal with.
  - There is an active parent council who are very involved in raising funds for the school. They have supported many activities. Most recently the children presented a request to the parent council for more books for their library and this was agreed. There is scope for the parent council to further engage with the larger parent forum. They could also broaden their scope to being more fully involved in supporting children's learning. A recent addition has been the involvement of parents in family learning events. This has proved to be very successful in early stages and there are plans to spread this across the stages. This will enable parents to have a better understanding of how to help their children with homework and to support learning at home.
  - Almost all parents reported in the Education Scotland pre-inspection questionnaire that they are fully satisfied with provision and practice provided at St Peter's Primary School. They are very positive about their children's learning and development in both informal and formal contexts e.g. shared learning afternoons. Almost all parents express confidence in the support their children receive from staff. Almost all parents say they receive helpful information about how their child is doing from feedback and reports.
  - The school has effective links with the local secondary school, Our Lady and St Patrick's High School. Given the close proximity the school shares resources to support the learning of children at St Peter's Primary School. Building on these positive links would enable even stronger transition arrangements to support all children.
  - The school have developed new partnership links to extend health and wellbeing provision to the school community. The Art Therapy Service provides emotional support to children in therapy.
  - A very positive partnership has been developed with the local care home. This has been well planned and delivered in a way that allows children to build skills for learning, life and work. In

addition, children develop their understanding of the health challenges of vulnerable older people living in society.

- Partnership working with Aitkenbar Primary School is highly effective. Promoted staff have capitalised on the benefits of a joint campus through shared moderation activities. The Collaborative Action Research with Bellsmyre Early Learning and Childcare Centre on early level mathematics and numeracy has supported staff in developing their confidence in achievement of a level. This has extended to literacy and English language. In addition, children benefit from well planned joint activities across the stages. For example, developing knowledge and understanding of sectarianism through the study of 'The Divided City'.



## Practice worth sharing more widely

- The use of pupil-written values to support wellbeing.
- The use of a pupil-written standards and quality report to enable children's understanding of their school.
- The rich data used to evidence the closing of the poverty related attainment gap.

## Explanation of terms of quality

The following standard Education Scotland terms of quality 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.