

Summarised inspection findings

Burnhouse Skills Centre

West Lothian Council

25 June 2024

Key contextual information

Burnhouse Skills Centre is a local authority school for young people of secondary age with additional support needs. It is known locally as the 'Skills Centre' and is part of West Lothian Council's Inclusion and Support Service (ISS). The Skills Centre is located in the town of Whitburn. Young people are selected for placement at the Skills Centre by a local authority resource group, following an assessment of their additional support needs. At the start of session, 2023/24, 32 young people accessed support from the Skills Centre. At the time of inspection this had reduced to 24 young people. Young people can access learning in the Skills Centre or through bespoke programmes delivered by staff in a range of local authority buildings, for example public libraries and community centres. There is a high percentage of young people entitled to a free school meal. Attendance at the Skills Centre is consistently below national averages. Exclusion data shows high levels of exclusion since August 2023.

The headteacher returned to his substantive position in the school in August 2022 following a period of secondment. He is the headteacher of West Lothian Council's ISS which includes the Skills Centre and Connolly Campus School. During his secondment, a deputy headteacher from the ISS was the acting headteacher. The headteacher is supported by a secondary deputy headteacher, based in the Skills Centre, a primary deputy headteacher based in Connolly Campus School and two principal teachers in the Skills Centre.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the Skills Centre 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 are making positive steps in improving standards and expectations of what learners can achieve at the Skills Centre. They have made positive progress in improving professional standards across the Skills Centre workforce. Teachers are now frequently engaged in relevant and meaningful professional discussions that help them to adapt practice and focus on pedagogical approaches. This is beginning to embed the Skills Centre vision with most young people experiencing increasing levels of inclusion, nurture, support, respect and participation in learning. However, there is a need for senior leaders to consider the overall deployment of staff to ensure all young people have a full-time timetable and maximise young people's opportunities for success further.
- Senior leaders are working well to provide effective leadership through making positive links with partners within and beyond the local authority. They are using these partnerships effectively to review the quality of young people's experiences. Additionally, senior leaders ensure the views of most young people are represented when reviewing the quality of the Skills Centre. Senior leaders combine self-evaluation activities well with the feedback received from partnerships. Young people, in addition, review and refresh the Skills Centre's vision and values statements.
- Senior leaders and staff have a clear understanding of the social, economic and cultural context of young people and their families. They use this knowledge effectively to develop meaningful and supportive relationships with most families. Most parents/carers report that the Skills Centre is well led and managed and that their child receives the help they require.
- Senior leaders work well and promote opportunities for staff to lead improvement across the Skills Centre. Almost all teachers and a few support staff lead or contribute to Skills Centre improvement groups. The majority of improvement groups have impacted positively on young people's participation in improving the work of the Skills Centre. For example, the improvement group has developed the pupil council focusing on improving pupil voice across the Skills Centre. The pupil council has been effective in gathering and reflecting young people's views. As a result, young people have established a healthy tuckshop, improved lunchtime activities and reduced car access to school grounds to improve safe access to social areas. Another pupil group has been effective in supporting young people understand their rights and in working toward national awards that recognise how well their rights are respected.
- Senior leaders have worked well with teachers to agree a relevant collegiate working time agreement and a collegiate calendar. Teacher's use of the calendar ensures an appropriate focus on, for example, pedagogy meetings, time to take forward improvement groups and curriculum development. Teachers are progressing well with developing their approaches to teaching and learning and the impact of this on building and sustaining positive relationships. A minority of staff have undertaken relevant further professional study, post graduate level study

and Master's level study successfully. Senior leaders and local authority officers provide effective support to these staff. Staff study is beginning to have a positive impact on young people's learning experiences, for example, increasing opportunities for young people to read for pleasure. Staff should build upon this positive start and ensure all areas of professional learning are effective in improving outcomes consistently for young people.

- Staff are increasingly managing the pace of change more effectively. Most staff have learned about the benefits of professional enquiry. A few staff are starting to apply their learning about professional enquiry to influence small step changes. For example, they are developing their use of summative assessment tools well to identify young people who may require additional support with reading, writing or spelling. Senior leaders should continue with their plans to support all staff to embed professional enquiry approaches more fully across the Skills Centre. In doing so, they should continue to monitor and track outcomes for young people.
- Staff, involved and leading on the strategic skills and pedagogy group, are developing well how to improve further teaching and learning strategies across the Skills Centre. Members of the group should continue to build upon their initial success in developing a structured approach to learning and teaching. In doing so, staff will be placed better to improve learning experiences for all young people.
- Senior leaders have developed appropriate improvement priorities for the Skills Centre. These reflect well the areas identified through quality assurance and self-evaluation. Staff, parents/carers and young people contributed to developing a curriculum rationale which is helping most staff reflect on learning opportunities they develop for young people. Staff are supporting young people well to develop a school-based rights approach and improve wellbeing across families. However, there is a need to ensure improvement areas linked to outdoor learning and digital technologies progress with more pace. Senior leaders should work with staff to articulate better what the measurable outcomes are for young people. Senior leaders should continue to ensure Pupil Equity Funding (PEF) interventions are reducing the poverty related attainment gap.

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

- All young people attending the Skills Centre are placed there as a direct result of additional support required to improve their resilience and regulation skills across all aspects of their lives. Staff develop well supportive and nurturing relationships with young people across the Skills Centre. Staff work with young people to improve relationships and behaviour with the aim to create a positive environment for young people to engage in learning. Young people are treated with respect by all staff. Teachers use targeted interventions appropriately to support young people engage with activities following any periods of interrupted learning. As a result, the majority of young people are increasingly adopting personalised strategies that help them manage their emotions when anxious or distressed. For these young people, their capacity to regulate emotions better is frequently impacting positively on their experiences in school, at home and in the community. Senior leaders and staff need to continue to strengthen their approaches to promoting positive behaviour and engagement with meaningful learning.
- The local authority has provided appropriate training to support staff develop strategies to deescalate unsafe incidents. Often, young people involved in incidents experience subsequent lengthy periods of disengagement from their learning. Senior leaders should ensure that any adaptations that reduce young people's learning opportunities are for the shortest period possible. These need to have a clearer focus on improving outcomes which are understood by young people and families. Following any incident, senior leaders need to ensure that all young people and staff involved are consistently given an opportunity for a full debrief in order to reflect on the incident and contribute towards next steps.
- In most lessons, young people are supported well to settle quickly into learning when they come into the class. Most teachers have established clear routines at the beginning of lessons. These include appropriate starter activities, exploration of what young people will learn and how they will know they have been successful in learning. This is effective in supporting the majority of young people understand the purpose of their learning.
- Staff are effective in supporting young people and their parents/carers to have an active role in the design of individualised learning programmes. As a result, the majority of young people enjoy participating in activities across the school day, matched to their interests. Staff work well with partners to tailor activities to the individual needs of young people. This supports the majority of young people to remain engaged in learning. The majority of young people experience appropriately challenging activities for the duration of lessons. Teachers should now take steps to develop consistently motivating learning activities for all young people that provide sufficient challenge in learning. There is a need for staff to increase expectations of what young people can achieve.

- Young people on bespoke learning programmes experience programmes, designed by staff, that meet the needs of the majority of learners appropriately. However, staff use of a minority of programmes need to increase further young people's engagement in learning, including providing purposeful and progressive activities. Staff should continue to identify and create personalised approaches to support all young people on bespoke packages to improve their attendance and engagement in learning activities. Staff provide a minority of young people with remote learning opportunities. These young people do not engage positively with remote learning activities and frequently do not attend the online session. Senior leaders and staff should consider alternatives to remote learning in order to increase young people's motivation for learning and improve their engagement.
- Teachers and support staff work in partnership to deliver learning to young people underpinned by the positive relationships established. A few young people do not access subject specialist teachers, which is limiting their capacity to deepen their subject knowledge. The majority of staff provide appropriate learning experiences for young people using a suitable range of learning contexts. Most teachers structure lessons appropriately using relevant resources to support learning activities. They make sure the majority of young people undertake learning in a way that meets their needs. A minority of staff use the outdoors and digital technologies well to develop and support young people's learning. Staff overly rely on using worksheets during too many activities. This is limiting the majority of young people's opportunities to deepen and become more independent in their learning. Staff should develop this area of their work further.
- Most staff use a range of assessment tools effectively to record the progress young people make in learning. Teachers are beginning to use a range of summative assessment approaches well to track the progress of young people's learning. There is now a need for teachers to develop further their use of formative assessment approaches. This will help them strengthen their range of evidence when reviewing young people's progress.
- Teachers undertake useful moderation activities regularly within and beyond the Skills Centre. Teachers work productively with colleagues in local primaries and secondaries to review planning and assessment information. Teachers attend supportive subject network meetings organised by West Lothian Council. This is beginning to improve teacher's confidence in their judgements in addition to their subject knowledge. Senior leaders should continue to support teachers to ensure that they develop further their professional judgements. Teachers should continue to increase their accuracy in determining young people's progress in learning and develop further a shared understanding of national standards.
- Senior leaders and teachers have developed a useful planning framework which takes account of the views of young people and that has a strong focus on their wellbeing. Staff use the learner-journey profiles and life grids well to ensure that the voice of young people is considered fully. Senior leaders and teachers have developed a useful planning structure to provide all teachers with a framework to refer to when planning. They use the planning structure appropriately to help them focus on young people's profiles, develop useful support strategies and provide relevant details on skill development, achievements and post-16 plans. Staff should continue as planned to reflect on the quality of young people's targets. They should continue to work with young people to review targets to ensure that they build better on prior learning. Staff should ensure that young people are clear on their next steps and what they need to do to improve.

2.2 Curriculum: Learning pathways

- Staff are working well increasingly to develop enjoyable and flexible learning pathways for young people. In the BGE, teachers plan learning pathways for young people appropriately and ensure these are personalised and built around individual need. This is helping the majority of young people engage with learning and make progress. Teachers ensure there is an appropriate focus on literacy, numeracy and health and wellbeing in core classes. Senior leaders and staff now need to review curriculum pathways for young people using bespoke learning packages. They need to ensure that all young people experience a broad and balanced progressive curriculum leading to raised attainment.
- In the senior phase, the majority young people access appropriate and progressive National Qualifications. The Skills Centre should continue to build on the range of qualifications available to young people in line with their current plans. Senior leaders and staff have built a few successful community-based partnerships which are supporting young people well. The partnerships provide young people with opportunities to develop vocational skills and enhance skills for life and learning. A notable example is the Barista project in conjunction with Fauldhouse Community Trust.
- Senior leaders have identified learning pathways and curriculum development as a focus for future improvement. They should continue with plans to develop further relevant project-based learning pathways and review the impact of the skills-based curriculum. This should enable young people to develop the four capacities and support young people to develop skills across a wider range of contexts and settings.
- Senior leaders should ensure that all young people received two hours of high-quality physical education. Most young people have opportunities to engage in a range of motivating physical activities that is increasing participation in sport for enjoyment.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff adopt a positive approach to partnership working with parents and carers. They seek the views of parents/carers in a variety of ways to support Skills Centre improvement. Parents/carers are welcomed into the Skills Centre regularly to meet with staff and review their child's progress. Staff work effectively to ensure that communication approaches meet each parent's/carers preferences, for example through phone calls, monthly meetings or pupil passport discussions. The majority of parents/carers agree that the Skills Centre takes their opinions into account when making changes. Most parents/carers participate in discussions about what their child will learn. Almost all parents/carers receive relevant and regular feedback about how their child is learning and developing. This is having a positive impact on parent's/carers understanding the progress their child is making with learning.

2.1 Safeguarding

- The Skills Centre submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the Skills Centre and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the Skills Centre'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 have an accurate and shared understanding of the needs of young people and work well to treat them with respect. Overall, the majority of young people and their families are experiencing improved outcomes as a result of attending the Skills Centre. As a result, these young people are increasing engagement with learning and making appropriate progress across most areas of the curriculum. Almost all young people feel safe in the Skills Centre and when supported by staff out with the Skills Centre. The majority of young people are developing well their sense of belonging to a supportive community with aspirations that they can succeed in learning. Senior leaders and staff should ensure that young people on bespoke programmes have the same opportunities to develop their sense of community. This is because of young people on bespoke programmes almost always working on their own away from peers.
- Most young people work well with staff to explore their wellbeing. This includes the use of mental health first aiders. They record successful progression in wellbeing and areas where learners would benefit from further support. This is helping young people develop an understanding of wellbeing and how these impact upon their life. Staff should build upon this positive practice to deepen young people's awareness of wellbeing so that it is accurate and more reflective of their needs.
- Principal teachers and staff ensure that young people and their families contribute to regular planning meetings. In these meetings, staff, young people and their families consider progress made with individual targets and areas that require further support. They should build upon this supportive process to support young people, to identify accurately, the wellbeing skills they are developing and how they will be supported to achieve these.
- All young people have a child's plan in place with an appropriate range of outcomes related to their additional support needs. Senior leaders ensure plans include multi-agency outcomes where applicable. This is ensuring young people have a coordinated plan where all professionals are working in partnership. Senior leaders should continue to work with parents/carers, young people and appropriate agencies to consider whether young people meet the criteria for a coordinated support plan (CSP). Senior leaders should ensure that they consider whether any looked after young people require a CSP, in line with statutory guidance.
- Staff's approaches to improving pupil voice is resulting in the majority of young people feeling valued members of the community. Young people are listened to and are involved in promoting positive change to the Skills Centre environment and context. For example, young people have effected change to the Skills Centre lunch menu in collaboration with local authority officers. As a result of the young people's work, the lunch menu is now more reflective of a secondary school menu experienced across the local authority. Staff consulted with young people in how

to improve the dining room space. The consultation resulted in young people receiving a modern and attractive breakfast, lunch and break area, with increased social opportunities.

- The majority of young people receive their full entitlement to education and have increased levels of attendance and engagement when compared to previous educational experiences. However, a minority of young people's educational experience is not of high-quality, predominately for those young people on bespoke packages. Senior leaders should now ensure that that young people on bespoke packages get their full entitlement to a broad general education or senior phase. They should ensure that learning is designed to meet fully young people's needs and leads to positive outcomes.
- Senior leaders recognise that attendance is an ongoing concern. They have compiled an appropriate action plan, to try and improve young people's attendance, supported by local authority colleagues. Staff have worked closely with identified young people to reduce the frequency of absconding at the Skills Centre in line with the action plan. Overall, young people's level of attendance at the Skills Centre is an ongoing challenge. This is notable for a minority of young people who are on bespoke programmes and who demonstrate longstanding issues with truancy or patterns of disengagement from their learning. A minority of young people are persistent non-attenders with attendance below 50%. A few young people improved their resilience and regulations skills well. They also improved their patterns of attendance. This led to these learners moving on successfully to a full-time placement in a local mainstream secondary school. Senior leaders and staff should continue to identify and adopt a wider range of creative approaches to support all disengaged young people to be motivated to attend the Skills Centre.
- Between August 2023 and January 2024 there has been a significant increase in the number of young people being excluded, in comparison to previous sessions. There is an improving trend in reducing young people's exclusions since January 2024. This demonstrates that the majority of young people are beginning to build more secure relationships which are improving their regulation skills. Overall, senior leaders should improve approaches to sustaining this very recent reduction in exclusion. They should ensure that appropriate provision is made to meet a young person's additional support needs before, during and following exclusion.
- Staff have been effective in supporting a few young people to return to their mainstream setting following a period of support in the Skills Centre. These young people have sustained positive patterns of attendance at their mainstream school and are making positive progress with attainment. Skills Centre staff work well in partnership with mainstream staff to support young people overcome barriers and remain engaged in mainstream schools. This is resulting in a reduction in young people requiring a specialist educational placement.
- Senior leaders and staff now need to improve the use data and information to see how they can help young people improve their awareness of and responses to diversity. Young people would benefit from further opportunities to explore protected characteristics and the impact these have on individuals, groups and communities. Staff now need to ensure that the curriculum is designed to develop and promote equality and diversity and eliminate discrimination.
- The Skills Centre submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Skills Centres (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing

of young people through food in Skills Centre. A few areas for improvement have been agreed with the Skills Centre and the Skills Centre meals provider.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the Skills Centre'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 Skills Centre'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, the majority of young people are making satisfactory progress in literacy and English and numeracy and mathematics. The majority of young people are making positive progress with their listening and talking skills. A minority of young people could be making more progress. Their progress is often impacted negatively by high levels of absence and poor levels of engagement in learning.

Literacy and English

Listening and talking

- The majority of young people are making positive progress in their talking and listening skills. At first level, young people can engage well with others, knowing when and how to listen, when to ask questions and how to respond with respect. They use these skills to develop their ability to communicate with others effectively. At second level, young people respond appropriately to a variety of questions. They can show their understanding and respond with questions of their own to clarify their thoughts. At third level, young people are engaging with texts in a more complex manner. They can select information and make notes to develop their thinking. They are using their listening and talking skills to develop their understanding of course content as well as their own wellbeing and interests.

Reading.

- The majority of young people are making satisfactory progress in their reading skills. At first and second level, young people are learning to use strategies and resources to help make the meaning of texts clear. As a result, young people can select information from a variety of texts and show their understanding. A few young people are using these skills to gain information and explore current issues such as the environment. Staff should continue to develop approaches to encourage reading using various strategies. For example, staff could use digital technology more or give young people increased choice in selecting reading materials.

Writing

- The majority of young people are making satisfactory progress in developing their writing skills. At first level, young people can describe their personal experiences, thoughts and actions using interesting vocabulary. At second level, young people can write with a clear purpose and use language to engage the reader. Young people can vary their sentence structure and present information in different layouts. Staff should continue to consider their approaches to engage young people in writing using practical and real-life contexts.

Numeracy and mathematics

- The majority of young people across the Skills Centre are making satisfactory progress in numeracy and mathematics.

Number, money and measure

- At first level, most young people use a range of strategies accurately to complete calculations and conduct basic number operations. They do not yet demonstrate confidence in linking concepts across fractions, decimals and percentages. At second level, most young people are increasingly confident with measurement, money and time. At all levels, young people apply their numeracy skills well within practical cooking using skills in measurement, sequencing and weight. Across levels, young people need to engage in more learning activities which provide them with opportunities to apply their number skills in unfamiliar and real-life contexts.

Shape, position and movement

- At first level, young people identify the properties of two-dimensional shapes, such as, sides and vertices. They are not yet confident in exploring the properties of three-dimensional objects.

Information handling

- At first level and second level, young people use a variety of ways to display data. They would benefit from further use of Carroll and Venn diagrams. Young people need more opportunities to develop and extend their information handling skills further using digital technologies.

Attainment over time

- Senior leaders and staff provided data and supporting evidence which illustrates clearly that the majority of young people are making satisfactory progress with their learning over time in most areas of the curriculum. A minority of young people are making limited progress with their learning, often only attaining across a few curriculum areas. Senior leaders and staff need to provide young people on bespoke programmes increased opportunities to attain across all areas of the curriculum.
- Since 2019, a majority of young people in the senior phase are attaining successfully an appropriate number of National Qualifications, predominantly at National 3 and National 4 with a few attaining at National 5. Young people are attaining an increasing number of National Qualifications year on year, often at a higher level, notably in English and science. Since 2019, a minority of young people in the senior phase attain a limited number of National Qualifications, often because of ongoing issues with Skills Centre attendance and engagement in learning.

Overall quality of achievement

- A few young people speak confidently about how they know the skills they are developing are relevant and meaningful to their aspirations and future lives. The majority of young people pursue their interests and articulate well to staff how they can support them in achieving more from their school experiences. A minority of young people contribute effectively to their communities through volunteering opportunities. Young people improve their cooperative and leadership skills through their volunteering and use these skills well to help other people. Young people are starting to develop important skills such as regulation and resilience that are effective life and work skills. However, young people are not yet sustaining work placement opportunities. Senior leaders should continue to work with young people and employers to seek work placements where young people will experience success.

- Young people receive relevant school and youth awards to recognise their achievements. Staff should continue to consider how to broaden the range of accreditation and qualifications on offer to ensure that young people are maximising opportunities to celebrate their successes. Staff should now create further opportunities to showcase young people's achievements by displaying their work throughout the Skills Centre. This would support young people to have a greater understanding of their personal achievements.

Equity for all learners

- Senior leaders and staff have a strong understanding of the additional support needs and socio-economic background of young people and their families. Staff provide targeted, equitable support to help alleviate any challenges faced by young people and families, including the cost of the school day. Senior leaders use PEF to provide targeted interventions for identified young people. These have a specific focus on improving wellbeing and developing skills for life, learning and work. The newly introduced PEF funded vocational community initiative is having a positive initial impact on participating young people. They are building valuable skills in communication and working as part of a team. Senior leaders now need to measure systematically the impact of PEF initiatives to determine whether they are accelerating progress for young people affected by deprivation.
- Senior leaders, supported effectively by the local authority, ensure that all young people have access to free school meals. This local authority initiative is sensitive to all young people's personal circumstances meaning that no young person can be identified. Senior leaders and staff provide equitable support to make certain that the cost of the school day is not a barrier to wellbeing or pupil participation in activities. They ensure that all young people access learning opportunities and trips and have access to school uniform at no cost. This is resulting in the removal of any stigma related to poverty and the removal of additional anxiety for families in sourcing funds for their young people. Senior leaders consider very well the needs of families and provide sensitive support to increase access to healthy food and shopping.
- Most young people move on successfully to further education, training or employment when leaving the Skills Centre.

Other relevant evidence

- Pupil Equity Funding (PEF) is allocated to Burnhouse Skills Centre for a few children and young people in S1-S3 registered for free school meals (FSM) under the national eligibility criteria. Almost all young people attending the Skills Centre remain on their mainstream school roll even though they are educated on a full-time basis at the Skills Centre. This results in the Skills Centre not receiving the full PEF allocation for young people in attendance. Senior leaders should work with the local authority to ensure that the Skills Centre PEF allocation is representative of its pupil population. This can support senior leaders better to provide appropriate levels of targeted support for young people and families. This can lead to a reduction in the attainment gap for young people affected by poverty. It is important that senior leaders are enabled to deliver activities, approaches or resources which are additional to their universal improvement plans to young people affected by poverty.
- Senior leaders should work with local authority officers to improve the grounds at the Skills Centre. The grounds could be enhanced significantly to improve learning and social outdoor spaces for young people to access during across the school day. This has the potential to ensure equitable spaces for young people to use of a similar standard to other young people across the local authority.

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.