

Summarised inspection findings

Bantaskin Primary School

Falkirk Council

11 February 2025

Key contextual information

Bantaskin Primary School and nursery is a non-denominational school situated in Falkirk. The headteacher has been in post since 2022. They are supported by a deputy headteacher who works 0.8FTE, and a principal teacher who works 0.8FTE, both of whom are currently non-class committed. At the time of the inspection, there were 263 children across 12 classes and 33 children attending the nursery. Currently 19% of children attending school have English as an additional language and 25% of children are recorded as requiring support with learning. Across the school, 31% of children are entitled to free school meals. Currently, 12% of children reside in Scottish Index of Multiple Deprivation deciles 1 and 2, 70 % reside in deciles 3 to 5 and 16% reside in deciles 6-10.

1.3 Leadership of change

good

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

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

- Senior leaders and staff know the children and families very well. They understand the socio-economic culture of the local community and together, work well to improve outcomes for all children and families.
- Senior leaders led a refresh of the school vision and values last session. Staff's self-evaluation and reflection on the community and children's changing needs led them to prioritise this work. Senior leaders included children's views at the centre of this work. They engaged with the community council, partners and parents to help them shape the new values. This collaborative work has led to the creation of the school vision: 'Learning and Achieving Together' underpinned by the values of inclusive, resilient, creative and ambitious. These link closely with the school core expectations of kind, safe and ready. Staff and children's journey last session towards their United Nations Convention on the Rights of the Child (UNCRC) accreditation led them to reflect and add 'respectful' to the expectations. This highlights their strong focus in promoting this across the school. Most children speak with understanding about the values and how they show and realise their rights. Parents, staff and children believe the shared vision and values are helping most children to feel proud of their school. Children's voice is included and listened to as they work together, with staff, to improve their school.
- Senior leaders manage the pace of change well. They know the strengths and next steps of the school well. Teachers and senior leaders work collaboratively to evaluate current practice using quality-assurance, for example, learning and teaching observations and focus groups. Senior leaders and teachers engage in professional dialogue and analysis of attainment data to agree their next school improvement priorities. They now need to better record this self-evaluation to help them prioritise future school improvement and measure progress and impact more robustly.
- Staff's recent school improvement planning has focussed on providing high-quality learning and teaching, implementation of play-pedagogy, supporting relationships and behaviour. This

year staff have continued these priorities, alongside an additional priority to improve reading enjoyment and attainment across the school. Staff demonstrate well their progress towards these improvements. Teachers engage effectively in high-quality professional learning and discussion on the 'Bantaskin Standards' to re-fresh learning and teaching. There are positive early signs of the impact of this work. For example, almost all teachers share the intended learning and ways to be successful at the start of lessons. This session staff have appropriately planned to revisit and build on these standards. This should support greater consistency in the quality of learning and teaching across the school.

- Senior leaders, staff and children have driven forward children's knowledge and understanding of rights to achieve accreditation. As a next step, senior leaders and staff should further develop their positive relationships policy across the school. This should include a focus on targeted and universal supports, engaging all children in this important work. This has the potential to support staff to help all children to engage fully in learning.
- Teachers have taken a lead in developing play pedagogy across the early stages. They evidence clearly the positive impact of this improvement focus across the early stages. This is impacting successfully on children's learning and engagement. Senior leaders should now ensure all development priorities are set out with clear measures of success and reviewed regularly. They should ensure they have a strong overview of all development work, how these link, the desired outcome and progress towards this.
- The headteacher empowers teachers to improve learning and teaching in an area which is meaningful for their class. As a result, all teachers lead a purposeful practitioner enquiry. All teachers engage very well in professional dialogue about the purpose and impact of these enquiries. This includes, for example, a focus on supporting children's writing skills. Teachers now have a successful method to implement and measure change in their classrooms. They have shared their success with each other and are committed to continuing to drive forward improved pedagogy.
- Most teachers have leadership roles within the school linked to curricular areas or school improvement priorities. These include writing, reading and play. Teachers demonstrate well the impact of their leadership roles on children's engagement, learning and attainment.
- All children across the school were involved in pupil leadership groups last session. These included healthy heroes, playground pioneers and a fundraising group. These allowed children to have a voice in taking forward school improvements and, in a few examples, children initiated change. This includes, for example, providing food donations in the local community. Staff support children to learn skills for learning, life and work and to problem solve and work collaboratively with different groups of children. Staff and children reflected that these groups would be more effective over a different timescale. They have amended the plan this year as a result. Staff have plans in place to re-start these leadership groups next term.
- A few children across the school experience further leadership roles. These include pupil council, leading the right's-based education across the school and buddies for younger children. Children in the pupil council recognise their role as ambassadors for all children in the school. They share their views and work with staff to improve the school. Previously they have raised funds to buy playground resources. Children feel adults listen to their views and involve them in the work of the school.
- Senior leaders use the Pupil Equity Fund (PEF) appropriately to meet the needs of children who experience barriers to learning. They now need to involve parents more fully in planning this work.

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

- All staff work well together to create a calm, welcoming and nurturing environment. Staff engage well with professional learning to develop clear consistent expectations and routines, for example, wonderful walking. These are underpinned by the school values and support most children to understand and model positive behaviour. Most staff regularly reference the values and children's rights in class. This helps remind children how to interact and care for one another. Most children are well-mannered and behave well most of the time. Where a few children find it difficult to follow the school values, or show dysregulated behaviour, staff use a range of strategies well. These include quiet spaces, active learning and individual planning. These support children to feel calm and re-engage with learning. In a majority of lessons, learning is too teacher directed and children would benefit from further opportunities to work in groups, pairs and as individuals. In a few classes, where learning is play-based, active and meeting children's learning needs well, children are highly engaged in learning. Senior leaders and staff should continue to work together to ensure all children benefit from these high-quality experiences. This will enable all children to maximise their learning time and make the best possible progress.
- Teachers in the early stages have participated in a range of high-quality learning and training to build well their knowledge and understanding of play pedagogy. They work collaboratively with local authority colleagues to audit and improve practice. They are reflective and responsive in their journey to support children's learning and development. Staff provide well-considered resources and provocations, linked to current learning and children's interests which enable children to be creative and curious. These open-ended resources allow children to shape and extend their own learning well. For example, children use measuring tapes and counting skills when building towers and problem solve together how to make the tower taller. Most children are motivated to learn and play purposefully together, developing their language and numeracy skills. Staff invite parents in to stay and play activities to support their understanding of children's learning. Staff observe regularly children's play to effectively plan next steps. As children move up the school, most teachers are beginning to develop this active learning through the use of science, technology, engineering and mathematics (STEM) challenges. These are motivating most children well.
- In almost all lessons teachers share well the purpose of learning and explain what children need to do to be successful. Teachers engage meaningfully in collaborative learning on the 'Bantaskin Standards', which include high-quality questioning, feedback and plenaries. In the majority of lessons, teachers use well these 'Standards' to support children's learning. However, these are not yet consistently used in all classes. Senior leaders have plans to further develop the 'Standards' next term. This has the potential to support all staff to develop consistently high-quality learning and teaching across all classes. Senior leaders should support teachers to share good practice and continue to engage with professional learning. This should help to build on the effective practice across the school.

- In the majority of lessons, teachers plan learning at the right level of difficulty for almost all children. Across the school a few children would benefit from further challenge to extend learning and maximise their progress. Where tasks and activities are well-matched to children's interests and include active learning, children are more engaged in learning. Across all stages, children need more opportunities to shape and lead their learning. This will support all children to have greater ownership of learning.
- Staff support children to self and peer assess their work in writing. Together, with teacher feedback, this is helping children to begin to understand their next steps to improve their work. Staff should now support all children to create individual learning targets beyond writing. This will enable all children to have a clearer understanding of their progress, strengths and next steps across the curriculum.
- All teachers use digital technology effectively to support and extend learning. Across the school, children use devices independently to access learning. Children in P6 and P7 benefit from 1:1 devices and children across the school have regular shared access to devices. Teachers support children to learn the skills needed to access applications to enhance learning, for example, in reading and numeracy. A few children, who require support with learning, use digital technology very well to support learning in reading. This is helping them to access and make appropriate progress in learning. Teachers plan digital skills using a progressive programme and children visit the school 'digiden' to learn specific skills and online safety.
- Support for learning assistants skilfully help children with barriers to learning to engage in learning, for example, through small group support in reading and writing. They use attractive, calm spaces and well-planned interventions to help children learn in ways that meet their individual needs.
- Most teachers use a range of assessment strategies and feedback. In a minority of lessons this is supporting them to amend planning and progress children's learning well. Teachers now need to extend the use of formative assessment strategies to help children identify next steps. This should better inform planning for individual children and groups. Senior leaders have created a helpful assessment calendar to gather a range of evidence about children's progress in literacy and numeracy. This includes standardised, formative and summative assessments. Teachers should continue to develop their understanding of how to make the best use of assessment information to directly influence teaching and learning. This will help to ensure that all children experience appropriate levels of challenge in their learning to meet their needs effectively.
- All teachers use progression planners linked to Curriculum for Excellence (CfE) experiences and outcomes in all curricular areas. This supports them to plan well children's learning over different timescales. They work well together in stages and across levels to ensure children experience progression in their learning. This supports children to participate in a broad range of learning activities which are relevant to the context of the school. Staff inform parents of plans for learning through a termly newsletter.
- Teachers engage in regular informal moderation activities with colleagues in school. Staff recently focused on moderation in numeracy to help them understand national standards. Teachers should continue to develop their moderation practices further, particularly to increase their confidence in assessing children's progress through a CfE level.
- Senior leaders and teachers meet termly to track and monitor children's attainment and progress in literacy, numeracy and health and wellbeing. Together, they identify children who

have gaps in their learning, are not making appropriate progress or require additional support with learning. They plan targeted interventions to support these children within and out with class. Senior leaders should develop tracking and monitoring processes further to include all areas of the curriculum.

2.2 Curriculum: Learning pathways

- Teachers make good use of progression planners for all curricular areas using a range of local authority and school-designed formats. This supports children to build on their prior learning and knowledge well. Staff are reviewing their curriculum to reflect the changing needs of their school community. Children's voice is beginning to influence the planning of contexts for learning. Staff are considering how to provide more opportunities for personalisation and choice. As planned, staff and senior leaders should incorporate the voice of all members of the school community in curriculum design work.
- Children across the school learn French. Children in P5 to P7 learn Spanish. Teachers follow learning pathways to ensure that children learn progressively.
- All children receive their full entitlement to two hours high-quality physical education each week. Children develop a broad and balanced knowledge and understanding of other world religions as part of their religious and moral education curriculum. Children benefit from having visitors from a range of faiths to develop their understanding of beliefs, practices and traditions.
- Children experience regular high-quality opportunities to learn successfully outdoors, both within and beyond the school grounds. They plant, grow and use produce from their allotment, orchard and 'GrowZone'. Primary 6 pupils harvest produce to make a range of items which they sell through their Farmer's Market. This supports children to develop a range of skills across the curriculum. Early years staff have expanded their skills, knowledge and confidence in utilising outdoor spaces through working with partners. As a next step, staff should develop a pathway for outdoor learning to ensure children's experiences are well planned, progressive and coherent.
- Children benefit from a range of relevant and enjoyable experiences in STEM across the school. For example, children develop the skills of designing, building and evaluating. As a next step, staff should develop a progressive framework to ensure that experiences build well on prior learning and develop further children's knowledge and skills.
- Children make good use of the well-resourced and attractive school library to access a wide variety of texts and genres. The library provides a range of texts that promote and support children's understanding of diversity and equality.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher regularly seeks the views of parents/carers through a variety of approaches such as questionnaires and Bantaskin Blethers. Parents have provided feedback on the playground redesign and the school's homework policy. As a result, most parents feel that the school takes their views into account when making decisions.
- Parents value the increased communication from the school. The headteacher regularly shares newsletters which provide useful information about school events and important dates. Parents/carers access an online sharing platform to find out about their child's learning progress and achievements. Most parents attend planned activities throughout the year, including meet the teacher, stay and play, and sharing the learning assemblies. As a result, most parents feel that these events help them to better understand their child's learning.
- The Parent Council supports the school well, organising events such as school discos. Parents are becoming more involved in regular school activities, contributing to wider opportunities for children, including the library.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Almost all children know their rights through their learning about the UNCRC. Children and staff work together annually to create class, lunch hall and playground charters based on both the school values and articles from UNCRC. This ensures all children have a voice in agreeing school expectations. Staff and children should build on this positive work, ensuring children's rights are embedded in all aspects of school life.
- Staff and children have a shared understanding of wellbeing indicators and how these can foster healthier, happier, and more balanced lives. Staff track children's wellbeing regularly. They are beginning to use this information to inform planning. This should ensure that tracking leads to planned interventions to more effectively address individual, class, and school wellbeing needs.
- Teachers plan progressive learning activities based on the health and wellbeing experiences and outcomes. Most children spend time across the year outdoors in the GrowZone, tending to plants and growing crops. This experience strengthens their connection to the natural world and enjoyment of learning outdoors. Staff plan cooking classroom experiences which enhance children's learning about healthy choices and food technology. Most children talk knowledgeably about the importance of healthy eating and their valuable learning from growing and cooking experiences.
- Children value and enjoy opportunities for physical education and access activities that encourage them to be active. Children benefit from high-quality progressive physical education lessons delivered by school and high school staff. Older children access a few sports clubs across the year. Senior leaders should expand the range of active clubs offered to younger children.
- Staff have undertaken extensive training on developing positive relationships, understanding trauma informed practice and nurture principles. This has resulted in very positive relationships between staff and children. Senior leaders have led a variety of initiatives to support the promotion of positive relationships. For example, reviewing class environments, re-zoning the playground, introducing playground charters and anti-bullying theatre workshops. These initiatives are having varied success. A few children do not feel safe at school and feel that the school does not deal with bullying well. As planned, all staff should now work with children to understand more deeply the issues that are making these children feel unsafe. Staff should support children to lead improvements. This should secure ownership and commitment of any changes. Senior leaders should carefully track the impact of any change. This will support them to demonstrate what is working well, build on successes and to understand what needs to improve.

- Senior leaders provide a clear staged intervention process for children who require additional support in their learning. Staff create appropriate plans for children with additional support needs, which are reviewed regularly. Parents and children contribute to the development of plans. Staff are supported by a range of partners to plan and deliver effective support to children and families. Almost all children's targets are linked clearly to aspects of wellbeing and learning, and their progress is tracked effectively. Most children make good progress as a result of this partnership approach.
- Staff understand their responsibilities and statutory duties related to wellbeing, equality and inclusion. Staff provide a range of targeted interventions for children who require additional support with their learning. This includes well planned strategies to develop children's literacy and numeracy skills. Support for learning staff track the impact of interventions to ensure identified children make progress in their learning.
- Staff provide a range of effective interventions for children who require support to regulate their emotions. For example, they provide calm spaces, nurture breakfasts, personalised timetables and therapy dog visits. These interventions are supporting children to increase engagement in their learning and increase time in class lessons. Support for learning staff provide calm and caring support for a few children who require help to regulate their behaviour. Senior leaders should continue with plans to provide anxiety management training for support staff to enable them to support children effectively.
- Teachers work effectively with colleagues at all stages of transition to support children well. At P1, staff follow a well-established transition programme which is supportive and helpful for families. Teachers link well with staff from the associated secondary school to support children's P7 to S1 transition. Staff plan effectively for children who would benefit from an enhanced transition. Across the school, teachers share relevant information about children's attainment, wellbeing and individual needs as they move from one stage to the next. These supports provide children with continuity in learning and support them to thrive in their new settings or classes. Staff have recently reviewed and improved transitions between different lessons within the school day. This is supporting children to quickly settle to the next task. Staff should now support transitions for a few children who move between learning spaces throughout the day.
- Senior leaders have developed a strong and effective collaborative partnership with their shared campus school. This partnership has fostered an environment of mutual support and understanding. Through shared learning experiences and regular communication, this collaboration has enabled children to gain a deeper understanding of the diverse needs that other children may experience. Children actively participate in engaging sign language lessons. This learning deepens their understanding of diversity and contributes to the development of a more inclusive school community.
- The inclusion ambassador children's group have begun to support all children's understanding of inclusion through assemblies. Staff and children should develop further an understanding of all protected characteristics. This will support them to celebrate the diverse contributions all children make.
- All children learn about different cultures, languages and religions as part of planned curriculum programmes and assemblies. Senior leaders engage with a wide range of visiting spiritual leaders to provide unique insights that children value and enhance the learning experience.

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

Attainment in literacy and numeracy

- Overall, most children in P1, P4 and P7 achieve expected national standards in literacy and numeracy. A few children, at all stages, are working beyond expected levels in literacy and numeracy. Most children who require additional support with their learning make good progress against their individual targets.
- Increased challenge in literacy and numeracy will support a few children to make greater progress in their learning.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English.

Listening and talking

- At early and first level most children follow simple instructions and take turns. They answer questions about stories to show and support their understanding of them. At first level most children contribute well to group discussions. A few children would benefit from opportunities to develop these skills further. Most children at second level offer their opinions confidently and expand upon the ideas of others. Across all levels, children would benefit from more opportunities to develop and apply their listening and talking skills in a range of contexts.
- Staff should now review learning, teaching and assessment approaches for listening and talking. This will support them to more accurately evidence the progress children are making across the school and identify next steps.

Reading

- At early level most children use their knowledge of letters and sounds to read simple words and sentences confidently. Most children enjoy choosing stories and share their opinions on them. They would benefit from further opportunities to develop reading skills through play contexts. Most children at first level identify key information in fiction and non-fiction texts using features such as contents page and sub-headings. Most children read familiar stories aloud adding expression. Children would benefit from wider opportunities to respond to inferential and evaluative questions to deepen their understanding of stories and texts. Most children at second level read with fluency, expression and appropriate pace and tone. Children would benefit from opportunities to access a wider range of texts to read. This should support the development of a culture of reading for enjoyment and will further enhance children's literacy skills.

Writing

- Across the school children are given regular opportunities to write for different purposes and audiences. Staff support children well to ensure written work is well presented with a focus on handwriting and layout. Most children at early level are learning to write initial sounds and simple words well. They would benefit from continued opportunities to write, share their stories and add simple punctuation to their work. At first level most children are developing their writing skills to include simple punctuation and paragraphs. Children would benefit from more opportunities to use notetaking skills to create new texts. At second level children regularly write extended pieces of writing well. Most children apply knowledge of spelling rules and strategies to spell most words accurately. They use interesting vocabulary successfully to write for different purposes, using appropriate structure and style. They would benefit from further opportunities to write persuasive texts to convey their ideas and opinions.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- Children working at early level, confidently recall number sequences within the range 0-20. They have a good knowledge of number facts and use these to add within 20 and subtract within 10 with accuracy. They are not yet confident at using appropriate vocabulary to describe halves. At first level, children ably round numbers to the nearest 10 and 100. Most children accurately add and subtract three-digit numbers. At second level, most children read, write and order whole numbers to 1,000,000. They explain clearly the link between a digit, its place and its value. Most children calculate simple fractions of a quantity and use this knowledge to solve problems. At first and second level, children lack confidence in aspects of measure, such as volume and capacity.

Shape, position and movement

- At early level most children accurately use the language of position and direction to follow instructions in movement games. They are not yet confident at identifying and describing symmetrical pictures. At first level, most children understand lines of symmetry and identify these on a range of two-dimensional shapes. Most children create tiling patterns using regular shapes. Across the school, children confidently name and discuss features of two-dimensional shapes and three-dimensional objects appropriate to their stage of learning. At second level, children need further experience of interpreting maps, models or plans with simple scales.

Information handling

- At early level most children record data on a bar graph to show the most popular vehicles. At first level, most children gather and represent information in a simple graph. At second level, most children gather and display information well using charts and graphs. Across the school, children should build their skill in using technology to gather, analyse and display data.

Attainment over time

- Most children maintain expected national standards of attainment over time which are above or in line with local authority averages. The headteacher has well established systems to track and monitor effectively the progress of individuals, groups and cohorts of children in literacy and numeracy. As a next step, senior leaders should ensure tracking meetings identify children who would benefit from further challenge in their learning. This will ensure attainment for children working beyond expectations increases over time.
- Teachers should continue to develop their understanding of national standards and build their confidence in making professional judgements. This should include children's progress towards

a level in literacy and numeracy. This will improve the accuracy of attainment data beyond P1, P4 and P7 and reflect better the progress children are making.

- Children's attendance is a decreasing trend and is below the national average. The headteacher has robust processes in place to monitor and track attendance. He takes appropriate action and follows local authority procedures in an attempt to improve the attendance of individual children, for example, where children are persistently absent. The headteacher has used PEF effectively to fund an inclusion worker with a particular focus on supporting attendance of children with extremely low attendance. This has resulted in an increase in the amount of time these children are spending in school. The headteacher has plans to employ an additional inclusion worker to support more families and children to improve attendance.

Overall quality of learners' achievements

- Across the school year, almost all children in P4-7 participate in pupil voice groups such as house captains, pupil council and Bantaskin Bookworms. Most children feel that this has helped them to be more confident. Children effectively lead class assemblies to showcase their learning to families and friends. This engages the wider community in the life of the school. Staff should continue to support all children to talk about the skills they are developing when undertaking these roles such as communicating and using initiative. As planned, senior leaders should ensure that all children have more frequent opportunities to take on leadership roles across the school.
- Staff celebrate children's achievements from home and school during assemblies, an online digital platform, and 'Well Done Wednesdays'. As a result, most children feel encouraged to share achievements from outwith the school. Staff and partners offer a wide range of opportunities for children such as hockey, basketball and cross country. These activities are supporting children to develop skills of cooperation and resilience. A few children participate successfully in local and national competitions. Staff are at the early stages of tracking children's participation, achievements and skills. This should support staff to identify children who are missing out on these opportunities.

Equity for all learners

- Senior leaders consider carefully their use of PEF. Staff, funded through PEF, plan and deliver targeted support for children, in small groups and through one-to-one sessions. For example, identified children participate in the Bantikitchen where they develop key skills for learning, life and work. Senior leaders evidence well that interventions are beginning to support children's readiness to learn. The headteacher should continue to work with staff to evaluate fully the impact of interventions used to close the poverty related attainment gap. This information should be used to inform next steps in securing improvements for children.
- Staff provide access to pre-loved uniform and Christmas jumpers for families. Children and families are encouraged to participate in book swaps across the year promoting reading and environmental responsibility. Almost all children at P6 and P7 undertake cycling proficiency. The school provides bikes and helmets to reduce any barriers to participation. Senior leaders should now work with staff and families to create a cost of the school day policy.

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.