

Summarised inspection findings

Springfield Primary School

West Lothian Council

1 October 2019

Key contextual information

Springfield Primary School is situated in the town of Linlithgow. At the time of inspection, there were 340 children on the roll. Approximately 86% of children reside in SIMD eight to ten, with nearly two thirds residing in SIMD ten. There have been a number of changes to staffing in recent years, including the appointment of a headteacher who has been in post for just over two years.

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

- The school has undergone a period of staff change in recent years including changes in headship. Both the headteacher and depute headteacher have been in post for just over two years and have gained the trust of all stakeholders. There is a consensus that their effective leadership is supporting a positive culture change in the school. The headteacher has co-created an aspirational vision, values, ethos and aims, agreed in partnership with all stakeholders. This is persuasively communicated and modelled regularly to children and the wider school community. Staff demonstrate a renewed confidence and sense of purpose of their work. The vision is shaped by a clear understanding of the unique social, economic and cultural context of the school. This is captured in the school motto 'Spring forward in learning and life' and encouraging children to 'take risks and be courageous'. Inspectors found consistently strong evidence that the school's vision and values permeate and shape the work and life of the school. The agreed values of 'resilience, respect, kindness, confidence and inclusion' are well established across the school and are having significant positive impact.
- Staff have commented positively on the clear focus for the school's work and the increased opportunities for discussion. The school improvement plan has established an improved shared sense of direction with stakeholders. Staff acknowledge that the pace of change had to be accelerated in recent years to keep pace with national developments in policy and practice. They have responded positively to this change agenda. The local authority through their support visits and validated self-evaluation have been instrumental in supporting the school with their improvement journey. In moving forward, it is important that senior leaders clarify more clearly intended outcomes for children as a result of school actions. Improvement plan priorities are currently expressed as generic overarching statements. This makes it difficult for senior leaders to gather evidence to demonstrate how well these priorities have been overtaken. Taking a more focused approach to monitoring and evaluating the work of the school is required to demonstrate clearer impact on outcomes for children. The school should build on its work on Developing the Young Workforce by making use of the Career Education Standards and Work Placement Standards.
- There is effective change leadership evident in the school. The depute headteacher supports the headteacher very effectively. They have complimentary leadership styles and qualities, allowing them to exert influence and help others to envisage new ways of thinking, seeing and working; and show a determination towards achieving the highest standards set for all. Senior

leaders are effective communicators within the school and the wider community and build effective relationships across networks. Staff have commented on the positive cultural change in the school and the growing sense of teamwork. Senior leaders provide clear strategic direction, guidance and support staff on a range of school matters. However, this could be strengthened by focusing on those areas that arise from more robust self-evaluation. Staff appreciate the clarity of responsibilities and expectations. This is supporting efforts for achieving consistency across the school.

- Senior leaders create a culture of collaboration where staff share their ideas, practices and strategies. Time made available through in service days, support and resources allow teachers to meet in groups to help drive forward priorities for improvement. There are a number of working groups such as digital technology and learning, teaching and assessment that are helping to take forward some improvement plan priorities. It would be helpful for these groups to look more closely at their 'action plans' in terms of outcomes for children rather than a series of tasks and activities to be undertaken. This will support staff in being able to evidence more clearly the impact of their actions on improving outcomes for learners.
- An important change across the school has also been the increasing opportunities provided to staff for leading improvements. Staff value the range of career long professional learning on offer as supporting the process of change. They have undertaken professional learning, supported and provided by the local authority, which is helping to improve their practice. In particular, the use of the local authority progression pathways for all curricular areas supports teachers with their planning and assessment approaches. This is of a high quality across the school. In addition, the 'four part lesson' provides a clear structure and framework to drive forward improvements in learning, teaching and assessment. Staff also undertake professional enquiry working with teachers across the cluster resulting in improvements in practice. This has been supported by sharing good practice.
- Children also lead improvements across the school in the various school committees that exist e.g. rights based learning, digital leaders, pupil council executive committee. Their influence could be extended to include changes to learning, teaching and assessment. Children are very capable of leading improvements to practice and provision. Senior leaders have made a very early start in engaging with 'How good is OUR school' (2018) to support improvement in learner participation in self-evaluation and school improvement.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Springfield's vision, values and aims are creating a supportive and nurturing learning environment. The ethos of the school is underpinned by very positive relationships between staff and children. Teachers and children demonstrate high expectations of progress and quality of work. Children are very clear of the attributes of successful learners, which has been a school focus in recent times. They believe that effort and perseverance are more important characteristics of good learners than merely receiving the highest marks. In addition, they believe that they can learn from mistakes and are encouraged to do so by their teachers. This results in children who are resilient and confident in discussing their learning in class and answering questions.
- Teachers plan learning, teaching and assessment that challenges children's understanding. Children are increasingly thinking more critically and applying their learning to real life contexts. These contexts are challenging and enjoyable, and include creative and investigative activities. There is an ethos of self-challenge for children along with a culture of ambition. Teachers have worked very effectively to develop these shared, high expectations of effort and success whereby children feel valued and supported enough to take some risks in learning. This is a major strength of learning, teaching and assessment. There is an effective pace of learning with well-established routines that allow children to spend a high proportion of their time on active learning tasks with minimum interruptions. We have asked teachers to continue to explore features of what effective challenge looks like so that this becomes a more consistent feature of practice across the school.
- A wide variety of appropriate and effective learning and teaching strategies are used to assist children with additional support needs. Children with additional support needs, such as dyslexia, benefit from the use of digital devices to enable them to access the curriculum. Pupil support workers provide valuable support to individual children and groups of children in their learning.
- Children work effectively individually, in pairs and in groups. They are confident when given opportunities to take leadership roles within learning tasks and this allows them to develop as independent learners, for example in their Science, Technology, Engineering and Maths (STEM) learning. Staff should continue to develop this further and make this a more consistent feature across all classes. Older children effectively support younger children in their learning through roles such as language ambassadors. Valuable partnerships with the local community greatly enhance children's learning experiences.
- In almost all lessons teachers' explanations and instructions are clear. In almost all lessons teachers share the purpose of learning well with children and clear links are made to prior learning. There is established practice in children co-creating success criteria in groups and classes.

- In almost all lessons teachers use questioning well to determine children's understanding. There is scope for children to develop further their higher-order thinking skills by embedding effective questioning across all stages. This will improve the level of challenge for the highest attaining children.
- Digital learning is being used to support aspects of learning, and children use laptops and tablets enthusiastically. They are positive about how regular access to digital devices enhances their learning experiences. Interactive whiteboards are used effectively as a teaching tool to enhance learning and teaching. The school is planning to extend the use of digital technologies across the curriculum.
- At first and second levels children use self and peer assessment well to evaluate their learning. Learners receive purposeful verbal and written feedback from their teachers on how to improve. Children talk confidently about what they are learning and have a clear understanding of their next steps. They are becoming increasingly skilled in setting their own targets and are taking increasing responsibility for their own learning. Children are able to describe ways in which to access support to help them achieve their targets. Teachers are highly skilled in monitoring and tracking the progress of children and making subsequent adaptations to their planning. This again represents a major strength of the school's work.
- Staff are continuing to engage well in professional learning which focuses on developing aspects of learning, teaching and assessment. They have worked collaboratively to develop shared and agreed expectations for learning and teaching, for example in the development of their four-part lesson structure. This is leading to greater consistency in the quality of learning, teaching and assessment across the school. As planned, senior leaders and teachers should continue to share best practice in pedagogy across the school.
- Senior leaders and teachers are continuing to develop a coordinated and systematic approach to assessment. Teachers use a range of formative and standardised assessments to help them determine children's progress, plan ongoing learning and teaching, and support teachers' professional judgement. This is captured effectively through the 'Springfield learner' that outlines the range of assessment evidence that can be used to help inform professional judgements. Formative assessment strategies are well established and understood at all stages. In a few classes, holistic assessment is being used effectively and there are plans to develop further this approach.
- Teachers have a clear understanding of the moderation cycle and regularly moderate the standards of children's work. There are formal and informal opportunities for moderation activities at school, cluster and local authority levels. Teachers speak enthusiastically about the positive impact of these collaborative professional learning opportunities. These arrangements are allowing teachers to develop their confidence using Curriculum for Excellence benchmarks and a shared understanding of achievement of a level. This leads to increased rigour when making professional judgements about children's learning. Adaptations to the school's template, 'long term planning moderation activity', could be made by linking it more explicitly to the moderation cycle.
- As part of a range of carefully planned and rigorous quality assurance measures, senior leaders and teachers formally review the progress of all children across the school on a termly basis. Where concerns about a child's progress arise, interventions are planned, implemented and monitored.

2.2 Curriculum: Learning pathways

- The school developed a curriculum rationale reflecting how children's learning progresses across all areas of the curriculum. West Lothian progression pathways are used in all curriculum areas to ensure teachers plan in a way that build on children's learning. The school also created their own pathways in learning, which reflect the context of the school. They are being very well used to support teachers in discussing children's learning and progress.
- In almost all classes children make decisions about what they are learning and link learning to real life experiences. Most children demonstrate a very good understanding of the language of learning. Children learn within a wide range of relevant and enjoyable contexts. Learning links well to outcomes across all areas of the curriculum. As a result, children in Springfield primary school access high quality learning across all areas of the curriculum. As they continue to develop the curriculum, staff should expand opportunities for outdoor learning in a meaningful way across all stages.
- Teachers plan, assess and moderate specific learning experiences with stage partners. This progresses their own professional development and offers appropriate support and challenge to learners. In almost all lessons children benefit from opportunities to learn about skills required in a range of careers and professions. They talk confidently about life and work skills required for jobs and professions. Good use is made of the science room where children have the opportunities and experiences to develop science skills in a progressive way. Older children design games for younger learners and carry out experiments.
- Children are developing a range of skills using digital technology. Within the progressive curriculum programme, skills are developed through discrete teaching and learning. In addition, children use a range of software and technology across learning to enhance literacy and numeracy skills.

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

- This indicator of the school's work has several outstanding features. The school's approach to wellbeing is underpinned by the very strong commitment of children, staff, parents and partners to the recently established shared values of the school community. Children can talk confidently about the importance of their school values and their responsibility for enacting these. During the inspection, we found evidence of many strong examples of children developing not only their own mental, emotional, social and physical wellbeing, but that of others as well. All staff are highly committed to the school community and give freely of their time to ensure children are exceptionally well supported, and to give the children rich experiences. Commendably, school leaders are mindful of the health and wellbeing needs of the staff team. Children's wellbeing lies at the heart of the work of Springfield Primary School.
- Children are highly confident, willing and able to self-evaluate their wellbeing by using the common language around Getting It Right for Every Child (GIRFEC). They are effectively reflecting on their progress. Senior leaders act on collated information systematically by undertaking conversations with individual children where scores have been low. Self-assessments have been carried out over two years which has provided senior leaders with information on how well their actions have resulted in progress. Commendably, parents have also been recently involved in evaluating the wellbeing of their children. These are very well captured in the 'you said, we did' commentary documented by senior leaders.
- There is sector leading practice in how the school gathers evidence against each wellbeing indicator, including patterns and trends in local community intelligence. Clear interventions, universal and targeted, are put in place that result in improved outcomes for children across a wide range of areas. For example, road safety issues identified through stakeholder views resulted in a 'Park Smart Initiative' developed by the parent council. This involved JRSO's leading learning regarding road safety with the involvement of local partners such as the community police. This has resulted in a very well-developed understanding of not only road safety but wider community issues. Children have exercised their political literacy skills and sought support from elected representatives in supporting their actions. There are a number of actions across the school that have resulted in improved outcomes for children.
- The wellbeing of children is greatly enhanced through the individual support and pastoral care they receive from members of staff who know and understand them. Staff are attuned to the diverse needs of each child and this leads to a supportive ethos of care and welfare across the school. There are positive relationships between staff and children and with their peers. Interactions are based on mutual respect. Commendably, no child has experienced exclusion from school in recent years and the school reports that there have been very few incidents of bullying. Where rare instances do occur, these are very well managed and resolved.

- Children use the language of health and wellbeing naturally and understand what it means. Without prompting they can identify how they are developing their skills, knowledge, self-confidence and resilience, and know how important these are and significantly, how they apply them in real life. The development of skills and knowledge in health and wellbeing impacts very positively on the self-belief, self-efficacy and on the attitudes and dispositions of children.
- A continuum of support complemented by an Individualised Education Planning management system is in place for children requiring additional support in their learning. There are outstanding support plans in place with meaningful targets that are monitored and evaluated regularly. Children are achieving personal targets documented in support plans and captured in the 'support for identified children and impact grid'. Teachers are acting on the strategies documented in support plans although could now take greater ownership in framing targets for individual children as this is currently undertaken by senior leaders. Meetings with representation from external agencies provide coherent and integrated support to identified children. Senior leaders are also proactive in addressing barriers to learning through a range of early intervention strategies. These have a very positive impact on children's wellbeing and progress in learning.
- The depute head acts as a 'looked after children champion' in the local authority and demonstrates a very good understanding of their corporate parenting duties reflecting the Children and Young People (Scotland) Act 2014. They uphold the rights and secure the wellbeing of care experienced children. Children have been considered for a coordinated support plan.
- The attendance rate for the school has been consistently higher than the national average. There are highly effective arrangements in place to support children and their families where attendance falls below an expected standard.
- The ethos of anti-bullying is embedded in day-to-day practices at Springfield. There is a respectful, equitable and inclusive culture and ethos where respect, celebrating difference and promoting positive relationships and behaviour are highly evident. As a result, incidents of bullying behaviour are rare. Children have respectful, responsible and confident relationships with their peers. The school should proceed as planned to recording incidents as per Scottish Government guidance.
- The culture within the school supports the view that young people have the right to express their well-informed opinions on what is working well and what could be better. Their views are taken into account when changes are being planned and implemented. There is a genuine respect for young people that lies at the heart of the culture at Springfield. The inclusiveness comes from the aims and values of the school, its climate and ethos and the extent to which the needs of all children are being addressed.
- Children's understanding of diversity, prejudice and discrimination is very well developed. Children learn about various forms of discrimination, resulting in an appreciation of the impact on others of derogatory language, particularly sexist comments. Children are actively involved in considering how to deal with negative stereotyped attitudes towards group of people and wider unconscious bias through their work on 'he can, she can'. The school should proceed with reviewing their arrangements for religious observance.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- The school's most recent collection of predicted data on Curriculum for Excellence levels show that that by the end of P1, almost all children are expected to achieve the appropriate level in reading, writing, listening and talking and mathematics and numeracy. By the end of P4, most children are expected to achieve the appropriate level in reading and writing. Almost all are expected to achieve the appropriate level in listening and talking and numeracy and mathematics. By the end of P7, almost all children are expected to achieve the appropriate level in reading, writing, listening and talking and numeracy and mathematics. Inspectors confirm the school's judgements of attainment. Highly effective practice on moderation and effective planning for progression has supported these judgements.
- Attainment over time shows a consistent pattern and trend of high performance.

English language and literacy

- Overall children's attainment in English language and literacy is very good. Almost all children are making very good progress in all areas of literacy and English and a significant number of children exceed national expectations. Staff track children's progress well in literacy and challenge for all children is built into the planning cycle to ensure that all learners have maximum opportunity to improve their attainment year on year.

Listening and talking

- Across the school children listen extremely well and talk with confidence. They are articulate and keen to offer opinions about their learning, the school, their interests and the community. Children are developing and applying skills in listening and talking across all aspects of their learning. They interact well with each other and adults in a wide range of situations and demonstrate well their ability to listen to each other in a very respectful manner. At early level most children can respond to instructions related to their learning and can ask and answer questions about a text to show understanding. At first level, most children are demonstrating that they can ask and respond to different types of questions and can contribute their ideas and opinions at appropriate times when engaging with others. They are confident to share their learning with others including through class assemblies. By P7, most children are responding to literal, inferential and evaluative questions and can confidently discuss their learning and participation in the wider life of the school. To take this forward even further, children should be given more planned opportunities to talk to a variety of audiences.

Reading

- Across the school, almost all children are making very good progress in reading from their prior levels of attainment. They are engaging well with a range of texts across learning and regularly select texts for their personal reading. At early level children are being introduced to sounds

and blends using a range of active approaches. Most children are able to read fluently and can discuss main ideas contained with texts. By first level, children are able to read a variety of texts with increasing understanding, fluency and expression. They are well able to share thoughts about the structure, characters, settings and main ideas of a text and confident to share their opinions of why they prefer a particular author or book. Most children are using texts to find key information within different contexts and using different strategies. At second level, motivation to read is high, with children choosing books from a wide range of texts. When reading aloud, children demonstrate fluency, understanding and expression. They can explain why they like particular books or authors, making reference to genre, setting and characterisation. We have asked senior leaders and teachers to review the use of the school library by providing an increased range of cultural texts, that reflect the full diversity of society.

Writing

- Writing across the school is of a very high standard and children are making very good progress. Children write for a range of purposes and there are extensive opportunities for children to write for a variety of different context across their learning. Most children can transfer their knowledge of spelling and punctuation across the curriculum. Across the school almost all pupils can identify their targets and demonstrate how they have met them through their writing. In P1 children are beginning to use capital letters and full stops well and presentation of their work is developing. By first level, almost all children are using appropriate vocabulary for specific purposes when creating their own texts across a range of genres, including letters of complaint and newspaper reports. Children are applying skills effectively through independent pieces of writing and work through the process of writing including planning, drafting and editing. At second level, children are able to write very good persuasive pieces of writing using appropriate language. They use appropriate vocabulary to convey thoughts and feelings when developing characters and settings. There is evidence of strong pieces of independent writing where children are writing at length across a range of genres and styles, including letters based on evacuee experiences and presentations for land development.

Numeracy and mathematics

- Overall, attainment in numeracy is very good across the school. Almost all children attain levels in numeracy that are above the national average and all children make progress from prior levels of attainment.
- The recent introduction of a whole school 'mastery approach' to teaching numeracy and mathematics is improving attitudes to learning numeracy, increasing the children's engagement in their learning and raising attainment in numeracy and mathematics. Children are developing deeper understanding of mathematical concepts and a wider range of techniques and strategies to use when solving word problems. Teachers should now build on the good practice evident in some areas of the school to develop children's mental agility in solving numeracy problems.

Number, money and measure

- At early level children use relevant vocabulary such as longer than, more than to estimate measure. They have a sound knowledge and understanding of number to 20. Children develop their understanding of time and benefit from opportunities to explore clocks and calendars. They order correctly days of the week, months of the year and seasons. Children working within first level have a very good understanding of number and number processes, use of money to £20, recognising the time in analogue and digital formats. They are aware of place value of numbers to 100 and beyond. They multiply two and three digit numbers. Further practice with mental calculations and in estimating would be beneficial at first level. Real life contexts such as planning furniture on floor plans is used to consolidate children's learning of area and scale at second level. Children use strategies developed through maths mastery

programmes to find answers to more complex problems. A significant number of children at this level are progressing to challenging work at third level. Staff must ensure that the children have had sufficient experience of application of their present stage of learning before progressing to next level.

Shape, position and movement

- At early level children recognise, describe and sort common 2D shapes and 3D objects and use the correct words when giving simple directions. They should continue to develop their awareness of symmetrical pictures and patterns. At first level most children recognise right angles and follow directions to create paths on squared paper. At second level children confidently use mathematical language to describe and classify a range of angles within shapes in the environment. They find areas of squares, right angles and estimate areas of non-regular shapes.

Information handling

- Children working at early level collect data for specific purposes and are learning to organise and display the collected information in a variety of ways. They create pictorial displays and extract information from their displays. At first level, children have opportunities to enter information on data displays such as bar charts, tally marks and tables. They are developing skills in extracting information from the collected data displays. At second level children analyse, interpret and draw conclusions from a variety of displays. There are opportunities to extend the children's use of digital technologies to collect, organise and display data. At this level children understand the language of probability such as fifty-fifty, one in two chance and percentage chance.

Overall quality of achievements

- Inspectors were able to validate the wide range of children's positive achievements within the life of the school. A variety of embedded initiatives are helping to develop children's leadership and social skills very well, for example as the executive committee of the pupil council. The older children thrive on the responsibilities they are given and enjoy supporting the younger children very much. The school choir performs to particularly high standards. Children's achievements, including their successes out with school, are valued and celebrated. The 'star writers' and 'Springfield superstars' are well celebrated across the school. We have asked the school to extend their approaches to recording children's achievements to include tracking the skills and attributes that children acquire across the totality of the learning, in and out of school.

Equity for all learners

- Staff know the children and families very well. All staff are aware of the socio-economic context in which the children live and ensure equity of access to school excursions and residential trips. This is done in a sensitive, discrete manner which protects the dignity and privacy of individuals. A variety of information including standardised assessment data and professional judgement of achievement of Curriculum for Excellence levels, inform staff decisions regarding the allocation of intervention resources to close any gap or potential gap in learning.

Choice of QI: Partnerships

- The development and promotion of partnerships
 - Collaborative learning and improvement
 - Impact on learners
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- The school communicates very effectively with parents through their school blog, school app, social media, email, newsletters, and at regular reporting periods throughout the year. Most parents who responded to the Education Scotland questionnaire feel that they receive helpful, regular feedback about how their child is developing and learning at school.
 - The school is proactive in developing ways to increase parental engagement in learning. Staff work closely with families to plan and provide a wide range of family learning events. The Modern Foreign Languages Evening organised by the school's Language Ambassadors was very well received. As a result, almost all parents who responded to the Education Scotland questionnaire feel the school gives them advice on how to support their child with their learning and most report the school organises activities where they can learn together with their child.
 - The school is well supported by a strong and effective partnership with the Parent Council. Most parents feel encouraged to participate in the PC and almost all feel they are kept informed about the work they undertake.
 - Springfield Primary School has successfully established a wide range of partnerships throughout the local community. These positive partnerships which include volunteers who organise a wide variety of after school clubs and visits from partners from the world of work are based on shared values, mutual respect, strong relationships and sharing of expertise which have enhanced outcomes for children including developing skills for learning, work and life.
 - Within the school and across the cluster, staff collaborate very effectively to develop learning and teaching, including participating in practitioner enquiry, which has had a positive impact on pupil attainment and engagement. There is effective partnership working with families, partners and learners with additional needs or those requiring support or intervention which support children facing challenges in their life or learning. The school has close working relationship with other schools in the learning cluster, including Linlithgow Academy, which ensure that children experience positive transitions through their learning journey.

Practice worth sharing more widely

The impact of vision, values and aims across the school.

Planning learning, teaching and assessment that result in high levels of challenge for children.

Teachers' understanding of the moderation cycle and how they gather assessment information to reach professional judgements.

Approaches to meeting the needs of children who require additional support for learning.

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.