

Summarised inspection findings

Portpatrick Primary School

Dumfries and Galloway Council

19 March 2024

Key contextual information

Portpatrick Primary School serves the village of Portpatrick and the surrounding rural area. The school roll is 21 children arranged across two multi-composite classes. The headteacher has been in post since January 2024. She also has leadership responsibility for St Joseph's R.C. Primary School in Stranraer. The headteacher was previously principal teacher in the school for five years. She is supported by a principal teacher who has been in post since January 2024. He is class committed four days a week. There is a 1.0 full time equivalent (FTE) teacher who has been in post since August 2023 and a 0.4 FTE teacher.

The school was previously part of a partnership with two other primary schools. In January 2024 the partnership was reconfigured, and the school is now partnered with St Joseph's R.C. Primary School.

Ninety-two percent of children live in Scottish Index of Multiple Deprivation decile three with the remainder living in deciles four to six.

1.3 Leadership of change

very good

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

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

- The headteacher is highly respected by staff, children, parents and partners. She is committed to ensuring staff, parents and children are fully involved in decisions about the work of the school. The school community recently successfully reviewed the vision, values and aims. Staff and children ensure the values of nurture, respect and persevere are embedded very well in their actions as they work and learn. As planned, the headteacher should work with children, staff and parents to continue to review the values regularly. This should help them to ensure the values remain relevant and reflect the needs of children in school at that time.
- During her short time in post, the headteacher is providing highly effective leadership. She is strongly committed to improving outcomes for all children. Staff and parents agree there is now a sense of stability in the school following the recent changes to the school partnership and staffing. They recognise the headteacher has a strong focus on developing the new partnership. This focus should help staff to ensure children continue to benefit from a wide range of work with partner schools. Parents recognise that all staff are committed to ensuring the school retains its individuality due to its unique context. The Parent Council supported and led parents effectively to share their views with the local authority about the recent changes to the school partnership. The Parent Council have been proactive in making links with the Parent Council in the partnership school. Together they are already planning how they can support the schools to move forward in effective partnership. Parents recognise staff take account of their views very well when developing plans for school improvement.
- Senior leaders have a very strong focus on listening to the views of staff, children and parents to help improve the work of the school. Staff consult parents annually about their views on the

school. Parents recognise their views are taken account of very well when staff develop school improvement plans. Pupil council representatives regularly consult their peers about aspects of school life. For example, they ask children their views about health and safety, learning and teaching and any other issues. Children lead on several improvements very effectively around the school. For example, children identified rightly that parts of the playground were unsafe. They now take responsibility for keeping the playground clear of debris, so it is safe to play in. The pupil council use effective strategies well to gather the views of all children for the school improvement plan. For example, they consult children through the assembly programme and use an online survey application. Pupil council members interviewed successfully children from a school which had achieved further recognition for their work in promoting children's rights. They used very effectively information gathered to develop their own action plan for achieving such accreditation.

- Staff consider effectively the views of parents and children when identifying key priorities for improvement. There is a clear plan for improving the school. Staff have identified rightly raising attainment, developing further inclusive practice and developing the use of digital technology as key areas for improvement. Staff meet regularly to evaluate the work of the school. As a result, the pace of change is brisk, and improvements are embedded in practice. For example, teachers now use assessment information very effectively to identify gaps in children's learning and provide targeted interventions. Most children receiving targeted interventions are making good progress in their learning. As a result of planned improvement work, all children have regular opportunities to use digital technology to enhance their learning.
- All children have roles of leadership or responsibility in the school. They talk about what they do in these roles very articulately and with pride. Children in the eco committee identified a need for all children to be more aware of climate change and sustainability. They identified areas for learning they wanted teachers to plan for and develop in their classes. As a result, teachers include this theme very well in their planning for children's learning across the curriculum. Staff should help children to identify and understand the skills for life, learning and work they are developing in their leadership roles.
- All staff have a clear understanding of the social, economic and cultural context of the school. Following consultation with staff, children and parents, senior leaders developed a clear plan for the use of Pupil Equity Funding (PEF). They have prioritised rightly funding for staff and resources to provide targeted support to raise attainment and provide financial support to reduce the cost of the school day. Staff have identified very well, and produced clear plans for children who require additional help to make good progress in their learning, including those facing financial hardship. They provide targeted interventions and almost all children who require additional support are making good progress. Staff are proactive in contacting discreetly any parents who may need financial support with the cost of the school day. As a result, no child misses out due to financial constraints. There is currently no poverty-related attainment gap in the school.
- The headteacher prioritised monitoring of learning and teaching in both classes since taking up post. She links effectively her observations to the quality indicator for learning, teaching and assessment in *How good is our school?* 4th edition (HGIOS4). She discussed and agreed with staff successfully their strengths and areas to develop their practice further. The headteacher and staff identify successfully professional learning opportunities linked to individual areas for development. This helps teachers to develop their skills further and lead learning across the school. Teacher leadership is enhancing children's learning experiences. For example, teacher leaders accessed funding successfully to develop digital literacy across the school and help children to understand the place of digital technology in the world of work. The lead teacher for digital technology supported children to engage very effectively with local and national businesses and agencies to learn about digital technology and how it is used effectively. Older

children explain clearly how digital technology can be used to promote sustainability and enhance working lives. For example, children engaged in an engineering webinar with a science, technology, engineering and mathematics (STEM) ambassador from the armed forces on technology in flight. They discussed how this was breaking down gender balance inequality in the armed forces. In an after-school club, children developed their skills successfully in coding and using programmable toys. They shared their learning effectively with the whole school, friends and families at a showcase event.

- There is a robust calendar for quality assurance of the work of the school. This includes asking parents, children and staff regularly for their views. Senior leaders link very well quality assurance activities with HGIOS4. This helps to provide clear benchmarks and expectations for standards across the school. As a result of this work, all teachers are clear about expectations of standards, and this has helped to provide children with continuity in learning throughout the recent changes in staffing.

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

- The headteacher and staff have created a nurturing and caring culture across the school. This is underpinned by a clear commitment by staff and children to take account of each other's rights in all their interactions with each other. All children are highly valued, and staff and children enjoy celebrating each other's successes in class and at assemblies. Children demonstrate effectively the recently refreshed values of nurture, respect and persevere, as they learn and play.
- Across the school, almost all children behave well when learning and playing indoors and outside. Most children are respectful during learning experiences as they listen carefully to teachers and other children. Teachers use praise well and remind children of expectations of behaviour in the school. Children in both classes have worked effectively together, and with class teachers, to develop class charters linked to children's rights. These charters provide clear expectations of behaviour and approaches to learning across the school. Staff have clear individual plans in place to support children who may find settling to learning challenging. As a result of these proactive approaches to developing positive behaviour and relationships, children learn in a calm and settled environment almost all of the time.
- In most lessons, most children engage well in their learning activities. Older children work effectively together in pairs and small groups. In almost all lessons, most children listen carefully to the clear instructions and explanations which teachers provide. In almost all lessons, teachers share the purpose of learning with children. They discuss with children how they will know if they have been successful in their learning. In most lessons, children co-create criteria with their teacher, which helps them to identify success in their learning.
- Teachers provide learning experiences which are well matched to children's needs most of the time. A few children say that their work is not always hard enough. Teachers need to ensure all children are consistently challenged in their learning experiences. All children benefit from a wide range of learning experiences, including written and activity-based learning, both indoors and outside. Children who have gaps in their learning benefit from targeted support on a regular basis. In most lessons, teachers use a range of questions effectively to establish children's knowledge and understanding. This includes asking questions which require children to explain their thinking. Most children explain their answers well and with confidence. In a minority of lessons, teachers need to increase the pace of learning.
- All children have regular opportunities to use a range of digital technology, such as tablets, laptop computers and programmable toys. Teachers give clear guidance on using digital technology well and children use these skills effectively to enhance their learning. For example, older children record their learning successfully in online surveys. Children in both classes use matrix bar codes successfully to access online learning and carry out online research.

- Teachers have reflected well on their classroom environments to provide spaces for independent learning and play, and teacher-led activities. Children at the early stages plan play activities with their teacher for a 'soft start' in the morning. Teachers have engaged with professional learning about learning through play. They now need to engage further with national practice guidance on play to develop play pedagogy as an integral part of learning and teaching at early level. Teachers need to ensure play experiences extend and enhance children's learning.
- Teachers provide effective verbal and written feedback to children in almost all lessons, which identifies the strengths in children's work. All children meet with teachers three times a year for learning consultations. Together, they identify successfully children's achievements and successes in literacy, numeracy, health and wellbeing and other curricular areas. Children share effectively this information, and evidence of their learning, in 'snapshot' jotters with their parents. Parents and children discuss the learning and identify appropriate next steps. This is followed by further meetings between children, teachers and parents to agree and finalise the next steps across the curriculum. This is helping almost all children and parents to understand how children are progressing in their learning.
- Teachers use effectively a range of end of unit, diagnostic and standardised assessments to make judgements about children's progress in literacy and numeracy. Teachers use data gathered in Scottish National Standardised Assessments and other tests with rigour to identify gaps in children's learning. They use this data to plan appropriate learning experiences and interventions. They carefully plan regular, high-quality assessments which require children to use and demonstrate their skills and knowledge in new and relevant contexts. These assessments are across all curriculum areas throughout the year. Teachers link well these assessments to national Benchmarks for achievement of a Curriculum for Excellence (CfE) level. Children regularly assess their own work and that of their peers using agreed success criteria.
- Teachers have engaged in regular moderation activities in school and with staff in nearby schools. This is helping them to have a shared understanding of, and increased confidence in, their professional judgements of children's progress and achievement of a CfE level.
- Teachers plan children's learning well across the curriculum using CfE experiences and outcomes. They have developed successfully a whole-school three-year rolling programme across all curriculum areas. This helps them to plan effectively for children's learning in multi-composite classes. Teachers plan across different timescales to meet the needs of all learners. They use planning frameworks well in literacy and numeracy which support them to plan successfully for progression in children's learning. All children identify confidently with staff what they already know and what they would like to learn next. This helps teachers to plan learning activities which are relevant and interesting to children.
- The headteacher meets teachers three times a year to review and monitor effectively children's progress in literacy and numeracy. They review children's progress in other curricular areas regularly across the year. Teachers use data gathered well to identify successfully gaps in children's learning. They plan appropriate in-class support and targeted interventions for children with gaps in their learning, including those facing financial hardship. As a result of this robust use of data and resulting work done with children, most children are making good progress in their learning

2.2 Curriculum: Learning pathways

- Children experience a broad, balanced curriculum that provides choice and enjoyment and is relevant to their lives in Portpatrick and as global citizens. Teachers use well progression pathways linked to CfE experiences and outcomes to plan children's learning in literacy and numeracy. They use effectively a rolling programme of experiences and outcomes in all other curriculum areas. This helps teachers to ensure all children experience breadth in their learning across the curriculum as they move through the school. Teachers need to develop progression pathways for all curriculum areas. This should help them to plan progressive learning experiences across the curriculum for all children.
- All children benefit from regular opportunities to learn outdoors and in the wider community. For example, children in P6 and P7 recently participated in a residential experience in Glasgow. This has helped them to build very well their confidence in new and unfamiliar surroundings. Staff need to develop a progression framework for the skills children are developing as they learn outdoors.
- Children benefit from regular activities with a range of partners, in and out of school, to enhance their learning. For example, older children worked successfully with a local environmental group to learn about the impact humans are having on the ocean environment and how they can help. They benefit from working with a wide range of community partners. For example, they support community hub members with local events, and develop their knowledge of sea safety with members of the Royal National Lifeboat Institution. All children recently learned Scottish poems and performed for local community judges. All children enjoyed showcasing their Scottish poems and songs at an assembly for family and friends.
- All children experience two hours of high-quality physical education each week. They enjoy regular opportunities to participate in physical education both indoors and outside.
- All children are learning French and Spanish at a level appropriate to their age and stage. There is a clear three-year rolling programme of contexts for learning French and Spanish vocabulary. Older children demonstrate their French and Spanish skills well on a daily basis as they organise and lead class routines.
- All children are developing well their knowledge of global citizenship and sustainability through a wide range of learning experiences. For example, older children engaged well with a national science group to learn about renewable energy. They enjoyed designing and making working models of wind turbines and testing the most efficient designs. Younger children enjoy using recyclable resources to make bird feeders to attract small local birds. They identified clearly that they need to help the small birds in winter.

2.7 Partnerships: Impact on learners – parental engagement

- Parents welcome the wide range of regular communication they have with the school about school events and children’s learning experiences. They enjoy regular photo and video updates of their children’s learning via the school blog. They say staff know their children very well as individuals and help their children to develop confidence through the wide range of learning experiences.
- Parents enjoy regularly sharing the ‘snapshot’ jotters of learning with their children. This helps them to successfully engage in identifying next steps for learning with their child and class teacher regularly throughout the year.
- Staff ask parents regularly for their views about the work of the school. Parents recognise that staff use this information well to help identify key areas for school improvement. The Parent Council provide regular updates to parents about school matters and progress with school improvement. They subsidise school events with funds raised in partnership with the local community. Overall, parents value the work of the school, feel well informed about their child’s progress and say their child is happy at school.

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

very 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

- Children have a very strong understanding of their own wellbeing and what they need to do to be safe and healthy. All children evaluate successfully how they are feeling each morning and share this information effectively with teachers via digital technology and using emojis. When necessary, children use worry boxes successfully in class to inform teachers if they are unhappy or worried throughout the day. This is supporting children to recognise, discuss and manage their own emotional wellbeing very well. Teachers use nurturing approaches very well to discuss concerns with children promptly and discreetly. As a result, children are happy and settled in school almost all of the time.
- Across the school, staff have a very strong focus on supporting and developing children's wellbeing needs. They have a very strong understanding of the health and wellbeing needs of all children. All children use wellbeing indicators effectively to evaluate and discuss how they are feeling and what they need to do to improve. This is supporting children to learn about and use wellbeing indicators well. Senior leaders have recently gathered robust data on children's self-evaluation of wellbeing. Teachers use wellbeing data very well to identify children who require support with their wellbeing and provide targeted support. This results in all children demonstrating respect towards each other and adults and being able to talk with a trusted adult about their concerns. Children explain with confidence why they feel safe and happy in school. For example, they say staff give them opportunities to choose what and how they would like to learn about in topics, that they have good friendships and that staff help them if they feel sad or are hurt.
- Children are very active in school. They play very well during breaktimes with children from all stages across the school. They benefit from regular physical education both indoors and outdoors and children in the middle stages are learning to swim. Children make healthy choices for snack and lunch and can explain well which foods are healthy. Older children particularly enjoy learning outdoors in the fresh air and can describe the benefits of this on their health and wellbeing.
- All children take on roles of responsibility across the school very successfully. This is helping all children to be fully included in the life of the school and raise their sense of self-worth and wellbeing. They apply successfully for the roles they would like to take on and teachers discuss their applications with them before roles are shared across the school. Children enjoy taking responsibility for their leadership roles. For example, library leaders ensure the well-stocked library is tidy and books are in the correct coding band. Eco committee members, digital leaders and pupil council members lead their chosen areas well. For example, digital leaders ensure digital technology is kept charged up on a daily basis, so no child has to go without access to tablets or laptops.

- Across the school, children demonstrate high levels of kindness and nurture towards each other as they invite children who are alone in the playground to be included in their games. Community partners say that when they interact with children, in and out of school, children demonstrate kindness, are very well mannered and considerate of others.
- Staff have a clear overview of the needs of all children across the school. Teachers meet regularly with parents, children and multi-agency partners to plan effectively individual targets and support for children who require additional support with their learning. They ensure individual targets are specific and measurable. This results in all children who require help with their learning getting high-quality support when they need it. Children who require additional support and those with individual education plans are making good progress in their learning.
- Across the school, all staff understand and apply their statutory duties very well. They attend regular child protection training and the headteacher prioritises training in statutory duties for any new staff as they join the school. All staff are clear on their roles and responsibilities with regards to child protection and safeguarding. The headteacher monitors the attendance of children regularly and closely. There are robust procedures in place to ensure children's safety if they are absent from school. Should a child's attendance dip below a benchmark, the school will notify the parent and agree support to help the child attend school. Levels of attendance are above the national average.
- Staff have developed a clear anti-bullying policy, linked to children's rights within the school relationships policy. Staff record any incidents of bullying appropriately and timeously, on a secure online system. They monitor and review the wellbeing of all children very effectively on a regular basis. There is a very strong sense of community between all children who play together and care for each other well.
- All children are very well supported as they move from nursery to P1 and from P7 to secondary school. They benefit from regular visits to their new school. Older children build confidence well to move to secondary school through participating in meaningful activities such as the Christmas 'Snow Ball' and school visits. Children who require additional support with their learning benefit from additional visits to the secondary school and individual meetings with staff. As a result, children and parents feel confident that the new school will continue to support children as they move on.
- Across the school, children are developing very well their understanding of equality and diversity through the school's health and wellbeing and religious and moral education programmes. All children learn very effectively about Christianity and other world religions as part of the planned religious and moral education programme. They recently participated effectively in religious observance with local community members to celebrate Christmas. Children access a range of texts regularly which reflect the diverse nature of the global population. Older children have made meaningful links with a school in Zambia for a shared project. They compared successfully the climate in Portpatrick and in Zambia, wrote letters to children in Zambia and learned about Zambian culture from a community member with Zambian links. This is helping them to understand diversity well, locally and across the world in which they live.

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

- Due to the small size of the school roll, attainment and progress will be expressed in overall statements, rather than for specific year groups or CfE levels.
- Overall, most children are on track to achieve expected levels of attainment digitalin in all aspects of literacy and numeracy.

Attainment in literacy and English

- Almost all children are making good progress in all aspects of literacy, with a few children making very good progress. Almost all children who require additional help with their learning are making good progress.

Listening and talking

- Across the school, almost all children listen well to their teachers and their peers. Most children identify key features of effective listening and talking, such as using eye contact and appropriate expression. Most children enjoy presenting their work and achievements with confidence to their peers at assembly and in class. Younger children listen carefully and follow instructions effectively. Older children ask and respond well to questions which require them to provide an opinion or justify their answer. When talking and listening in small groups, a few children across the school need support to improve their skills in turn taking.

Reading

- Across the school, most children read fluently according to their age and stage of development. All children regularly read a range of fiction and non-fiction texts for enjoyment from the well-stocked school library. Most children can answer literal questions about their chosen text with confidence. Most older children can make inferences about characters' actions and feelings from their chosen text. At all levels, children use appropriate decoding skills to read unfamiliar words. Older children explain effectively the difference between fact and opinion in a text they are reading. A minority of children would benefit from developing further good expression when reading aloud to enhance the listener's experience.

Writing

- Across the school, children enjoy writing for a range of purposes across the curriculum. Most children present their work neatly and appropriately to the task. Younger children are developing their skills in letter formation. They create texts orally about their experiences and are beginning to copy the script of their story accurately with the correct letter formation. They need support to develop their skills in writing sentences independently. They would benefit from opportunities to practice their writing in a range of play experiences. Most older children use punctuation appropriate to their age and stage with increasing accuracy. Most children use a range of 'openers' effectively to enhance their writing. They write with clear opinions to

persuade the reader. Almost all children need opportunities to develop their skills in writing poetry. Older children would benefit from using more onomatopoeia, imagery and metaphors to enhance their writing.

Numeracy and mathematics

- Most children are making good progress in numeracy and mathematics, with a few children making very good progress. Almost all children who require additional help with their learning are making good progress. All children would benefit from more opportunities to regularly use their numeracy and mathematics skills in a wide range of real and relevant contexts.

Number, money and measure

- Younger children identify and write well numbers from 0-20. They add and subtract within 10 using concrete materials. They need more practice to develop their skills in adding and subtracting mentally. Older children explain the link between a digit, its place and its values for whole numbers up to 100,000. Across the school, children add and subtract numbers with accuracy appropriate to their age and stage. They are less sure of multiplication and division facts. Children can explain how single items can be shared equally and can identify simple common fractions. Older children identify common fractions as percentages. Children tell the time using an analogue clock appropriate to their age and stage. They link analogue time with the 24 hour digital clock effectively. Older children use their knowledge of units of measure well to measure length in real life contexts. Younger children correctly identify objects which are heavy and light or heavier and lighter than each other. Across the school children need to develop their use of numeracy skills to solve problems in real life contexts and with money.

Shape, position and movement

- Across the school, children identify a range of two-dimensional (2D) shapes and three-dimensional (3D) objects well. They describe the properties of 2D shapes and 3D objects with confidence. Across the school, children use programmable toys to develop their knowledge and skills in position and movement. Older children identify right angles and acute angles. They are less sure of reflex, complementary and supplementary angles.

Information handling

- Children use tally marks with accuracy to record data they gather. Younger children extract data from simple bar graphs accurately. They need to develop their skills in displaying data gathered in a range of charts and graphs. A few older children can explain how they would use a Venn diagram. They are unsure of the properties of a Carroll diagram. Older children need opportunities to develop their skills in using digital technology to display data.

Attainment over time

- Given the very small school roll and changing cohorts of children each year, attainment over time is varied. Overall, children are supported well to make good progress over time in literacy and numeracy from their prior levels of attainment. Staff clearly identify gaps in children's learning and provided targeted support to close the gaps. Data gathered shows that most children are making good progress in literacy and numeracy and across the curriculum.

Overall quality of learners' achievements

- All children are developing their achievements through a wide range of experiences, in and out of school. They participate successfully in events such as community litter picks and the village Christmas Fayre. Parents identify successfully children's achievements at home and in their free time and share this information effectively with teachers through the 'snapshot' jotters. Staff and children celebrate children's achievements well at assemblies, through the school blog and on the 'Proud Wall' display. Children link their achievements well with employability skills, such as communication and teamwork. For example, children used their skills of

communication, cooperation and planning to develop effective marble runs as part of a world of work event. This is helping them understand how they can use their skills as they grow and develop. Staff and children have attained a wide range of awards and accreditation for their work to enhance children's learning. For example, they have achieved accreditation for their work in promoting children's rights, eco issues and STEM. Staff track effectively children's achievements and participation in school leadership roles and clubs. They now need to track the skills children are developing to help them build on these skills as they move through the school.

Equity for all learners

- All children are fully included in the life and work of the school. Staff use PEF effectively to provide targeted interventions and reduce the cost of the school day. They closely monitor children's progress within the measures of interventions, and through CfE levels. This helps them to ensure they are best meeting children's needs and that all children are making appropriate progress. They ensure no child is at risk of missing out by contacting families discreetly to offer support for children to participate in activities, such as the P6/7 residential trip. Children have a strong awareness of the need for equity for all. They identify times appropriately when financial hardship may be an issue for families. Children in the eco council organised successfully a Hallowe'en costume swap shop to provide all children with the opportunity to have a costume to wear at Hallowe'en. There is currently no poverty related attainment gap in the school.

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.