

Summarised inspection findings

**Stenhousemuir Primary School and Early Learning and Childcare
Centre**

Falkirk Council

17 March 2020

Key contextual information

Stenhousemuir Primary School is situated in the village of Stenhousemuir on the outskirts of Falkirk. There are 15 classes and at the time of inspection, the school roll is 422. There is also an early learning and childcare centre and an enhanced provision for pupils in mainstream education who, due to their additional support needs, require small group specialist teaching. The associated secondary school is Larbert High School. Approximately 18% of children in P4-P7 were registered for free school meals, which is in line with the national average.

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 headteacher has been in post for over two years and has developed a very good understanding of children's and families' individual needs across the school community. She is providing effective leadership and, supported well by the senior leadership team, has an ambitious vision for the school. She is very well respected by children, staff, parents and the school's partners. In leading the school through a significant process of change in recent years, the headteacher has successfully maintained and developed further a positive, supportive and collaborative ethos.
- The whole school community reviewed and established effectively the school's vision and values. As a result, there is a clear and shared understanding. Staff and children explore and reinforce the three values of friendship, kindness and confidence in classes and at assemblies. Children feel proud of, and relate well to, the vision and school logo they have created, which is displayed prominently throughout the building. As planned, senior leaders, working closely with children, staff and parents, should develop aims for the school.
- In the current and previous session, the school improvement plan identifies priorities for health and wellbeing, reading, mathematics and learning and teaching. There are positive signs of impact in the development of a number of these areas. For example, children's readiness to learn has improved and there is an increase in children's mental agility. Overall, senior leaders need to continue to develop their strategic approach to school improvement planning to ensure this has impact across all aspects of the school's work. They should ensure they consistently take forward actions which will have the greatest impact on outcomes for children.
- The school is in receipt of Pupil Equity Funding (PEF), which senior leaders use appropriately for a range of universal and targeted interventions. Working closely with staff, the headteacher should continue to develop a clear strategy for closing the attainment gap and raising attainment across the school. Senior leaders have established a robust approach to measuring the impact of interventions in numeracy. Together with staff, they should develop similarly effective methods to evaluate the impact of other interventions in improving outcomes for children.

- Senior leaders have effective quality assurance arrangements, with well-planned, evaluation activities in place across the school year. They use an evidence-based approach to inform improvement work, which takes account of local authority and national priorities. All staff have regular, planned opportunities to evaluate the school's work using 'How Good is our School? 4th Edition' and contribute to improvement planning. As a result, they are developing a good understanding of the school's collective strengths and areas for development. Senior leaders should continue to develop approaches which engage parents and partners in jointly planning improvement activities and evaluating the school's work.
- Teachers welcome opportunities to enhance their professional learning. Almost all participate in helpful 'sharing practice' sessions and peer observations, which support and encourage reflective practice. For example, staff have shared their experiences within health and wellbeing at a Regional Improvement Collaborative (RIC) event. Teachers involved in numeracy, literacy and data analysis professional development across the RIC share their learning to support colleagues. Each teacher enjoys leading a particular area of responsibility, such as coaching. As a result, teachers support one another to develop further consistent features in classroom practice. Almost all teachers recently engaged in practitioner enquiry and a few have taken on certified professional learning, such as further qualifications. The headteacher supports and encourages staff at all levels who are developing their leadership skills through local or national professional programmes of study. Senior leaders should continue to empower all staff to initiate and lead on change for improvement.
- Staff are beginning to develop children's participation in school improvement. A few children are working together across a range of committees and this is supporting consultation and ownership of aspects of school life. The pupil council are in the early stages of exploring areas of learning and wellbeing using 'How Good is OUR School?' (2018). Staff should support further opportunities for all children to participate meaningfully in school improvement.

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

- Across the school, children demonstrate positive relationships with adults and their peers. All staff know the children well. The staff's focus on promoting positive and respectful relationships has improved interactions and the overall ethos across the school. Children are friendly, polite and eager to learn. Almost all children behave well and show respect towards adults and each other.
- Children across the school are confident, articulate and can talk about their learning. In most lessons, children are engaged and demonstrate interest. All children have planned opportunities to work together in pairs and small groups, as well as work independently.
- The quality of teaching across the school is becoming more consistent. Almost all teachers share the purpose of learning well. In a few lessons, children identify and talk about how to be successful in learning. In almost all lessons, staff review learning through effective plenary sessions. A few lessons can be overly teacher-led. Across the school, teachers should provide further opportunities for children to deepen their learning by applying their skills in unfamiliar contexts. Overall, teachers plan tasks and learning activities, which meet the needs of most children. In a few lessons, teachers achieve the right level of difficulty to support skilfully children's learning. The pace of children's learning does not support appropriate progress in a few lessons. Teachers should develop further their planning to take into account prior learning and the needs of all learners.
- Staff and children worked together to create a set of superhero characters. These focus on learning characteristics of reflection, resilience, communication, curiosity and creativity. Staff display these in all learning areas and share information about the characters with parents. As a result, children are keen to engage and talk about what these mean. Teachers should increase opportunities to develop children's understanding of how these characteristics support them in their learning.
- Support staff are very effective in supporting the different needs of children across the school. They work well with teachers to ensure agreed strategies and learning supports are in place for individual learners and groups of children. As a result, children are supported effectively in their emotional development and learning.
- Teachers use a range of assessment approaches, including opportunities for children to self and peer assess. The school's introduction of writing guides in literacy provides staff and children with an appropriate set of criteria to judge success. These are beginning to support children in identifying their next steps in learning. Teachers should give regular time across the curriculum for children to reflect on feedback.

- Teachers use a range of assessment activities to track and monitor progress including professional judgements, standardised assessments and published materials. They are developing their accuracy in making professional judgements of Curriculum for Excellence (CfE) levels. Senior leaders should continue to work with teachers to agree a purposeful and proportionate approach to assessment. This should ensure that all assessment activities inform planning and lead to improved outcomes for children.
- Teachers increasingly participate in activities to share expectations and standards. They share practice with stage partners and colleagues from across the school. Senior leaders should provide further opportunities to support teachers, such as reviewing children's work and peer observation. This will help to further staff confidence in making judgements on progress within CfE levels.
- Senior leaders have regular meetings with teachers to discuss planning, learning and attainment. Teachers discuss children's progress and identify appropriate interventions to support and challenge children's learning. Processes are not yet sufficiently developed to identify clearly the progress in learning for individuals and cohorts of children. Senior leaders should continue to work with teachers to review and simplify tracking. Together, they should develop a clearer understanding of children's progress over time and areas for development.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression pathways to support planning for literacy and numeracy. There are cluster pathways in place for religious and moral education, physical education, music and modern languages. These take appropriate account of National Benchmarks. Staff are trialling health and wellbeing planning which link CfE experiences and outcomes and wellbeing indicators. Staff should continue to work together on developing a progression pathway for all aspects of health and wellbeing, which reflects the context of the school.
- Teachers have worked with colleagues from across the Larbert High School cluster to develop and successfully implement a progressive learning pathway for the development of modern languages. As a result, children develop their skills in Spanish from Early Learning and Childcare Centre (ELCC), through the primary stages and beyond into secondary school. A few upper school classes are beginning to develop their understanding and knowledge of Mandarin. In 2018, the Scottish Education Awards recognised the quality of the languages work undertaken by the cluster.
- Children use digital technology in classes to support learning and develop research and presentation skills. Senior leaders and teachers should develop further planned and progressive digital literacy experiences across the school to support children's knowledge and skills.
- School staff are at an early stage of developing their approach to skills for life, learning and work. The parent council recently audited the wider parent group to seek volunteers to share their skills to support learning in school. Teachers should use the Career Education Standard (3-18) when supporting children to learn about the world of work.
- Senior leaders and teachers developed interdisciplinary learning (IDL) planning across the curriculum. They created a number of relevant contexts within which children learn about their local environment through planned experiences and activities. Staff should review and refresh these plans to incorporate increased opportunities for flexibility and children's personalisation and choice.
- Children benefit from a few opportunities to learn outwith the classroom through excursions and outdoor activities. Teachers occasionally use Larbert Woods and the school grounds to support learning. Senior leaders should work with staff to continue to develop approaches to outdoor learning. They should ensure that there are regular, planned opportunities for children to apply their curricular learning in an outdoor context.
- There is an established pastoral transition programme in place, which supports children well moving from the ELCC into P1. Senior leaders recognise the need to develop continuity of learning across the early level curriculum. They should provide regular opportunities for teachers and ELCC practitioners to work collaboratively to share practice and information.

2.7 Partnerships: Impact on learners – parental engagement

- Stenhousemuir Parent Council works well in partnership with the school. The introduction of a joint chair role is supporting new developments, such as the creation of a parent-friendly school improvement plan leaflet. The Parent Council are involved in aspects of school improvement, such as reviewing the school's annual reporting format. Parents also lead a fundraising group for the school. Children benefit from the resources and events they provide, for example, the 'trim trail'. The Parent Council and headteacher should continue to work together to explore ways to involve more parents.
- Staff share helpful information about school life in a range of ways, including newsletters and social media platforms. Parents appreciate the opportunities to meet teachers and be involved in their child's learning. Most parents of children with additional support needs feel well supported by staff and school partners. Parents and children talk positively about 'stay and play' sessions that have taken place in younger classes. Parents shared the benefits of learning together, for example, at a recent family session about supporting children's behaviour. A few parents feel communication about children's homework could be improved. Senior leaders should continue to explore with parents further ways to be involved and share children's learning.

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

- Senior leaders have focused on creating an increasingly nurturing ethos, which children feel supports them in growing confidence and self-esteem. The staff team continues to develop a consistency of approach to promoting positive relationships and supporting children's wellbeing. As a result, outcomes for children have improved and there has been a significant reduction in exclusions over the last three years. Teachers are developing universal supports in children's daily learning. Teachers welcome children into the classroom, simultaneously gauging their readiness to learn. Children show a developing awareness of the language of the wellbeing indicators and their relevance in their daily lives. A few talk about their rights and creating a class charter. Children cannot yet talk about how these rights impact on them in a meaningful way.
- Most children state that they feel safe in school. The 'Resilient Rex' character helpfully reminds them of feeling safe in their learning. Young children learn to challenge themselves and take risks in a safe outdoor environment when they enjoy time together on the 'trim trail'. Most children have a clear understanding of the importance of a healthy balanced diet and refer with confidence to the 'eatwell plate'. All children benefit from participating in the range of physical activities on offer, which promote physical, emotional and mental wellbeing, and building resilience. These include activities offered by visiting specialists, for example, dance and basketball. A few children enjoy the responsibility associated with being ambassadors and would welcome further opportunities to exercise leadership. Plans to introduce peer mediators will support this. Senior leaders and staff should continue to build on the development of respect. They should work to address the concerns that a few children have about bullying. Senior leaders should continue to review the approaches being taken to support wellbeing across the school within the context of a positive relationships policy. Children should be involved in the consultation and development of this.
- Senior leaders recently developed a streamlined approach to meeting the needs of children requiring additional support. In the last session, senior leaders established the learning support team, a school-based group bringing a range of different expertise. This supports a strong, joined up approach to meeting children's needs. As a result, there are early indications of positive impact on children's readiness to learn and engagement in learning.
- A few children benefit from targeted support at the 'HideAway' and the associated outdoor 'Shed' where they are learning skills in self-regulation. A profiling tool provides a useful framework for the assessment of children with behavioural, social and emotional needs. Support staff provide valued flexible support in the caring environment. Senior leaders working with staff should continue to review the use of this nurturing space and ensure there is a clear focus on learning to meet children's needs.

- Children’s wellbeing is supported effectively through strong, valuable links with community partners. Working together as a team, solution-focussed and creative approaches are addressing challenges and supporting children to make progress in their wellbeing. Children and families are benefiting positively from a specialist worker supporting attendance. Senior leaders should ensure children with individualised timetables receive their full entitlement to education. Staff have identified the need to continue to improve attendance.
- Senior leaders should continue to review and streamline approaches to ensure there is a clear focus on identifying and addressing the main barrier to learning for children. Teachers should develop planning, using clear targets to provide evidence of individual children’s progress. Improved monitoring and tracking in health and wellbeing should support this.
- Children are learning to develop skills and knowledge to challenge discrimination through presentations at assemblies and religious and moral education lessons. The school’s IDL programme encourages children to consider their role as global citizens within a context of celebrating diversity. Children in the upper school discuss anti-sectarianism through a novel study and learn about the impact of disability. Teachers should explore ways of celebrating the diverse community in Stenhousemuir Primary. Working with senior leaders, they should develop further the school’s curriculum to increase children’s understanding of issues related to equality and diversity in a planned and progressive way.

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, attainment in literacy and English and numeracy and mathematics is good. Senior leaders scrutinise data based on increasingly accurate teacher professional judgement. Most children now achieve nationally expected levels of attainment in literacy and numeracy.

Literacy and English

- Overall, attainment in literacy and English is good. Most children achieve expected levels in reading and listening and talking and the majority achieve expected levels in writing.

Reading

- Attainment in reading is good. At early level, the majority of children use their increasing knowledge of sounds to read aloud a simple sentence. Children are not yet able to transfer these skills to unseen texts. At first level, most children read aloud with confidence and use a few strategies to decode unknown words. They answer a range of comprehension questions correctly. They require further practice in identifying and generating evaluative or inferential questions. At second level, most children read familiar and unfamiliar texts with fluency, correctly identifying genre and the techniques used by the author. They are less confident in discussing the range of strategies available to find, sort and select information from different texts.

Writing

- Attainment in writing is satisfactory. At early level, the majority of children form lower case letters correctly and use spacing appropriately. They write independently using familiar words, which they commit to memory. Most require further practice applying their writing skills in play, imaginative and real contexts. Most children at first level and the majority of children at second level write well-structured sentences, including appropriate simple punctuation. A minority of children do not yet include interesting vocabulary or make use of a wider range of punctuation in their writing. A minority of children at first and second level need to improve the quality of spelling and presentation of written work. They need practice writing at length for different purposes across the curriculum.

Listening and talking

- Attainment in listening and talking is good. Across the school, most children listen and respond to others appropriately. They are articulate and respectful when sharing opinions and experiences in a range of contexts. At early level, almost all children participate well in discussions with a partner or as a class. At first level, most children communicate clearly and actively contribute to class discussion. At second level, most children contribute relevant ideas and accurately identify the main ideas of spoken texts. Across all levels, children need to develop confidence further in applying their skills in a range of situations.

Attainment in numeracy and mathematics

- Overall, attainment in numeracy and maths is good. The majority of children achieve as expected at early level, whilst most children achieve national expected levels of attainment at first and second levels. Most children make good progress in numeracy and mathematics.

Number, money and measure

- A few children across the school make very good progress in number, money and measure. At all stages, most children demonstrate mental agility appropriate for their stage. They carry out calculations confidently and accurately. At early level, a minority of children are not yet confident in number bonds within ten. At first level, a few children are not yet secure in their knowledge of multiplication facts for the three and four times tables. At all levels, a few children would benefit from using concrete materials more to support their learning. Across the school, children need practice in applying their learning and skills in number, money and measure to real-life, practical contexts.

Shape, position and movement

- Across the school, almost all children apply their knowledge and understanding of two-dimensional shapes and three-dimensional objects well to questions and problems appropriate for their stage. At early level, almost all children use positional language appropriately. A few children do not yet accurately identify left and right. At first level, most children can identify right angles and use the four main compass points correctly. They are less confident in their knowledge of grid references. At second level, most children use the appropriate terms to identify a range of angles according to size. They need to develop further their understanding, and the practical applications, of scale.

Information handling

- At early level, almost all children extract information from simple tables and diagrams. At first level, most children carry out questionnaires to gather information and use tally marks effectively to record. They are less confident in the use of Venn and Carroll diagrams. At second level, most children interpret bar and line graphs, and display information in tables and pie charts. Across the school, children require practice in using digital technology to gather, record and display information. They need to apply further their use of data handling skills across the curriculum.

Attainment over time

- The school has attainment data for literacy and numeracy over the last four years. However, staff recognise that prior to June 2019, professional judgements were not aligned to progress within CfE, and therefore unreliable. The headteacher correctly identified it has not been possible to accurately measure children's attainment in literacy and numeracy over time, and has taken action to address this. The school does not yet track progress in other curricular areas.

Overall quality of learners' achievement

- Children develop confidence, exercise responsibility and increasingly contribute to decision-making through a range of activities and leadership experiences. This links closely to the school values. Children are beginning to develop skills in communication and creativity through curricular experiences and enterprising activity. Most children are confident and successful in their learning. They are increasingly aware of the contribution they can make to their school and local community, for example, with the local football club. Senior leaders and teachers should support children to identify and track the skills gained through their learning, participation and achievement.

Equity for all learners

- Senior leaders and staff ensure that children are fully included in the life of the school and actively reduce any barriers to success. Senior leaders and teachers are proactive in identifying children who have limited opportunities to develop skills and confidence outwith school. Children's participation in school clubs, activities and experiences has increased as a result of their positive interventions. Senior leaders make effective use of PEF to ensure equitable access to opportunities for children and families at risk of missing out.
- Senior leaders have used PEF to introduce a number of initiatives to improve children's attendance, emotional wellbeing and attainment in literacy and numeracy. Identified children are now experiencing success in their learning and demonstrate improved relationships with staff and their peers. Data does not yet clearly identify which strategies are having the greatest impact on children's progress. Senior leaders need to review and streamline assessment approaches in order to gather more robust, easily accessible data. This should clearly evidence the impact of agreed interventions on children's progress and outcomes. As planned, senior leaders should continue to develop further strategic approaches to track more accurately children's progress over time, including for identified groups of learners. For example, those children who have additional support needs or those at risk of missing out.

School Empowerment

■ Professional learning

- The school is developing an empowered system of professional learning to improve practice. The recently introduced vision and values are helping to develop a culture of research based school improvement. Senior leaders are supporting teachers to take on leadership opportunities based on school improvement priorities.
- There is a strong commitment to collaborative working at school level, which supports teachers to lead change. Teachers engage in and lead a range of effective professional learning opportunities. They feel valued and supported by their colleagues and senior leaders. Teachers feel trusted to manage identified improvement priorities. There are regular opportunities for professional dialogue and sharing of practice with teachers supporting each other to implement agreed actions.

Context

The Enhanced Provision (EP) provides educational placements for 22 children from across the local authority. Children have a wide spectrum of additional support needs. There are two classes, allocated mainly by age, but also by individual need. Almost all of the younger children have complex additional needs and require a degree of personal care. All of the older children require language and communication support. The majority of children attend a few classes within the mainstream part of the school. All children spend supervised breaks in the playground with the other children.

Leadership of change

- The ethos of the EP reflects the school's positive core values. Senior leaders work well with staff to ensure that purposeful learning takes place. Teachers and staff appreciate the complexities of children's needs. In the majority of lessons, teachers differentiate and plan well. All staff share the same positive vision and have a desire to see children thrive and progress.
- Staff are confident and feel empowered. They take responsibility for elements of change within the learning environment. For example, support for learning staff are taking responsibility for the ongoing redesign of learning zones around classrooms. Staff consult with children and create spaces with children's needs in mind.
- Senior leaders should continue to encourage ongoing, critical self-evaluation and debate within the whole team. Staff reflect on current policy and practice within the EP classes and in the playground. They are motivated to take forward leadership roles and senior leaders should capitalise on this. Teachers embrace practitioner enquiry across the school and within the EP. Teachers consult children on their learning experiences. For example, selecting songs to sing and choosing enterprise projects. Senior leaders should build on this collaborative planning to provide more opportunities for children to have a greater voice in their learning.

Learning, teaching and assessment

- In the majority of lessons, staff provide high quality learning experiences, which are purposeful and relevant to learners. There is a strong commitment to building positive relationships between staff and children. Children are engaged in lessons and almost all are happy to be in class. In most lessons, children are motivated and engaged in learning. In a few lessons, children spend too much time on learning activities, which do not provide sufficient challenge. When this happens, opportunities are missed to deepen learning.
- In the majority of lessons, teachers give instructions that are clear. They use creative approaches to engage children and help them overcome barriers to learning. Pictorial communication symbols and Makaton enrich learning for identified children. This helps children to understand, connect and make choices. Teachers assess learning formatively through observation and questioning. In the majority of lessons, plenaries are used to good effect to consolidate learning. In a few lessons, teachers use closed questioning which does not encourage depth. In literacy and numeracy, teachers assess progress against the National Benchmarks. Senior leaders need to continue to develop further effective tracking to gain a clearer overview of progress and support accurate identification of areas for development.
- Teachers make very good use of private social media platforms to share learning with parents and carers. Parents and staff greatly appreciate this two-way communication. Parents are clear on what children are working on through the 'ask me about...' posts. This effective system enables a convenient and speedy way of sharing relevant information.

Ensuring wellbeing, equality and inclusion

- Each child has a comprehensive plan, based on the health and wellbeing indicators. These illustrate the priorities for the term and help children overcome barriers to learning. Children have dignified and respectful relationships with adults, which reflects the strong sense of community. Children enjoy attending the EP and show reduced anxiety and increased attendance compared to pre-placement reports.
- Children play well with their mainstream counterparts during breaks and lunchtimes. They feel safe, healthy, included and are active at break times. Given the children's additional support needs, staff consider relevant hazards. Teachers should complete risk assessments as required to record agreed actions to mitigate against risk. Senior leaders should continue to promote inclusion within the playground and should encourage staff to avoid unnecessarily highlighting children's additional needs.
- Teachers make effective judgements about how and when children should join their mainstream classes. This supports children to manage these transitions well. High quality assessments take account of children's needs and aspirations. While in mainstream, almost all children experience an inclusive and differentiated learning environment where they experience respect and challenge. The EP benefits the whole school and promotes diversity. Across the school, almost all children show compassion, kindness and empathy towards the children in the EP.

Raising attainment and achievement

- Children make progress in literacy, numeracy and health and wellbeing compared to prior levels of attainment. However, evidence of attainment over time cannot yet be easily accessed and outcomes are not clear. All children are working towards their own personal milestones and have areas of strength within the curriculum, whilst needing intensive support with other aspects.
- Senior leaders have identified the need to implement a robust system to plan, track and monitor effectively children's learning and progress. There is a need to improve tracking of children's attainment over time. Senior leaders should ensure that this system allows for the recording of incremental progress, as illustrated in the Milestones, to support learners with complex additional support needs.
- Children achieve skills and attributes through a range of activities. Last year they joined a dance class and performed alongside children from other schools in the local area. This provided a chance for parents and carers to watch the performance and increased the confidence of those involved. The local football club have coached the pupils and children work with high school volunteers to improve their football skills. Staff share children's successes through social media and school assemblies. A few children have whole school roles, such as behaviour ambassadors.

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.