Summarised inspection findings

Whitehill Secondary School

Glasgow City Council

4 February 2020

Key contextual information

Attendance is in line with the national average. Exclusions were well above the national in 2016/2017 with 118 exclusions per 1000 pupils. This showed an improvement in 2018/2019 with 26.9 exclusions per 1000 pupils. In February 2019, 39.6% per cent of pupils were registered for free school meals. In September 2018, 71% of pupils lived in the 20% most deprived data zones in Scotland. In September 2018 the school reported that 51% of pupils had additional support needs.

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	

■ Most young people are motivated to learn. They welcome the opportunities they have to lead and assume responsibilities in different settings. Within the classroom, young people are benefitting from a supportive learning environment. Building consistently high expectations for young people, will help to reinforce a climate of achievement. Relationships between almost all young people and staff across the school are positive. Staff are approachable. They interact well with young people in a nurturing and respectful manner. Most young people participate in activities beyond the classroom. They speak positively of the range of clubs they can access and how their learning is enhanced through a wide programme of educational visits.

■ Young people are encouraged to express their views although only a minority believe their views are taken into account. Senior leaders should develop opportunities that will extend young people's influence on decision making and ensure participation of learners in all areas of school life. In most instances the class environment is calm and well-structured. Young people's engagement and participation is purposeful. In the broad general education (BGE), there are a few examples where challenging behaviour from a few young people is affecting the quality of learning in the classroom. Staff should continue to develop their strategies to ensure that all learning is calm and focussed.

■ Teachers across the school are developing their approaches to learning and teaching through strong professional reflection and collegiate working. At different stages across the school, effective practices are providing most young people with stimulating learning. Senior leaders recognise that there is a need to take further steps to ensure that all young people receive high-quality learning and teaching experiences consistently. All young people would benefit from further planned opportunities to evaluate, discuss and reflect on their learning and targets.

■ In most classes, teachers offer clear instructions and explanations. To assist young people to reflect better on their learning, identified success criteria should link more closely to skills, attributes and evidence from prior learning. Building on existing practice, providing young people with more opportunities to be involved in co-constructing success criteria should reinforce their personal responsibility.

■ Across the broad general education, staff need to bring greater consistency to pace and challenge in learning to meet the needs of young people better. In the majority of lessons, teaching is overly teacher directed. This is reducing the opportunities for young people to lead and direct their own learning. Developing more opportunities for an open ended enquiry based approach should promote independent learning and place a greater emphasis on the skills being developed.

■ A more consistent approach to questioning which encourages analysis and evaluation should promote higher order thinking further. Taking forward the local authority strategy of Supporting Improvement in Pedagogy and Equity should support staff in doing this. At present in the majority of lessons, questioning is limited to checking understanding and recall.

■ Young people appreciate the support they receive from staff. They welcome the oral and written feedback and the opportunities they have to discuss their progress. As staff develop learner conversations further, they should sharpen their focus on what young people need to address to improve. This should help young people in planning their next steps. Young people are supported well through a targeted mentoring programme often delivered in liaison with outside partners.

■ A school working group is planning the delivery of a digital learning strategy. Within curriculum areas, digital technology is being used to set the learning context or as a stimulus for an activity. Staff should develop the use of digital learning further across the school. Most young people benefit from an on-line homework resource which for example, enables young people to track homework deadlines and share homework actions with parents.

■ Across the stages, teachers draw on a range of assessment approaches to support young people in their learning. The school is beginning to use a new tracking software programme which can support staff to track better all young people's progress as they move through the BGE and senior phase. Assessment information relating to young people's prior learning in primary is made available to departments. This information is being used well to identify learners requiring additional support. Pastoral care, additional support specialists and raising attainment staff liaise closely to plan targeted assistance for all learners. Pupil support assistants are deployed effectively.

■ Young people's progress in S1 – S3 is assessed using National Benchmarks. Staff, supported through moderation, both in-house and with colleagues in other schools, are expressing increasing confidence and improved consistency in applying the National Benchmarks in making professional judgments about progress and achievement of levels. Senior leaders plan to develop further arrangements to profile learners' development over time, in particular those young people facing barriers to their learning.

■ Most learning is planned in line with agreed curriculum programmes. A few teachers would benefit from drawing a clearer distinction between the use of experiences and outcomes for planning learning and the use of National Benchmarks for assessing progress. In the senior phase, assessment information gathered across the school forms the basis of faculty reviews twice a year. This informs additional support for young people in preparation for National Qualifications. Staff analyse attainment data and then put in place additional support for identified learners. These interventions are demonstrating improvement for these identified learners. Young people benefit from opportunities to self and peer assess. Most young people in the senior phase can give examples of skills they are using. Most learners are aware of both their target grades and the grade at which they are currently working. However, most young people are less confident in explaining the actions they require to take to improve.

2.1 Safeguarding and child protection

■ 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.

3.2 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
BGE

- ■ BGE data from 2016-2018 completed by staff indicate that attainment in literacy is slightly improving in the school by the end of S3. In 2018, staff reported that by the end of S3 most young people achieved third level in reading and writing and listening and talking. Attainment in numeracy is slightly improving in the school with most learners achieving third level numeracy by the end of S3. Numeracy attainment is below both local authority and National figures.

- ■ Senior leaders are placing an increased focus on supporting staff, as part of improvement planning actions, to develop their understanding of moderation activities in the BGE. Staff participate in valuable collegiate sessions which supports them to develop their use of moderation within the learning cycle. In addition, staff are engaging well with associated primary heads to moderate standards in literacy and numeracy. Early impact is demonstrated in the increasing percentage of young people attaining well in numeracy. When attainment in literacy at fourth level in the BGE is tracked through to S4 results at SQCF level 5 and 6 or better, this indicates that there is further work to be completed around professional judgement of achievement of a level in the BGE.

- ■ Teachers use professional judgment, Scottish National Standardised Assessment testing and a range of internal class assessments as part of their approaches to assess progress. In a few classes, young people use National Benchmarks to consider how well they are achieving a level. Most department faculty heads are aware of the extent of any groups of young people who are under achieving and are quick to put in place additional support to ensure learner progress. Staff recognise that tracking and monitoring in the BGE is still a developing picture across all coursework and more rigour needs to be in place to secure continuous improvements in attainment.

- ■ Young people with additional support needs are achieving well in the BGE across the school. They are well supported through the work in the school's two units.

Senior phase
Literacy and numeracy

- ■ Assessment data is becoming increasingly reliable in the senior phase as a result of the improving leadership within faculties and through improved teamwork and collaboration between the faculty heads.

- ■ Almost all young people achieved a literacy qualification at SCQF level 4 or better before leaving school in 2018. There is an improving trend in the percentage of young people attaining

at this level or better over a five year period. There is a five year improving trend at SCQF level 6 for literacy and this is in line with the VC over the last five years. In the latest year almost a half of leavers achieved literacy at SCQF level 6 and this is now above the VC.

■ The school recognises their responsibility to ensure that every child is functionally literate when leaving the school and to this end has in place identified support for anyone flagged up during performance reviews as not achieving at the expected level. Support includes the use of additional literacy and numeracy periods to support improvement.

■ In 2018 almost all young people leaving school after S5 attained literacy at SCQF level 4 or better a rise in the previous five years and mostly in line with the VC. In 2018, the majority of young people leaving school after S5 attained literacy at SCQF level 5 or better through a unit. This is in line with the VC and is an improvement on the previous year where less than half achieved this level of award. At SCQF level 6 the school demonstrates a stable picture with results sitting in line with the VC in the last two years.

■ The percentage of young people attaining numeracy at SCQF Level 4 or better is in line with the VC in four out of five years. Less than half of young people left school with SCQF Level 5 or better in numeracy in the three years between 2016 and 2018. This is significantly lower than the VC in 2017 and 2018. A few learners not achieving at this level are nevertheless, achieving well within the Whitehill Support Centre.

■ Teachers plan for any learner leaving school early at the end of S4 and departments endeavour to ensure they have a literacy and numeracy qualification. Teachers encourage young people to be more engaged with literacy and numeracy through the use of initiatives such as the London STEM trip and the numeracy away day for targeted learners which provides additional focussed learning for identified learners in preparation for National 5 and Higher.

■ Attainment of young people leaving school after S5 in 2018 numeracy is in line with the VC at SCQF Level 3 or better which is an improvement on the two previous years where the school was significantly much lower than the VC. In 2018, a majority of S5 leavers attained numeracy at SCQF Level 4 or better. This is in line with the VC and an improvement on the previous year where the school was significantly much lower than the VC. The data for the school shows a fluctuating picture but this is because there are relatively small numbers over the period between 2014 and 2018. Numeracy staff are placing an increasing focus on supporting all learners achieving a National 5 unit.

■ Over the past five years, most young people in S4 achieved SCQF level 4 or better in literacy which is in line with the VC. Over the past four years, by S5, the majority of young people attained SCQF level 5 or better, in line with the VC. There are improvements in the percentage attaining at this level by S6. In the latest year by S6 this figure is significantly higher than the VC.

■ In three out of the last five years, most young people in S4 achieved SCQF level 4 or better in numeracy which is in line with the VC. Over the past five years, by S5, in numeracy at level 3 or better there are improvements in the last two years. The school now sits in line with the VC after sitting significantly much lower than the VC in 2015/16 and 2016/17. By S5 at level 5 or better the school has maintained a stable position with results sitting in line over a five year period to 2019. There is an improvement in course awards between S4 and S5 at SCQF level 5 or better as a result of tighter tracking and monitoring. By S6 there are improvements in the percentage attaining at SCQF level 6 or better. In the three out of five years attainment figures are significantly higher than the VC.

- Young people are mainly gaining awards in literacy and numeracy as part of National 5 English and mathematics courses. National 5 literacy results in 2017 and 2018 are significantly below the National at A, A-B and A to C. Results at A-C are in line in 2019. S5 Higher level results at A-C are in line with national figures over the five year period to 2019. Almost all young people achieve applications of mathematics at National 3 and all achieved this award at National 4. In addition at National 5, for the whole senior phase cohort, results at A, and A-B sit significantly higher than the national in 2018, though these dropped to in line with the national in 2019. The school is demonstrating success through more robust strategies in place to improve numeracy. This includes the use of the maths "away days" and the use of supported study classes.

Attainment over time
BGE
- Staff report that a majority of young people achieved third level in the BGE across subject areas in 2019. Staff are continuing to develop their attainment systems to be better able to demonstrate attainment over time. Senior leaders recognise that BGE attainment tracking gathered over time is still developing to be more reliable. Middle leaders and staff hold subject data in almost all departments in the BGE. Staff use their own internal assessments to demonstrate progress over time.

Senior phase
Improving attainment for all
- Across the school monthly tracking cycles are now in place to track attainment. This is improving communication with parents, enabling them to understand better their children's developing skills and where they need to improve.

- The total tariff score for all leavers shows the lowest attaining 20% significantly higher than the VC in 2017/18, after the four previous years where the school sat in line with the VC. The middle 60% are in line with the VC over a five year period. The highest attaining 20% of leavers shows the school performing significantly much higher than the VC in 2017/18 by their total tariff score, after sitting in line in the previous four years. Senior leaders are continuing to improve the range of options and extend the pathways available for subject choices with the aim of improving attainment further. For example, social studies offer sociology to widen curriculum choice for a few learners. Home economics offer a wider range of courses. SCQF level 2 and level 3 music courses have been introduced this session for young people with additional support needs.

- By S4 for all pupils in the S4 cohort, the lowest performing 20% are attaining significantly higher than the VC in three out of the last five years though they are in line in last two years. The middle 60% are attaining in line with the VC in the last five years. The highest 20% are attaining in line with VC in three out of the last five years with an improvement in the last year to in line with the VC after being significantly lower than the VC in 2017/18.

- By S5 for all pupils in the original S4 cohort, the lowest attaining 20% are performing significantly higher than the VC in two out of five years, moving to in line with the VC in the last two years. The middle 60% are attaining in line with the VC in the last five years. There are improvements in the school's tariff points though there is a dip in 2018/19. The highest attaining 20% are in line with the VC in the last five years to 2018/19.

- By S6 for all pupils in the S4 cohort, the lowest 20% are performing significantly higher than the VC in 2018/19. The middle 60% are performing in line with the VC in the last four years to 2018/19 and the highest 20% are performing in line with the VC in the last five years to 2018/19.

■ The headteacher recognises that course choices in the senior phase need to be reviewed continuously, to avoid disengaging learners. Senior leaders are also working to ensure all staff use tracking systems well to ensure young people are presented at the correct course levels. Staff should also continue their work to analyse their data for all young people with protected characteristics.

Breadth and depth measures

■ In S4, most learners are presented for 6 courses. At SCQF level 3 or better the percentage of young people attaining is significantly much higher than the VC for four to seven or more courses in the last four years. Staff have presented young people for a wide range of additional achievement accreditation to demonstrate young people's improving skills. As a result, at SCQF level 3 or better the percentage of young people attaining is mostly significantly higher or much higher than the VC for eight to ten or more courses in the last three years. At level 4 or better the percentage of pupils attaining for four, five or six or more courses is mostly in line with the VC in the last two years to 2018/19 after being significantly much higher than the VC in 2016/17. The breadth and depth measures for SCQF level 5C or better are in line with the VC in the last two years to 2018/19 for four, five or six or more courses. For five or six or more courses this is an improvement on 2016/17.

■ By S5, most learners are presented for 5 or more courses. The breadth and depth measures for SCQF level 4 or better are significantly much higher than the VC in two out of the last five years for three, to six or more courses. Attainment has fallen to in line with the VC in 2018/19 though staff believe this will improve again this session based on evidence from tracking. The breadth and depth measures for SCQF level 5C and 5A or better are mostly in line with the VC in the last five years for two, to six or more courses. For one to five or more courses at SCQF level 6C or better, results are in line with the VC in the last five years.

■ By S6, the breadth and depth measures for SCQF level 5C+ or better for one to four or more courses is significantly higher or much higher than the VC in 2016/17 and 2017/18. There is a dip in 2018/19 with one to four courses sitting in line with the VC. By S6, the breadth and depth measures for SCQF level 6C or better or 6A or better for one to four or more courses is mostly line with the VC in the last five years. By S6, the breadth and depth measures for SCQF level 7C or better for one of more courses are in line with the VC in the last five years. Senior leaders recognise this is an area needing further development.

Course results

■ Most subjects sit in line with the national figures at National 5 and at Higher. However a few subjects need to improve. There is no recorded attainment for National 5 in French and very small numbers at Higher. All young people should be provided with flexible opportunities to study more than one additional language to the level of a National Qualification in the senior phase, whether in their own school or through cluster arrangements with other schools.

Overall quality of learners' achievement

■ Young people demonstrate developing skills from participation in a wide range of lunchtime and after school opportunities. All young people achieve at least three formally accredited awards during their school experience at Whitehill Secondary. These include awards within sports, performing arts, Duke of Edinburgh's Awards, science, technology and maths (STEM) activities. Participation in these activities is supporting the majority of young people to improve their leadership, communication and problem solving skills. There are high levels of participation in activities delivered by the Physical Education (PE) department with over 40% of young people participating in sports related activities. This is higher than the average local authority participation levels. Senior leaders need to develop further a strategic overview to

identify where these skills are being developed and how they can be embedded into all areas of the curriculum.

- All young people in S3 achieved the cardiopulmonary resuscitation (CPR) award delivered by the British Heart Foundation. Commendably, all young people in S4 achieved a SCQF Level 4 People and Society Award providing the opportunity to support effectively an understanding of aspects of health and wellbeing and religious and moral education. Bespoke arrangements are in place to provide young people with the opportunity to pursue particular areas of interest in STEM initiatives. These initiatives are supporting well young people's understanding of career opportunities available in the STEM industries.

- Senior leaders and faculty heads gather evidence of young people's participation in wider achievement activities. Currently, there is no systematic tracking of skills gained from involvement in wider achievement activities. Senior leaders are well placed to develop further a whole school overview of levels of participation, opportunities for accreditation and the skills gained from participation in achievement activities. This should help to inform planning for improvement and provide a clearer overview of how young people's skills can be developed to prepare them for future learning, life and work. Individual and group achievements are celebrated well through social media posts, recognition noticeboards, and at assemblies. Faculties and departments also celebrate achievement appropriately through the use of merit and reward systems recognising effort, resilience and achievements.

Equity for all learners
- Equity is at the heart of the school's vision and values. Arrangements are in place to enable young people to access activities and experiences beyond the classroom. Costs are being met centrally to remove any potential barrier to participation, for example Duke of Edinburgh's and Volunteering Skills Award. Young people access personal items, such as school uniforms from a central resource where necessary. In continuing to develop equity of opportunity, senior leaders need to ensure that all interventions tackle social disadvantage and promote inclusion. For example, a breakfast club has been available for young people to attend.

- The school provides several valuable opportunities for young people to gain skills from educational visits in the UK and the wider world. These visits support young people to develop their social and communication skills and explore new cultures.

Attainment versus deprivation
- The school Scottish Index of Multiple Deprivation profile indicates that almost all young people live in deciles 1 to 5. In September 2018, there were no young people living in deciles 9 and 10. For those learners from the most challenging socio-economic backgrounds in decile 1, the addition of study weekends and Saturday morning classes paid for through PEF funding is resulting in improvements in achievements for these learners. Staff also offer a learning HUB to offer additional targeted support.

- Learners from the most challenging socio-economic backgrounds in decile 1, demonstrate improvement in achievements. Young people speak positively about these opportunities, commenting on improved confidence in class and feeling more prepared for assessments. In 2017-18, the average complementary tariff scores are significantly higher than the national average for learners in deciles 2 and 4.

- Staff know the young people and their individual circumstances well. All stakeholders are consulted by the headteacher on the use of the Pupil Equity Funding and the school's Scottish Attainment Challenge allocation to address the poverty related attainment gap. As a result, a significant investment in staffing was agreed with the appointment of principal teachers

responsible for raising attainment and a home school link teacher. These appointments are helping to support staff well to interpret data, target set, improve attendance and develop home school partnerships.
- Between 2013 and 2017, attendance is improving consistently to be above the national average in 2017 and this has been maintained in 2018. School exclusions were above the national average for three years. From data supplied by the school, the exclusion rates decreased in 2017/18 and are now lower than the local authority average.

Initial leaver destinations
- The school has improved the percentage of initial positive destinations for leavers over a four year period. The percentage of young people reaching a positive destination has increased from most young people in 2015 and 2016 to almost all in the latest two years. In two out of five years from 2014 to 2018, the percentage of young people from S5 leaving for a positive destination is significantly much higher than the virtual comparator. Overall, the percentage of young people leaving for a positive destination from S4 and S6 is in line with the virtual comparator.

- In 2018 a majority of learners left school for either higher education (HE) or further education (FE). For those going into employment the 24% are going into a variety of employment Staff are developing strong partnerships with local colleges and universities to mentor young people in the senior phase. This is supporting young people well in reaching positive destinations and also providing learners in the BGE with an insight into the courses and careers available in a variety of disciplines. The percentage of young people staying in school at the end of S4 and S5 is in line with the VC in the last five years. Staff work well with a wide range of partners with an aim of achieving 100% positive destinations for every learner. For the few learners not achieving a positive destination this can be as a result of a learner leaving the country or not being fit for work. Young people are supported well by Skills Development Scotland (SDS). This includes delivering Career Management Skills (CMS) through the curriculum, working with young people in S3 to support course choices and individualised targeted support for young people in S4 to S6. These activities are supporting effectively young people's understanding of the skills required for the world of work and providing helpful information to inform curriculum choices.

Other relevant evidence

■ Senior leaders need to review their delivery of modern languages in the BGE to ensure that all learners receive their Curriculum for Excellence entitlement in line with the government guidelines on the 1+2 approach to modern languages.

■ Staff are developing a useful range of programmes to support family learning.

■ Senior leaders should keep under review the progress being made by all learners in the BGE. Staff should ensure that young people are receiving their full entitlement to third level experiences and outcomes across all curriculum areas.

Context

- The Whitehill Support Centre (WSC) is an on-site local authority provision. This supports young people in S1-S6, with additional support needs, to re-engage in learning. The centre also supports young people to make a phased return to school following a period of interrupted learning. The WSC operates as two classes, the BGE class (S1-S3) and the Senior Phase class (S4-S6). Young people are taught in their core classes and can access mainstream classes if and when appropriate. Referral into the WSC is through the City Inclusion Group (CIG). At the time of the inspection, 21 young people (8 BGE and 13 Senior Phase pupils) are enrolled.

- The Whitehill Additional Learning Needs Supported Provision (ALN Supported Provision) is an on-site local authority provision, supporting young people for S1-S6 who have a range of additional support needs in the North East of Glasgow. Referral into the ALN Supported Provision is via the City Inclusion Group (CIG). Young people accessing the ALN Supported Provision can engage in learning both within small ALN Supported Provision classes and also, where possible, alongside their peers in mainstream classes. At the time of the inspection, 23 (BGE and Senior Phase) young people are enrolled.

QI 2.3 Learning, teaching and assessment

- Positive relationships between staff and young people contribute to a calm and purposeful learning environment within the WSC and ALN Supported Provision. Almost all young people are considerate to one another and to staff and visitors. Young people respond well to the small group setting in core classes and to the individual support provided by the teachers and pupil support assistants.

- In most lessons, almost all learners are engaged with their learning which is matched to their individual learning needs. Increased use of learning resources, including digital technology and learning more aligned to real-life contexts, would develop learning engagement and participation further. Most young people engage in learning tasks that are motivating, active and enjoyable. The quality of experiences are not yet consistent across the school.

- Overall, the majority of teachers' explanations and instructions are clear and in a few lessons the use of success criteria is helpful in supporting young people to evaluate their own progress. In developing higher order thinking skills, teachers should ensure that there is not an over reliance on questioning which test solely understanding. Staff are developing approaches to questioning which should promote higher order thinking. In the majority of lessons, young people settle quickly to complete individual tasks. Teachers should reflect on the range of methodologies in use to avoid an over-reliance on text-based learning. This would allow young people more opportunities to lead their own learning.

- The school uses a variety of assessments which provide important and useful information highlighting areas where further support is required for the young person to make progress in their learning.

- Young people are not always clear about the skills they are developing and what they need to do to improve. Teachers are becoming more familiar with National Benchmarks and using them well to inform professional judgements. As planned, staff should continue to engage in moderation activities to bring about a shared understanding of the achievement of a level

within the BGE. Information on young people's progress and wellbeing is drawn from a number of sources. Progress in relation to individual subjects is based on professional judgement.

■ Senior leaders and teachers have regular tracking meetings which address progress and young people's needs. This professional dialogue is allowing teachers important opportunities to consider the correct interventions to be put in place to support young people to make better progress in their learning. Staff would benefit from better use of ongoing assessment evidence. This would support them to evaluate better the effectiveness of interventions. This could then form the basis to evidence the effectiveness of planned interventions.

QI 3.2 Raising attainment and achievement

■ A majority of young people are achieving positive outcomes through flexible and responsive approaches, which are successfully re-engaging learners to make progress in their learning. Attainment data shared by the school indicates that young people are making good progress across the BGE and senior phase in literacy and English and in numeracy and mathematics.

■ In the senior phase, young people are studying a range of courses at National 3, National 4, and National 5 level. A few young people should be challenged further to gain more accreditation to widen their career pathways and opportunities beyond school.

■ The majority of young people in the senior phase benefit from well-supported college placements and work experience programmes. Young people speak highly of the experiences available and the activities in which they participate. These are having a positive impact on the number of young people leaving to a sustained positive destination either to college or into the workplace.

■ The school should continue to monitor and encourage good attendance for all learners in the WSC and the ALN Supported Provision. Young people need more consistent opportunities to consistent opportunities to improve their attainment and achievement.

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.