

Summarised inspection findings

Loanhead Primary School and Nursery Class

Midlothian Council

24 March 2020

Key contextual information

Loanhead Primary School and Nursery Class is located in Loanhead, a village on the outskirts of Edinburgh. Loanhead Primary School is part of the Ramsey Community that includes St Margaret's RC Primary School, a playgroup, breakfast club and afterschool provision located on the shared campus. The school roll is 195 children in seven classes. Each class has a learning support assistant. The current management structure is a headteacher and one principal teacher who has recently undertaken an acting deputy headteacher role to accommodate changes to the headteacher's remit. The headteacher is overseeing both primary schools and has a role to support newly qualified teachers for the local authority.

1.3 Leadership of change

satisfactory

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

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

- The school has revisited their vision, values and aims to take better account of what they are trying to achieve as a community of learning. This focus has taken appropriate account of the changing demographics and increasing school roll. As a school they worked in partnership with another agency to revisit and develop their ideas. This involved consultations with parents, children and staff. The values designated as most important are Care, Honesty, Inclusion, Learning and Development (CHILD). The majority of children are beginning to understand these values and see them as important. Children respond well to the monthly special headteacher awards commending them for living the values. As a result of the collective approach to this work, there is now better clarity among adults about the central role of the learner and the importance of developing health and wellbeing. In particular, aspects of emotional and physical health to ensure the right climate for learning and teaching. All children who are in the pupil council help to share and explain the work on values by presenting at assemblies. More work is needed to ensure school values are fully understood by parents and children.
- Important work lead by the headteacher based on promoting the school vision has been used to influence changes within the school. This includes creating a positive ethos within the school where everyone feels valued and appreciated. Overall, relationships are warm and inclusive throughout the school.
- Staff collegiate activities are linked appropriately to the school improvement priorities. Staff benefit from annual professional review meetings with the headteacher. They are positive about the opportunities they have to identify their professional learning needs and feel the headteacher will support them to take forward their own learning. The headteacher is working toward achieving better collective responsibility throughout the school to ensure ownership and empowerment within the change process. Practitioner enquiry has recently been introduced with all staff undertaking a specific focus. Staff are positive about their experiences to examine in more detail aspects of learning and teaching. The school recognises this should be developed further to ensure clarity and consistency around what success will look like and

enable staff to continue to their approaches to learning and teaching that will improve outcomes for all children.

- The headteacher has been supportive of staff to develop their professional capacity around important areas such as restorative practice and to deepen their practice through a lesson study approach. She has encouraged shared professional reading to help develop better shared understanding of the need for change. The focus on restorative practice still needs further time to fully embed. The headteacher recognises there is a need to ensure a clear strategic plan to secure continuous improvement and increase the pace of change. This will involve a review of roles and remits within the school to clarify responsibilities and maximise on developing leadership potential throughout the school community.
- In response to a need to improve reporting to parents, the headteacher has introduced learning trios. This involves developing learner targets with individual children during a meeting with parents to discuss progress. This is a new way of working together and has received positive feedback from parents. In moving forward, the headteacher together with staff, needs to monitor any impact that this approach has on improving children's learning, including providing further challenge for higher achieving children.
- Across the school, children are developing their leadership skills as members of the pupil council, eco council, rights respecting schools/health group and buddies. At P7, children organise and run clubs at lunchtime for younger children such as football, dance, art and drama. Recently, the athletics team won a Midlothian sports event. These important experiences develop children's confidence, teamwork and leadership skills. Children are eager to share their views and it would be helpful to have a mechanism for them to influence continuous improvement. For example, to build on the start to using 'How Good is OUR School?' to evaluate the school's strengths and areas of development to include all children. The senior leadership team need to ensure that children at all stages can lead aspects of their own learning and continue to improve their leadership skills. This would be helped by strengthening all children's involvement in their school and local community.
- The school's current health and wellbeing programme has been adapted to incorporate a few local issues, including substance misuse, as identified through the associated schools group. A more strategic approach is needed to ensure children's learning about health and wellbeing ensures their progression. Children need to understand how their skills will develop and build through applying both learning and skills in contexts which are relevant and meaningful for them.
- The school has an annual planning cycle that includes gathering views from parents and children. The school would benefit from ensuring clarity around how this information is used to inform priorities for school improvement. Parents welcome the action plan summary but do not currently link their views and contributions to its development.
- The headteacher and staff have a clear understanding of the social, economic and cultural context of the local community. The Pupil Equity Fund has been used to increase opportunities for children to engage with outdoor learning and have support when needed to improve aspects of their literacy, numeracy, health and wellbeing.

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

- Staff's recent work with children, parents and partners has led to a shared child-centred vision for the school. The values of CHILD are beginning to have a positive impact on children's experiences across the school. These have been linked effectively to the four capacities of Curriculum for Excellence. Further work is planned to ensure children understand how the values impact on their learning experiences so that they can be part of leading further change.
- Relationships across the school are very positive and learning environments are calm. Almost all children across the school are enthusiastic, well-behaved and polite. They listen attentively and are eager to learn. Almost all children are keen to talk about their learning. They interact very well with one another, school staff and visitors. Most children focus well on tasks. They work well independently or in small groups. In a few classes, the pace of learning needs to be increased for the majority of children. Children are engaged in deeper learning when it is linked to meaningful real-life contexts. For example, lessons linked to financial education. Children speak very positively about the opportunities to demonstrate their presentation skills, such as Pupil Talks, debates and assemblies.
- Most children demonstrate the ability to use and apply a range of higher order thinking skills and are enthused when given the opportunity to do so. At times, teacher-led tasks slow the pace of learning. Almost all children speak confidently about what they are learning and how they will know if they have been successful. Across the school, children need more opportunities to apply their skills and lead their learning.
- Most children are confident, successful and responsible. A few take leadership roles in a range of groups. Older children organise and run lunchtime clubs for younger children. Children's views and ideas are effective and creative. They act as catalysts for change in a few cases. For example, the Eco Group started a crisp bag recycling initiative and changed the use of plastic cups to glasses for water in the dinner hall. Staff should increase the processes and opportunities to listen and respond to all children's views. Children's art work, displayed around the school, demonstrates high levels of skill and clear links to their learning.
- Staff are working well to ensure the school's vision and values underpin teaching. Clear routines are in place in all classes which are well organised, with resources readily available. Digital technologies do not yet consistently support learning. The school should continue, as planned, to develop digital literacy, ensuring devices are regularly available and used offline. Staff's quality feedback is informing and supporting strong progress in writing for children across the school. This effective approach should be extended to support all children in understanding next steps in other areas of their learning.
- All teachers use long, medium and short term plans. These plans follow closely, agreed school programmes for all curricular areas. Weekly and daily plans identify curricular areas, learning

outcomes and activities. These should focus consistently on skills progression to ensure the pace of learning is maximised for all children in all classes. Forward planning meetings focus on support for children who need this and also challenge for the most able. In a few classes, teachers need to ensure that this information impacts directly on children's experiences and progress.

- Staff consistently make explicit links to children's prior learning in order that new learning is meaningful and relevant. This supports children's understanding and makes clear connections in their learning. Staff have a shared understanding of the importance of developing literacy and numeracy well across other areas of the curriculum. For example, writing skills are practised and consolidated through interdisciplinary learning. Across the school, children are clear on the focus of their learning through visual and written daily timetables. Questioning ensures all children's answers are listened to and valued. This is particularly evident when children are encouraged to give their opinion and explain their thinking, which they are very effective in articulating.
- Staff have high expectations of children's behaviour. Children respond very well to these expectations, resulting in classrooms with positive learning climates. Children respect each other and share high aspirations of learning.
- Teachers review progress at the end of planned learning blocks. All teachers have worked well to develop peer, self and teacher assessment in writing linked to targets. Children need to be involved increasingly in self-assessment in order to lead their own learning in other curricular areas. Teachers use a range of summative assessment approaches effectively to measure children's progress in literacy and numeracy. They need to use children's responses more during lessons to make more informed decisions on next steps for each child.
- Standardised test results are analysed by the senior leaders and discussed with teachers to help inform planned learning. The headteacher has identified rightly the need to continue to improve assessment and moderation across the school. This should include the development of high quality assessments. The headteacher recognises that the need to increase teachers' confidence in making professional judgements and reduce their overreliance on standardised tests.
- An annual assessment and tracking calendar is in place. Information on children's progress is recorded on the school tracking system. Senior leaders need to ensure that this process is more rigorous to ensure best progress for all children. Senior leaders collate, analyse and summarise this data and share it with teachers. The headteacher meets termly with teachers to discuss children's progress. Together, they plan interventions to help children progress. All children have a learning folder providing detailed evidence of their progress in numeracy, maths and literacy and recording wider achievements. Primary 7 children complete profiles to support their transition to secondary school.

2.2 Curriculum: Learning pathways

- The school has programmes in place for all curricular areas. These programmes give details of suggested experiences and outcomes for children at each stage and identify resources and possible learning activities. The 'Midlothian Understanding Maths Progression' used by the school provides details of progression in numeracy and mathematics for children. Staff are working to ensure this progression impacts on children's learning and their teaching approaches and improves outcomes for children. There are early signs that this is having a positive impact on children's progress.
- Art, social studies, health and wellbeing planners identify skills to be developed. The school needs to develop further progression pathways for all curricular areas. These need to focus on the progressive and cohesive development of understanding and skills linked to children's experiences and outcomes. In taking these forward, staff should take account of career education standards (3-18).
- The school is working closely with the associated school group to develop the science curriculum and increase teachers' expertise in delivering science. Children engage very well with motivating science learning experiences. Contexts for learning in art and music include famous artists and composers. Children develop their understanding of social studies through Scottish contexts. Recently introduced outdoor learning, is having a positive impact for a few children. In taking this forward, staff need to ensure that this is a regular, progressive curriculum-led experience for all children.
- Staff focus on the development of digital literacy skills in a few classes. Across the school, a basic plan for developing presentation and word processing skills progressively is in place. As planned, staff should extend this and ensure that children develop and apply a wider range of digital literacy skills across the curriculum.
- The physical education programme provides opportunities for children to experience a range of physical activities, supported by the development of skills. This includes skiing in Primary 6 and swimming in Primary 4. All children learn French, with older children also learning Mandarin. Children continue to learn both languages when they move to Lasswade High School.

2.7 Partnerships: Impact on learners – parental engagement

- The school is welcoming in its approach. Overall, parents are positive in their view of the school. The school communicates well with parents mostly through the monthly newsletters. In discussions and through questionnaires, parents would like a greater range of methods of contact including more frequent use of online and social media.
- The school reports to parents on children's progress in literacy and numeracy through the recently introduced learning trios. These are at an early stage of sharing important information and discussing progress. This approach needs to contribute to securing further improvement and to ensure that agreed targets are meaningful to children.
- The school benefits from a supportive parent council. Through fundraising, the pupil council provides children with additional resources and learning opportunities. Members raise funds to help with the cost of children's travel for outings and the provision of play therapy. The school should proceed as planned to widen the membership of the parent council as part of the ongoing work to strengthen and develop partnership with parents.

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

satisfactory

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

- The headteacher and staff team have created a welcoming environment for all children and their families. Overall, relationships are positive as adults and children continue to develop understanding and demonstrate the school values. Children are confident and happy in school as a result. Almost all children feel safe and feel that staff treat them fairly. Most children feel they have someone to talk to if they have a concern.
- Staff and partners have been proactive in promoting positive relationships among children. Last session, school staff took steps to help children build resilience and learn personal coping strategies. Older children discuss enthusiastically the positive impact of peer mediation strategies used in the past. They become increasingly aware of the effects their behaviour has on others. They recognise their growing confidence in relation to being able to resolve issues with others. These approaches ensure children feel listened to and secure about discussing their feelings. Children are aware of plans to re-focus on these approaches and are keen to make sure they become sustainable.
- Teachers' engage with the wellbeing indicators on an infrequent basis. Children are unfamiliar with the language of the wellbeing indicators. Staff should begin using the wellbeing indicators to develop children's understanding of wellbeing. Teachers should engage all children in reflecting on their own wellbeing to help children understand progress they are making in health and wellbeing. Teachers should support them to identify areas for development.
- In moving forward, the school should review its approach to improving health and wellbeing outcomes for children. Staff need to track and monitor health and wellbeing to be able to demonstrate improved outcomes for children. Teachers should ensure health and wellbeing approaches follow a progressive skills pathway to develop children's health and wellbeing.
- Children discuss enthusiastically learning in health and wellbeing that takes place during focused health weeks, including a focus on food health, sport and relaxation. Children benefit from the skill and knowledge of supportive partners particularly during health weeks. They understand the importance of a healthy lifestyle and recognise different ways to achieve this. Children identify the importance of regular exercise and eating a balanced diet. The active schools coordinator works closely with the sports council to promote the benefits of physical activity. Most children take part in lunchtime or after school sports activities. Senior leaders should start tracking skill development and participation rates to ensure equality of opportunity for all children.
- All children now receive two hours of quality physical education each week.

- Senior leaders need to ensure that staff have a full understanding of their statutory duties. Attendance levels across the school are high. Senior leaders need to be more rigorous when monitoring attendance. They should do this routinely and regularly to ensure they support appropriately those children with poor attendance.
- Teachers identify and ensure those children who require additional assistance with their learning are supported. Children with additional support needs have an individualised educational programme in place to support their learning. The headteacher recognises that an important next step is to improve the quality and effectiveness of target setting. She should ensure that targets are clear and measurable. She recognises the need for all involved, to review targets more regularly, to ensure that children are making appropriate progress. Targets need to be more meaningful to children and achievable over shorter timescales. More regular review is needed to help staff monitor the impact of interventions and supports on children.
- The headteacher should ensure that all involved consider care-experienced children for a coordinated support plan. There needs to be a thorough review of the approach to the school's use of Child's Plans to ensure their effective use.
- The headteacher plans occasions for religious observance across the year which are supported by the local minister. The school has a planned religious and moral education programme in place which provides guidance for teachers introducing a range of faiths to children. However, children have limited awareness of diversity issues. They are not confident in their ability to recognise and challenge discrimination, should they become aware of it. Teachers need to ensure that the curriculum offers sufficient, explicit opportunities for children to develop greater awareness of diversity and discrimination. They should provide these in a planned and progressive way across the four contexts of learning. The headteacher acknowledges the need for increased focus on the issue of equality.
- The school is meeting the main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. Children can access free drinking water throughout the day, the payment system in place protects the identity of those entitled to a free school meal and the school does promote the school meal service to parents and children.
- The nutritional analysis of the three-week menu cycle shows that there is still further work needed to fully meet all nutrient requirements.
- Children represent their peers across all stages in school groups tasked with leading change and improvements in different aspects of life. The Eco group is working in partnership with catering services to reduce single use plastic in the dining hall. The Health and Wellbeing group is working on a number of issues including approaches to reduce noise levels in the dining hall at lunchtime. Children commented positively on the skills they are developing and applying through working with others as a team, communicating verbally, in writing and creating displays to share their work with others in school.
- Senior leaders, together with staff, need to build on and strengthen children's understanding of restorative approaches in dealing with disputes and disagreements to embed this across the school. They should consider how they can monitor and demonstrate the impact of such approaches on children's experiences and expectations of themselves and others.
- Children could discuss how their learning about safety raised their awareness of potential risks and how to manage these to keep themselves and others safe, for example when using the internet and knowing about road safety.

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

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. Most children are making good progress in literacy and numeracy, with a few children exceeding national expectations. Most children are making good progress from their prior levels of attainment. Most children are predicted to attain the expected Curriculum for Excellence level in the current academic year.

Literacy and English language

- Overall, attainment in literacy and English is good. Most children make good progress in all areas of literacy and English language and a few make very good progress. At early level, almost all children attain national expectations in listening and talking. Most attain early level reading and writing. At first level, most children attain national expectations in listening, talking and reading. The majority of children attain writing at first level. More children need to attain better at this level in writing. Almost all children attain the expected Curriculum for Excellence level in listening and talking and reading at second level. Most children attain second level in writing.

Listening and talking

- Across the school, listening and talking is very good. Most children working in the early level play with sounds and recognise patterns in words. A few use a very good range of vocabulary with understanding during their play, for example, describing the shape needed to make a model more aerodynamic. They understand fully when to listen and when to speak during conversations. At times, children were listening too long to instructions and a better balance of adult directed talk and group and partner discussion would be helpful. Most children working at first level are confident to talk about themselves and use a wide range of vocabulary to describe how they feel. Most children demonstrate and identify the importance of showing respect by listening well to other speakers during whole class and group activities. They provide opinions regarding a range of texts including poems, reports and stories. They listen well for verbal feedback and respond appropriately. Children describe the difference between fact and opinion. Children, working at second level, research their own sources of evidence to prepare and present arguments for and against during class debates. They make astute judgements and critique their classmates presentation delivery well, providing helpful feedback on what worked well and why. They are confident to clarify thinking and demonstrate application of higher order thinking skills that they apply to other curricular areas.

Reading

- Overall, across the school, children's reading is good. They enjoy reading for pleasure and most talk about the range of books they have at home. The school library has not been used to support home links and this is having a detrimental effect on a few children's fluency and access to a wider range of texts. It would be helpful to reinstate this and have the children upskilled to run it for the school. Most children working in the early level identify confidently

initial sounds. They are beginning to use their developing understanding of phonics to recognise common words. They understand fully that print carries meaning and are beginning to read simple books, using picture clues and retelling favourite stories. Children working at first level have favourite authors and provide reasons for their choice. Most children read with a good level of fluency and comprehension. Children working at second level demonstrate a range of approaches to gain understanding from a range of texts including film and will describe the strategies they use to help them. Across the school, a few children need to make better progress in their reading.

Writing

- Across the school, there is clear evidence of strong progression in children's writing. Most children working in the early level form letters with increasing legibility. They attempt words using their phonic knowledge and convey their ideas very well. Children are confident in sharing their ideas in pictures and write a few sentence to convey or enhance meaning. Most children working in first level are enthusiastic about the contexts offered to write imaginatively. At times, when children are writing extended pieces of work, their imagination and craft would be enhanced further through using digital technology. Children can describe a range of approaches and purposes for writing including reports, letters and poems. They are confident at sharing what makes a good piece of writing and understand the function and importance of correct punctuation. By second level, children write for a wide variety of purposes and apply these skills very well across the curriculum. A few children are using complex punctuation well and a variety of sentence structures to influence and captivate the reader. Across the school, a few children need to attain more in writing.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. Most children are making good progress. Most attain national expectations at early and second level. At first level, the majority of children attain the expected Curriculum for Excellence level.

Number, money and measure

- At early level, most children count confidently. They practise counting through real-life contexts. Most are developing their understanding of sharing. They recognise o'clock on an analogue representation. At first level, most children have a good understanding of place value and identify accurately the value of a digit in a whole number. They are developing their knowledge and application of multiplication facts. Most children are not yet confident when dividing. Most children subtract accurately. Most children at first level recognise all coins and make total amounts of money in different ways. A few children calculate change accurately. Most children estimate the lengths of objects and measure to check for accuracy. A few calculate durations of time correctly. At second level, most children demonstrate good understanding of place value, including tenths and hundredths. Most round large numbers to ten, 100 and 1,000 with accuracy. They identify equivalent fractions and simplify answers. A few find it difficult to change fractions into percentages. Most children calculate durations of time correctly. They develop their problem-solving skills through real-life contexts involving money. A few children are unsure of the link between multiplication and division. Most children calculate accurately the perimeter of an irregular shape. They successfully find the area of rectangles and right-angled triangles.

Shape, position and movement

- At early level, most children recognise and use simple two-dimensional shapes and three-dimensional objects during play. They learn positional language through classroom instructions and routines. At first level, most children name and identify simple two-dimensional shapes and three-dimensional objects. Most describe simple properties of common shapes. Most children identify a line of symmetry in a shape or pattern. A few recognise a right angle. At second level, most children create symmetrical drawings and patterns. They draw

three-dimensional shapes and identify their properties. At second level, most children recognise right, acute and obtuse angles. A few children identify a reflex angle. Most children identify names of triangles and explain their properties. They use the terms radius, diameter and circumference correctly. Across the school, a few children could be making better progress in this aspect.

Information handling

- At early level, most children match and sort objects through play. They interpret simple charts and signs to support choices in the learning environment. At first level, most children understand and use tally marks. They explain how and when these would be used in a real-life context. Most children extract information from simple bar graphs and tables. They demonstrate a good understanding of the likelihood of an event occurring. At second level, most children analyse, interpret and draw conclusions from pictographs, line graphs and block graphs. They create Venn diagrams to display information for others. Across the school, a few children need to continue to develop their skills in information handling.

Attainment over time

- Most children have built on their prior attainment for the last three years. The school's tracking system has been used to monitor children's progress and identify where children need interventions to further their attainment. Senior leaders, with staff, should now revisit information gathered to ensure this supports teachers in raising attainment for all children, including those who need greater challenge. Overall, the school's assessment information shows that most children are making good progress from their prior levels of attainment.

Overall quality of learners' achievements

- Teachers celebrate children's wider achievement through assemblies, an achievement wall, newsletters, headteacher awards and postcards home. Children speak proudly of their successes beyond the classroom. They are particularly positive about their skills which resulted in sports events and competition successes. Older children recognise that their involvement in leadership roles, sporting activities, residential trips and lunchtime clubs is building their confidence and promoting a healthy lifestyle. Teachers have made a positive start in tracking learners' participation in these wider achievement activities. They identify children who are at risk of missing out and proactively address this situation. Teachers should support children to recognise and identify the skills for learning, life and work that they are developing through participation in wider achievement. They should also identify any potential gaps in the skills children are developing.

Equity for all learners

- Staff know children individually and take steps to ensure that all children are included in the life of the school. Learning assistants provide valuable support for children. Pupil Equity Funding (PEF) is used to fund interventions to support literacy, numeracy and health and wellbeing. The headteacher ensures that children do not miss out on participation in wider achievement due to financial constraints. There is evidence of improved outcomes, particularly in literacy and numeracy for children as a result of PEF interventions. The headteacher should ensure that there are robust systems in place to monitor the impact of all interventions.

School Empowerment

■ Professional learning

- The headteacher is developing a climate of collaboration and collegiality. She encourages staff to contribute to a supportive and empowered culture. All teachers undertake professional enquiry, linked to learning, in order to help raise attainment for children. They speak positively about the associated professional reading and rich dialogue created by this process. Teachers are developing their skills of enquiry through this experience. Collaboration amongst teachers has also increased as a result of discussions around professional enquiry projects. It is too early to measure the impact of each enquiry, however, teachers already report early signs of positive outcomes.
- Teachers take on leadership roles such as literacy, numeracy and science champions. Staff report that they are gaining confidence through these roles, and are increasingly motivated to take forward school improvement priorities.

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.