

Summarised inspection findings

Clober Primary School and Early Years Centre

East Dunbartonshire Council

19 December 2023

Key contextual information

Clober Primary School and Early Years Centre is situated in the town of Milngavie. The school benefits from extensive grounds and play spaces. At the time of the inspection, the school roll was 341 at the primary stages and 57 in the Early Years Centre.

Across the school, 18 percent of children reside in Scottish Index of Multiple Deprivation deciles one and two, and 41 percent reside in deciles nine and ten. Across the school, 17 percent of children have additional support needs.

The senior leadership team comprises of a headteacher, a depute headteacher and a depute head of centre. The school roll has reduced this session from 14 classes to 13. This led to adjustments in the senior leadership team at the primary stages. There is now one depute headteacher, down from two depute headteachers last session. There have been a number of recent staffing changes at the primary stages.

1.3 Leadership of change

good

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

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

- The school vision, values and aims underpin the headteacher's passionate, caring and nurturing leadership of the school community. Senior leaders and staff work continuously to raise the profile of the school values of aspire, respect, achieve and enjoy. Most children speak with understanding about their school values and can relate them meaningfully to their learning and achievements. They are proud to achieve recognition for their successes in demonstrating the values through certificates and star awards. The wider school community shares a common vision with the local high school cluster of schools. This builds well on what the school is seeking to achieve and supports children well through their transition to high school. Children's bespoke class charters reflect well the school values and are negotiated between staff and children to promote respect and positive relationships in class. Children in all classes are welcoming and talk about what they enjoy and would like to achieve. Senior leaders work effectively with staff, partners and the Parent Council to bring about a shared understanding of the cultural, social and economic needs of the school. They are now supporting staff to ensure that the shared understanding of the school context underpins learning, teaching and achievement across the school.
- The headteacher has a very clear understanding of the strengths of the school and the aspects which need improved further. Senior leaders work closely with staff to evaluate the work of the school systematically and identify priorities for improvement. They are beginning to do this with support staff. Senior leaders continuously review the pace of change to take account of changing circumstances within the school. They keep a close check on the progress of improvement priorities. Senior leaders seek the views of the Parent Council regularly when planning for improvement to ensure the parent body is represented. Children are consulted well about changes they would like to see in their school. A few children represent each class

on a number of committees. Senior leaders support and encourage staff to initiate change and try out new ideas. They meet regularly with staff and protect time to discuss the impact of change on outcomes for children.

- Senior leaders and staff work well together and create meaningful quality improvement plans with clear priorities arising from their regular, systematic self-evaluation activities. Staff speak knowledgeably about their role in improvement planning and the impact on their work. Senior leaders now need to provide clear strategic leadership to guide and support staff as they move forward. Together they need to bring about greater consistency in the quality of learning and teaching across the school, taking account of recent staffing changes. Staff need to make more effective links between tracking and monitoring children's progress. This will help them to determine how well children are progressing toward meeting the expectations of achieving a level within Curriculum for Excellence (CfE).
- Senior leaders and staff have, more recently, collaborated to develop clearer approaches to gathering and using data within each classroom. This is showing signs of improving teachers' understanding of children's progress and factors which may influence it. Staff need to embed the use of data in how they plan to meet children's individual needs and set out their next steps in learning.
- Senior leaders and staff work well together to improve inclusion and wellbeing for all. They undertake relevant professional learning and examine closely data from health and wellbeing surveys with children. Staff identified the need to create quiet, safe spaces within the school for children to receive extra help and support. Children now appreciate being able to attend the Rainbow and Sunflower Rooms in both a planned and responsive way. These opportunities are having a measurable impact on their wellbeing. Staff continue to learn with and from each other about the most effective ways to support positive wellbeing and behaviour in all areas of the school. Senior leaders need to continue to monitor, alongside staff, that children's wellbeing is supported in all areas of the school.
- Staff take part enthusiastically in appropriate professional enquiry through working parties to take forward priorities identified within the improvement plan. They readily work in trios to support each other in improving classroom practice. Staff link with schools across East Dunbartonshire Council and the West Partnership Regional Improvement Collaborative (RIC) to engage in professional learning and moderation about children's progress in writing. Staff are making positive progress in improving how they plan progressive learning in expressive arts. They have made an evidenced-based start to introducing play-based approaches to enhance learning and teaching for children in P1-3 and Pupil Enquiry Based Learning for children in P4-7.
- Children's leadership committees are having a positive impact on school life. Children are clear about what they are trying to achieve. Junior Road Safety Officers worked together to survey children about their road safety and parking concerns. This supports the school community as they await the commencement of a traffic-free schools plan. Children in the pupil council worked with staff to agree a 'Behaviour Blueprint' to promote positive behaviour. This includes a special reward for children whose behaviour has a positive impact on others. Children feel this is working very well and appreciate the commitment of the headteacher in taking part. There is scope to increase the number of children who take part in these committees.
- The headteacher keeps the Parent Council well informed about all aspects of the school through regular reports. They feel they are very clear about the work of the school and the progress of the improvement agenda. The Parent Council is consulted prior to senior leaders introducing any new policies and procedures.

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 have created a nurturing and supportive learning environment for children. They model the school values and promote a caring ethos across the school. Staff have positive relationships with children and parents across the school community. Children are proud of their school and discuss what they enjoy about different aspects of school life. They respond positively to their teachers' expectations and encouragement. As a result, in most classes children are polite and respectful to each other and to adults.
- In most classes, children interact positively with each other and engage well in their learning. Staff provide regular opportunities for children to work in pairs and groups. However, in a few classes, staff need to develop children's skills in how to work well together. In doing this, they should maximise learning time, reduce noise levels and increase children's engagement in learning.
- In most classes, the quality of learning and teaching is good, and, in a few classes, it is very good. Staff have worked well together to develop a shared understanding of effective learning and teaching. However, more needs done to ensure all staff, including new staff, develop a consistent understanding of quality learning and teaching. There is scope to share good practice across the school. In most lessons, teachers' explanations and instructions are clear. Most teachers share the purpose of learning and help children to understand what success looks like. The leadership team should continue to work with staff to develop approaches to differentiating teaching and learning across the school. This will help staff to meet the wide range of children's needs in classes more effectively. Staff need to ensure all tasks and activities in lessons provide appropriate support and challenge for all, including for higher attaining children.
- Across the school, most staff provide children with helpful oral and written feedback, particularly in writing. Children have regular opportunities to self and peer-assess aspects of their learning. In a few classes, teachers involve children in setting targets for their learning. They support children to select work that they are proud of to put in their individual assessment folders. Teachers should continue to develop this approach further to allow children to reflect on their learning and develop an understanding of their progress.
- Most teachers use questioning well to help children recall knowledge and prior learning. In a few classes, questioning is used well to extend children's thinking and learning and to develop higher-order thinking skills. As planned, staff should develop this further to ensure all staff are clear of the expectations in Clober Primary School.
- Most teachers use interactive whiteboards well to engage children in their learning. In a few classes, children use tablets to film and review their learning. When they have access to

individual digital devices, children engage confidently with a variety of programs and applications. As planned, teachers should continue to develop the use of digital approaches to enrich children's learning experiences and improve their digital literacy skills. At times, the opportunities for staff to develop children's skills are hindered by a lack of digital devices.

- Staff are beginning to develop an outdoor learning programme and are now providing children with a wide range of outdoor learning experiences. This is helping children learn about nature and their local environment. As planned, staff should continue to develop approaches to outdoor learning to enhance children's experiences further.
- Staff from P1 to P3 have made an early start to providing children with a wide range of learning through play opportunities. This is supporting children well as they transition from nursery to P1. Children are provided with opportunities for personalisation and choice of tasks and areas of play. Staff are beginning to provide children with a balance between intentional and responsive play. This now needs to be developed further to ensure appropriate support and challenge in learning. As planned, staff should continue to develop a deeper understanding of the role of the adult in play across early and first level. This will help children lead their own learning more fully.
- Staff have agreed approaches to assessment across the school. This includes a range of summative and ongoing assessments. Teachers plan a range of assessments in literacy, numeracy and health and wellbeing. They recognise how these assessments support professional judgements made on children's attainment and progress. Teachers should continue to develop their understanding of how to make best use of assessment information to directly inform teaching and learning. This will help ensure that children experience appropriate challenge in their learning.
- Teachers plan learning using progression pathways across most curricular areas to help ensure children build on previous learning. Staff have worked well together to create a balance in learning in science and social subjects. They now need to plan opportunities to ensure children have sufficient breadth, challenge and application in their learning. Staff should now continue to develop children's skills to lead their own learning. Staff make good use of individual and group plans to support children who have barriers to learning.
- Teachers engage in both informal and formal moderation activities within the school and across the cluster schools. This is improving the reliability of evidence teachers use to consider children's progress. As planned, they should continue to engage in moderation with other schools. This should support teachers' increasingly robust judgements of children's progress and ensure a shared understanding of national standards.
- Senior leaders have established whole-school tracking and monitoring approaches. They have recently introduced class data packs to help staff become more familiar with the attainment of children in their class. Staff meet termly to track and monitor children's progress. They use this time well to identify children who require support and plan appropriate interventions to ensure continued progress in learning.

2.2 Curriculum: Learning pathways

- All class teachers use progression pathways for most curricular areas. These are designed to support teachers to plan learning and teaching which builds on what children already know. Senior leaders and staff carefully consider the context of the school and community when designing the curriculum, to help shape relevant and purposeful lessons.
- Staff recognise the importance of linking learning to the world of work. Partnership working is enhancing the curriculum and providing children with opportunities to develop skills for learning, life, and work. Staff provide a Careers Day and World of Work Week to encourage partners from a wide variety of vocations to attend the school. Children experience talks and presentations on how their knowledge and skills are developed and applied in the workplace.
- Staff ensure all children receive their curriculum entitlement of two hours of quality physical education each week. Children across the school learn French from P1 to P7 and Mandarin from P5 to P7, supported by the Hanban teacher and East Dunbartonshire Council's Confucius Hub.
- Almost all staff have engaged in professional learning on outdoor education. This is beginning to have a positive impact on how the outdoor environment is used to enhance learning and teaching across the curriculum. Staff should now look to further develop opportunities to embed wellbeing within outdoor education.
- The school library has recently been relocated within the school. A timetable has been developed for classes to visit each week. All classes have yet to make full use of the newly established school library. Children across the school make good use of classroom libraries to develop reading for enjoyment.
- Staff are working currently on the development of digital learning across the curriculum. They have devised a digital literacy planning format and skills-focussed progression pathway. This is to ensure that digital technology enhances teaching and learning and builds on children's prior learning. A consistent approach to the development of the leadership roles of P5 'digital leaders' will contribute to sustainability in digital learning across the school.
- Staff work well across the school to provide appropriate transitions from stage to stage, as well as from nursery to P1. Children take part in "Destination Douglas", the primary to high school transition programme which begins in P6. This contributes positively to children settling well into to their new secondary school setting. Older children enjoy supporting these successful transitions through a buddy system.

2.7 Partnerships: Impact on learners – parental engagement

- The active Parent Teacher Association (PTA) has raised a considerable sum of money for the school. This has supported the purchase of eight laptops, science workshops and playground equipment. They also subsidised the cost of the residential trip for children in P7. Through this generosity, the PTA have contributed very positively to children's learning and wellbeing.
- Senior leaders organise 'stay and play' session for the parents of younger children. Parents value and welcome these opportunities to learn more about learning and teaching in their child's classroom.
- Parents can access online family learning activities to engage with their children at home. They use 'Bug Club' book club to access texts including those children use in class. Parents took part in a consultation about homework before the COVID-19 pandemic. They feel it is not consistent and would now like clearer guidance about what is expected.
- Overall, parents would like more consistent communication about what their child is learning in the classroom and the progress they are making. This includes how staff share children's learning on a digital platform.

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

- All staff have established a nurturing, supportive learning environment which embodies the school's values of aspire, respect, achieve and enjoy. This creates positive relationships amongst children and staff. All adults treat children with respect and most children feel that their peers treat them respectfully. Children know they have key staff members they can talk to. The recently introduced nurture drop-ins have further enhanced this support for children's wellbeing. Children speak positively about this and realise the benefits for their wellbeing. They learn appropriate key skills linked to resilience, internet safety, through progressive experiences across all stages. Children learn well about diversity through classwork and school assemblies.
- Staff use well-planned approaches to support the development of children's skills in managing their emotions. This is leading to improved engagement in learning for most children. In all classes, staff have established class charters linked to the school's values. Children need continuing support from staff to help them discuss their rights-based learning. Staff have participated in a range of professional learning opportunities to support their understanding of nurturing approaches. As a result, most children engage well in supportive and restorative conversations when resolving difficulties.
- Teachers and support staff have a good understanding of the wellbeing indicators. Most children are familiar with these indicators. They should be encouraged to use the wellbeing indicators to become more able to reflect and talk about their emotions and wellbeing. Staff use a range of agreed approaches through the Clober Blueprint for positive relationships to support children to self-regulate and build resilience. This helps ensure there is growing consistency in practice across the school to meet children's needs. Senior leaders and staff should continue with their plans to monitor enjoyment, engagement and wellbeing through an analysis of their assessment information. This will help them to measure impact on those children who they feel benefit from this approach.
- Senior leaders and staff identify and agree a range of targeted supports that help most children with additional support needs make good progress. Most children who need extra support benefit from appropriate interventions to support their learning and wellbeing. A few children have individual behavioural response plans. These are shared across the whole staff team and include prompts to ensure consistency of approach. Staff should continue to develop more precise targets for children in plans, with associated measures, to help address specific barriers to learning. They should also continue to review targets regularly to measure and identify the progress and the impact of interventions. Senior leaders and staff should seek to improve further the consistency of communication with parents in the sharing of targets and progress towards these.

- Senior leaders have a good understanding of statutory requirements in relation to wellbeing, equality and inclusion. They have effective procedures for identifying and supporting children who may require additional support. Staff use individual education planning for a few children, with targets in place. There is scope to improve this further. Staff engage well with a range of partners. Psychological services, outreach and specialist services help support staff in addressing barriers to learning. This includes provision for children with a hearing impairment with effective signing arrangements. The school involves parents in planning meetings and includes children's views when agreeing targets and next steps. Children should be more involved in setting their own targets to help them take ownership of their learning. Senior leaders should continue to build on the whole-school data overview of the needs for all children. This will help ensure appropriate supports are in place for key groups of children and prioritise any professional learning needs for staff.
- Staff are developing children's resilience and emotional literacy through class teaching, targeted group work and individual supports. These approaches could be further improved by teachers linking in the wellbeing indicators and school values. Most children speak confidently about their emotional wellbeing. Children in a few classes use 'check-ins' and are supported well by staff in recognising how their feelings affect their actions and overall wellbeing. Staff have revised the positive relationships policy and playground charters in consultation with staff and children. These set out the school's expectations of standards and identify supports in building positive relationships. Senior leaders acknowledge the need to develop all parents' and stakeholders' understanding of these policies and the approaches that underpin them. Staff should develop further their anti-bullying policy in line with the school's values. This will help ensure that the children and parents know the procedures and what expectations, consequences and supports are in place.
- Children benefit from two hours quality physical education each week which promotes wellbeing. Staff use outdoor spaces to support aspects of the curriculum. There is scope to develop this more fully utilising the extensive grounds. Staff now need to be more consistent in promoting wellbeing and nurture outdoors. This will ensure these experiences impact positively on children's mental, as well as their physical, wellbeing. Staff and children celebrate the range of cultures represented in the school throughout the year. They ensure that they use British Sign Language to support such events. Partners speak highly of the inclusive nature of the school. All children have the opportunity to participate in school activities and staff ensure children with additional support needs are included and have their barriers to learning removed.
- Through partnership working with the Active Schools coordinator and local community groups, children engage successfully in a wide range of physical activities out with the school day. Most children feel that the school is teaching them to make healthy choices.
- Senior leaders continue to promote and develop equality, diversity and equity policies to ensure the diverse needs of the community are recognised and all children are included.
- Senior leaders have effective arrangements in place to regularly track children's attendance and are proactive when attendance levels give cause for concern. This is in line with local and national policy. The school's attendance is above the national average.

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

- At early, first and second levels, most children achieve nationally expected levels in reading, writing, listening and talking and in numeracy. Across the school, a few children are exceeding national expectations. Senior leaders gather data on children's attainment in literacy and numeracy. Teachers' judgement of achievement of a CfE level in reading and in listening and talking is not consistently accurate. Senior leaders need to continue to develop staff's understanding of national standards to help them make more accurate judgements on achievement of a CfE level.
- Most children are making good progress in literacy and numeracy. Most children who have additional support needs are making good progress towards achieving their targets.

Attainment in literacy and English

- Most children across the school make good progress in reading, writing and listening and talking.

Listening and talking

- Across the school, most children listen well to adults and peers in a range of situations. They follow instructions confidently. At early level, children listen and talk to each other well in their play. Most children at first and second levels share their views with adults when prompted. They listen to each other, and a few children ask questions or contribute to conversations effectively. At second level, most children talk confidently about the skills needed to present information to their class. Across the school, most children need to develop the skills needed to discuss topics effectively within a group. A few children would benefit from becoming more aware of the skills they are developing through talking and listening activities.

Reading

- At the early primary stages, children enjoy talking about books. They are developing preferences as readers, including when reading by themselves. Most children who have achieved early level identify letters and blend sounds to read simple sentences. Most answer questions well about the stories. Most children at first and second levels enjoy reading and can read fluently with expression. They talk confidently about a wide range of favourite authors and reasons for choosing particular books. Children make good use of their class libraries and occasionally visit the local library to increase their choice of books. At first and second levels, children talk confidently about texts, using contextual clues to predict what might happen next. They can describe accurately the features on fiction and non-fiction text. Children answer literal, inferential and evaluative questions well. A few children across all levels could be developing reading skills at a faster pace using more challenging texts.

Writing

- Most children who have achieved early level are able to write a sentence and illustrate the sequence of a story well. A few children are able to write several sentences to make a story. They are able to punctuate a sentence using a capital letter and a full stop. At first level, most children write independently using a variety of punctuation. They plan and write texts for different purposes. Across first and second levels, most children write for a range of different purposes and audiences. They use increasingly complex sentence structures and interesting vocabulary as they progress in their learning. Children have a good understanding of the features of language, such as alliteration and onomatopoeia, which they use to enhance their writing. At second level, most children understand how to use paragraphs to organise their writing. Children working towards second level should be encouraged to write longer pieces of text more frequently.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good.

Number, money and measure

- Almost all children who have achieved early level confidently recognise numbers from zero to 20. They accurately identify the number before, the number after and missing numbers within a sequence to 20 and beyond. Children need more experience in developing their ability to apply addition and subtraction skills in simple money problems. At first level, most children successfully identify the value of each digit in a whole number with three digits. They are less confident at applying knowledge in estimation and rounding in a problem-solving context. At second level, most children accurately read and record time in both 12-hour and 24-hour notation and convert between the two. Children would benefit from consolidation in their knowledge of the relationship between fractions, percentages, and decimals.

Shape, position and movement

- Most children who have achieved early level accurately sort simple two-dimensional shapes and three-dimensional objects using various criteria. Most children at first level accurately use mathematical language to describe the properties of common three-dimensional objects. They are less confident in identifying three-dimensional objects from two-dimensional drawings. Most children working toward second level successfully classify a range of angles including acute, obtuse, and reflex. Children would benefit from further consolidation of complimentary angles to help them calculate missing angles successfully.

Information handling

- Most children who have achieved early level contribute to pictorial displays and can interpret simple charts to find out information. At first level, most children extract key information accurately from a variety of data sets including charts, bar graphs and tables. Most children working towards second level collect, organise, and display data well in a variety of ways. Across the school, children need more practice in developing information handling skills, particularly when using digital technology.

Attainment over time

- Senior leaders and staff track children's attainment over time. In doing this, they recognise that children's attainment has varied over a period of time. Senior leaders recognise that attainment is inconsistent, particularly for those children working at first level. Staff have focused on improving children's attainment in writing in recent years. School data indicates that this is beginning to have a positive impact on attainment in writing over time. Senior leaders should take forward their plans to address the pace of learning at first level. They should review their curriculum offer to ensure that there is progression, consistency, and continuity across the curriculum. Staff are at the early stages of using newly-introduced class data sheets to

interrogate a range of data to better inform their decisions around areas for improvement. Teachers undertake a range of moderation activities, both in school and with schools in the West Partnership RIC. This is contributing to teachers' more robust and reliable professional judgments around the achievement of a CfE level in writing.

Overall quality of learner's achievements

- Staff value children's achievements, both in and outside of school. They celebrate achievements at assemblies, in "The Can-Do Corridor" and more widely through the school's social media channels and newsletters. Children receive certificates at assemblies linked to the school values. These approaches are helping to build children's confidence and self-esteem.
- Staff and children have achieved a bronze award for respecting children's rights. This achievement contributes to children's understanding of their school values. Staff are supporting children well to develop as responsible, active citizens who contribute effectively to the wider life of the school.
- A minority of children improve their physical fitness and further develop their leadership skills through engaging in a range of school clubs led by staff and partners. These include girls' football, yoga, basketball, and competing in inter-school competitions.
- Children's skills for learning, life and work are developed through a range of activities, including "World of Work Week" where links are made to local businesses. Staff use whole-school approaches to developing leadership skills in children. This encourages a minority of them to participate successfully in school committees. Almost all children are encouraged to explore how they can contribute positively to the local community through local partnerships, for example, in 'Milngavie in Bloom'. Senior leaders should now strengthen links between these wider achievements and the skills children are developing through these opportunities.
- Children's wider achievements are tracked and celebrated. Staff put interventions in place for children who are at risk of missing out of participation in events. Staff should now take forward their plans to ensure appropriate wider achievement opportunities are in place for all learners.

Equity for all learners

- Senior leaders and staff have a good understanding of the socio-economic background of all children. They strive to ensure children are not disadvantaged by the cost of the school day. Senior leaders and staff work effectively with a variety of partners to support children and families facing financial hardship. Through these partnerships, families and children have benefitted from a range of household support and opportunities for personal achievement.
- The headteacher consults with the Parent Council and staff prior to the use of Pupil Equity Funding (PEF). Staff should continue to consult more widely on how best to use PEF, including consulting children and partners. Senior leaders use funding for a variety of strategies aimed at enhancing nurture and raising attainment in literacy and numeracy. These include additional teacher and support for learning assistant hours. Staff have engaged in professional learning around approaches in the use of a specific framework to make classrooms more inclusive. Staff track the progress of individual children within cohorts they have identified to help raise attainment. Senior leaders should now collate the information on the progress of particular cohorts to inform strategic decisions around the success of interventions. This will provide a key measure in how successful they are in accelerating the progress of children adversely affected by their socio-economic circumstances. Senior leaders should continue to monitor children's equity of access to online home learning activities.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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| 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.