

Summarised inspection findings

Walkerburn Primary School

Scottish Borders Council

20 June 2023

Key contextual information

Walkerburn Primary School and Nursery Class is located in a rural setting serving the local community of Walkerburn. Almost all children on the school roll live within Scottish Index of Multiple Deprivation decile four. The school roll at the time of the visit is 39 children, organised into two mixed-age classes. Attendance at school is in line with the national average. The school receives £4,900 in Pupil Equity Funding (PEF).

The headteacher was appointed as joint headteacher for Walkerburn Primary School and St Ronan's Primary School in December 2020. St Ronan's Primary School is two miles away. The schools share a leadership team. There is no senior leader based full-time at Walkerburn Primary School and Nursery Class. The headteacher and staff team have had to deal with significant challenges. These include the impact of the pandemic, substantial staff changes and absences. The school has experienced considerable changes to the leadership team, teaching staff and nursery team over the last three years. The headteacher is supported by one full-time deputy headteacher, one part-time deputy headteacher and one principal teacher. The senior leadership team all have leadership responsibilities across both schools.

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

- Walkerburn Primary School's vision, "a wee school with a big heart", is evident in all aspects of school life. The values of 'honesty, ambition, respect and kindness' are highly visible throughout the school. The headteacher and staff demonstrate these very well throughout their work. They ensure that the vision and values are reinforced constantly by the wider school community. Most children know the school values and can talk about the ethos and aims of the school in their own words. Parents value the staff's caring approach and commitment to ensuring the school is at the heart of the community. To further raise the school's profile, it is important that staff continue to share and celebrate the school's successes with the wider community. The headteacher plans to refresh the school website as part of this work.
- Senior leaders identify correctly that recent challenges, have had a negative impact on the pace and progress of change. These challenges include the pandemic, staff absence and significant changes within the whole staff team. Senior leaders work well together to manage these challenges. Leadership of change is a shared activity with the partnership school, St Ronan's Primary School. Work across the partnership is supporting the improvement of experiences and outcomes for learners. The headteacher is clear and confident about the school's improvement agenda. As stability within staff team continues, they are well placed to work more effectively in partnership with children, parents and partners in the community. This should support the school's continued journey of improvement and change. The headteacher should now review the remits of the leadership team. She should ensure they support staff

collectively to lead and manage change effectively with a clear focus on accelerated progress for all learners.

- Senior leaders create clear plans for improvement to help support the pace of change. These outline clear actions, timeframes and the allocated areas of responsibility. They now need to include all staff more regularly and meaningfully in creating and evaluating school improvement priorities. Staff should develop further their collaborative working and show greater leadership in making school improvements. All staff should be more involved in identifying strengths and areas for improvement. Further engagement in self-evaluation, through increased use of How Good is our School? 4th edition (HGIOS4) would evidence more clearly strategic direction and continuous improvement.
- All teachers take part in meaningful professional learning about how to use digital technology to enhance learning and teaching. This is having a positive impact on children's experiences across the school. Children use apps and programmes on their devices confidently to improve their learning. Staff should continue to work together and take part in professional learning to continue improving all children's learning experiences.
- There is a shared teaching, learning and assessment framework across the partnership. Teachers are increasing opportunities to work effectively together as an extended team across the two schools to continually improve their classroom practice. They are motivated and want the best for learners in their class. As planned, senior leaders should continue to strengthen approaches to measure the effectiveness of the school's work. This will help support consistently high-quality learning and teaching across the school. Senior leaders need to continue prioritising time for staff to have regular professional discussions to help them improve their practice. Teachers would benefit from opportunities to work with teachers from other small schools who teach mixed-aged classes. This should support them in developing their practice.
- Children feel included in decisions that are important to them. Most children are able to join committees and groups that make positive contributions to the life and ethos of the school. These include pupil council, house captains, and digital leaders. The pupil council members talk positively about aspects of school life they have improved, including reinstating the healthy tuck shop. Staff use a 'mind map plan' successfully to help children plan improvements. Children across the school have the skills and abilities to contribute to long term improvements linked to school improvement priorities. Using How good is OUR school? would support children to take a leading role in evaluating the work of the school.
- The supportive Parent Council works in partnership with staff to improve opportunities for children. The Parent Council values children's contribution to decision-making about improvements. The headteacher shares the school improvement plan with the Parent Council. Parents understand that the pace of change and their involvement with the school has been impacted negatively by the pandemic and changes within the whole staff team. They are keen to become more involved in supporting the headteacher to drive forward change and improvement.
- The headteacher is using PEF to increase support staff's hours. Support staff provide targeted literacy and numeracy support for identified children. It will be important to plan, monitor and evaluate carefully the impact of this support in closing the poverty related attainment gap.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The ethos and culture of the school reflects the school's values of honesty, ambition, respect and kindness. These values are underpinned by children's increasing understanding of their rights. Staff reinforce the values through their teaching. Overall, positive, respectful relationships are evident across the school. This supports most children to be engaged actively in their learning. Most children interact appropriately when they work with each other in pairs and small groups. They have regular opportunities to contribute to the life of the school and wider community through a range of activities. Children's resilience is improving and the standard of behaviour across the school is good. This leads to a calm and purposeful learning environment in most lessons.
- All children have access to an individual digital device and use it regularly as an integral part of their daily learning experiences. Children's digital literacy is increasing as a result. Children are encouraged to use matrix barcodes and apps for a range of purposes across different curriculum areas. They use technology effectively to capture, record and present aspects of their learning. Teachers use digital technology effectively to assign, monitor and assess learning tasks.
- Staff use an agreed learning and teaching framework with increasing effectiveness. This has been developed in line with the school's strategic aims, vision, values, local and national guidance. The framework provides a shared understanding of what makes a very good lesson. Teachers use a consistent approach to structuring lessons across the school, as a result. They ensure that children understand the purpose of their learning. Children could be more involved in identifying how they will know that they have been successful in their learning. Staff should now increase their focus on providing effective feedback to help develop children's understanding of what they need to do next to improve. This will support children to develop the language of learning and their understanding of themselves as learners. In a few lessons, effective questioning supports children to develop and extend their thinking. Staff should provide increased opportunities for children to become more independent in their learning.
- In almost all lessons, teachers deliver learning to the whole class and tailor subsequent activities to meet the needs of individuals and groups. Most lessons are overly teacher led, resulting in children being passive in their learning. Too often, learning activities are too easy for children. As a result, the majority of children feel that their work is not hard enough. Staff should increase their expectation of what children can achieve.
- Senior leaders should support staff to review the group rotational approach to learning ensuring it meets the needs of all learners. At times, this limits the opportunity for children to be independent and involved actively in their learning. Teachers should provide children with sufficient time to complete meaningful learning activities, particularly written tasks. Across the week, children should be provided with a broad range of well-planned activities.

- The school's location enables children to benefit from a range of outdoor learning environments. Taking part in 'Outdoor Thursdays' provides children with regular opportunities to learn in their local environment, including the school garden. This supports them to develop skills for life and work. Children speak confidently about their understanding of five key skills, including leadership, planning and organisation, teamwork, communication and problem solving. Teachers should now develop a progressive framework for the five key skills, as planned. This should support children to build on, extend and apply similar skills developed at previous stages.
- Staff are at the early stage of developing play in the younger class. They have reviewed the learning environment to provide improved learning spaces, including construction and role play areas. Children are beginning to use their imagination skills and develop their creativity when using these areas. The play equipment available is not yet of a sufficiently high quality to extend children's learning. Staff engagement with national practice guidance and professional learning should support the further development of play. This should inform the quality of adult interactions to ensure learning is motivating and meaningful. In addition, it should support staff to ensure the range of learning experiences children engage in are appropriate to their stage of development and meet their learning needs. There is significant potential to develop literacy and numeracy skills through play.
- Staff have undertaken a review of the assessment calendar as part of this year's school improvement plan. The calendar identifies the timing of a range of assessments, including baseline, standardised, formative and summative assessments. Staff have implemented a teaching, learning and assessment guide. Although they use a range of assessments, these are not yet an integral part of planning. The pace of learning across the school is too slow as a result. Staff should review how they use assessment to inform the planning and delivery of learning across multi-stage composite classes. This should support all children to make the best possible progress, irrespective of their age and stage. Staff should continue to engage in moderation activities with other schools to develop further their understanding of expected levels in writing and other areas of the curriculum. This will strengthen further the robustness of teacher's professional judgements in relation to children's progress and attainment.
- Teachers plan learning over different timescales, including long and short-term plans. To inform this planning, they use a range of learning pathways, including those developed by the school, cluster schools and the local authority. Although aspects of planning take account of children's age and stage of development, this is not always evident in short-term planning. Teachers identify correctly the need for increased guidance to strengthen their planning of learning across different curriculum areas. This should support them to ensure planning across all areas of the curriculum is balanced and builds on prior learning. Teachers are beginning to develop their use of floor-books to support children's contribution to planning. Building on this positive start, teachers should involve children in revisiting their floor-book contributions to reflect on the learning that has taken place.
- Teachers and senior leaders meet each term to review the progress individual children are making. This supports the identification of children working above or below anticipated levels and informs the planning of additional support or extension activities. Individual education plans are in place for children who require them. Children's progress in relation to their learning targets is unclear. Teachers should ensure that short-term targets contribute to the longer term aims of the plan. Teachers should develop more specific, measurable learning targets, in partnership with children and parents. This will support them to identify the impact of interventions more clearly.

2.2 Curriculum: Learning pathways

- Teachers use progression pathways for a majority of the curriculum areas. They use three-year rolling programmes to support annual planning for a few areas of the curriculum. These take account of Curriculum for Excellence experiences and outcomes and National Benchmarks. Senior leaders and teachers should now develop progression pathways for all curriculum areas. This will help teachers to ensure planned experiences build on children's prior learning and skills, and support progression for all children. Staff need to review the balance of the entire curriculum, to ensure that children receive their full entitlement to a broad general education.
- Senior leaders plan to further develop the school's curriculum rationale. This is to ensure it reflects fully the current context of the school and aspirations for all learners. Staff, children and parents should work together to identify the outcomes they seek for all children within the totality of the curriculum. They should make connections between curricular areas and themes important to children and their context. These would include global citizenship and learning for sustainability. This should help to provide children with rich learning experiences that offer challenge, depth, and relevance.
- The local environment offers rich opportunities for a high-quality curriculum. Staff plan regular outdoor learning experiences for children across the whole school and nursery. Experiences such as using the school garden to learn about growing vegetables and visits to the 'sandy beach' are good examples of a positive start. Children enjoy opportunities to learn together outside. Staff are keen to use the outdoor space and local environment more effectively to enrich learning experiences. Staff should develop a policy for learning outdoors to ensure experiences are progressive and embedded within the totality of the curriculum.
- All children receive their full entitlement of two hours quality physical education each week. This is delivered by specialist physical education teachers and class teachers. The school's progression pathway for physical education is used to support planning, continuity and progression in learning experiences.
- Children at all stages learn French. In addition, children across the school learn British Sign Language.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are invited throughout the school year to participate in a variety of events, such as assemblies and the Scottish afternoon. This provides parents with opportunities to observe and engage in their child's learning in a variety of settings. Most parents feel well-informed about the progress their child is making. They welcome the information provided in electronic learning journals. These provide information about their child's progress and next steps in learning. Staff share overviews of planned learning across a range of curricular areas each term. Parents feel better prepared to support their child's learning at home as a result. The majority of parents feel that staff know their child well as an individual. They feel able to speak with staff and that their views are listened to.

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 work hard to create a nurturing, inclusive environment. They have respectful and trusting relationships with children and meet their social and emotional needs well. Almost all children, parents and carers report that children feel safe in school, as a result. Community partners, such as police and fire service officers, enhance children's learning about safety and citizenship. Children know and can demonstrate how to keep themselves and others safe.
- Staff use an annual standardised wellbeing assessment effectively to identify areas of wellbeing in which children would benefit from support. This is in line with Scottish Borders Council's approaches. Staff now need to use this information to identify any areas of concern in individual children's wellbeing and provide any necessary targeted support. Senior leaders discuss the wellbeing indicators regularly at school assemblies. Children's learning about the indicators is evident on displays throughout the school. Children across the school are developing their knowledge of the wellbeing indicators effectively. They have the knowledge and skills to make safe and good choices about their health. They identify successfully ways that staff help them to be healthy and active, such as making healthy eating choices and participating in regular exercise. Almost all children enjoy the school grounds at break times and lunchtimes. The school grounds and local area offer children rich and regular opportunities to play and learn outdoors. Children are involved in developing ideas to enhance these important spaces. This ensures a safer and more attractive outdoor environment for learning and play to take place. Parents are pleased swimming lessons for P4 to P7 children have restarted. Parents value children learning water safety skills and learning to swim as a river runs through Walkerburn. All staff should continue to embed the language of wellbeing indicators in daily school life. This should help children to discuss and reflect on their own wellbeing and identify next steps to improve.
- Almost all children have someone in school they can talk to if they are upset or have any concerns. Most feel staff help them to understand and show respect to other people. A majority of children are unsure if other children treat them with respect. Senior leaders recognise the need to review and refresh the school's positive relationships policy in line with the school's current approaches to the rights of child and supporting their wellbeing. Senior leaders should consult with children and parents as part of the review process. Almost all children and parents report the school deals appropriately with bullying or that they have never experienced bullying.
- Most children have opportunities to support peers to improve their wellbeing. They are involved in pupil groups, including health and wellbeing leaders and Junior Road Safety Officers. Children recognise their roles in these groups are supporting them to develop leadership skills including planning events, public speaking and teamwork. They feel empowered to make decisions and effect change in their school. Children also participate in

programmes such as Eco-Schools Scotland. This helps children to develop their understanding of wider global issues and consider the needs of others.

- Children demonstrate the school's values well. Staff use the values successfully to support children's positive relationships and attitudes to school life. Demonstrating the values is a key feature of celebrating children's wider achievements. Staff and children celebrate these within assemblies and children who have demonstrated the values well receive 'star learner' certificates. Children respond positively to these approaches and are very proud of their collective and individual achievements.
- There is an increasing focus on the United Nations Convention on the Rights of the Child (UNCRC) across the school. Most children are aware of children's rights. Visual displays evidence children's learning about their rights. Staff should continue to highlight children's rights across the curriculum to ensure all children understand their relevance and how they impact upon their wellbeing.
- Teachers prepare well-focused lessons for areas of wellbeing including food and health, relationships, sexual health and parenthood and emotional wellbeing. A range of appropriate resources are available to support teachers to deliver age and stage appropriate lessons for children. This includes a resilience programme. Staff should continue to develop a more coherent and streamlined health and wellbeing programme across the school. This should include aligning the health and wellbeing curriculum with the wellbeing indicators and UNCRC. They should do this alongside the review of planning for progression in other curricular areas.
- Senior leaders monitor the attendance of children in Walkerburn Primary School. They give support and advice to families about how to improve their child's attendance, where necessary. The attendance of targeted children is improving, as a result.
- All staff are aware of their responsibilities in relation to safeguarding and keeping children safe. All staff have completed training in line with their responsibilities and codes of practice. Senior leaders and staff understand most children's individual needs, including those of the most vulnerable learners. Staff develop a child's plan or individualised educational plans for children who require them. Senior leaders should work with teachers to improve the quality of targets within individual education plans. The targets should clearly identify the steps to be taken to help a child with additional support needs (ASN) achieve specified learning outcomes. This should support staff in reviewing and measuring the progress children with ASN are making within their learning. Parents and children should be fully involved in reviewing children's progress and identifying next steps.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined sample documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.
- Children learn about resilience, diversity and discrimination through planned learning experiences in classes and assemblies. Children reviewed school library books recently to ensure they contain stories about different cultures and communities. Children talk well about the importance of treating others with respect and celebrating differences. A few children can describe discrimination in relation to race, sexuality and appearance. Children explore different faiths, beliefs and traditions using the school's religious and moral

education progression pathway. Children receive their entitlement to religious observance through regular assemblies delivered by the school's chaplaincy team.

- Senior leaders work well with the local secondary school to develop enhanced, individualised transition programmes for children experiencing barriers to their learning. This is helping children to move from primary to secondary school as confidently as possible. Senior leaders should review existing arrangements for children transitioning from nursery to P1. They should start transitions activities at an early stage within the school year to provide further support for children who experience barriers to their learning. This should ensure appropriate supports are in place to allow children to move to primary school as confidently as possible.
- The headteacher uses PEF for additional staffing and resources to support identified children using a range of interventions and activities. It is essential that staff monitor and evaluate the impact interventions have on closing the poverty-related attainment gap.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Due to the small size of the school roll, overall statements about attainment and progress will be made, rather than for specific year groups or Curriculum for Excellence levels.
- Overall, most children are attaining expected levels of attainment in reading and numeracy. The majority of children are attaining expected levels of attainment in listening and talking and writing. A few children are working above expected levels in reading, writing and numeracy. Most children are making satisfactory progress. A significant number of children are capable of achieving more.
- Children with additional support needs are making satisfactory progress in their learning. Staff should improve the quality of children's learning targets to ensure they are clear and measurable. This will support staff to identify more accurately children's progress and achievement.

Attainment in literacy and English

- Overall, most children are making satisfactory progress in literacy and English. A few children could be making better progress.

Listening and talking

- Overall, children's progress in listening and talking is satisfactory. Senior leaders should support teachers to strengthen their understanding of assessing children's listening and talking skills. This should increase the reliability of teacher's professional judgement in relation to children's progress and levels of attainment.
- The majority of children are respectful of each other's views and opinions when working together in pairs or small groups. Younger children have increasing opportunities to develop their listening and talking skills through play. They should continue to develop their ability to take turns and contribute at the appropriate time when engaging with others. Older children understand the need to project their voice when reciting poetry or presenting to an audience at assembly. They should strengthen their note-taking skills. Across the school, children are not yet able to identify the key skills required to ensure effective listening and talking. They would benefit from increased opportunities to communicate clearly, audibly and with expression in different contexts.

Reading

- Overall, children's progress in reading is satisfactory. Younger children use their knowledge of sounds and letters to hear and say patterns in books. They contribute well to discussions about events, characters and ideas in texts. Older children can answer literal and inferential

questions and identify the main idea of texts. They should continue to develop their skimming and scanning skills.

- Children have regular access to a visiting mobile library in addition to a school library which is currently under redevelopment. A 'book nook' has been created for all children to support the development of a reading culture. These developments are not yet impacting on children's attainment. Children would like more quality time to read for pleasure. Staff should provide more opportunities for children to take responsibility for the promotion of reading for pleasure across the school.

Writing

- Overall, children's progress in writing is satisfactory. Children's imaginative writing is beginning to improve as a result of the headteacher introducing a more structured approach to teaching writing. This new approach is supporting children to write at greater length. Older children can apply skills of persuasion to explore issues and express an opinion. Staff have correctly identified the need to improve children's handwriting and presentation skills. The introduction of new approaches to develop handwriting is beginning to support children to present their writing more clearly and legibly. There is significant potential to provide increased opportunities for younger children to write for enjoyment in a range of play, imaginative and real contexts. Overall, children need increased opportunities to write for a range of purposes.

Numeracy and mathematics

- Overall, children are making good progress in numeracy and mathematics. A few children could be making better progress.

Number, money and measure

- Younger children recognise a wide range of numbers. They add and subtract within ten with increasing confidence. They identify correctly the number before, the number after and missing numbers in a sequence within 20. Older children identify place value of numbers accurately and show confidence when rounding. They are building confidence when applying their understanding of fractions and decimals. Younger children compare and describe lengths, heights and capacities of everyday objects confidently. They can use a range of non-standard units well to measure. Older children are becoming increasingly accurate using standard measurements. They are developing their confidence in converting between common units of measurements, for example 550cm equals 5.5m. Children would benefit from further practice using a range of strategies to solve word and multi-step problems.

Shape, position and movement

- Across the school, children name and discuss confidently the properties of two-dimensional shapes and three-dimensional objects appropriate to their age and stage. Younger children are developing their understanding of symmetry. Older children use coordinate notation confidently. They can describe, plot and record the location of a point.

Information handling

- Across the school, children use tally marks with growing accuracy to help count responses from surveys and display findings in a graph. Older children select independently the correct scale to use for graphs. They can analyse, interpret and draw conclusions from data confidently. They should now develop their skills in using digital technology further to collect and display information, such as using electronic spreadsheets. Across the school, all children would benefit from applying their skills in data and analysis regularly in a wide range of real-life and rich contexts.

- All children across the school would benefit from numeracy and mathematic concepts being taught more frequently across the school year. This should support children to demonstrate, link, transfer and apply numeracy and mathematical skills with increasing confidence.

Attainment over time

- Senior leaders track each child's progress in relation to literacy and numeracy over time from their prior levels of attainment. They review children's progress each term to identify those who are on or off track to attain expected levels. Although this tracking informs the provision of additional support, it is not yet ensuring the best possible outcomes for all children. Senior leaders should review and refine the tracking of attainment to strengthen the quality of data available.

Overall quality of learner's achievements

- Staff recognise and celebrate children's wider achievements through displays, online profiles and school assemblies. Most children have the opportunity to participate in school committees. Children have regular opportunities to express their views and ideas and contribute to the life of the school, the community and improving our world. The whole school outdoor learning sessions offer children opportunities to develop skills in creativity, problem solving and communication.
- Children enjoy trips and shared learning experiences with children from the partnership school which support their work in class. This includes outings to Great Tapestry Scotland, science workshops and sporting events. These experiences enable children to apply their learning in unfamiliar contexts, develop their teamwork skills and build their confidence. Children enjoy having opportunities to take part in a few after school activities including gardening and homework club. Children would welcome the opportunity to attend more after school activities.
- Staff are at an early stage of tracking children's participation in clubs and involvement in leadership roles. As planned, staff should now develop this further, using this data to identify children who are risk of missing out. They should plan appropriate opportunities within the curriculum and across the contexts of learning to ensure that all children achieve more widely and develop skills for learning, life, and work.

Equity for all learners

- Staff have a good understanding of the economic, social and cultural context of children and families. They use this understanding to ensure that all children have equal access to curriculum and wider achievement opportunities. The ability of children to use their free bus passes on public transport enables children to access a wide range of learning opportunities beyond their local village. Staff use PEF to remove barriers to children's participation and engagement when required.

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.