

Summarised inspection findings

Strathdon Primary School

Aberdeenshire Council

25 November 2025

Key contextual information

Strathdon Primary is a small school situated in the rural location of Strathdon, Aberdeenshire Council.

The current school roll is 15 children working within one multi-stage composite class. The headteacher has been in post for 32 years and is also the headteacher of another small school within the Aboyne Network of Schools. There is one class committed principal teacher who has one day per week for principal teacher duties. There is also another teacher who works in class for two days per week. There is a visiting support for learning teacher who works in the school on a rota basis with other schools in Aberdeenshire Council.

All children live in Scottish Index of Multiple Deprivation data zone 6.

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

- There is a warm and welcoming atmosphere in Strathdon Primary. Children are friendly and enthusiastic learners. The headteacher, taking effective account of the views of stakeholders, developed the vision, values and aims a few years ago. Children have a clear understanding of the relevant school values of 'being respectful, being responsible and being kind'. Most discuss children's rights well and know how they link to the school values.
- All staff have a firm understanding of the remote and socio-economic context of the school. They know children and families well, fostering the skills and talents of each child as an individual. Staff plan to review the school values this session to develop a clear rationale for the curriculum and agree approaches to learning and teaching. In doing this, staff should gather the views of the whole school community.
- Children and staff take great pride in the strong connections between the school and the local community. They build valuable partnerships which impact positively on children's experiences and achievements. This is a key strength of the school. A recent example of this is teachers' effective joint planning for literacy activities with the local 'Silver Circle' group. They considered children's individual learning and development needs during this planning. Children develop and apply their literacy skills well during these sessions. For example, children learn and recite poetry in Doric or interview members of the local community about their lives.
- Teachers' joint working with staff in the Aboyne Network of Schools is helping to improve approaches to learning and teaching. Teachers work collaboratively with colleagues to undertake useful peer observations in learning and teaching. This cluster working supports teachers effectively to share and observe practice and is building their confidence in making professional judgements about children's progress. Moving forward, the headteacher should

provide all staff with effective encouragement and guidance to improve approaches to learning, teaching and assessment further.

- Children demonstrate their leadership skills successfully. All children are members of a school committee such as the eco committee and the pupil council. They assume their roles enthusiastically and work very well together supporting and encouraging each other. For example, when recycling food waste throughout the school day. Teachers use How Good is OUR School? (HGIOURS) effectively with children to gather and act upon their views. The creation of the child friendly school improvement plan supports children well to understand what the school is working on. Children share their views confidently about changes they would like to see across the school. For example, children planned the layout and resources for the 'crew challenge' room where they learn through play.
- There is an active Parent Council who, along with the wider parent forum, contribute well to the life and work of the school. The headteacher provides parents with surveys to gather and display their views about the school on the 'you said, we did' wall. She made changes to the format of parents' evenings as a result of parental feedback. The headteacher should provide parents with further opportunities to influence the work of the school through regular consultation. In doing this, it would be helpful for the headteacher to use children's online learning journals to feedback to parents about actions taken as a result of surveys. This will strengthen communication and support all stakeholders to contribute to school improvement priorities.
- Teachers and staff willingly adopt leadership roles across the school. Their professional learning is improving outcomes for children. For example, teachers implemented new approaches to teaching spelling which is closing gaps in children's attainment. Teachers, along with the headteacher, share educational research and signpost professional learning to each other. Pupil support staff commendably undertake professional learning in their own time which has supported positive relationships in the playground.
- There is evidence of school improvement planning impacting positively on children's outcomes. For example, teachers' professional learning on developing more inclusive classroom environments is increasing children's independent engagement in learning. The positive impact of this work has been particularly effective for children who require additional support with their learning.
- The headteacher has developed an annual calendar of quality assurance activities and collegiate working. The headteacher reviews children's jotters and undertakes lesson observations to quality assure learning and teaching. She recognises the need to undertake these quality assurance activities more consistently. Staff share their views during weekly collegiate briefings to reflect upon and evaluate the work of the school. The headteacher needs to plan opportunities to reflect with staff more systematically using How Good is Our School (4th Edition). Overall, the headteacher needs to lead school improvement planning more strategically based on robust analysis of quality assurance and self-evaluation data. This will support her to lead all stakeholders in planning relevant priorities that raise attainment for all children.
- The headteacher uses Pupil Equity Funding (PEF) to fund additional pupil support staff and to enhance children's digital skills through digital technology. Pupil support staff work very effectively with children to support children's wellbeing and learning. Children across the school are developing their digital skills well. The headteacher should consult with the Parent Council on the use of PEF.

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

- Staff have created a welcoming and inclusive ethos in the school. Teachers hold regular discussions with children about the school values which children know well. They also discuss meaningfully with children the articles of the United Nations Convention on the Rights of the Child (UNCRC). Children use this knowledge well when creating rights charters for the classroom and playground. All children contribute effectively as members of the rights respecting group and have achieved accreditation for this work.
- All children demonstrate respect towards each other, adults and visitors. Teachers encourage children well to be responsible and respectful in their behaviour. Their inclusive classroom approach promotes children's independent learning and reduces low level disruption. When children require support to stay focused on their learning, teachers encourage them using positive praise. All staff use restorative discussions effectively to enable children to take ownership of behaviour in the playground.
- In almost all lessons, teachers provide children with clear explanations and instructions. In the majority of lessons, teachers share intentions of learning to help children be clear about the purpose of learning. Teachers should share the purpose of learning consistently in all lessons. Children are less clear about how to demonstrate their success in learning. Teachers should work with children to co-create measures of success that link clearly to the purpose of their learning. Teachers would benefit from further professional learning in this area.
- Teachers worked with colleagues in the local authority to focus on approaches to questioning and feedback during peer observations. This is improving teachers' understanding of effective practice. Building on this, teachers should now develop questioning to promote children's deeper thinking. Teachers hold helpful individual conversations with children to create targets in literacy, numeracy and, health and wellbeing. Children would benefit from more detailed feedback in their written work and more opportunities to self and peer-assess their work. This should deepen children's understanding of how successful they have been in meeting their targets.
- In almost all lessons, teachers provide children with a range of varied tasks and activities, including in the outdoors, to sustain children's interests well. Almost all children work effectively as individuals or in small groups during learning. Older children support younger children demonstrating kindness towards them. At times, the pace of learning could be brisker and there is a need to increase challenge to match the ability of all children. Teachers should continue to work together to agree the features of a high-quality lesson. They are well-placed to continue their worthwhile work using HGIOURS to gather children's views about what a good lesson looks like.

- Children engage in a wide range of leadership activities and contribute effectively to the life and work of the school. They regularly lead school events for the community such as The Blue Coo Café. Children develop a wide range of skills such as confidence and teamwork through these real-life situations.
- Staff rightly identified digital learning as a priority and this work has been enhanced recently by the addition of new equipment. All children have a tablet and access to school laptops and almost all have improved their digital skills. Children use digital applications well which impacts positively on their numeracy and literacy skills. Older children have an increasing ability to use a range of communication and presentation tools.
- As part of school improvement planning, teachers have developed approaches to learning through play and children's understanding of skills. Children undertake tasks in the 'challenge crew' classroom. They discuss clearly the skills they use during challenges such as creativity, focusing and teamwork. Older children would benefit from challenges that further stretch their problem-solving skills. As planned, teachers should review approaches to observations which will support them to measure the impact of play on children's attainment.
- Teachers assess children's learning using a range of summative and formative assessment approaches. They identify areas for assessment as an integral part of planning children's learning in literacy and numeracy. They use pre- and post-assessments well to identify children's next steps in learning and measure the impact of interventions. As a next step, the headteacher should work with teachers to create a calendar of assessment activities. This should outline clearly to all staff the nature, purpose and timing of assessments throughout the school year.
- Teachers moderated standards of children's work in writing with colleagues from local cluster schools. This work, combined with the use of marking scales, is helping them to make more accurate professional judgements of children's attainment in writing. The headteacher should continue to create professional learning opportunities for teachers to work alongside colleagues in other schools. This will support them to share effective practice in assessment of children's progress towards achieving the national Benchmarks across all aspects of literacy and numeracy.
- Teachers plan children's learning collaboratively using the experiences and outcomes of Curriculum for Excellence (CfE). They plan a comprehensive annual overview in a three-year cycle outlining every curricular area. This provides children with appropriate breadth of learning. Teachers plan in the medium and short-term. They take effective account of children working at different CfE levels within a multi-stage composite class. Across the school, a few children require further challenge and need learning that is set at the right level of difficulty. This should ensure all children make the best possible progress in their learning.
- Teachers have recently enhanced approaches to planning learning that links different areas of the curriculum. They worked well together as a team to complete this important work. As a result, they provide children with increasing choice in their learning across different contexts. For example, children have chosen to study the brain within the wider context of health. Children enjoy this more investigative approach to learning which motivates and engages them well. This approach is in the early stages. Teachers should consider how they will measure the impact of this work on children's attainment and achievement.
- Teachers' universal approaches to spelling and reading support them well to close gaps in children's learning and is impacting positively on attainment. Teachers plan alongside support for learning staff for children who require additional support or those who may be impacted by

socio-economic factors. Pupil support staff use a range of worthwhile resources and strategies with children. As a result, children's needs are well met. Building on this, teachers should now consider how they will better meet the needs of children who require challenge in their learning.

- The headteacher meets with teachers three times a year to discuss children's attainment. Prior to these meetings, teachers collate information about children's progress and bring examples of children's assessments as evidence. The headteacher and teachers should continue to interrogate assessment information with reference to the national Benchmarks. This will ensure a robust evidence base of children's attainment and support their professional judgements further about children's progress across the curriculum.

2.2 Curriculum: Learning pathways

- Teachers use Aberdeenshire Council progression pathways for literacy and numeracy. They have recently started to use the local authority health and wellbeing pathway. These pathways support teachers well to plan progressive learning for children as they move through CfE levels. In other curricular areas, teachers use a range of school made planning formats and commercial resources. Teachers should continue to review all planning formats to ensure they provide progressive learning across all areas of the curriculum.
- All children receive two hours of quality physical education (P.E.) each week. They are currently enjoying a swimming block. Staff work well with partners to identify opportunities to increase engagement and achievement in physical activities and sport. This enables children to develop their physical health well.
- The school is set within extensive grounds which teachers make effective use of to enhance and enrich children's experiences. All children have regular outdoor learning opportunities on 'Treemendous Tuesdays' or 'Woodland Wednesdays' which develops effectively their confidence, leadership and co-operation. Through these activities, children develop a wide range of safety and life skills. For example, children learn about lighting a fire safely, cooking on an open fire and whittling. There is a well-used mud kitchen in the playground which encourages children's free play. Teachers should now plan outdoor learning experiences to develop children's skills progressively as they move through the school.
- Children participate in a well-planned transition programme of activities as they enter the school in P1 or move to secondary education. As children progress from P7 to S1, they take part in a range of well-managed activities. Partners such as the school chaplain and transition support staff help children effectively during change. Staff plan joint dance and sports events with cluster schools. This helps children to build friendships and confidence prior to transition. This supports children to cope better with change as they move through their educational journey.
- Across the school, children receive their entitlement to 1+2 modern languages. Teachers deliver French progressively across the school. Children have recently started to learn Spanish, and they learn Doric within literacy lessons. Teachers should ensure that they set modern language lessons at different levels of difficulty to ensure children make appropriate progress.
- Children receive their entitlement to religious observance through assemblies delivered by the local minister.

2.7 Partnerships: Impact on learners – parental engagement

- The majority of parents feel that the school is well led and managed. Almost all agree that their child likes being in school. Most parents feel that their child is treated fairly and with respect and is known as an individual. Most parents are satisfied with the quality of learning and teaching and that their child is making good progress.
- Staff share children's learning with families through online learning journals and the "Wow Wall." Parents value being kept informed of school activities through the headteacher's newsletter. A few parents would welcome clearer, more detailed feedback about their child's learning and progress. Last year, the school moved from an established online platform to new learning journals. More regular use of children's learning journals should help parents to know what their child is learning and how they can support their child's learning at home.
- The Parent Council and wider parent forum support the school well through fundraising activities that provide opportunities for all children. They provide valuable funding to the school through events and initiatives aimed at reducing the cost of the school day. As a result, all children benefit from a wide range of experiences and learning opportunities, such as swimming, excursions and skiing.
- Parents and members of the local community volunteer regularly in the school supporting children in their learning. Last session, parents came to school to discuss their jobs in the military which is helping to develop children's understanding of the world of work. The headteacher should continue to seek out opportunities for parents to learn alongside their child in school.

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

- Staff provide children with a caring and nurturing ethos which promotes mutually respectful relationships. Children demonstrate the school values of responsible, respect, and kindness well. Teachers have a strong focus on children's rights, supporting children to shape the life and work of the school and within the wider community. Children's leadership roles and their increasing voice is developing well children's independence and confidence while taking ownership of their community. For example, Police Scotland held a 'Young Cop' initiative with children after they wrote to comment on traffic speed outside school. They worked with the police demonstrating responsibility and confidence in tackling this important issue.
- Children share their feelings each morning through an emotional check-in. Staff provide effective support to individual children if required. Teachers discuss the wellbeing indicators regularly with children. They track children's wellbeing to gather information about the extent to which children feel safe, healthy, achieving, nurtured, active, respectful, responsible and included. They should continue to do this at regular intervals throughout the school year to inform their planning to support children's wellbeing. Most children have a firm understanding of the factors that contribute to positive wellbeing. Children access the school worry box if they have a concern and respectfully understand that this is private. Most children feel safe at school and are confident that they have a trusted adult to share their worries or concerns.
- The school playground provides a positive environment with a 'friendship' stop for children who feel lonely or would like support. Children in P4 to P7 demonstrate responsibility in their positions as play leaders helping others to feel included in play. Staff support children well in the playground using a restorative approach. This helps children to consider the impact of their behaviour on others and increases children's understanding of how to solve conflict and develop resilience.
- A majority of children feel that the school deals well with bullying. The headteacher recognises that there is more to be done to help the whole community understand concepts of bullying. She has recently reviewed the school anti-bullying and positive behaviour policies. She should now consult with children, parents and staff about these policies. This will help to provide clarity about the strategies and actions that all stakeholders use to address issues or concerns if they arise.
- Children understand the importance of a healthy diet and staff encourage them to bring healthy snacks to school. Staff provide children with valuable information on how to stay safe when using digital technology. Children articulate clearly how to be safe online.
- 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 documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and school meals provider.

- The health and wellbeing curriculum supports all children well to gain an understanding of physical, mental, social and emotional wellbeing. Children are currently learning about the importance of developing and maintaining positive relationships linked to the school values and UNCRC. As a result, children have an increasing awareness about understanding others' points of view.
- Children organise themselves into groups to collect waste which they recycle diligently. They enjoy using the local community cabin to recycle unused items. Children take pride in supporting the local environment demonstrating their firm understanding of how to care for wildlife and sustainability. For example, children work well with local rangers from the Balmoral Estate to create a wildlife garden for butterflies and moths. They have also developed their gardening skills through this partnership working. Children enjoy bird watching and talk with knowledge about the different birds they spot.
- All staff are aware of and comply with their statutory duties and codes of practice. All staff engage with a range of mandatory training on child protection, equality and diversity, data protection and cyber security. This ensures there is a shared understanding of statutory requirements and codes of practice to improve outcomes for children and their families.
- Staff know children and their families well, including those who may be impacted by socio-economic factors, and are aware of their needs. Teachers' improved approaches to classroom environments has resulted in well organised classrooms which reduce children's barriers to learning. Teachers plan carefully, alongside support for learning staff, for children who require additional support with their learning to provide a range of effective interventions. Pupil support staff have recently started to deliver interventions in literacy to address gaps in children's learning. Staff support children's wellbeing effectively and children make good progress towards their planned targets. Building on this, staff should consider approaches to providing appropriate challenge for children who require this.
- The parent forum fundraise successfully to ensure that all children participate annually in swimming and skiing lessons. This is supporting well children's social and physical health skills, and all children demonstrate effectively their understanding of how to be physically fit. Staff work in partnership with Active Schools to provide a variety of taster sessions in other sports such as tennis, Soo Yang Do, rugby and curling. All children in P4 to P7 participate in a residential activity weekend where they develop a range of skills such as resilience, independence and creativity.
- Children learn about world religions as part of their religious and moral education curriculum. Staff provide regular opportunities throughout the year for religious observance in school. This increases children's knowledge of the world, their own values and those of others. Children have an effective understanding of racism and are confident in how this can be challenged. The headteacher and staff should develop children's knowledge of diversity and protected characteristics. For example, they should explore with children issues such as disability and neuro-diversity to help children gain a deeper understanding of the differences in people.

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

- Strathdon Primary is a small school. There are currently no children at the P1 stage and small numbers of children at other stages. Therefore, attainment is expressed in overall statements rather than for particular year groups.

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Teachers have introduced new universal approaches to teaching reading and spelling which work well to close gaps in children's learning.
- Children who require additional support with learning, make good progress towards their individual targets.

Attainment in literacy and English

- Overall, children make good progress in literacy and English. Across the school, there are a few children who could make better progress and require further challenge in their learning.

Listening and talking

- Most children speak confidently to visitors and share their ideas and opinions enthusiastically, speaking clearly and audibly. Younger children recognise and create rhymes accurately. They recount stories in a logical sequence. A few need to be reminded to take turns to listen to the views of others during group discussions. Older children present their thoughts and ideas to different audiences effectively. For example, children 'pitched' their business ideas for a product as part of an enterprise project. Children have regular opportunities to watch news bulletins. Older children need to develop their skills in notetaking through listening to or watching texts or bulletins.

Reading

- Most children read appropriately for their age and stage. Younger children use picture clues well to support their understanding of texts. Children at the middle and older stages read aloud with increasing fluency, using punctuation clues correctly to add expression. They talk confidently about their favourite authors and genres, giving reasons for their choices. They ask and answer questions effectively to support their understanding of texts. A few children need more challenging reading material for their class reader. This will support a better match with the levels of difficulty in texts which children read for enjoyment. Most children have a secure understanding of the features of non-fiction texts according to their age and stage.

Writing

- Most children write for a range of relevant reasons including for real-life contexts appropriate to their age and stage. For example, children wrote persuasive letters to the local council about

the proposed closure of a community space. Their letters contributed to the saving of the space. Children apply their literacy skills effectively in the production of the school newspaper. Younger children write simple sentences using capital letters and full stops. They should continue to revise the spelling of everyday words and need more opportunities to master letter formation and handwriting. Children at the middle and upper stages use a range of punctuation well to structure their writing. Older children write clearly and legibly in their handwriting jotters but do not always apply this same standard to their writing jotters. Teachers should encourage children to have high expectations for all their written work.

Numeracy and mathematics

- Overall, children make good progress in numeracy and mathematics. Teachers need to ensure that children revise taught concepts regularly in shape, position and movement and, information handling to consolidate their knowledge.

Number, money and measure

- Most younger children have a firm understanding of number facts. They add on and subtract numbers mentally from a given number. They need to revise telling the time as appropriate to their age and stage. Most older children have a firm understanding of place value and rounding numbers correctly. Most older children have a secure understanding of multiplication but need to revise concepts of division. Children are not yet confident with the relationship between fractions, decimals and percentages. They understand units of measure but are less confident in converting from one unit to another. Children need more opportunities to record calculations in their jotters to consolidate their knowledge.

Shape, position and movement

- Younger children recognise and describe the properties of two-dimensional shapes (2D) confidently. They use the language of position and direction accurately during play, such as backwards, forwards, first and last. Most older children describe common properties of 2D shapes and some three-dimensional objects. They would benefit from support in identifying lines of symmetry in a range of 2D shapes. Children demonstrate confidence in their understanding of compass points and positional language according to their stage. Most older children require support in identifying a range of angles such as right, acute, obtuse and reflex.

Information handling

- Younger children sort information accurately according to specific criteria. They enjoy recording information on charts when watching birds in the school bird hide. Most older children understand different ways of gathering, sorting and displaying information, appropriate to their level. They confidently interpret information from bar and line graphs and know how to use Venn diagrams to sort information. Across the school, children need to apply their information handling skills in more practical tasks and through using digital technology.

Attainment over time

- The headteacher effectively uses local guidance to monitor and support attendance in school. Almost all children sustain very positive levels of attendance to school and attendance is above the national average. On occasion, children's attendance is affected by holidays during term time. There are no children on a part-time timetable and there have been no exclusions over the last two years.
- Due to the small numbers of children at each stage, it is difficult to identify trends and patterns in children's attainment over time. Teachers' new approaches to the teaching of spelling and reading impact positively to close gaps in individual children's attainment over time. Overall, most children achieve expected levels of attainment and make appropriate progress. Teachers use a range of assessments to support their judgements of children's achievements of a CfE

level. The introduction of progression pathways for literacy and numeracy is strengthening teachers' confidence in making accurate professional judgements about children's progress as they move through CfE levels.

Overall quality of learners' achievements

- Teachers share and celebrate children's achievements from out of school on the school achievement wall. They track children's achievements to ensure that no child is at risk of missing out. They recognise children's individual talents and skills. This builds children's confidence and helps them to have pride in their successes.
- All children have regular opportunities to develop a wide range of skills through community partnership working. For example, children ran the Blue Coo Café for local residents where they served a range of baking products. More recently, children ran a fundraising stall at the Lonach Highland Games. These activities develop children's skills for learning, life and work well and support them to be effective contributors to their community.
- Children demonstrate their musical and performance skills well when reciting poetry, singing songs or performing Scottish country dancing to the local 'Silver Circle'. This helps children to be confident individuals and supports the wellbeing of the whole community.
- Children develop their social skills through a range of clubs and groups. For example, they enjoy after school film and Lego clubs. Children enthusiastically planned a day of celebration for the school's 150th Anniversary. They also recently planned a day of celebration for Victory in Europe Day. They demonstrate their teamwork and organisational skills well.

Equity for all learners

- The headteacher and all staff have a clear understanding of the socio-economic context of the school community. The headteacher uses PEF to provide children with access to digital devices. In addition, PEF is used to fund additional staffing to support children's wellbeing and engagement. There is clear evidence that PEF is closing gaps in children's wellbeing. The headteacher should ensure that she consults the Parent Council on the use of PEF.
- The Parent Council and wider parent forum play a very active role in fundraising for a range of trips and excursions which enables children to experience new things. Children understand the needs of others through regularly fundraising for charity.

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.