

Summarised inspection findings

Obsdale Primary School

The Highland Council

3 February 2026

Key contextual information

Obsdale Primary School is a non-denominational school in the town of Alness in Highland. The school roll is 100 children organised across five multi-stage classes. The headteacher has been in post since 2022. The headteacher is supported by a principal teacher who has a class commitment of four days each week. At the time of the inspection, an additional temporary principal teacher was deployed with no class commitment. Over the last two years, the school has experienced significant instability in leadership for a variety of reasons. In addition, there have been a number of other staffing changes.

The school reports that approximately 66% of children require additional support with their learning. The majority of children live in Scottish Index of Multiple Deprivation decile 1. Approximately 39% of children are registered for free school meals.

1.3 Leadership of change

weak

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

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

- The school has experienced significant leadership challenges over the past two years. This has negatively impacted on the pace of change and improvement. Initial changes made following the headteacher's appointment have stalled over the past couple of years, with many being reintroduced this session. As matter of urgency, the headteacher and principal teachers need to develop a clear plan for improvement. This plan should focus on improving the quality of learning and teaching and raising attainment. To inform this process, senior leaders should review staff remits and the targeted use of resources. They should ensure that staff make the best use of available time to ensure better outcomes for children.
- The headteacher recognised correctly the need to review the school's vision, values and aims when first appointed. She consulted effectively with all stakeholders to create the school values of 'respect yourself, respect others, respect learning'. Most staff, and a majority of children, demonstrate these values effectively in their interactions. Senior leaders should further support the school community to ensure the vision, values and aims become fully embedded in all aspects of school life. This should include ensuring all staff have consistently high expectations for children in relation to learning and behaviour.
- The headteacher has warm, nurturing and respectful relationships with staff, children, parents and partners. Most parents believe the school is well led and the headteacher is approachable. They feel she is making a positive difference to the school. The introduction of a Parent Council over the past two years has helped enhance parental engagement in the school. The active Parent Council contribute positively to the wider life of the school through fundraising activities. Moving forward, the headteacher should involve parents more fully in decision-making regarding school improvement.

- The headteacher has recently established an appropriate quality assurance calendar linked to How good is our school? 4th Edition (HGIOS4) to evaluate progress. Whilst this is beginning to help staff reflect on their work, senior leaders now need to link quality assurance more directly to school improvement priorities. They should ensure collegiate time is used more effectively to support progress towards agreed improvement priorities. The headteacher and staff should evaluate the progress they are making towards priorities with increased rigour. This includes evaluating the current focus on improving approaches to teaching writing. Staff have engaged in professional learning to support this. However, this is at the early stages of impacting positively on children's experiences and outcomes. The headteacher, as part of the review of school improvement planning, should identify clear measures to support staff to evaluate the impact of changes. This should enable them to evidence better the progress they are making towards school improvement priorities.
- The headteacher has recently introduced appropriate systems to monitor learning and teaching across the school. This includes classroom observations, jotter monitoring and analysing attainment data. Senior leaders need to implement these systems consistently and increase the priority given to improving approaches to learning and teaching. They should work together with staff to review their learning and teaching policy to ensure consistent high-quality learning experiences for children across the school. The headteacher should embed quality assurance systems to better understand the strengths and areas of improvement for the school. Senior leaders need to strategically manage the pace of change to ensure there is a clear focus on what will make the most difference to children's learning and progress.
- Teachers have recently taken on leadership roles to support the work of the school. For example, they facilitate children's leadership groups including developing whole school approaches to digital learning and children's rights. This work is at the early stages and is not yet fully impacting on children's learning experiences and leadership skills across the school. Moving forward, the headteacher should use well established professional review and development processes to link teacher leadership opportunities more closely with the identified school improvement priorities.
- A few children have opportunities for leadership roles through newly established house captain roles and the pupil council. All children are now involved in pupil leadership groups, including digital learning and music groups. These groups are new and are at the early stages of establishing roles and remits. Children are beginning to talk positively about the contribution they make to the life of the school through participating in these groups. The headteacher and staff should now ensure all children recognise how these opportunities support them to understand their impact on the life and work of the school.
- All staff understand the socio-economic challenges families face. They work well to support children and families sensitively and reduce any barriers to learning. They use Pupil Equity Fund (PEF) to employ additional staffing to support children who face barriers or challenges that may impact on their learning. The headteacher should ensure parents have a clear understanding of how PEF is being used to support children. This should include opportunities to discuss and inform how PEF is spent.

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

- Almost all staff know children well and have developed positive, supportive relationships. Interactions between staff and children show care and compassion. Across the school, the majority children behave well and are motivated to learn. Staff should now consider how the learning environment and planned experiences can be improved. Staff now need to develop both the indoor and outdoor learning environments more fully, to better meet the needs of all children. The introduction of enquiry-based learning contexts and creative spaces could better support children to develop their social skills, collaborate and solve problems. This should support improvements in children's engagement and learning.
- Across the school, a few children display low-level disruptive behaviour that can affect the learning of others. Teachers and support staff work well together to support these children to re-engage and focus back on learning. A few children require more significant support to manage their emotions. They occasionally display incidents of high-level dysregulated and violent behaviour. Staff support children who require significant support well. For example, they support children to engage well in individualised programmes within classes and specific calm spaces. This helps them settle, reflect on their behaviour and, where possible, re-engage in their learning. Staff now need to monitor more closely the impact of targeted interventions and behaviour plans to support children. Plans should be adjusted to take better account of learning and wellbeing needs.
- In most lessons, teachers share effectively the purpose of learning with children. In a minority of lessons, teachers share with children how they can be successful. This enables children to recognise what successful learning looks like. Teachers support children to build a greater sense of ownership in their learning. They should now consider how to involve children in identifying how they will know that they have been successful. This should help children develop their ability to talk about their learning and help them better understand their progress.
- In most lessons, teachers use questioning well to check for understanding and link back to prior learning. In a few lessons, teachers use questioning to deepen children's thinking and encourage children to explain their ideas. Teachers should build on this positive start and increase the use of skilled questioning to extend further children's learning and help children talk about their learning with more confidence.
- Most teachers provide children with appropriate opportunities to work in small groups, pairs and individually. In a few lessons, teachers make effective use of modelling and scaffolding to support children to develop confidence as they learn new skills. Teachers must now review how they provide appropriate support and challenge to meet the needs of all children, including those who require additional support. In a minority of lessons, learning is too teacher directed. Teachers should plan learning experiences which help children develop independence and take more ownership of learning.

- The headteacher has recently introduced a learning and teaching policy. Staff have engaged in helpful professional learning to support this. This is helping them to develop more effective approaches to sharing the purposes of learning and measures of success. Teachers, with the support of the headteacher, should further develop approaches to learning and teaching across the school. They should use existing local networks to identify highly effective practices to develop their own approaches. The headteacher should monitor the impact of approaches on children's learning experiences.
- In a few lessons, teachers use interactive boards well to support aspects of learning and teaching. In the upper stages, children use personal devices to complete tasks with increasing confidence. Children who require additional support with learning use a few tools, for example, speech to text tools, which help them to access the curriculum more independently. Teachers should now plan further opportunities for children to develop their digital skills to enhance their learning.
- At early stages staff are beginning to develop children's play through planning opportunities linked to literacy, numeracy and learning across the curriculum. Teachers would now benefit from further professional learning using national practice guidance to further improve play provision. They should consider the role of the adult, quality interactions and approaches to capturing and tracking observations to ensure all children develop appropriate skills through their play.
- The headteacher has recently introduced a whole school assessment calendar. This is beginning to support teachers to use a broader range of appropriate literacy and numeracy assessments. Teachers are at the early stages of gathering children's assessment information in a more child friendly way within learning profiles. This is beginning to reflect better the holistic development of each child. As a next step, the headteacher should support teachers to agree expectations on the use of assessments to track more robustly the progress children are making across the curriculum.
- Across the school, a few children have opportunities to engage in helpful peer- and self-assessment in writing. In most lessons, teachers provide timely verbal praise and feedback. In a few lessons, teachers provide written feedback to children. This helps children understand what they are doing well and what they need to do to improve. All children would benefit from clear, consistent relevant and meaningful feedback. This should support children to work on their next steps in learning and accelerate their progress.
- Teachers have engaged well with in-school and cluster moderation activities. They are developing their use and understanding of national Benchmarks to better inform their planning and assessment. This is helping to improve the reliability of their judgements of children's progress and attainment. Staff should continue to engage in moderation activities within the school, including working with teachers delivering learning at the same level. They would also benefit from engaging in moderation activities with teachers from other schools. This should help develop further a shared understanding of children's progress within and across Curriculum for Excellence (CfE) levels.
- All teachers plan appropriately over different timescales using local authority and school progression planners. However, there is variation in planning structures and approaches across classes. The headteacher and teachers should now review and streamline planning systems to ensure there is a more consistent approach across the school. In doing this, teachers should ensure appropriate pace and challenge is planned for all children. This should help teachers to plan learning that will accurately meet children's needs and accelerate their progress in learning.

- The headteacher has recently introduced a whole school tracking system to provide increased rigour to tracking the progress children are making. The headteacher holds helpful termly attainment meetings with teachers. Teachers use a range of assessment information to evaluate children's progress in literacy and numeracy. This is helping teachers to make increasingly accurate judgements about children's attainment and progress. Teachers are developing their understanding of data and how to use this to plan next steps in learning. Teachers need to adapt approaches to tracking for children, who require additional support. This would help teachers evidence better children's increased engagement and reduced level of support.

2.2 Curriculum: Learning pathways

- Teachers use a variety of different frameworks and progression pathways to support planning for children's learning. This includes local authority curriculum progressions and bespoke frameworks. Teachers use pathways for literacy and numeracy effectively to build upon children's prior learning. Progressions for other curricular areas have been recently implemented. Teachers provide children with opportunities to contribute to the planning of learning which links to different subjects. This supports children to develop learning that offers personalisation and choice. As planned, senior leaders now need to use recently introduced progression pathways to build an overarching progressive curriculum framework. This should support teachers to provide high quality learning which uses links across different subjects at all stages.
- All children have access to two hours of high-quality physical education every week. Most children recognise that the school provides them opportunities to exercise and teaches them to be healthy.
- Teachers should further develop approaches to French and British Sign Language (BSL) to ensure children receive their full entitlement to 1+2 languages. Teachers should use progression pathways and available resources, to plan and deliver regular high-quality, stage appropriate experiences in all classes.
- Teachers plan religious and moral education both discretely and through learning across a few areas of the curriculum. Children learn about Christianity and world faiths. Local faith organisations support the work of the school well.
- A minority of children have regular opportunities to learn outdoors. This includes using the extensive school grounds to take learning outside and develop children's skills in literacy. Teachers now need to extend opportunities for all children to learn outdoors. Teachers should use the local authority progressive outdoor learning programme to plan relevant and interesting experiences and support skills development for children.
- Children have access to a well-resourced school library to support their reading for enjoyment. Teachers should further develop opportunities to create a culture and love of reading for all children.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have worked well with parents to create rich opportunities for parents and carers to engage in the life of the school. For example, parents and carers attend open afternoons, 'stay and play' sessions and whole school events which are improving parental engagement. Parents speak positively on how these events benefit their children's life at school.
- The headteacher and staff regularly communicate with parents through termly class newsletters. Newsletters further support parents to understand what their child will be learning in the forthcoming term. Teachers produce learner 'snapshots' and end of year reports which provide helpful information on the learning journey of each child. Teachers should share with parents more regularly the learning 'snapshots' to support them more fully to understand the progress children are making.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Most children are friendly and polite and enjoy coming to school. Most talk positively about the school and their experiences. Staff across the school build positive, caring and respectful relationships with children. Children say they feel understood and supported. Overall, this contributes to a sense of belonging for children. Most children feel able to speak to staff when they feel worried or upset, which supports well their emotional wellbeing.
- All children complete wellbeing assessments termly. Teachers track children's wellbeing indicators against prior scores. Teachers engage promptly and sensitively with children to address their wellbeing needs. Across the school, staff have introduced universal morning 'check-ins' and targeted 'check-ins' for children who require additional support. Most children feel well supported by wellbeing check-ins. The recently introduced wellbeing indicator wall displays are beginning to support effectively children's understanding of wellbeing. They provide helpful visuals to support children's understanding of wellbeing indicators. This allows children to share and discuss their feelings more regularly and with greater confidence. This is supporting children to feel valued and listened to.
- Senior leaders monitor incidents, including challenging behaviours and bullying, appropriately and take appropriate steps to address these. The headteacher used the views of children, parents and staff and recently introduced a refreshed positive relationships and behaviour policy. This has a clear focus on children's rights. It provides helpful expectations, making clear how children can feel happy and safe in school. It provides guidance to staff on how best to support children and manage episodes of challenging behaviour. However, a minority of children say they do not feel safe or know what steps the school takes to support them to feel safe. Moving forward, staff should continue to work with children to ensure they have a clear understanding about what it means to be safe. A minority of children and parents feel that the school needs to do more to deal with incidents of challenging behaviour. The headteacher should monitor the impact of the refreshed relationships policy as it becomes embedded in practice. Staff would benefit from further professional learning to support them to deal with challenging behaviours.
- Staff engage in appropriate training aimed at reducing the requirement for physical intervention. A few children have appropriate risk assessments and behaviour support plans to mitigate risks. These support staff well to use relevant approaches to reduce potential incidents where redirection or physical restriction is required. This helps children remain safe and supported in school. The headteacher should ensure behaviour plans reference more explicitly agreed restrictive practices staff should use to support children when needed.
- Staff plan for health and wellbeing using a local authority progressive curriculum pathway. Children are increasingly able to identify the benefits of diet and exercise in supporting their

wellbeing. They understand more fully what it means to be active and can give a range of examples such as taking part in sport. They are less confident when talking about how to be responsible and respectful.

- Senior leaders have a good understanding of children who require additional support with their learning. They follow local authority staged intervention and planning guidance appropriately to meet the needs of these children. Most support plans contain a range of targets such as developing number and reading skills. Health and wellbeing targets are more specific to develop social communication skills. Children, parents, carers and partners, participate in child's plans and identify targets with a focus on reducing the barriers children face in their learning. All children are now represented by a parent or carer in planning meetings. Parents welcome the opportunity to contribute to plans. They feel their children are supported well by staff and partners. Staff should now review targets to make them more specific with a clear measure of intended outcomes. They should ensure that plans show detailed evaluations of the impact of actions taken. The headteacher should, as planned, update the school's staged intervention guidance to better reflect current practice.
- All staff have a sound understanding of their responsibilities and statutory duties relating to wellbeing, equality and inclusion. They engage in appropriate professional learning to support this understanding, including child protection training and trauma-informed practice. This supports them well to respond to the wellbeing needs of individuals
- Pupil support assistants use their knowledge of children very well to provide effective support to individual children and small groups, both in and out of class. Pupil support assistants are a valued part of the staff team. They apply the skills and knowledge gained through professional learning very effectively. As a result, children are effectively supported to engage successfully in their learning. The headteacher and staff work well with partner agencies to support children who require additional support with their learning and wellbeing. For example, children benefit from programmes which support their emotional wellbeing and help them manage their emotions. This enables children to manage strong emotions more effectively and return to their learning more quickly.
- Teachers use their knowledge of children and wellbeing information to plan appropriate support for individual children. This includes time spent in the 'den' and the 'star room' to focus on targeted interventions. Children are now increasingly able to regulate their emotions and engage more readily with individualised programmes. As planned, staff should now track and monitor more closely the impact of interventions more robustly to support children's wellbeing. There is significant potential to make greater use of the school's outdoor spaces to better meet the wellbeing needs of children.
- Children are developing well their understanding of equality, inclusion, and diversity through the religious and moral education curriculum and celebration of various faiths. Staff are respectful of and recognise children's individual beliefs, helping children feel valued. Weekly assemblies promote moral values and children's rights. These experiences are contributing positively to children's social development and emotional wellbeing.
- 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. Several areas for improvement have been agreed with the school.

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

- Overall, attainment in literacy and English and numeracy and mathematics is satisfactory. The majority of children at early and second levels have achieved or are on track to achieve national standards in literacy and numeracy. Most children at first level have achieved national standards in literacy and numeracy. A few children are capable of achieving more in literacy and numeracy.
- The majority of children who require additional support with their learning are making satisfactory progress towards their individual learning targets.

Attainment in literacy and English

- The majority of children are making satisfactory progress in literacy and English.

Listening and talking

- The majority of children at early level, listen well to an adult for short periods of time. They should continue to improve their ability to listen to their peers and take turns, contributing at an appropriate time. At first level, the majority of children communicate clearly and audibly and are developing their ability to listen and respond to the ideas of others. At second level, with some encouragement, children express their views. They now need a wider range of planned opportunities to build skills and confidence in listening and talking. A few children across the school require support to listen and communicate effectively during class, group and individual learning activities. Across the school, teachers should teach explicitly the skills required for effective listening and talking to support improvements in this area.

Reading

- At early level, the majority of children blend letter sounds together to read unfamiliar and tricky words. They hear and say patterns in words and the different single sounds made by letters. They answer questions about a story they know, sharing what they like. At first level, most of children read a familiar text with confidence. They decode unknown words well using letters and blends. At second level, the majority of children apply a range of strategies appropriately to read and understand texts. They answer literal questions and share their opinions and main ideas about characters and settings. They now need to build their skills in asking and answering inferential and evaluative questions and confidence in reading aloud within a small group. Children across school would benefit from access a wider range of texts on a regular basis to promote and sustain reading for enjoyment at the second level.

Writing

- At early level, the majority of children are beginning to use their knowledge of phonics to spell unfamiliar words. They write simple sentences with increasing accuracy remembering

punctuation and finger spaces. They would benefit from developing writing through a range of play, imaginative, and real-life contexts. At first level, the majority of children use their knowledge of phonics and spelling strategies successfully to spell familiar and unfamiliar words. They are beginning to link sentences using common conjunctions. They should focus on accurate use of a wider range of punctuation. At second level, children write in a range of genres and are beginning to use structure and language features appropriately. Across the school, all children would benefit from more opportunities to apply their writing skills for a range of purposes across the curriculum.

Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy and mathematics.

Number, money and measure

- At early level, the majority of children identify and order numbers from 0 to 20 correctly. They accurately add two numbers within 20. At early level, most children successfully round numbers to the nearest 10 or 100. They add and subtract two-digit numbers and compare the size of simple fractions accurately. They correctly tell the time using analogue and digital clocks, using half past, quarter past and quarter to the hour. At first level, children should be supported to strengthen their ability to solve word problems through the application of their numeracy skills. At second level, the majority of children add and subtract four-digit numbers. The majority of children read and record time in both 12 hour and 24-hour notation and convert between the two. At second level, children should further develop their understanding of place value including decimals. They need to develop fluency in mental processes through a sound knowledge of key number facts to solve a range of calculations.

Shape, position and movement

- At early level, the majority of children recognise two-dimensional (2D) shapes and simple three-dimensional (3D) objects. They confidently identify one line of symmetry in simple 2D shapes. At first level, most children recognise and can describe 2D shapes and 3D objects. At second level, the majority of children name a range of 3D objects describing their properties accurately. They are not yet confident in identifying different angles, such as acute and obtuse.

Information handling

- At early level, the majority of children sort items with accuracy based on their own criteria. They interpret information from a simple pictograph to answer questions. At first level, most children discuss how to gather data using tally marks and interpret information from bar graphs, tables and charts. At second level, the majority of children collect, organise and display simple data in bar graphs and pictograms. At second level, children have not yet developed sufficient skills in the analysis of data. They need to develop their skills in asking and answering questions about information gathered.

Attainment over time

- Attainment in literacy and numeracy is improving compared to previous years attainment. Attainment remains lower than local and national averages. Teachers have recently focussed on improving standards of children's writing. Children's engagement has increased and overall, the quality of children's writing is beginning to improve. This is still at the early stages. Staff should now monitor the impact of what is working well to support consistent high-quality experiences across the school.
- The headteacher and teachers regularly review the attainment of individual children, in literacy and numeracy as they progress through the school. They gather a range of assessment data for individual children over time and use this to analyse the progress of individual and groups of

children and stages. The headteacher should now support staff to improve the analysis of assessment information over time to ensure appropriate interventions accelerate children's progress. Staff should develop a clearer focus on evidencing how they are measuring and improving children's progress.

- Overall, attendance levels have improved from previous years and is currently 87.7%. This is an increase from session 23-24 where attendance was 86%. The headteacher tracks the attendance of all children regularly and is aware of reasons for children's absence from school. A minority of children have absences of 10% and more. Working closely with parents, the headteacher acts promptly, following local authority guidance, to try and address any issues relating to low attendance. This is improving attendance for a few children. The headteacher should continue to work with families to improve the attendance of identified children with lower patterns of attendance.
- A few children attend school on a part-time basis. Senior leaders review this regularly with parents to support children and families to increase their attendance at school. Senior leaders should continue to work towards ensuring that all children receive their full entitlement to education. There have been a few cases of exclusion in recent years. The headteacher and staff are working with families and partners to reduce instances of exclusions.

Overall quality of learners' achievements

- Older children have a few leadership opportunities that support the life and the work of the school. These include house captains and pupil council. They talk positively about these experiences. Staff value and celebrate children's achievements both in and out of school with certificates, at assemblies and on wall displays.
- All children are involved in groups to support wider achievement through recently established leadership groups. These include children's rights and eco schools. Staff are not yet tracking participation in activities in or out of school. They should now gather and use this information to identify children who are at risk of missing out from additional opportunities. This could support staff to ensure that barriers to participation are overcome. Staff should support children articulate the skills they are gaining from their achievements and link these to skills for learning, life and work. This should help children to make links between their achievements, learning and progress.

Equity for all learners

- The headteacher and staff know children very well. They have a strong understanding of the socio-economic background of children and their families, and the impact of barriers to learning that they may face. The headteacher uses PEF for additional staffing. Senior leaders can evidence improved outcomes for most targeted children. However, senior leaders should monitor the effectiveness of PEF interventions and the impact they are having on closing the poverty-related attainment gap. This could ensure they are planning more strategically to accelerate further the progress of identified children.
- Staff work well with the school community to identify areas to reduce the cost of the school day. They provide helpful initiatives, such as support with school uniform. They work closely with the Parent Council who carry out fundraising to reduce the cost of school trips ensuring no child misses out because of financial barriers.

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.