

Summarised inspection findings

Newmore Primary School

The Highland Council

19 May 2026

Key contextual information

Newmore Primary School is a non-denominational primary school situated in Newmore in The Highland Council. It serves the village of Newmore and surrounding rural area. The school roll is 47 children arranged across two multi-stage classes. There are 62% of children who attend the school as a result of a placing request by parents. There are 17% of children who live within Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. The remainder live across SIMD deciles 3 to 10. There are 14.9% of children who are entitled to free school meals and 64% of children who require additional support with their learning. A few children have English as an additional language. There have been no exclusions in the last five years.

The headteacher is the cluster headteacher for Newmore Primary School and another local primary school. She took up the post of acting headteacher in October 2020 and became substantive headteacher in April 2022. The headteacher is supported by a 0.1 full time equivalent principal teacher shared between both cluster primary schools.

The original school building has been subject to extensive building work and refurbishment during academic session 2025/2026.

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

- The highly respected headteacher has led staff very well to develop a positive, respectful whole school ethos. Staff support all children very well to be highly confident and to contribute well to the life and work of the school. All children take responsibility for their learning and strive to always do their best. All staff and children demonstrate the school values of never give up, empathy, work hard, motivated, opportunities, ready to learn and encouraging very successfully. As planned, the headteacher should ensure the whole school community review the values regularly to ensure they remain relevant to the current cohort attending the school.
- The headteacher demonstrates highly effective leadership and empowers staff, children and a few parents to develop their leadership skills well. For example, a few parents have led learning activities to broaden children's experiences and understanding of different cultures. All staff have a clear understanding of the social, economic and cultural context of the school. They share an ambitious vision to improve continuously the work of the school and maintain high-quality standards of care and education for all. They develop this vision well through involving all stakeholders effectively in evaluating the work of the school regularly.

- The headteacher has developed and uses a clear annual calendar which supports her to quality assure the work of the school thoroughly. She monitors learning and teaching, children's work and teachers' planning regularly and provides staff with useful feedback about strengths and areas to improve. This is leading to teachers improving their practice across the school. The headteacher used information gathered to identify rightly a need to improve the quality of children's work and presentation in jotters. Staff worked together well, with cluster colleagues, to agree a set of high expectations for the presentation and quality of children's work. This is beginning to help staff to support children to improve the quality of their work and presentation.
- The headteacher consults parents and children regularly to gather their views on the life and work of the school. All teachers engage effectively in regular self-evaluation of the work of the school. They use key features of effective practice identified in *How Good is Our School?* 4th Edition successfully to support their self-evaluation. Pupil support staff engage regularly in ongoing dialogue about the work of the school with teachers and senior leaders. Staff work together successfully and use information gathered through their consultations and ongoing quality assurance activities well to identify appropriate key priorities for school improvement. The headteacher supports and challenges staff effectively to work together to fulfil key improvement priorities successfully. This helps to ensure that the pace of change and school improvement remains appropriately brisk.
- The headteacher prioritises time to engage all teachers in regular, helpful professional development and review meetings. Together, they identify areas of strength and areas for improvement for all staff which they link to the General Teaching Council for Scotland professional standards. Senior leaders identify clear areas for teachers to lead school improvement priorities across the school, often building on existing areas of strength. This is leading to teachers feeling valued and empowered to lead key areas across the school. For example, teachers led on developing a new online system to track and monitor children's progress in literacy and numeracy. Teachers now have clear, up to date information about children's attainment and progress in literacy and numeracy over time. This helps them to plan learning and teaching which meets each individual child's needs effectively.
- Children are proud of the leadership roles they have in school. This includes, for example, pupil council, summer house duty and leading the newly created 'Funky Friday' dance group. Older children welcome opportunities to share their views on school improvement at pupil voice assemblies. Recently, children in the Junior Road Safety Officers group audited the environment immediately outside the school and wrote to the local authority with a few safety requests. This has resulted in the local authority repairing traffic warning lights outside the school. Children acting as summer house duty leaders ensure that playground resources are cared for and accessed responsibly by children on a daily basis. Senior leaders should now offer all children opportunities for leadership and extend leadership roles further to support school self-evaluation and improvement fully.
- All support staff feel valued by the headteacher and teachers. They say they are empowered to review the effectiveness of interventions and suggest improvements. They are beginning to lead aspects of school improvement. Recently, they worked with a national business to provide laundry facilities and resources for washing laundry in school. Any family can access this support freely at any time. This is helping to reduce the cost of the school day for families.

- Following consultation with staff, children and parents, the headteacher developed a clear plan for the use of Pupil Equity Funding (PEF). She has prioritised rightly reducing the cost of the school day and funding staff and resources to provide targeted support to raise attainment. Staff have identified very well and produced clear plans for children who require additional support with their learning, including those facing financial hardship. They provide targeted interventions, and most children who require additional support are making good progress.

2.3 Learning, teaching and assessment

good

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

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

- The headteacher and staff know children and families very well and foster positive, supportive and caring relationships with all children. All staff place children at the heart of their work. This results in children experiencing an inclusive, caring and nurturing ethos. All staff support children well to develop very positive relationships with each other and with staff. This is helping children to develop a strong sense of belonging and teamwork. Almost all children enjoy learning together and are very supportive of one another. They demonstrate the school values, including the values of empathy and encouragement, effectively in their daily interactions with each other. All children use the school motto of 'Learn today for a brighter tomorrow and be your best self' effectively to focus on being the best they can be. Staff refer to the school values and motto regularly to help children to understand themselves as unique learning individuals. As a result, across the school, children behave well, are polite to visitors and are respectful to each other and to adults.
- Staff create and maintain well-organised, calm and purposeful learning environments, where children access a wide range of helpful resources and experience success. Most children are developing a growing awareness of their rights. Across the school, children work together to create class charters, reflecting their rights. These outline how they will respect and promote rights each day in their classroom. Increasingly, older children use the language of rights to help them to understand how these rights relate to their everyday experiences and learning. Staff should continue to build on this work by embedding further rights-based language and values across the curriculum.
- The headteacher and staff have developed a helpful learning and teaching policy. Staff are developing well a shared understanding of high-quality learning and teaching. As a result, in almost all lessons, children experience consistently high-quality learning and teaching. In almost all lessons, teachers share routinely the purpose of learning and ways in which children can be successful. All teachers provide clear explanations and instructions. This results in almost all children understanding what is expected of them and all children settling quickly to their learning. In almost all lessons, teachers create 'steps to success' and share these with children. A next step is for teachers to work together with children to co-create how they can be successful more regularly. This should support children to take further ownership of their learning and understand and recognise better the progress they are making.
- Overall, teachers plan tasks and activities for children very well, which meet almost all children's individual needs. They plan an effective balance of direct teaching, collaborative

activities and independent learning to ensure that almost all children remain engaged and focused during lessons. All children who require additional support in their learning are supported well in class through appropriate, targeted interventions from support staff. A few children across the school, would benefit from increased challenge in their learning.

- In almost all lessons, teachers use questioning well to help children recall facts, revisit prior learning and to check for understanding. In a few lessons, teachers use effective open-ended and inferential questions well, to deepen children's understanding of concepts. Teachers should continue to develop their approaches to questioning further in line with the learning and teaching policy. This should help teachers to promote children's higher order thinking skills and provide further challenge for a few children who would benefit from this.
- All teachers make very effective use of digital tools to support children's learning. They use interactive whiteboards effectively to engage and motivate children. For example, they make effective use of multi-media clips as a stimulus to inspire children's developing skills in carrying out science experiments. Younger children use digital tablets and software packages to help them to develop literacy and numeracy skills. They use programmable toys well to learn about coding. Older children use laptop computers regularly to carry out research and to create presentations to showcase their learning. A few children who require support with learning, use assistive technology software effectively to access various learning tasks and activities. This is supporting children to develop increased independence in their learning.
- Across the school, all teachers provide useful positive verbal feedback and encouragement to children. They support children effectively to review their progress in literacy and numeracy, through oral feedback and through individual 'learner conversations' during lessons. Increasingly, this is supporting children well to set and review their own learning targets. Almost all children engage successfully in opportunities to self-assess their work effectively, particularly in writing. As a result, almost all children have increasing confidence in talking about the progress they are making in writing and how they can improve their work. As planned, the headteacher and staff should continue to develop a more consistent approach to the use of written feedback across all areas of the curriculum. This should help children to understand better their progress in all areas of learning.
- Teachers are in the early stages of supporting children's learning through play. They are beginning to create stimulating spaces that foster play-based experiences to encourage children's creativity. Teachers have taken a proactive approach to seeking support and training. They look outwards and visit other establishments to support and develop further their understanding of effective play pedagogy. Teachers should continue to build on this developing pedagogy. They need to ensure that all children experience high-quality play experiences which help them to develop important literacy and numeracy skills in real-life contexts. This should help children to build progressively on their skills and experiences.
- Teachers use local authority progression pathways, linked to Curriculum for Excellence (CfE) experiences and outcomes in literacy and numeracy to plan children's learning successfully. They use CfE outcomes and experiences across all other curricular areas well to plan children's learning. When planning learning which links across the curriculum, teachers ask children what they already know and what they would like to learn next. This helps teachers to provide relevant, enjoyable learning linked to children's interests.

- The headteacher has introduced a helpful assessment calendar for staff. This includes a range of national, standardised and summative assessments in literacy, numeracy and some areas of health and wellbeing. As planned, staff should develop further their understanding of the moderation cycle and effective planning for assessment as part of planned learning and teaching. In addition, staff should develop assessments where children apply and use their skills and knowledge in real-life contexts across all curricular areas.
- All staff meet termly to track children's progress effectively in literacy and numeracy, using the local authority and school tracking tools. Together, they identify children with gaps in their learning successfully and provide appropriate targeted support. Staff should now track children's progress and skills more thoroughly across all curricular areas. This should help support the progression of skills across the curriculum.
- Teachers participate in valuable moderation activities with one another, through collaborative planning, sharing of practice and informal discussions. Teachers have engaged fully in moderating the teaching of writing with staff from other cluster primary schools. This work is supporting teachers well to agree shared standards in writing. As planned, teachers should engage in further moderation across the curriculum, including with staff from schools beyond their locality. This should help them develop further their understanding of national standards and to gain confidence in their professional judgements across a greater range of curricular areas.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression pathways well for literacy and numeracy. They also use CfE experiences and outcomes to plan across other areas of the curriculum. Teachers make effective use of these curriculum overviews to ensure that children experience breadth and balance in their learning. Teachers should develop progressive pathways to ensure that children build on prior learning experiences across all areas of the curriculum.
- All children receive their entitlement to a 1 + 2 approach to modern languages. Across the school, all children learn French and are confident in using common words and phrases. Older children learn Spanish through planned blocks of learning. They benefit from input from teachers who are fluent in Spanish. A few children who speak different languages support the transitions of peers who are new to the school. This helps to support children who are at the early stages of developing their acquisition of the English language.
- All children receive their full entitlement to two hours of high-quality physical education (PE) each week. There is no gym hall in the school building so children experience most of their PE lessons outside, in a nearby field.
- All children receive their entitlement to regular religious education and religious observance. Children participate in monthly assemblies which focus on children's rights and school values.
- Teachers make effective use of the school grounds and rural setting to plan different experiences for children to take their learning outdoors. For example, all children benefit from regular nature trail walks together. Younger children develop literacy and numeracy skills successfully outdoors. As planned, staff should continue to develop further their outdoor spaces and fully embed recently introduced planning processes for outdoor learning. This should ensure that children develop their skills in a progressive way, building upon what they already know.

2.7 Partnerships: Impact on learners – parental engagement

- All staff have established strong, trusting relationships with parents. As a result, parents know they can contact staff at any time if they require support or guidance. Overall, most parents are happy with the school and value all staff highly. All staff use an online application well to share children's learning regularly with parents. They also share children's profiles and provide individual meetings with parents on a regular basis. Most parents say this helps them to understand how their child learns and makes progress.
- The Parent Council meet regularly with the headteacher to discuss the life and work of the school, school improvement priorities, PEF planning and how they can support the school. They lead several successful fundraising activities each year. This allows them to support senior leaders to reduce the cost of the school day for all families. As a result, no child is at risk of missing out. For example, the Parent Council recently raised funds to cover the travel costs for school trips for all children.

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

very 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

- There are very strong, nurturing relationships between all staff and all children, underpinned by children and staff's knowledge and understanding of children's rights. This is helping almost all children to feel confident and safe in school. As a result, almost all children are calm and ready to learn each day. Almost all children identify a trusted adult they can speak to if they have any worries. All staff and children demonstrate respect to each other well in their interactions. All children are very inclusive of each other's individual needs as they work and play together. For example, they form teams quickly with no fuss in PE and play very well together taking account of each other's needs. They include and support each other successfully which helps all children to develop their confidence and contribute effectively to school activities.
- All children identify successfully how they are feeling each morning and share with their teacher if they would like to talk about how they are feeling and why. All teachers respond sensitively and discreetly. This helps all children to feel better and settle quickly and calmly into the school day. Teachers support all children very well to understand the indicators of wellbeing and to assess their own wellbeing. Teachers use information gathered in assessments effectively to identify children who may require support with their wellbeing. They provide bespoke targeted support for a few children and their families as required. This is helping almost all children to demonstrate positive social skills and have a strong understanding of their own wellbeing. For example, almost all children are kind and considerate of each other's individual needs. As planned, teachers should continue to develop further how they track children's progress in wellbeing more thoroughly.
- All staff work well together to support children to regulate their behaviour and understand their emotions. All staff are developing their knowledge of childhood trauma and how best to support this in their practice. Together, with children, parents and partners from other professional agencies, they have developed clear plans for a few children who require support to regulate their behaviour. As a result of targeted support identified in these plans, children who found regulating their behaviour challenging now do so very well. This is leading to all children behaving well and engaging very effectively in all aspects of school life.
- All teachers ensure children cover all aspects of the health and wellbeing curriculum as they progress through the school. They now need to develop further a health and wellbeing progression framework. This should help them to have a clearer picture of children's progress in health beyond wellbeing. There is no gym hall in the school building so children experience

most of their PE lessons outside, in a nearby field. Staff work well with a range of community partners to provide activities for children to participate in a wide range of different sports including football, gymnastics and Boccia. Older children participate in swimming lessons every week. All children are developing their fitness very well through participating in the wide range of activities on offer. Almost all children say they enjoy sport and exercise in school and can identify the health benefits this brings, such as improved fitness and body awareness.

- All staff and children have worked well together to develop children's knowledge and understanding of aspects of health and wellbeing. A few children worked very effectively with teachers to share information about their own health and individual needs very successfully with their peers. As a result of these information sessions, almost all older children are very confident they can be responsible and help their friends if they need support or help in case of emergency.
- Staff have a clear knowledge of children who require additional support due to their personal circumstances, such as those who are young carers or care experienced. Staff consider all children who are care experienced for a coordinated support plan. Staff are beginning to work with children who are young carers to develop clear statements about their caring duties and needs. This is helping young carers to identify the challenges they face and how school staff could help them to enrich their lives.
- All staff fulfil their statutory duties relating to safeguarding, attendance, bullying and supporting children with additional needs very well. Senior leaders have developed a useful overview of children's needs across the school. They review and update this regularly. This helps them to ensure there is up to date information about the needs of all children who require additional support and the supports in place. All staff use a staged intervention approach to meeting the individual needs of children who require additional support with their learning very effectively. Senior leaders and teachers meet regularly with parents and partners in professional agencies to review the progress of children who require additional support. Teachers consult pupil support assistants about the progress and needs of children they work with. They ask children for their views about what they are doing well in their learning and what they need more help with. This helps children who require additional support to have a clear understanding of their successes and next steps in learning. Together with parents, partners and children, teachers develop robust individual plans for children who require additional support. This is helping children who require additional support to make good progress against their individual targets. As planned, teachers should continue to develop next steps included in these plans which are consistently specific and measurable.
- The headteacher delivers regular assemblies which include appropriate learning around important cultural events and religious festivals. These are important to the cultural heritage of individuals within the school community. For example, children learn about the different foods which are enjoyed during cultural celebrations. All children learn about Christianity and other world religions across each academic session. They speak respectfully about individual faiths and understand some of the differences between faiths. In the newly created school library and class libraries, children access a range of books which help them to understand the diverse world in which they live. Older children talk openly about the range of cultures of children living within their community. They value each other's differences and are keen to learn more about other cultures and protected characteristics.

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

- Due to the small size of the school roll, attainment and progress will be expressed in overall statements, rather than for specific year groups or CfE levels.

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. Most children achieve appropriate CfE levels across the school. Most children who require additional support are making good progress towards their individual targets in learning.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. A few children are capable of making more progress.

Listening and talking

- Across the school, almost all children listen well and follow instructions appropriate to their age and stage effectively. They demonstrate respect when listening and talking while working in small groups and pairs. Almost all younger children are beginning to take turns when talking and listening with their peers. Almost all older children talk very articulately about their experiences and build on each other's thoughts and opinions. They identify key features of effective listening and talking, such as clear speech, gesture and eye contact. All children should continue to develop their talking and listening skills by engaging regularly in presentations and discussions with the wider community.

Reading

- Most younger children recognise and name individual letters, They are beginning to blend phonics to read simple words. A few children need to improve their fluency when reading familiar texts. Almost all older children ask and answer literal and inferential questions about the text they are reading. Almost all older children offer their thoughts and opinions about the characters and the language the writer uses to describe scenes and settings. All children should continue to access a wide range of genre of texts to develop their reading skills appropriately to their age and stage.

Writing

- Across the school, children enjoy writing regularly in real-life, relevant contexts. Younger children are beginning to form letters correctly and write simple sentences. Most children use punctuation and vocabulary appropriate to their age and stage. As children progress

through CfE levels they use connectives and openers appropriately to enhance their writing. They use more complex punctuation well to enhance their writing, such as semi colons and brackets. Across the school, all children need to develop their skills in writing a range of poetry more often. Older children should continue to write longer texts in a wider range of genres more regularly.

Attainment in numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. A few children are capable of making more progress.

Number, money and measure

- Most younger children order numbers 0 to 20 correctly. They develop well their understanding of addition and subtraction using concrete materials. They are developing an awareness of time. Most older children explain the link between a digit, its place and its value for whole numbers to 10,000 confidently. They compare costs and determine affordability within a given budget. They accurately calculate time durations bridging across several hours. Across the school, children need to develop further their understanding of the relationship between fractions, percentages and decimals. Most children, across the school, would benefit from developing their speed and agility in carrying out mental calculations.

Shape, position and movement

- Children at the younger stages identify, draw and describe a range of two-dimensional (2D) shapes. They draw pictures accurately with one line of symmetry. Children at the middle stages name and identify a range of 2D shapes and three-dimensional (3D) objects. They describe their properties such as face and edge. Children are not yet secure in identifying and naming right angles. Most older children identify accurately 3D objects using the correct mathematical language including side, face, edge and vertex. They know that a radius within a circle is half the diameter. Older children successfully identify a range of angles, however, need to develop their knowledge of reflex angles.

Information handling

- Most younger children interpret accurately simple charts including their classroom visual timetable. They ask and answer questions to extract key information from bar graphs and tables and sort items according to specific criteria. Most children use tally marks accurately to gather and record information. Most older children are developing skills in using various types of graphs, pie charts and tables to interpret and analyse data sets. Across the school children would benefit from using digital technology further, to create and display information.

Attainment over time

- Children's attendance is in line with the national average and has been rising steadily over the last three years. Staff have robust processes in place to check why children are absent from school on a daily basis. Senior leaders monitor children's attendance regularly. They identify trends in children's attendance patterns and discuss this with parents. This is helping to improve attendance for a few children who have an absence rate of more than 10%. Senior leaders provide effective targeted support for a few families to help them improve their child's attendance in school. For example, they facilitate children being transported safely to school if required. There are no children currently with a part-time timetable.

- Children's attainment over time is good in literacy and numeracy. All teachers use the local authority tracking system to monitor the progress of individual children in literacy and numeracy. Where there has been a slight dip in attainment, or teachers identify gaps in learning and progress, staff provide useful targeted interventions.
- Teachers identified the need to improve children's attainment in writing at first level. Staff engaged in professional learning to enhance their skills in teaching writing. They now model writing for children, explore relevant vocabulary and provide supports for children to review and edit their work. Teachers support children to track their progress using simple data and charts. Children are excited to analyse the progress they are making in these charts and demonstrate an increased enjoyment and motivation to write daily. As a result of this consistent approach to teaching writing across the school, children now write at greater length, with improved detail and use more extensive vocabulary. This has led to an overall improvement in attainment in writing.

Overall quality of learners' achievements

- Staff and children celebrate children's personal achievements successfully through assemblies, wall displays and on an online digital platform. Children benefit from a wide range of experiences which help them to develop important skills for learning, life and work. For example, they visit a local community care home, where they plan and lead activity afternoons with the residents and staff. This is helping children to develop the skills of teamwork and communication very successfully. All children participate in the annual Christmas service at the local church, where they undertake leadership roles. They lead the service, including planning the Christmas carols, reading aloud and performing musical pieces for the audience. As a result, children are developing important life skills including leadership, decision making and collaboration. All staff should work together to develop a progressive pathway to help them plan for and track children's skills and achievements.
- Increasingly, children's wider experiences support them to develop confidence, teamwork and communication skills and demonstrate an awareness of the world beyond school. The headteacher has rightly identified the need to now develop a progressive pathway to help teachers plan for and track children's skills and achievements.

Equity for all learners

- The headteacher and staff know children and families very well and have a sound understanding of the socio-economic background of all children and families. They have developed trusted and supportive relationships with families, the local community and partners based on mutual respect. As a result, families and partners are highly supportive of the staff and the school. All staff are mindful of the impact of the cost of the school day on families and ensure that all children have equity in their school experience. For example, staff provide uniform and swimming kits for children who may require this. Staff work in close partnership with the Parent Council to reduce the cost of trips and activities and are proactive in securing funding to ensure that no child misses out. As a result, all children experience excursions and trips without financial pressures.
- The headteacher, along with staff, has developed a clear and effective plan for PEF. They prioritise PEF funding appropriately to fund additional staffing to deliver targeted

interventions for identified children. The headteacher uses funding to support literacy and numeracy interventions for specific children, along with nurture interventions. This is helping to close identified gaps in children's attainment in literacy and numeracy. Also, it is helping children to become more engaged and ready to learn. The headteacher and staff should continue to evaluate robustly the specific impact which targeted interventions have on accelerating the attainment of individuals and groups of children. This should help provide clearer evidence in how PEF interventions are closing identified attainment gaps in children's learning.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.