School No.: 565563

Quality Review Report
(Translated Version)

Baptist Oi Kwan Social Service
Pui Yan Pre-Primary School

G/F, No. 1 Fortune Street, Cheung Sha Wan, Kowloon

3, 4 & 6 November 2025

Kindergarten Inspection Section
Education Bureau

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 3, 4 & 6 November 2025

☑ **School met the standards of Quality Review**

☐ **School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

1.1 The school upholds the mission of the organisation to provide education and care services for children in the district. The leadership team regularly receives briefings from the school principal and provides necessary support in administrative and financial matters. In view of the personnel changes in recent years, the principal has regarded developing teachers' potential as the major concern over the past two school years, with strategies including restructuring task groups and encouraging team members to organise activities to gradually establish the new team's professional autonomy. The management adopts an open attitude and is receptive to views. It also allocates duties appropriately, taking into account teachers' professional backgrounds and interests. In addition, the school introduces resources actively such as participating in support programmes, district-based joint-school cooperation and Mainland exchange to equip teachers for their work. The team maintains a harmonious atmosphere, with members collaborating and sharing responsibility for routine school affairs.

1.2 With respect to school self-evaluation (SSE), the management leads teachers to review school work before the end of each school year. Team members share the responsibility for preparing school reports, which consolidate the overall development of the year. Since the 2022/23 school year, the school has continuously focused on promoting national education which includes forming a child flag-guard team, joining external support and training programmes as well as

designing activities on Chinese culture and traditional virtues. These activities help children understand and appreciate traditional culture and gradually cultivating their sense of national identity. Moreover, the school regards catering for children's diverse needs as its major concern of this school year. It has introduced classroom management strategies on a preliminary basis and is exploring, through practice, how to use positive feedback to strengthen children's confidence in learning. As this work is still in its initial stage, the team is currently discussing with support personnel to establish the implementation plan.

1.3 The school identifies children with special needs through daily observation, and takes follow-up actions by drawing on external professional support. In assisting newly admitted children, the school arranges an orientation day and an adaptation week at the beginning of the school year, allowing parents to accompany their children to school. This helps children gradually make the transition to attending school independently. The management endeavours to foster connections with primary schools in the district and organises visits for parents and children to learn about the primary school environment, thereby facilitating children's smooth transition to the next learning stage. Parents are keen to take part in lesson observation to understand their children's learning progress. They are also willing to serve as volunteers, such as assisting children during outings and tidying up books, thereby supporting school affairs. The parent-teacher association has been established for many years. It co-organises activities with the school and provides timely feedback on parents' views, promoting home-school communication and collaboration. The school also cares about parents' parenting competence. It liaises with professionals to provide seminars and workshops covering topics such as positive communication and emotional management, helping parents build healthy family relationships and work together with the school to nurture children's growth.

2. Learning and Teaching

2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school selects real-life themes to design an integrated curriculum, which is comprehensive and covers all learning areas. In recent years, to enhance children's participation in activities, the school has scheduled sufficient time for free choice activities while adopting small group approach for thematic activities. Elements of play, conversation and role-play are incorporated into the activities to increase teacher-child and child-child interaction. The school also organises activity weeks with different themes based on children's needs and designs diversified experiential and exploratory activities to extend children's interests and learning. However, this school year, the school has replaced the physical and music activities with moral education activities on Fridays, resulting in insufficient time for physical and music activities on that day. The school must refine its daily schedule to ensure that children receive balanced learning experiences every day. In addition, some of the learning content and homework in Early Childhood Mathematics for K3 in the second school term are overly difficult. The school is required to remove those parts to better align with children's development and needs.

2.2 The school conducts assessments through continuous observation. Teachers discuss assessment items and criteria during lesson planning meetings to ensure alignment between learning and assessment content. The school regularly distributes thematic assessments and observation records to parents, providing comments on children's development and offering practical suggestions for daily life. This helps parents understand and follow up on their children's progress. The school has acted on the recommendations from the previous inspection. Since last school year, it has been collating child assessment information as reference for revising assessment items and adjusting teaching strategies.

2.3 The school has established a curriculum management mechanism. The management guides teachers to conduct lesson planning before the start of each theme and monitors curriculum implementation through document reviews, classroom walkthroughs, lesson observations, and so forth. Teachers conduct teaching reflections every day, reviewing the teaching design with reference to children's performance and proposing suggestions for improvement. However, as shown in the document, some teachers' reflections and recommendations were repeated and they did not evaluate the activities in alignment with the learning objectives, thus weakening the effectiveness of the review. The management should strengthen teachers' capacity for reflection by developing a set of guiding principles. These principles should lead teachers to examine, against the objectives, why some children have not met the expected goals, so as to inform overall curriculum planning and drive continuous improvement.

2.4 In recent years, the school has consistently promoted national education as a key development direction. Last school year, the school prioritised the cultivation of children's traditional virtues as its major concern, and drew on external support to equip teachers with the ability to design activities. The team selected folk stories to help children learn about traditional virtues. This school year, the focus of the school work falls on enabling children to experience traditional customs as well as art and culture. Through organising festivities events and introducing a Chinese culture segment during morning assemblies, the school has aroused children's interest. Teachers have also attempted to incorporate relevant elements into learning activities. For instance, under the theme of "China", children are arranged to draw blue and white porcelain patterns, brew tea and so forth to enjoy the beauty of traditional culture. However, when selecting teaching materials, the school should give due consideration to children's life experiences and interests in order to

enhance the effectiveness of learning and teaching.

2.5 Various interest corners are set up in classrooms, with content aligned with the themes, and equipped with ample play materials and toys provided for children to manipulate and explore. Teachers deliberately design cooperative games to foster interaction among children and promote their social development. Real-life context was adopted in the imaginative play corner. Children referred to "character cards" and used props to engage in role play. K2 children imitated parents in cleaning the home and taking care of a baby while K3 children went to a Chinese restaurant and had dim sum together. Diversified learning aids are available in the learning areas, some with self-checking features to help children consolidate their learning. Teachers have attempted to make learning aids with different levels of complexity. However, these aids are not always closely aligned with children's needs, which affects their effectiveness. In addition, observations indicated that children seldom selected materials from the art and craft cabinet. Instead, they often chose items placed on the tables by teachers. Most of the children's artwork was two-dimensional. Teachers could adopt different strategies, such as providing design directions, demonstrations, and displays of works, to inspire children's creative expression. The school has added a session before dismissal for children to revisit their play experiences. Under teachers' guidance, children briefly share their play processes and feelings. Teachers are advised to make good use of children's works or photos, etc., to help them recall the activity process while guiding them to explore and think further, thus consolidating and deepening their learning.

2.6 To provide more space for physical activities, the school has arranged for children to use both indoor and outdoor venues simultaneously. However, the indoor activities have not been effective in attracting children, with most preferring outdoor play. Yet, the outdoor space available for children is constrained by the large-scale play

equipment. It is necessary for the team to review and refine the planning of physical activity spaces and to enhance teachers' skills in designing and conducting physical activities.

2.7 Teachers are amiable and caring, and have established harmonious relationships with children. They often use varied voices and tones to arouse children's interest and provide them with sufficient opportunities for manipulation and conversation. However, some teachers' instructions are not clear enough and their teaching steps are carried out too hastily. They also do not consistently enforce expectations for children's behaviour, which hinders the establishment of classroom routines. Teachers may enhance the clarity of their communication and pay closer attention to children's performance, with appropriate follow-up. Regarding music activities, some teachers guide children to enjoy the melodies, move rhythmically to the beat, and accompany with musical instruments. However, some activities remain insufficiently engaging. Teachers are recommended to enhance their ability in designing and implementing diversified music activities with a view to increasing children's interest and participation in music activities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school recognises the importance of SSE rationale. However, the management should closely monitor the progress of its major concerns and establish clear goals and expected outcomes to enhance the effectiveness of its reviews. When the school continues to implement similar major concerns over consecutive years, it should draw on the findings of the previous school year to inform planning for the current school year, thereby promoting continuous school development. Furthermore, the school could duly implement the planned tasks, for example, by establishing a resource management system in a systematic manner to improve the

effectiveness of resources use and administrative efficiency. The management may also lead the team to update the staff handbook, integrating key content such as the code of practice and safety guidelines of the Education Bureau, along with the points to note of school work that have been deliberated for staff's easy reference and smooth implementation.

3.2 The school introduces external support according to its work plans. The management is recommended to monitor closely and provide guidance to assist teachers in putting what they have learnt into practice, including applying positive feedback to strengthen children's confidence. The management could also facilitate the communication and collaboration between teachers and the multi-disciplinary professionals, with a view to adjusting the teaching strategies, such as designing learning aids with different levels of complexity thus catering for children's diverse needs.

3.3 The school is required to review the curriculum arrangement by selecting appropriate teaching materials that align with children's development and life experiences, removing overly difficult learning content and homework of K3 children, and ensuring that children have sufficient time for music and physical activities on Fridays to receive a balanced learning experience. In addition, it is necessary for the management to properly plan the use of physical activity spaces and enhance teachers' teaching skills, including providing feedback on children's play, thereby enhancing teaching effectiveness.