

School No.: 323055

Focus Inspection Report (Translated Version)

Ping Shek Kingsland Kindergarten

Kam Shek House, Ping Shek Estate, Kwun Tong, Kowloon

16 March 2023

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 Taking account of children's life experiences and interest, the school devises its curriculum with themes according to the teaching packages. The curriculum covers all learning areas while emphasising cultivation of values and attitudes as well as acquisition of skills and knowledge. The school promotes national education by incorporating relevant elements into the curriculum. For instance, it gradually enhances children's knowledge of Chinese culture by letting them create traditional Chinese handcrafts and experience festivities. The school also holds national flag raising ceremonies with which children are taught to know about and respect the national flag and national anthem. The school arranges music, physical, art and free choice activities for children. However, children are not given sufficient opportunities to take part in those activities every day during the primary one simulation activities of K3. The school is required to take follow-up actions and amend such practice to ensure a balanced daily schedule. Regarding homework design, the content of some pieces of homework for K3 children is rather difficult. The school must remove such content in order to meet children's developmental needs.
- 1.2 The school has built a mechanism for the assessment of child learning experiences. The assessment is comprehensive in content and ties in with the curriculum objectives. Teachers assess children's performance by continuous observation and develop learning portfolios for them. Thematic assessments, observation records and other information are kept in an orderly manner so that parents can understand and follow up on their children's development. Teachers make reference to the assessment information so as to support the needs of individual children. However, teachers may carry out further collation and analysis on those information with a view to reflecting and informing curriculum planning.

- 1.3 The campus is bright with children's artworks posted along the corridors, which is conducive to children's appreciation among themselves. They enjoy taking part in corner activities, during which they are attentive and engaged. Children are given materials for creating craft works in the art corner. Yet the range of materials is quite narrow. Teachers are recommended to enrich the art and craft materials in the corner and provide children with more opportunities to unleash their creativity. The exploratory corner features materials such as sand and dried leaves. Children's curiosity is aroused through manipulating these materials, thus their inquisitive spirit is fostered. Theme-related books are placed in the reading corner. However, as observed, children seldom enter the corner and read. The school is advised to create a serene and comfortable environment that attracts and motivates children to read.
- 1.4 Teachers are kind and friendly. They prepare for lessons conscientiously and use real objects, toys and pictures to facilitate teaching. Teachers explain things clearly and ask children questions to encourage them to share. Teachers respect children's opinions and reinforce their good behaviour by praising them frequently. During free choice activities, teachers mainly observe children's performance and intervene at an appropriate time to offer assistance and guidance. Individual teachers review the activities with children and help them sum up what they have learnt, thus extending children's learning interest. During music activities, children are arranged to perform rhythmic movements, sing and manipulate musical instruments. The activities have ample musical elements and the atmosphere therein is relaxing and pleasant. Teachers design gross motor activities for children. Children have to wait in the queue which affects their opportunity of participating in physical activities. Teachers may review the arrangement of physical activity to ensure that children have sufficient amount of exercise.
- 1.5 Children are obedient and polite. They are helpful and get along well with peers.

Children love going to school and are engaged in activities, as well as being willing to express views and share. Children are able to pack their personal belongings by themselves. They are also able to assist teachers in tidying up and cleaning up items, demonstrating good self-care abilities.

- 1.6 The management understands the implementation of the curriculum through attending meetings, scrutinising documents and conducting lesson observations. Teachers reflect on teaching on a regular basis. However, most of them can only describe children's performance and conduct review in terms of the extent to which the learning objectives have been achieved. Individual teachers are able to make suggestions for improvement. The management is required to strengthen its leadership in the curriculum and lead teachers to review teaching designs and activity arrangements, thereby further enhancing teachers' reflective abilities to improve the curriculum continuously.

2. Recommendations for Fostering Sustainable Development of School

The school has a curriculum management and monitoring mechanism in place. Nevertheless, it must further guide the team to undertake a review of the curriculum which includes teaching designs and activity arrangements. The school must also collate and analyse children's assessment information with a view to increasing teaching effectiveness. In tandem, the school is required to revise the daily schedule during the simulated activities of primary one and remove homework that is difficult in order to accommodate children's developmental needs.