

School No.: 564338

# **Focus Inspection Report (Translated Version)**

## **St. James' Settlement Kathleen McDouall Kindergarten**

**3/F - 6/F(Portion), 100 Kennedy Road, Wan Chai, Hong Kong**

**12 July 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 Making reference to teaching packages, the school devises a curriculum that covers all learning areas in light of children's life experiences and interests. The school puts emphasis on moral education. Through thematic learning activities and moral story sharing, the school cultivates in children attitudes of caring and respecting others and a sense of responsibility as well as good behaviour. Teachers arrange mixed-age games for children during daily free choice activities so that children of different ages have more opportunities to communicate and interact with one another, fostering their social development. However, some learning content and homework of Early Childhood Mathematics in K3 are rather difficult. The school must delete the relevant content in order to meet children's developmental and learning needs.
- 1.2 Teachers set assessment items and criteria together in accordance with the learning objectives to ensure their appropriateness, objectivity and consistency. Teachers observe children's performance in activities continuously and record their weekly learning performance in the student handbooks so that parents are informed of children's situation at school in a timely manner. Parents share children's performance at home every school term, which helps teachers better understand children's development. The school creates learning portfolios for children to keep their observation records, works, assessment forms, etc. in an orderly manner, allowing parents to grasp children's development, as evidence of children's growth. The developmental characteristics of children at different age levels are attached in the learning portfolios to assist parents in setting reasonable expectations for their children. The teaching team analyses children's assessment information systematically to serve as a basis for enhancing the curriculum planning and a reference for following up on children's learning.
- 1.3 The school premises are tidy and bright with spacious and comfortable environment.

The school allocates the use of venues flexibly to conduct free choice activities and arranges children of two grade levels to engage in the activities simultaneously. In addition to activities in the classroom, children can also play games in the activity room. Therefore, more space is allocated for children activities, and children can cooperate and play with peers of different grade levels. Various interest corners are set in the classrooms and the activities tie in with each grade level's thematic learning. Teachers put effort into setting role-play corners according to themes. Children are engaged in playing different roles such as farmers, ticket sellers and tuck shop cashiers. These foster interaction among children, deepen their understanding of the learning content and unleash their imagination. Teachers have enhanced the exploratory elements of the learning corners in recent years. For instance, teachers let children observe light and shadow, compare which materials are more suitable for growing plants and so forth such that children can understand the natural phenomena in daily life. As observed, children took the initiative to participate in games. They loved playing with peers and cooperated with one another, showing their good social development and language expression under an inclusive and joyful learning atmosphere. Children possess self-care abilities and follow classroom routines as they take the initiative to tidy up after play. A book crossing corner is set up at the entrance of the campus, which is conducive to developing reading habits for children.

- 1.4 Teachers prepare for the learning activities conscientiously. They employ games to stimulate children's interest in learning and ask questions to guide children to think and share thoughts. Children are engaged in learning. Teachers grasp the classroom management skills well and praise children to reinforce their good behaviour. However, there is an insufficient amount of physical elements in some physical activities and thus a lack of sufficient opportunities for children to carry out

gross motor activities. The school must review and revise the design of relevant activities. Teachers observe children carefully, join them during play and give guidance and assistance when needed. Teachers are recommended to follow up on what children have gained in games and invite them to share their experience during the review sessions, thus further extending children's learning experiences.

- 1.5 The school has established a mechanism of curriculum coordination, monitoring and review. Through participating in curriculum meetings, the management leads teachers to plan learning activities and environment set-up. Meanwhile, the management understands the implementation of curriculum and children's learning by walking through classrooms, observing lessons and scrutinising curriculum documents, thereby providing concrete suggestions for teachers in a timely manner. Teachers conduct teaching reflection on a regular basis and review children's understanding of the learning content based on their performance, and then revise the teaching arrangements. Teachers organise meetings periodically to consolidate and follow up on the recommendations for improvement, hence enhancing the teaching effectiveness continuously.

## **2. Recommendations for Fostering Sustainable Development of School**

Building on the solid foundation, the management could continue to guide teachers to facilitate children to learn through play to a further extent. It may also improve the design of physical activities to enhance the effectiveness of activities. In tandem, the school is required to review and delete those too difficult learning content and homework in Early Childhood Mathematics for K3 in order to cater for children's developmental and learning needs.