

School No.: 326003

Focus Inspection Report (Translated Version)

St. Peter's Church Kindergarten (Stanley)

Shop No. 1, G/F, Kin Ma House, Ma Hang Estate, Stanley, Hong Kong

29 June 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 The school makes reference to the teaching packages to design an integrated curriculum using themes. It enlists community resources to arrange relevant visits from time to time for children to gain different learning experiences. Through festival activities and culture weeks, children can experience traditional Chinese custom. Teachers also incorporate elements of Chinese culture into themes. They chant nursery rhymes with children to arouse children's interest in learning poetry. The school arranges sufficient art, music, physical and free choice activities from Mondays to Thursdays. However, the music activities on Fridays are replaced by weekly storytelling sessions, which leads to a slightly imbalanced daily schedule. Though the storytelling sessions are conducive to promoting reading habits, the school is required to ensure that there is a balanced daily schedule for children to foster their all-round development when implementing its major concerns. Besides, some K3 homework is excessively difficult and fails to meet children's developmental needs. The school must remove such content.
- 1.2 The school formulates assessment items according to the learning objectives of the themes. It assesses children's performance through continuous observation. Children's assessment forms, observation records, works and other information are kept in the learning portfolios. Teachers summarise children's performance in different learning areas and report to parents in a timely manner so that parents can understand children's development. The school is advised to make good use of the assessment information to analyse the learning and teaching effectiveness and inform curriculum planning, hence promoting learning and teaching.
- 1.3 The school displays children's works in the classrooms and on the walls for children's mutual appreciation. There are drawing tools in the classrooms. Teachers also provide different materials like bubble foam for children to draw three-

dimensional shape of ice cream and experience the fun of creating. The school allocates the venues flexibly to organise physical activities for children in empty classrooms so that children can have more space and opportunities to carry out gross motor activities. Different types of physical equipment are available, such as balls, plastic hoops and bean bags, for children to choose freely and play with peers. Children are willing to share their materials during games, showing favourable affective and social development. They also have good self-care abilities as they take the initiative to tidy things up after activities. During the games, teachers observe children's performance and render assistance timely. It is necessary for teachers to arrange post-activity review to guide children to share their learning and conclude their experiences, thereby enhancing the learning effectiveness.

- 1.4 Children love going to school. They follow the rules, are courteous and get along well with peers. Teachers are conscientious in teaching. They give clear instructions and make use of real objects and pictures to inspire children's interest in learning. Teachers are kind and friendly. They listen to children's thoughts patiently and always give specific praises and encouragement to children. In tandem, teachers offer individual guidance to facilitate children's learning. During music activities, teachers arrange for children to perform rhythmic movements, tap out the beat and dance with peers. Children are excited, fully enjoying themselves. Nevertheless, as the end of the school year approaches, the school sets summer activity weeks in which the objectives of the music activities are unclear and the organisation of lessons is loose. The team must review and improve the design of the activities. The school has been promoting reading in recent years. There is storytime every day and teachers tell children stories of the books that children selected from the bookshelves. Teachers' voices are quite attractive but they are advised to employ other skills or props to make it more interesting. Some teachers

are able to relate story content to real-life topics to guide children to think, facilitating their interactions.

- 1.5 The school has established a curriculum management mechanism which is running smoothly in general. The management monitors the curriculum implementation by attending meetings, scrutinising documents as well as conducting classroom walkthroughs and lesson observations. Teachers carry out lesson planning and collaboratively discuss the design of the activities and teaching aids. They also review the teaching arrangements through reflections. In recent years, the school has been reviewing the design of the teaching aids. It has filed the relevant records, which is beneficial for passing on experiences. Moreover, the school also makes use of peer lesson observations to facilitate teachers' professional exchanges and improve their teaching skills in a step-by-step manner.

2. Recommendations for Fostering Sustainable Development of School

The school has laid the foundation of curriculum coordination, monitoring and evaluation. The management is required to lead the team to review and improve the daily schedule as well as revising the homework arrangements and removing the inappropriate parts to meet children's developmental and learning needs. The school may keep promoting professional exchanges among team members and facilitate teachers to share the effective teaching designs and strategies so as to enhance children's learning effectiveness.