

School No.: 564575

Quality Review Report (Translated Version)

Lutheran Philip House Kai Yip Nursery School

**No. 15 – 18 & 24 – 27, G/F, Kai Ning House, Kai Yip Estate,
Kowloon Bay, Kowloon**

4, 5 & 7 December 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 4, 5 & 7 December 2018

- 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 is supported by its sponsoring body. The leadership team visits the school regularly to collect staff's views. It assists in the implementation of parents' work and helps the school improve its service quality. The school maintains communication with other nursery schools under the same sponsoring body by sharing the development of different schools during joint school principal meetings. In addition, the school teams up with other schools to organise training. Resources are hence effectively shared. The management considers staff's opinions through different channels and took timely follow-up actions. The establishment of a collaborative team lays the foundation for the school's continuous development.
- 1.2 The school is positive towards School Self-evaluation (SSE). The teaching team discusses and reviews their teaching during regular meetings. It then collaboratively reflects on the effectiveness of the annual work plan at the end of the term to formulate the plan for the next year with respect to the school's needs and the direction of development of the sponsoring body. The school took strengthening the play elements in physical activities as its major concern in the past two years. It arranged all children to engage in physical activities freely during the same session by adjusting the daily schedule and venue use, thus enhancing the interaction among children of different ages. The school follows up some of the recommendations of the previous Quality Review (QR) when developing its work plan. It addresses the issues of insufficient space for physical activities and noise disturbances. Children are hence provided with a more favourable learning environment. This year, the school pays attention to the building of children's confidence. It assigns different roles for children to take up as duty staff on a rotational basis, so that they are able to gain satisfaction by serving peers. The project is still at an initial stage and its effectiveness is yet to be seen.
- 1.3 The school cares about children, it makes use of an effective mechanism to identify and refer children with needs so that these children would be assisted as soon as possible. Teachers keep connection with parents to follow up children's needs in a

timely manner. They organise workshops to enable parents to realise the ways to help their children at home. The school has been putting its focus on developing voluntary work for parents for two consecutive years and taking this as its major concern. Parents help the school organise activities so that they are more familiar with the school's operation. They also know more about parenting skills through gatherings with teachers and professional sharing during parent-child activities. This year, the school plans to strengthen parent education so as to deepen parents' understanding of the school's education rationale and children's growth and development. The plan has just started and its effectiveness is yet to be observed. Parents trust teachers and develop a sense of belonging to the school. Children's healthy growth is facilitated with concerted efforts from the school and parents.

2. Learning and Teaching

- 2.1 The school devises the curriculum outline for each grade level with reference to the *Kindergarten Education Curriculum Guide* and different teaching materials. The curriculum content covers all learning areas, yet the learning content for Early Childhood Mathematics is not able to align with the learning themes which affects the integration of the curriculum. The school arranges various visits to broaden children's life experiences. Starting from last year, the school has been trying to teach children through drama activities. Using picture books as the beginning point, teachers carry out activities such as role-play, acting out stories, etc., to enrich children's learning experience. That said, teachers have not mapped out an overall planning on the learning content for each learning area when implementing the drama activities, resulting in loose activity arrangement which in turn affects the teaching effectiveness. The management should lead the teaching team to improve the integration and comprehensiveness of the curriculum through holistic review and planning of the school-based curriculum. In respect of the daily schedule, children participate in individual, group and whole-class activities every day. They are provided with adequate opportunities to engage in music, physical and art activities. However, the school is not able to arrange free choice activities for children on a daily basis. The school is required to follow up the recommendations of the previous QR to allow children to have opportunities to take part in self-directed learning every day.
- 2.2 When arranging homework, the school assigns line drawing exercises for K1 classes, yet copying along dotted lines is also required. The fast learning progress does not

meet children's developmental needs. The amount of copying homework for K2 and K3 classes are somewhat too much. The school is required to review the homework design for each grade level with reference to children's abilities and developmental needs to organise appropriate activities for children to extend and consolidate their learning. The school conducts primary one simulation activities for K3 children before the end of the term to enable them to experience primary school life, yet K3 children are requested to participate in dictation activities while some of the learning content is slightly demanding that go beyond children's abilities. The school must cancel the dictation arrangement for K3 children during the primary one simulation activities immediately and devise appropriate teaching content.

- 2.3 The school formulates its policy on the assessment of child learning experiences in accordance with the curriculum objectives. Teachers assess children's performance in thematic learning and different activities continuously to analyse their development progress in each aspect. They then conclude children's learning performance during the period upon completion of the school term, and meet parents to report the findings. Teachers guide children to introduce their work and ideas of their creations. Concurrently they invite parents to observe their children's behaviour at home to understand children's development from different perspectives. The school makes use of the assessment information to inform curriculum design and caters for children's individual differences. That said, the school is required to formulate clear assessment guidelines and criteria so that the assessment information effectively reflects children's development progress.
- 2.4 The school has established a mechanism of curriculum coordination, monitoring and review. The management leads teachers to conduct collaborative lesson planning and review the curriculum. It monitors curriculum implementation and gives appropriate feedback to teachers by conducting classroom walkthroughs, scrutinising teaching documents and so forth. Teachers conduct teaching reflections regularly that they are able to review to what extent the teaching objectives have been achieved with respect to children's performance generally. The management could continue to guide teachers to reflect on their teaching in terms of activity design, teaching strategies, classroom discipline, etc., with a view to enhancing the effectiveness of the review. In this way, the teaching strategies and curriculum content could then be revised to facilitate learning and teaching.
- 2.5 The school has strengthened the play elements in physical activities for two consecutive years. It changes the activity mode and adjusts the daily schedule to

enable children of different ages across all grade levels to engage in physical activities during the same session. The school also re-organises the activity space by combining classrooms and indoor playground into one. It then uses different facilities or materials for training gross motor skills such as slides, big building blocks and balancing beams to set up different areas. Children are able to walk through the areas freely to select play materials according to their preferences. They are also able to participate in different games to enjoy the fun of physical activities. Some children voluntarily help peers from lower classes to complete their tasks, demonstrating good social skills. That said, some children take part in activities that are relatively quiet for quite a long period, leading to insufficient amount of physical exercises. Teachers should encourage children to participate in other activities in a timely manner to provide them with sufficient opportunities to stretch and train up their muscles. In addition, the school is required to implement related activities practically by referring to the learning content for each grade level which is under the learning area of Physical Fitness and Health, thereby helping children develop basic body skills and movements systematically.

- 2.6 Children's artworks with rich composition and uniqueness were seen all over the campus. There are different interest corners in the classrooms with generally sufficient materials which are neatly placed for children's easy access. The design of some interest corners encourages children to play with peers, which is conducive to fostering their social development. The school arranges similar time for free choice activities across grade levels to enable children from different classes to play with peers of different ages at the simulation area located at the school lobby in order to develop their social skills. It also enables children to make artworks with unwanted materials to unleash their creativity. Teachers observe and intervene in good time during free choice activities to attend to the needs of children. Some teachers even participate in children's games to inspire their imagination through questioning, making the games more interesting.
- 2.7 Teachers are kind and friendly with smiling faces, developing good rapport with children. Teachers care about and respect children. They always appreciate and recognise children. Teachers use different strategies to cater for learner diversity, for example, adjusting homework or arranging peers to offer assistance to enhance children's engagement in learning activities. However, the current classroom discipline is not satisfactory which affects the progress of the activities. Teachers' skills in classroom management has yet to be improved. Teachers are required to

establish and implement classroom routines and offer clear instructions before activities for children to understand the requirements of teachers and the activities, thus enhancing the learning effectiveness. At this stage, teachers conduct English activities by speaking in a mix of English and Cantonese, which fail to serve as models of language learning for children. The school is required to create an authentic and natural language environment to arouse children's interest in English. Children are active and energetic. They love going to school. Children possess good self-care abilities. They sort and put back different items and tableware after activities or meals. Children are also willing to assist teachers in collecting and distributing items and keeping the classroom clean, demonstrating good service spirit.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is required to follow up the recommendations of the previous QR by setting clear and concrete objectives for the major concerns and formulating corresponding strategies and success criteria. This enhances the effectiveness of the work plan and helps the school understand to what extent its task objectives have been achieved. Currently, teachers have been participating in the SSE work mainly related to teaching and child support. As the teaching team has become more stable, the school is advised to allow teachers to be involved in other SSE work related to management and organisation to a greater extent, thereby deepening their understanding of the school's overall development. The school must also systematically plan the team's professional development and arrange appropriate school-based training in light of teachers' needs and school development, so as to enhance the professional capacity of the team.
- 3.2 The management is required to strengthen the role as a curriculum leader and steer the teaching team to enhance the comprehensiveness, appropriateness and integrated effectiveness of the school-based curriculum with respect to children's abilities and developmental needs. This includes an overall curriculum planning across all grade levels for the whole school year and connecting the content of all learning areas with themes; revising the arrangements of the daily schedule, homework and primary one simulation activities; and devising specific child assessment criteria. The management must also strengthen teachers' skills in classroom management and conducting English activities, thereby enhancing children's learning effectiveness.