

School No.: 564044

Quality Review Report (Translated Version)

Precious Blood Kindergarten (Sham Shui Po)

123 Un Chau Street, Sham Shui Po, Kowloon

7, 8 & 10 June 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 7, 8 & 10 June 2021

- 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 sponsoring body is concerned about and supports the school development. It gives suggestions and administrative support through meetings. It also organises joint-school trainings regularly to strengthen the management's managerial skills and enhances the newly-recruited teachers' understanding of the school mission. The school has a clear organisational structure. The authorities and responsibilities of the team are well-defined and team members discharge their duties properly. A sound filing system is in place for the convenience of staff members to keep and access information as well as for passing on experience, which is conducive to implementing the school work. With an open-minded attitude, the management is willing to listen to the views of teachers and provides them with proper guidance in light of their abilities. It introduces external resources and professional training in a timely manner for the team so as to help it keep abreast of the times. The school follows up the recommendations of the previous Quality Review by rearranging the work allocation of the functional groups in order to exploit their competence effectively. The school also improves the mechanism on the assessment of child learning experience by adopting continuous observation to assess children's development. The arrangements are appropriate.
- 1.2 The school has developed a clear school self-evaluation (SSE) mechanism. The management leads all teachers to review the school situation in order to formulate follow-up tasks and major concerns of the coming school year according to the school's development progress. The school places emphasis on children's learning. It understands the trends of curriculum development and seizes the opportunities of tapping external resources. In recent years, the school has set its development plans regarding the improvement in the area of learning and teaching, with the aims to cultivate children's exploration spirit and their fondness for reading. The objectives of the major concern are concrete and clear. The school devises proper strategies with regard to teacher training, curriculum design as well as parent education.

Based on the information of child assessment along with the views of teachers and parents, the school summarises and reviews the effectiveness of the plans. It also adjusts the strategies as necessary in a timely manner so as to ensure the effectiveness of the plans.

- 1.3 The school cares for children's diversity. It makes good use of external resources to support the diverse needs of children as early as possible. To help children adapting to the changes in daily life, the school arranges transition activities for children who are newly-admitted and will transit to primary one. The school values home-school cooperation. It keeps close connections with parents and organises parent education activities in accordance with the major concerns and children's needs so as to enhance their competence in parenting. Besides, the school utilises parent resources strategically by inviting parent volunteers to assist in implementing activities, and arranges lesson observation for parents to provide them with a better understanding of children's learning. Mutual trust has been built between the school and parents and they work together to foster the healthy growth of children.

2. Learning and Teaching

- 2.1 By making reference to the teaching packages, the school selects contents that suit children's life experience and designs an integrated curriculum using real-life themes. It arranges project learning activities according to children's interest, which allow them to explore together and thereby enriching their learning experience. The school pays attention to children's moral development. By means of theme-related moral activities and bible stories, the school nurtures children's various attitudes such as gratitude, appreciation, proactiveness and optimism, which are conducive to developing their positive values. The school curriculum is comprehensive that covers all learning areas. It arranges active and quiet activities on an alternate basis daily, providing children with adequate opportunities to take part in music, physical, art and free choice activities every day. However, the school is not able to maintain the above daily activity schedule for K3 children during primary one adaptation activities. It is necessary for the school to take follow-up actions in order to facilitate children's balanced development.
- 2.2 The school formulates clear assessment contents and criteria in accordance with the curriculum objectives. It assesses children's performance in various learning areas through continuous observation and keeping records, which can reflect children's

abilities concretely. At the end of the school term, teachers consolidate the formative assessment information to summarise children's development progress. It also develops learning portfolios for children to keep observation records and children's works, serving as evidence of children's growth from multiple perspectives, to facilitate parents' holistic understanding of their children's development progress. In addition, the school regularly invites parents to observe children's performance at home. However, some items do not fit in with parents' roles and abilities which will affect the effectiveness of the assessment. The school should review the assessment contents for parents and design appropriate assessment items in order to accurately reflect children's performance at home. The school reviews the teaching design and children's needs by making reference to the child assessment information in order to lay a foundation for future curriculum planning.

- 2.3 The school has put in place a well-established mechanism for curriculum coordination, monitoring and review. The management leads teachers of each grade level to plan the curriculum outline. They discuss and adjust the activities arrangement, corner set-ups and choice of teaching aids, etc., collaboratively by making reference to the teaching reviews and experience gained from the previous school year. The management monitors the implementation of curriculum by scrutinising teaching documents, attending meetings and conducting classroom walkthroughs. It provides recommendations to teachers in a timely manner which help enhance the effectiveness of learning and teaching. The teaching team has established a reflective culture. They review the arrangement of the curriculum and the effectiveness of the teaching design based on children's performance, coming up with suggestions for improvement and thus inform the curriculum planning. The school values teachers' professional growth. It collects teachers' views systematically. Taking into consideration of teachers' strengths and needs, the school arranges peer lesson observation in a focused manner with a view to promoting team members to learn from each other and facilitating teachers' professional exchange.
- 2.4 Last school year, the school focused on fostering children's exploratory spirit as its major concern. It arranges collaborative lesson planning for teachers to select themes which are related to nature and living, and design exploratory activities according to the abilities of children in each grade level. Through the newly-added exploratory session, more opportunities are available for children to understand scientific concepts. In this school year, the school summarises the experience from

last year to further integrate the exploratory activities into corner activities so that children can explore the natural phenomena with multiple senses during free choice activities. From observation, children are full of curiosity. They take initiative to test using different objects such as exploring how to generate wind of different speeds to rotate a windmill, and comparing the degree of translucence of different kinds of paper. Children are keen to make attempt, observe meticulously and are willing to share their discoveries with peers, demonstrating their curiosity and inquisitive spirits. Besides, the school extends children's learning to their daily life by arranging theme-based parent-child exploratory activities.

2.5 The school has always attached great importance to the cultivation of children's reading habit. Enhancing children's reading interest is another major concern of this school year. Apart from the regular parent-child reading scheme, the school enriches the book resources purposefully to broaden children's scope of reading. Training is arranged for teachers which is helpful for enhancing their skills in designing and leading reading activities. At present, the school arranges a weekly reading session for children of each grade level. Children share books and engage in play through relaxing and pleasurable reading and extension activities. Teachers decorate the reading room based on different reading themes to create scenarios for children to immerse in the story plots so as to stimulate their reading interests. As observed, teachers possess remarkable story-telling skills and are capable of engaging children in the story using their voice, facial expression and body movement. Teachers can inspire children to think and imagine by asking open-ended questions. They are also able to design interesting and diversified activities to promote interaction between children and books and enable them to enjoy the fun of reading. Yet, the reading activities are separately designed which are not able to connect with the teaching theme. The school should adopt an integrated approach to infuse reading elements in other learning activities so as to provide more opportunities for children to read and further foster their interests of self-initiated reading.

2.6 Teachers set up the campus environment meticulously. They make effective use of different areas to display children's artwork, encouraging children to learn and appreciate from each other. The school allocates the use of venues flexibly and arranges children of the same grade level to engage in free choice activities in the same timeslot intentionally, so they can share the corners and corridors. Such arrangement not only provides more activity space for children but also encourages them to cooperate and play with different peers, thereby promoting their social

development. Teachers set up classrooms in accordance with the themes and design various corner games with rich and diversified materials in order to provide adequate opportunities for children to explore and create, hence constructing and applying their knowledge. Teachers understand the learning diversity of children. They put much effort in designing corner games to cater for diverse needs and to allow them to complete activities freely according to their own abilities. Children show enthusiasm and concentration during free choice activities. They actively invite peers to play together and share their thoughts. Teachers observe children carefully, take part in their play and provide guidance and assistance in a timely manner. They also revisit the activities briefly with children before they are off from school to consolidate their learning.

- 2.7 Teachers are amiable and respect children. They always give children commendation for their good performance so as to create a positive learning atmosphere. Teachers have good communication skills and can give clear explanations and instructions. Building on prior teaching experience, teachers are able to create a lively atmosphere by flexibly adopting role-play strategies to motivate children's learning. Besides, teachers can make good use of questioning skills in different activities to encourage children to express their views and share their experience, hence guiding them to think and try further. In order to enhance the effectiveness of physical activities, the school strengthens teachers' knowledge in children's physical development through professional training in recent years, which is conducive for teachers to design suitable physical games according to children's developmental needs. As observed, teachers introduce and demonstrate different skills systematically. They give feedback on children's performance properly with a view to helping them grasp the learning objectives. Children take part in physical games actively. They demonstrate their basic physical skills and are willing to cooperate and form teams with peers, being energetic in activities.
- 2.8 Children are lively, cheerful, obedient and polite. They are familiar with activity routines and are able to engage in the activities in an orderly manner, showing their good self-discipline. Children are enthusiastic about learning. They listen to teachers' teaching attentively and express their views actively, demonstrating good language and expression abilities. At the end of activities, children take initiative to tidy up tools and learning materials, sort and put them back properly. They are able to wash hands on their own before drinking water and after going to toilet. They possess good self-care abilities and hygiene habits.

3. Recommendations for Enhancing Self-improvement of School

The school has a sound curriculum management mechanism. The management is capable of performing the role of curriculum supervisor to lead the team to improve the effectiveness of learning and teaching continuously. Yet, the school should refine the daily schedule of primary one adaptation activities for K3 children to ensure them adequate opportunities to take part in music, physical, art and free choice activities every day, so as to meet children's developmental needs.