

School No.: 324647

Quality Review Report (Translated Version)

St. Mark's Church Bradbury Kindergarten

G/F & 2- 4/F, 9 Shek Ku Street, Homantin, Kowloon

29, 30 April & 6 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 29, 30 April & 6 May 2025

☒ **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 leadership team regularly participates in meetings and various activities to grasp the school updates from multiple perspectives and support school development. The school has a clear administrative structure with well-defined responsibilities. The management has extensive experiences and has served the school for years. It effectively coordinates administrative matters, curriculum planning and home-school co-operation to ensure the school affairs are carried out in an orderly manner. The school has an induction mechanism to assist newly appointed teachers in mastering their teaching duties. To enhance the professional development of teachers, the school flexibly uses resources to organise training activities, and promotes peer lesson observation and exchange with the sector, with a view to broadening teachers' horizons. Team members maintain close communication and collaboration. They work together to create a harmonious and positive atmosphere while accumulating and consolidating the practical experiences, thereby enabling the school to achieve steady development.
- 1.2 The school attaches importance to children's physical and psychological well-being and formulates major tasks based on their developmental needs. In the last school year, the school arranged for children to stroll into nature and encouraged them to collect natural materials for creation. In this school year, the school plans a variety of outdoor exploratory activities to further arouse children's curiosity about nature, nurturing their observation, exploratory and problem-solving skills. Another major

concern is about developing a strong and healthy body for children. The school purchases physical play items and incorporates physical play elements into outdoor activities to facilitate children to exercise in a natural environment. Various work plans have been implemented in a step-by-step manner.

- 1.3 The school respects learner diversity and has established an inclusive culture on campus to embrace and care for children with special needs. The school introduces multi-disciplinary service teams and gives appropriate support to children through close collaboration among professionals, teachers and parents. Regarding kindergarten-primary transition, the school arranges visits to primary schools for children and invites the graduates to school for experience sharing, helping children gain an initial understanding of primary school life. Teachers select picture books as teaching materials and use the storylines to nurture children's abilities in self-management and facing difficulties. Meanwhile, the school maintains good ties with primary schools in the district to co-organise parent-child Chinese cultural activities. Parents and their children weave wicker grasshoppers, make dough figurines and write spring couplets to experience the joy of traditional culture. Parents come to the campus to join morning exercises with children. They also serve as volunteers in outdoor exploratory activities, accompanying their children to observe and discuss, which is favourable for parents to understand children's learning and develop a sense of belonging to the school. The school conducts workshops to enrich parents' knowledge of children's emotions and to enhance their competence in parenting, so that the school and parents can jointly support children's physical and psychological development.

2. Learning and Teaching

- 2.1 The school draws on teaching packages and picture books to design an integrated

curriculum using themes. The content of which covers different learning areas to cultivate positive values and attitudes, develop skills and construct knowledge in children. The school strives to broaden children's experiences. Field trips such as visits to cottages, mudflats and eco-parks are carefully arranged in alignment with the major concerns and thematic teaching for children to explore and discover in an authentic environment, along with extended learning activities in class to consolidate their learning. Children take part in physical, music, art and free choice activities every day to promote balanced development. Thematic activities are conducted in small groups, which not only enhance peer interaction and provide children with more opportunities to express their thoughts, but also enable teachers to cater for the individual needs of children more effectively. However, some pieces of Early Childhood Mathematics homework for K3 are rather difficult. The school is required to review and revise them in order to meet children's developmental needs and abilities.

- 2.2 The school develops learning portfolios for children to keep thematic and summative assessments, anecdotes and artworks, illustrating their growth across various domains. Teachers continuously observe and analyse the performance of children during activities, and then prepare records meticulously to clearly reflect children's abilities in observation, discovery of new knowledge and problem-solving. Assessment items are aligned with the teaching objectives. Teachers determine criteria during curriculum meetings for making objective assessment. They compile the relevant assessment information in a timely manner and adjust the teaching content based on children's progress. Teachers also share updates on children's learning with parents regularly and render support accordingly.
- 2.3 The school has established a systematic mechanism of curriculum coordination, monitoring and review. The management leads teachers to discuss the objectives

and key learning content of the thematic teaching and grasps the classroom practices through lesson observation. Following the observation, the management engages in professional dialogues with teachers to affirm their good practices and to provide concrete advice to strengthen the effectiveness of teaching reflection. Teachers of the same grade level share children's mastery of each theme to explore strategies for optimising teaching. Additionally, teachers enhance their professional competence in teaching and environment set-up through peer lesson observation. Overall speaking, the team earnestly reviews the effectiveness of daily teaching and the achievement of the visits, thereby informing curriculum planning to promote the continuous advancement of the school.

- 2.4 Children are arranged for diversified outdoor exploratory play in parks or countryside to facilitate them to discover interesting things and phenomena in the natural world proactively, cultivating their skills to observe, explore and solve problems. The school deliberately incorporates 24 solar terms into the design of its outdoor exploratory and extended activities. During Frost's Descent in autumn, teachers lead children to appreciate falling leaves whereas during Winter Commences, they guide children to make preserved radishes and dried vegetables, helping children understand the close connection between the solar terms and daily life. In outdoor activities, children carefully spot the characteristics of various plants, search for insect traces and listen to birds singing, realising the wonders of nature. Besides, they collect branches, stones, fruits and other materials for creating arts and crafts. These materials, along with other physical play items, are also adopted in designing competitive and balancing games by children. Teachers devise multi-sensory experiential activities such as letting children knead and smell herbs to identify their scents and the texture of leaves as well as making snacks with the herbs. These diverse activities effectively deepen children's understanding and appreciation of

nature, guiding them to develop various abilities through exploration.

- 2.5 The school identifies a need for improvement in children's body balance by considering the physical development of children. Consequently, it regards developing a strong and healthy body for children as another major concern. The school purchases sensory integration equipment such as trampolines and balancing beams. Teachers design related skill-building activities and circuit games to strengthen children's balance and motor co-ordination. Teachers emphasise the basic motor skills of children by providing clear demonstrations during physical activities and giving feedback and guidance to children appropriately. As observed, children mastered skills in hopping on alternating feet, crawling on hands and feet, walking on a balance beam, etc. They showed good body co-ordination and genuine enjoyment of doing exercise.
- 2.6 Teachers make good use of the classrooms and lobby to set up a wide range of corner activities for children to choose based on their interests. Children create artworks, play fine motor games and manipulate teaching aids in classrooms, and take part in constructive games, imaginative play and reading in the lobby. Children's interest in nature is reflected in corner activities. In role-play corners, children take on the role of caretakers and express care and affection for the animals by attentively feeding small animals, gently cleaning them and brushing their coats. During art activities, children use playdough to make snacks and cartoon characters, which are full of childlike fun. In reading corners, children listen to teachers' reading with rapt attention, actively discuss the story plots and express their love and sense of connection with the characters. Children build with blocks by following the step-by-step instructions or use tools to engage in fine motor games, which helps develop their fine motor skills. Teachers are advised to allow children to choose assorted materials and tools freely in learning corners and encourage them to discover various

methods for creating or constructing, so as to further stimulate their imagination.

2.7 Teachers care for children. They often observe and take part in children's activities during which they recognise children's efforts and offer praises. Teachers speak with clarity and conciseness, and they aptly adjust the pace of teaching to cater for children's needs. Besides, teachers have developed rapport and collaborate smoothly, thus leading the music activities effectively. Children listen to the beat attentively, grasp changes in rhythms, and engage in singing and rhythmic movement in a relaxing setting. Children are well-behaved, polite and get along well with peers. They work together to tidy up teaching aids after activities, and take the initiative to sort the tableware and recycle food waste after meals, demonstrating good self-care abilities and environmental awareness.

3. Recommendations for Enhancing Self-improvement of School

The school cares about the physical and psychological well-being of children to devise the relevant major concerns. It is necessary for the school to formulate corresponding success criteria in accordance with the objectives to facilitate an effective evaluation of the effectiveness of the work plans, thereby benefiting the planning of the development direction of the next stage. Teachers put effort in designing diverse learning activities that promote the development of children's various abilities. However, they are required to revise and review the rather difficult homework in Early Childhood Mathematics for K3 in order to meet the learning needs of children.