

School No.: 315435

Quality Review Report (Translated Version)

St. Peter's Church Kindergarten

Basement, 23 Fortress Hill Road, North Point, Hong Kong

5, 6 & 8 March 2019

**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: 5, 6 & 8 March 2019

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 has a clear school mission. The authorities and responsibilities of its management are clearly defined. The leadership team monitors the school's operation effectively and supports the school appropriately. There are clear mechanisms and guidelines for the work in school. The documentation is handled in an orderly manner and the administrative work is operated smoothly. The management is able to allocate duties according to teachers' experience and abilities. It does not only arrange appropriate training activities strategically to enhance the professional competence of the teaching team proactively, but also creates an open atmosphere for communication which encourages staff to express their views. The management trusts and respects staff with the aim of pooling team efforts to promote school development collaboratively.
- 1.2 The school has developed a school self-evaluation (SSE) mechanism. The management and teachers review the effectiveness of the school's work in different domains together, and formulate the direction of development according to the school's foundation and needs. The school attached great importance to moral education in the last school year. By means of diversified strategies, the school cultivated positive values in children in a step-by-step manner. The relevant strategies have been incorporated into the routine work and implemented continuously. To meet the needs of curriculum development, the school has set promoting free play as its major concern this school year, aiming to facilitate children's abilities in self-directed learning. The teaching team puts what they have learnt from training into practice continuously. With concerted effort, the work plan has been actualised and initial impact can be seen.
- 1.3 Caring and inclusive environment is created on campus. The school caters for learner diversity in order to promote children's learning and development. The school has developed a mechanism to identify and support children with special needs effectively. It also taps community resources properly to provide children in

need with appropriate services as soon as possible. The school maintains two-way communication with parents through various channels and responds to parents' requests actively, thereby building good relationship with them. Parents are also invited to participate in voluntary services such as assisting in children's outdoor visits and classroom activities. The spirit of home-school collaboration is thus observed. The school arranges parent education seminars, parents' day, lesson observation, etc., for parents to understand children's developmental characteristics and the education rationale of the school. Parents join hands with the school to nurture children's healthy growth collaboratively.

2. Learning and Teaching

- 2.1 The school's curriculum is designed in an integrated approach with themes with reference to the teaching packages. The curriculum covers all learning areas to cultivate positive attitudes in children and enable them to develop skills and construct knowledge. The school arranges visits, collection of information and experiential activities related to the themes to widen children's horizons and enrich their learning experience. In connection with the daily schedule, the school has followed up the recommendations in the previous Quality Review to provide children with sufficient time for music, art and physical activities every day. However, since some children have to leave school earlier for taking the school buses, their time for free choice activity is inadequate. The school should improve this situation and ensure that children have sufficient time for self-directed learning every day. In order to prepare K3 for children promoting to primary one, the school organises activities such as seminars and visits to primary schools, which are conducive to helping children get ready for their new phase of learning. Nevertheless, some learning content of the simulated activities of primary one in the school is considered too difficult. Also, the school fails to arrange music, physical and free choice activities for children daily during this period. It is necessary for the school to review and adjust such arrangement so as to organise appropriate activities to facilitate the interface between kindergarten and primary school to meet children's development and needs.
- 2.2 The school values children's moral development. It set strengthening moral education for children as the major concern last school year and guided children to practise good behaviour through religious activities and storytelling on morals. The

school also collaborates with external organisations to organise games, art activities, community visits and etc., for children to learn to get along with people in harmony, show appreciation and respect others, etc. The school implements relevant strategies progressively, and reviews and takes follow-up actions in a timely manner. Some strategies have been adopted in the routine work and implemented continuously this school year. As observed, children get along harmoniously. They display good social development such as helping each other and expressing care to peers proactively. Some children would praise and encourage others' good behaviour. They also show appreciation to peers' work. The development plan has been delivering results gradually.

2.3 The school strives to enhance the effectiveness of self-directed learning in children. In the last school year, it joined a professional support scheme to strengthen teachers' understanding of free play and their professional competence in designing activities. The school has promoted the scheme to all grade levels gradually and reinforced the free exploratory elements in free choice activities this school year. Teachers set up the classroom environment meticulously. They design different kinds of interest corners based on the themes and place manipulative and exploratory materials therein. Teachers also design fun-filled games which are effective in arousing children's interest in joining the activities. K1 children like playing the role of baker and make cakes in a "bakery" while K2 children enjoy playing the roles of family members in a small house made by carton boards. K3 children like using eco-friendly materials in the games. For example, they use plastic bottles to make different toys creatively. Children actively participate in free choice activities. They also try to set corner rules and playing methods with peers, showing the ability of self-directed learning and team spirit. The effectiveness of the scheme has been shown gradually. The Quality Review team consents to the school's direction that it must further explore with teachers about their roles of leading games so as to inspire and give feedback to children promptly in order to further enhance the effectiveness of self-directed learning.

2.4 The school develops a clear curriculum management structure. The management coordinates the development of the curriculum and leads teachers to discuss the teaching arrangement and review the teaching effectiveness. The management understands the implementation of the curriculum by means of scrutinising teaching documents and lesson observation. It arranges peer lesson observation for teachers to observe and learn from one another, with a view to facilitating professional

exchange among teachers. Although teachers reflect on their teaching, they mainly focus on reviewing the activity rundown but seldom review the effectiveness according to children's performance. To enhance the effectiveness of teaching reflection, the management must guide teachers to evaluate the effectiveness of activities in light of children's performance and make corresponding suggestions for improvement so as to enhance the effectiveness of providing feedback on curriculum planning. In recent years, the school has gradually reduced the amount of copying tasks in homework. The arrangement is on the right track. However, the amount of copying tasks for some grade levels are still excessive and some homework content for K3 children is too difficult, which do not meet the abilities and learning needs of children. The school is required to continue to review and correct the related arrangement.

- 2.5 The school exhibits children's artworks on the walls and at the corridors for children to appreciate and learn from one another. This can also enhance children's sense of belonging to the school. The school can use the assembly hall of the sponsoring body for conducting music and physical activities. It is an effective way to widen the activity space. There is an ample supply of various kinds of musical instruments and physical facilities which are beneficial for teachers to design a wide range of activities. Children participate in physical activities enthusiastically, and engage themselves in warm-up exercises, skills training and relaxing activities earnestly. Yet, teachers allow children to choose relatively quiet constructive activities during some physical activities, as such, some children do not have sufficient amount of exercises. Teachers should review the design of activities and guide children to actively take part in gross motor activities so as to help them develop strong and healthy bodies.
- 2.6 Teachers are passionate about teaching and they are well prepared for the lessons. They use multimedia, pictures and real objects to conduct teaching activities so as to draw children's attention. Teachers set up clear classroom routines for children, and also encourage good behaviour by using appropriate commendation. During thematic activities, teachers are able to divide children into groups flexibly for hands-on activities such as making snacks together, doing simple experiments or art and craft work. Children are provided with more opportunities to interact with teachers and express their views. They cooperate and negotiate with one another, meanwhile they learn happily through interacting with peers. Teachers take note of and respect learner diversity. They adjust teaching strategies and activity design in

consideration of individual needs and abilities of children. In addition, teachers provide individual guidance and maintain close communication with parents. The school works together with parents to nurture children's growth.

- 2.7 Children enjoy going to school. They have good motivation for learning and are committed to activities. They like singing-along. Following the music rhythms, children move their bodies and sing together to express their emotions on their own initiative. They talk to peers and adults proactively and express ideas clearly, showing good language development. A harmonious relationship is developed among peers. They express care and appreciation to others, and are willing to help each other. After finishing the activities, children pack toys in an orderly manner. They are able to line up and wait quietly when switching to another activity, showing good daily routines and self-care abilities. As some children's ways of grasping a pen and sitting postures are found unsatisfactory, teachers should guide children to write properly so as to foster correct writing habit.
- 2.8 The school adopts continuous observation to assess children's performance. The scope of the assessment items is comprehensive. The school establishes learning portfolios for children to maintain records of various assessments, observation reports, activity photos, etc., so that parents can have concrete ideas of their children's learning progress. Teachers meet with parent every school term and share with them the ways of facilitating children's development. Nonetheless, the school currently uses the mean value of thematic assessment data when summarising children's performance every school term. The summative assessment results fail to reflect the real performance of children. The school must refine the arrangement of summative assessment so as to help parents grasp their children's development progress at each learning stage effectively and use the results to inform curriculum planning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has embedded the SSE process into its daily work. It maps out the annual development plan in accordance with the developmental needs of children. The school is advised to further enhance the effectiveness of SSE, formulate clear and specific success criteria and make good use of children's performance as reference for reviewing the effectiveness of the work plan, thereby evaluating the work plan in a more effective way.

3.2 The school has clear goal and strives to enhance the effectiveness of learning through play. The management should lead teachers to explore their roles in free choice activities in order to enhance the effectiveness of self-directed learning in children. The management should also help teachers enhance the effectiveness of teaching reflection, and revise the approach of summative assessment so as to reflect children's development progress at each learning stage and inform curriculum planning. The school is also required to refine the homework for K3 children to ensure that children's developmental and learning needs are considered. Moreover, the school should improve the activity arrangement for getting children ready for transiting to primary school so that children can make appropriate preparation for the new stage of learning.