



INTRODUCTION

Chapter 1

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- 1.1** A total of 254 schools were inspected in the 2001/02 academic year under two types of QA inspection, namely full and focus inspections. While a full QA inspection would cover the four domains of school work, a focus inspection would only inspect subject(s) in a selected Key Learning Area (KLA) or aspects of work in a specific domain.
- 1.2** Details about the schools that underwent full QA inspection in the 2001/02 academic year are summarised in *Figure 1*.

Figure 1: Number of Schools Inspected in the Full QA Mode

	Primary Schools	Secondary Schools	Special Schools
Government	1	1	—
Aided	41	23	4 [#]
Sub-total	42 [*]	24	4
Grand Total	70		

* Out of the 42 primary schools, 21 are bi-sessional (11 AM session and 10 PM session) and 21 are whole-day schools.


The 4 special schools cover a skills opportunity school, one for the visually impaired children, one for the severely mentally handicapped and one for the mildly mentally handicapped children.

- 1.3 As regards focus QA inspection, the areas of inspection and the number of schools involved are summarised in Figure 2.

Figure 2: Information Regarding Focus QA Inspections

Focus Areas	Primary Schools	Secondary Schools	Special Schools
Subjects in Different KLAs	32	31	3
Curriculum Reform	25	16	2
Financial Management and Self-evaluation	27	12	2
Whole-day Schooling	34	N/A	N/A
<i>Sub-total</i>	<i>118</i>	<i>59</i>	<i>7</i>
Grand Total	184		

- 1.4 The performance of the schools inspected in a full QA mode was assessed in the four domains of (1) Management & Organisation; (2) Learning & Teaching; (3) Support for Pupils & School Ethos; and (4) Attainment & Achievement.
- 1.5 Focus inspection was more flexible and served different purposes. School performance in selected subject(s) or aspects of work was assessed. Besides, some focus inspections served to collect findings to inform the Department of the implementation of major policy issues, such as the progress of schools in the implementation of the Curriculum Reform. In these cases, inspections were not evaluative in nature.
- 1.6 In assessing the quality of education provided by these schools, the QA inspection teams used the published performance indicators that were developed as part of the QA framework. Four levels of performance were used:
- Grade 4 — **“excellent”** (*major strengths*)
 - Grade 3 — **“good”** (*strengths outweigh weaknesses*)
 - Grade 2 — **“acceptable”** (*some strengths and some weaknesses*)
 - Grade 1 — **“unsatisfactory”** (*major weaknesses*)



1.7 To enhance cost effectiveness of inspection in 2001/02, the inspection teams adopted the Standard Inspection Mode (SIM) in which one to two subjects were sampled from each of the eight Key Learning Areas (KLA). A shorter period of inspection was involved, i.e. six and seven days for primary and secondary schools respectively. In selecting schools for inspection, a stratified random sample was made and care was exercised to strike a balance in the number of schools by type, by district and by sponsor.

1.8 **The findings in this annual report only pertain to the 70 schools inspected in the full QA mode¹ and are not meant to be generalised across the schools in the territory.**

1.9 A statistical summary of the inspection findings and schools' responses are at the **Annex.**

¹ Findings collected from the respective focus inspections on financial management, self-evaluation, and various subjects are also included so as to broaden the basis of data analysis and to project a more representative picture of school performance.