

School No.: 542687

Report of Quality Review

Sagarmatha Kindergarten

**2/F, Len Shing Mansion, 162-168 Castle Peak Road
Yuen Long, New Territories**

6, 7 & 10 May 2013

**Kindergarten Inspection Section
Education Bureau**

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The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 6, 7 & 10 May 2013

School Met the Standards of Quality Review

School Did Not Meet the Standards of Quality Review

Performance of the School

1. Continuous Development of the School

1.1 The school management had taken necessary action to move the school in the right direction. The supervisor and principal worked closely to enhance the quality of school provision. Having clear priorities for achieving a holistic development of school, they sought professional support from the Education Bureau. The major concerns of the current school plan were “enhancement of learning and teaching effectiveness” and “strengthen the administration and management” which were aptly set with practical work tasks. The school also made appropriate use of community resources and external support to strengthen its capacity for school development. Full support from staff and team collaboration was evident to achieve the work target.

1.2 The school responded positively to the recommendations of last quality review, improvement measures had been implemented accordingly. The supervisor had taken responsibility for overseeing the operation and management matters, and staff was well involved in the improvement process. Appropriate measures and resources were deployed in enhancing a clean and safe learning environment. School had set up the administrative filing system and clear work procedures for staff to follow. The staff appraisal system was in place to monitor teachers’ work performance and was found useful for teacher development. The principal had made a good start on evaluating the strengths of individual teachers, allowing them to reflect, while suggestions for improvement and professional support were also suitably provided. Trust, respect and harmony could be found in the relationship between the school management and the teaching staff.

1.3 The principal recognised each individual teacher’s unique contribution to the school, and displayed her supervisory abilities in guiding them to develop the school-based curriculum. With a common goal of implementing pedagogical change, they worked as a team all through the process of planning, trying out and reviewing.

With the concerted effort, the school experienced the positive impact in creating an inviting learning environment and providing purposeful learning experiences for the children.

- 1.4 The school had established good relationships with parents. Parents often maintained direct and regular contact with the school, such as keeping in touch with the teacher, volunteering in attending school activities or events. It contributed to parents' greater knowledge of the school program and familiarity with school experiences. Parent involvement promoted positive home-school relationship. In general, parents appreciated teachers' effort in caring their children, and were pleased to see the school had made a progressive move in enhancing the quality of education.

2. Learning and Teaching

- 2.1 The school had clear curriculum goals with due attention given to promoting children's all-round development. With reference to the "Guide to the Pre-primary Curriculum", the school devised a structured curriculum framework with detailed teaching plans. The development of children was well taken care of through the themed-based learning and balanced activities, such as visits and outdoor events. The child's day was provided a suitable mix of opportunities for work with the class, in a group or individually. The daily schedules were appropriately planned to match the children's learning interest and developmental needs.
- 2.2 Recognising a majority of teachers being either relatively new in their teaching careers or newly appointed, the principal took the lead to map out the strategies for curriculum management. A good range of curriculum improvement measures such as collaborative lesson planning, peer-coaching and in-house sharing were deliberately designed. The principal monitored aspects of lesson planning and classroom practice, providing positive feedback to teachers. Teachers were reflective and systematically evaluated key aspects of learning and teaching. The use of self-reflection on learning and teaching enabled teachers to identify areas for further development.
- 2.3 The school took good steps to foster children's reading habits by providing a structured storytelling or shared-reading lesson as everyday routine. In addition,

community resources were tapped to enrich the library stock. Books were age appropriate and theme related. Children were able to take advantage of the opportunity to read extensively. During reading activities, some children were observed to be attentive and showed a good understanding to the prints. Some teachers were good story-tellers and that often kept children exciting and engaging in shared reading. In general, children had developed a love of books. To improve further, strategies for enhancing children's reading Chinese storybooks had yet to be infused in classroom practices.

- 2.4 The school placed emphasis on developing children's Chinese learning ability. However, most children lacked the initiative and confidence to converse or express ideas in Chinese. It was noted that, in some activities, children's performance was limited by the teaching strategy adopted. The learning effectiveness would be enhanced if the teachers could use more visual aids to help children's understanding. With a wider use of fun-filled activities, children would most likely be enthusiastic learners. There needed to promote opportunities for children's participation with realistic expectations. The school was advised to bring about a greater coherence and progression across all levels so as to reinforce the age-appropriate practices.
- 2.5 The school was well presented as a warm and welcoming environment. The displays of children's course work and art work designs added enrichment in the school setting. They illustrated children's artistic flair and creativity. Besides, all classrooms were organised to create a stimulating learning environment for children. Adequate learning resources were available for children's easy access. Learning centres were so appealing that children were fully engaged in meaningful tasks during free play. Their skills in the areas of observation, investigation, and classifying were suitably developed. To create a pleasant environment, teachers arranged a carpet floor space in front of the classroom for gathering all children for circle time and theme-based learning. Such arrangement facilitated a relaxed atmosphere conducive to learning.
- 2.6 Teachers were dedicated and hardworking. Most lessons were well prepared with clear objectives and smoothly delivered. Presentations and demonstrations given by most teachers were clear and systematic, with English proficiently used as the medium of instruction. There were ample opportunities for children to participate in

interactive activities, role-play and group discussion. Teachers were encouraging and often accorded children with due praise to boost their confidence. In the more effective lessons, teachers tailored tasks so that children were well challenged, and those who needed extra help were well supported. They also demonstrated sound questioning and feedback skills by making good use of the children's response to extend more in-depth classroom discourse. Teaching was thorough and enlivened with fun. However, in some lessons observed, there was too much teacher's exposition and direction, which undermined the children's learning interests.

2.7 Children were happy, confident and enthusiastic learners. They worked well on tasks which required them to take responsibility, think creatively and make decisions. Their proficiency in using English for learning was generally good. They were able to express their views with positive attitudes, and many could present their ideas in a clear and logical manner. The children in lower and upper class could read simple sentences with understanding and were able to complete early writing tasks. The development of children's social skills was generally good. They learnt to take turns and share with their peers. They collaborated on accomplishing the assigned tasks. Children were becoming independent in self-care tasks. Their fine-motor skills were well-developed through sufficient small muscle training. Children enjoyed group games and were developing body coordination skills, as they were accessed to the indoor play area daily for energetic physical play.

2.8 The school had formulated a clear assessment policy which was in line with the curriculum. Active steps were taken to adopt continuous assessment as a formative means of assessing children's learning in order to eliminate the examination pressure. Portfolios were developed to keep the children's learning records, and records were maintained systematically. The summative and formative assessment were deliberated with due recognition of children's daily performance. There were regular opportunities for parents to discuss their child's progress. For improvement, the school should make better use of the information gathered to plan the next steps in children's learning.

3. Recommendations for Improvement

3.1 A stable team of teaching staff is critical for the success of a quality school. The

school management should devise action plans to retain teaching staff in order to maintaining the momentum of school improvement.

- 3.2 A more in-depth and focused evaluation would facilitate school in identifying strengths and areas of further improvement. To better inform the next stage of development, the school needs to equip staff's skills in using evidence-based information for effective analysis.
- 3.3 Collaborative lesson preparation was effective to support teachers in curriculum planning. The school should further develop this commendable, participative approach in development work. To further capitalise on professional development, the school could explore school-based professional sharing so as to speed up the progress of improved pedagogy.
- 3.4 There is the need of the children to adapt to the local community as well as their transition to primary. Good attention should be paid to plan a progressive Chinese programme and introduce more opportunities for learning through play at the early stages.
- 3.5 Parents all have a role to play in child's early learning. The school should plan parental education programmes so that the parents and school can work hand in hand for the child's optimal learning.