

School No.: 565563

Focus Inspection Report (Translated Version)

**Baptist Oi Kwan Social Service Pui Yan
Pre-Primary School**

G/F, No. 1 Fortune Street, Cheung Sha Wan, Kowloon

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**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The school makes reference to the teaching packages to organise a curriculum using themes. The curriculum content covers all learning areas, taking into account the cultivation of values and attitudes as well as the construction of skills and knowledge. Teachers arrange project learning according to children's abilities and interests. They encourage children to learn actively and enhance children's motivation to learn. In tandem, the school holds festival activities, the national flag raising ceremony and so forth to deepen children's understanding of Chinese culture. However, the school fails to provide sufficient time for children to take part in music, physical and art activities every day while the free choice activity time on Fridays is inadequate. The school must re-arrange the daily schedule to foster children's balanced development. Besides, some pieces of homework for K2 and K3 children are relatively difficult. The school is required to remove such homework to meet children's developmental needs.
- 1.2 The school has a policy on the assessment of child learning experiences in place. The assessment content is comprehensive which includes attitudes, skills and knowledge. The school creates learning portfolios for children to maintain thematic assessments, observation records and other information as evidence of children's growth. Teachers assess children's performance through continuous observation. They also let parents understand their children's development in a timely manner. Teachers refer to the child assessment information to follow up on the needs of individual children. The management is advised to lead the team to make good use of the assessment information to serve as a reference for curriculum review.
- 1.3 The school environment is clean, neat and comfortable. Children's artworks are displayed along the corridors to facilitate their mutual appreciation. There are different interest corners in the school. Children are familiar with corner routines

and enjoy participating in corner activities. The learning tools in the corners are manipulative, such as performing ball bounce tests, and feeling the wind power of electric fans and hand fans. In these activities, children cultivate their inquisitive mind and exploratory spirit through observation and comparison. A wide range of materials are available in the art corners. Children design their art and craft works attentively to unleash their creativity. They enjoy playing games with peers such as chess, construction and role-play, which promotes mutual communication and fosters social development. During free choice activities, teachers maintain the order while timely providing support and guidance for children. Yet, teachers seldom take part in corner games with children. It is suggested that teachers may increase their activity participation to improve the interaction with children, hence further motivating children to learn. After the games, teachers are recommended to guide children to consolidating and share their experiences through review sessions, with a view to reinforcing or extending children's learning.

- 1.4 Teachers are friendly and patient. They have a good rapport with children. During thematic activities, teachers make use of real objects, pictures, etc., to facilitate teaching. Moreover, they offer hands-on opportunities to children to boost their interest in learning. Teachers ask questions to guide children to share their experiences. Teachers respect children's views as well. In order to enhance children's participation and interaction in the activities, teachers could employ different grouping arrangements to further engage children in taking part in the activities. In the music activity sessions, children perform rhythmic movements, sing and play musical instruments to appreciate the music elements, thoroughly enjoying themselves. Children carry out gross motor activities like jumping, balancing themselves and tossing objects. Nevertheless, it is observed that children were unable to master the movements of particular activities. Teachers are advised

to give support or adjust the activity design timely in view of children's performance so as to enhance the learning effectiveness. Children are courteous and self-disciplined. They get along well with peers, are interested in learning and willing to express their views. Children have good self-care abilities as they tidy up personal belongings on their own and help teachers put things back after use.

- 1.5 The school has set up a curriculum management and monitoring mechanism. The management gets a grasp of the curriculum implementation through attending regular meetings, conducting classroom walkthroughs and scrutinising documents. The school arranges peer lesson observations for teachers to observe and discuss with one another, which is conducive to their continuous advancement. Teachers reflect on their teaching on a regular basis and review the effectiveness based on the learning objectives. Some teachers also make suggestions on improving the teaching arrangements.

2. Recommendations for Fostering Sustainable Development of School

- 2.1 The management is required to strengthen its curriculum leadership which includes steering the team to make good use of the assessment information to review the curriculum. The school must also revise the daily schedule and remove the inappropriate homework so as to meet children's developmental needs. Teachers are advised to utilise different grouping arrangements during thematic activities to enhance children's participation and interaction as well as providing opportunities for children to share their experiences after free choice activities, thereby consolidating and extending children's learning.