

School No.: 210021

Focus Inspection Report (Translated Version)

St. Clare's Primary School

3-6 Prospect Place, Bonham Road, Hong Kong

1 March 2024

**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 strives to foster children's physical and psychological growth. It devises a school-based curriculum with reference to the teaching packages and by selecting real-life themes. The curriculum is comprehensive in content. In accordance with the mission of the organisation, the school places emphasis on facilitating children's moral development. It sets virtues, such as taking care of oneself and of others, having self-control and benevolence, based on teaching themes and the developmental stages of children of all grade levels. Making use of teaching activities, announcements during morning and afternoon assemblies, award schemes and so forth, the school nurtures positive values and attitudes in children. It solicits parents' participation as well and encourages children to practise good deeds in daily life. Besides, promoting Chinese culture has been a priority of the school's work in recent years, which is also regarded as the school's major concern of this school year. Teachers utilise picture books, music and art activities, as well as the set-up of interest corners to guide children to understand traditional Chinese customs and art, developing a sense of national identity. The daily schedule of the school is aptly planned that children are given sufficient opportunities to take part in music, physical, art and free choice activities every day, hence experiencing the pleasure of learning through play.
- 1.2 The school has a mechanism in place to assess children's learning experiences. It draws up clear assessment items and specific criteria according to the teaching objectives while evaluating children's learning and developmental progress through continuous observation and documentation. Teachers create learning portfolios for children to maintain formative and summative assessment information in an orderly manner. Such information is distributed to parents regularly to serve as evidence of children's growth. In tandem, the school invites parents to observe children's

performance in daily life in order to give teachers a full picture of children's habits and capabilities. The school consolidates and analyses the assessment data systematically to inform curriculum planning.

- 1.3 Teachers make good use of the school premises to set up various interest corners in classrooms and corridors according to themes so that children can explore freely and learn actively during the free choice activity sessions. Teachers decorate role-play corners into scenes of a supermarket and convenient store and place abundant materials therein. Children play the roles of shop assistants and customers to buy and sell things with their peers, hence applying and extending what they have learnt from the themes. Teachers ask children to collect things including biscuit containers, milk powder tins and water bottles from home, and then put them in the role-play corners. There is also a trolley made out of cardboards by a child and his parents. Children are pleased to build the interest corners together. All these activities are effective in spicing up the games and encouraging greater involvement of children. Teachers put much effort into setting up the exploratory corners, enabling children to learn to make predictions, observation, comparisons and other skills through interesting simple learning tasks, thus arousing children's curiosity and developing their exploratory spirit. There are hand puppets, benches and bookshelves displaying books, etc., in the reading corners to create a quiet and comfortable environment for children to concentrate on reading in the corners. Art materials in huge amounts and variety are available in art and craft corners for children to create attentively and paint carefully, making aesthetically pleasing two-dimensional and three-dimensional artworks with unique ideas behind. In construction corners, children assemble different kinds of eco-friendly materials happily with their peers to unleash their imagination and creativity. In the meantime, they develop language abilities and social skills by discussing with their

peers. Teachers post the activity rules set or written by children in the interest corners and indicate the locations of teaching aids with drawings or text. Teachers invite children to plan and keep records of their participation of free choice activities, helping children build their self-management skills.

1.4 Teachers are conscientious in teaching and design interesting and interactive activities that tie in with children's life experiences with a view to guiding children to understand various topics and stimulating their learning interest. Teachers are amiable and friendly and they care for children. Teachers often offer commendation and encouragement to children to cultivate their positive and optimistic attitudes. Teachers organise appropriate music and physical activities to foster children's aesthetic and physical development. Teachers lead children to review their daily learning experiences, during which children are eager to express their views and feelings, being articulate and confident. Children observe the rules, treat others with courtesy and get along well with their peers, demonstrating good affective and social development.

1.5 The management steers teachers to conduct collaborative lesson planning and advises on activity rundown, set-up of interest corners, design of teaching aids, etc., while refining the teaching plans to give timely guidance and support to teachers. It arranges lesson observation in conjunction with the major concerns to review the teaching techniques of teachers and strengthen mutual observation and exchange among them. Teachers candidly point out their peers' admirable qualities and room for improvement while encouraging one another in a bid to enhance the teaching standard continuously. Teachers conduct self-reflection and attend curriculum review meetings on a regular basis. They may take a step forward to evaluate teaching strategies, children's learning and other aspects in a focused manner to increase the effectiveness of curriculum review.

2. Recommendations for Fostering Sustainable Development of School

The management leads teachers to examine the development trends of education and the needs of children to improve the design of the school-based curriculum, promoting the school to keep up with the times. The school is advised to strengthen the reflective ability of all teachers and the effectiveness of curriculum evaluation through training and professional exchange, thus striving for continuous improvement and attaining perfection.