

School No.: 324477

Quality Review Report (Translated Version)

Pooi To Primary School (Kindergarten Section)

3 Fuk Cheung Street, Ma Tau Chung, Kowloon

17, 18, 19 & 23 April 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 17, 18, 19 & 23 April 2024

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 organisation structure. The management follows up on the work well in the domains like administrative management and learning and teaching while assigning duties according to teachers' expertise and preference, which are conducive to implementing daily tasks and the curriculum. The management is passionate about education. It dovetails with the development foci of the school to arrange training activities and strives to improve the team's teaching skills. It also guides teachers to enrich the curriculum content to get children engaged in learning. The school values the opinions of teachers and has formed a stable professional team to jointly accomplish the mission of the organisation in facilitating children's all-round development, promoting the continuous improvement of the school with concerted efforts.
- 1.2 The school has earnestly acted on the recommendations of the previous Quality Review to lead all teachers to conduct self-evaluation and devise proper development plans based on the evaluation findings and school context. In the last school year, the school regarded unleashing children's creativity with the provision of diversified art activities as its major concern. It sharpened teachers' relevant teaching skills through professional development activities. Parents were invited to seminars and children's works exhibitions to facilitate their knowledge of helping children enjoy creating art as well as children's aesthetic development. Drawing on the successful experiences, the school regularises the relevant activities in this school year. On the other hand, the school puts effort into encouraging teachers to use diversified teaching strategies in a flexible manner to enhance children's learning interest. On the whole, the major concerns that the school formulated suit children's needs. The school is able to deploy strategies corresponding to the objectives and the work has been carried out steadily.
- 1.3 The school caters for children's diverse needs. For instance, it holds parent-child adaptation day to help the newly admitted children get familiar with the school life

gradually. The school maintains close contact with the primary section to coordinate tasks such as the interface between kindergarten and primary education and parent education. It makes optimal use of the premises for K3 children to experience the learning environment and routines of primary school, hence supporting children who are about to promote to primary one properly. Besides, the school regularly arranges parent lesson observation for parents to understand the learning of their child while providing a series of parent education programmes each year to enhance their competence in parenting systematically. The school has formed a parent-teacher association (PTA) in this school year to further pool parents' efforts to prepare large-scale activities like parent-child sports day. The PTA also assists in gathering parents' views, acting as a bridge of home-school communication. Parents have a sense of belonging to the school and are eager to serve as volunteers and take part in parent education activities. They work hand in hand with the school to foster children's growth.

2. Learning and Teaching

- 2.1 The school selects real-life themes to design an integrated curriculum. In tandem, it adds engrossing picture books and plans extended activities according to the topics that children are interested in so as to motivate them to learn. Activities relating to Chinese culture are organised, such as letting children watch shadow play and Chinese martial arts performance, taste folk snacks and so forth for deepening children's understanding of the country in a step-by-step manner. Regarding the daily schedule, the school arranges music, physical, art activities, etc., for children every day, but it must adjust the arrangement on Fridays to increase the time for free choice activities so as to facilitate children's balanced development.
- 2.2 Teachers of each grade level set assessment items with reference to the learning objectives and discuss the assessment criteria together. They adopt continuous observation and use thematic learning assessments, activity observation records, children's works analysis, etc., to assess children's progress in different learning areas and understand their performance holistically. They also conclude the development of children at the end of a school term. The school shares children's progression with parents at an opportune time to keep parents informed of the learning of their child.
- 2.3 The management demonstrates its curriculum leadership to steer teachers to compile

teaching plans and activity content of each grade level. It conducts classroom walkthroughs, attends meetings and so forth to monitor the curriculum implementation while providing in-class assistance and rendering proper guidance to teachers. The school organises peer lesson observation for teachers to observe and share teaching skills with each other, raising the effectiveness of learning and teaching. Teachers keep reflecting on teaching strategies and activity arrangements based on children's performance and the classroom situation. They give corresponding suggestions for improvement and make adaptations flexibly, refining the curriculum implementation continuously in daily teaching process and striving to offer children an effective learning experience.

- 2.4 Building on the achievement of the priority task of the last school year, the school carries on guiding children to learn about and appreciate the distinctive works of great artists to enhance children's interests and skills in art creation. It also allows children to use a wide range of materials to create different types of works such as coloured ink painting, collage and small toy clocks. As observed, the walls in the classrooms had become an art gallery of children's artworks, enriching the artistic atmosphere on campus. Children embed simple hieroglyphs in landscape paintings, with ideas full of originality. Alternatively, they depict the spring scenery with lines and dots in pastel colours, exploiting their creativity to express a beautiful mood.
- 2.5 The set-up of the interest corners in classrooms echoes the learning themes. Teachers place different types of paper and paper toys like spinning tops and three-dimensional mazes in the exploratory corner to attract children to explore the uses of paper. A simulated post office is set up in the imaginative play corner for children to play the role of a postman and collect the greeting cards or letters sent by their peers from a self-made mailbox. They then postmark the stamps and deliver the mail to the mail pockets in the classrooms according to the names of the recipients, experiencing serving the public. Moreover, teachers deliberately search for children's favourite games and toys such as board games, building cubes and kitchen toys and put them in the thematic learning corners for children to manipulate and have more opportunities to play with their peers, thereby improving their problem-solving and social skills. Children are curious about their surroundings. In the exploratory corners, they compare how various items rolling down a slope or test the water-resistant capabilities of materials. Through careful observation and repeated attempts, children get hold of life skills. After the activities, children take the initiative to put back items used and help their peers who are yet to complete the

activities, showing a sense of responsibility and willingness to help others.

- 2.6 In accordance with the major concern of arousing children's interest in learning by flexibly employing diversified teaching strategies, teachers always ask questions to prompt children to think. They also apply what they have gained from training to encourage children to participate actively in lessons and respond to the teaching content by various means including conversation with peers, sharing through strolling around and discussion in music. Children express their ideas under a relaxed atmosphere. They opt for oral presentation, simple hand cues or body movements and the like according to their preference and abilities to show their understanding of the learning content, demonstrating that they are willing to and confident in engaging in active learning. Upon such foundation, teachers may follow up on children's responses in a timely manner or inspire children to make further exploration so as to assist children in consolidating and extending their learning.
- 2.7 Teachers organise teaching activities meticulously. They design simple learning tasks that are related to picture book stories to increase children's interest in reading and deepen their knowledge of the themes. Children are arranged to act as the mother in a story who takes care of her baby unfailingly to experience parents' hard work and love for their child. Furthermore, teachers lead children to read stories about healthy living. They help children understand the relationship between diet and excretion through simple games. Children also get a grasp of the importance of a healthy diet by recording the details of their life. During physical activities, teachers guide children to master basic physical skills and body movements, and steer children to complete the learning tasks together in group games. There are ample space and opportunities for children to carry out gross motor activities, stretch the body and mind thoroughly and strengthen their physique. Music activities comprise different elements in which teachers lead children to sing and play musical instruments. Children have a good sense of rhythm as they wave the scarves to the beat to interpret the brisk or euphonious melodies.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the rationale of school self-evaluation. It formulates major concerns according to children's needs and deploys proper implementation strategies for the team to pull together to carry out the work. Yet, the school is advised to

review the appraisal arrangement to help teachers understand their own strengths and needs for further studies in order to facilitate teachers' professional development.

- 3.2 The school promotes the curriculum development continuously but is still required to adjust the daily schedule of Fridays and assist children in organising and extending their acquired knowledge to consolidate their learning experiences.