

Inspection Report

On Focus Inspection

Ho Ming Primary School (Sponsored by Sik Sik Yuen)

**School Address : 2 Tin Pak Road, Tin Shui Wai, Yuen Long,
New Territories**

Inspection Period : 9, 10, 13 and 19 December 2024

**Quality Assurance Division
Education Bureau**

March 2025

1. Inspection Methodology

1.1 The focus inspection was conducted in December 2024 to evaluate the development of the ELE KLA of the school.

1.2 The inspectors employed the following methods to understand the situation of the school:

- Scrutiny of documents and information provided by the school;
- Observation of six lessons, taught by seven teachers;
- Observation of school activities, including morning and lunchtime English activities;
- Meetings and interviews with the school management¹, panel chairperson, teachers and students; and
- Scrutiny of samples of students' work and assessment papers.

2. Learning and Teaching of the English Language Education Key Learning Area

2.1 Student Performance

- Students display a wide range of diversity in English proficiency. The more able ones, including some non-Chinese speaking students, readily express their ideas with confidence and native-like intonation while the less able ones are soft-spoken and their responses to questions are usually short. Students are able to understand and follow teachers' instructions in learning activities. They display some basic reading skills, such as locating specific information and pronoun referencing in simple texts. The more proficient ones can work out the meaning of unfamiliar words by using pictorial and contextual clues. In writing, students can express ideas in narrative texts with language support given. Some of them demonstrate creativity in writing stories and can elaborate their ideas with details. However, students are generally weak in spelling and tenses.
- Students are willing to participate in English-related co-curricular activities, including the lunchtime Movie Time and weekly reading sessions. Some students actively take part in territory-wide competitions, winning awards in solo verse speaking at the Hong Kong Schools Speech Festival.

2.2 Quality of Learning and Teaching

- The English programme plan closely aligns with the school's major concerns on cultivating proper values and attitudes in students, developing their self-directed learning (SDL) capabilities, and building up their leadership skills with

appropriate strategies formulated. To promote values education, the panel identifies specific priority values and attitudes, such as filial piety and law-abidingness, and infuses them into the school curriculum across year levels. To develop students' SDL capabilities, the panel makes use of online platforms, which facilitate students' self-learning and pre-lesson preparation. A group of English Ambassadors has been recruited since the previous school year to lead daily English activities in order to cultivate their leadership skills and enrich the English language learning environment.

- The panel conducts regular reviews of its work by referring to evaluation data, including Assessment Program for Affective and Social Outcomes and school survey results. As reflected in the evaluation findings, students remained passive in reading and had a limited vocabulary range. As such, the panel has devised a series of strategies to promote reading within and beyond the classroom and strengthen students' vocabulary building skills. Print books and e-readers, both fiction and non-fiction, have been suitably selected for extended reading after each module. Measures to encourage home reading, for instance, assigning students to read a particular number of e-books, have also been taken to help develop students' reading habits. Currently, the success criteria set by the panel mainly focus on the perception of teachers and students, for example, the percentage of students agreeing that they enjoy reading in school reading activities. Such information is insufficient for the panel's holistic evaluation of the measures taken. More specific objectives in relation to student learning outcomes, such as the scope of English books students read or the development of different kinds of reading skills, have to be set so that more in-depth evaluation could be conducted to inform subsequent planning for continuous improvement.
- With reference to the curriculum framework stipulated in the English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017), the school English curriculum mainly comprises the textbook-based General English (GE) Programme and the Reading Workshops. To consolidate the language foundation of students, reading materials that complement the GE Programme are suitably selected to expose students to a wider range of topics and text types, covering both fiction and non-fiction. The panel has made good attempts to boost students' interest in reading and develop their reading skills in a variety of reading activities. An integrated approach is adopted to cultivate students' four language skills. For instance, relevant speaking and writing tasks are designed based on the reading passages taught. Beyond the classroom, a series of initiatives, including the newly launched morning speaking and reading activities, is introduced in the current school year to build up students' reading habits and confidence in speaking and encourage them to read more. As observed, some of the activities held before lessons and at recess were not interesting to students, and the overall design of the

¹ The school management generally refers to the IMC, school head and deputy heads

programmes had to be improved. The panel should devise more fun-filled activities to raise students' motivation to participate in the programmes.

- To develop students' writing skills, writing frameworks and suggested vocabulary items are aptly provided to help students generate and organise ideas for writing tasks. Besides, language arts elements are suitably infused through storytelling, drama and poem writing. At present, a phonics programme is in place to raise students' awareness of letter-sound relationships. Students learn and practise the target letter sounds in lessons, record their pronunciation of single words, and upload the recording to the e-platform as assignments. To consolidate students' phonics knowledge and skills more effectively, the panel should design learning tasks which provide opportunities for students to apply the letter sounds learnt in meaningful contexts.
- In response to the school's major concern on the promotion of values education, the panel inculcates proper values and attitudes through a range of English-related programmes. For instance, teachers select a proper value as the theme of Ho Ming Radio, an activity for students to broadcast their recorded work in classrooms. English songs related to proper values, such as perseverance and commitment, are performed by students in Melody Break during lunchtime.
- The panel has mapped relevant strands of National Security Education (NSE) stipulated in the Education Bureau (EDB) document "Curriculum Framework of National Security Education in Hong Kong" with different modules in the Schemes of Work of all year levels, highlighting the importance of NSE in the English curriculum. A good attempt has also been made to produce multimodal resources to introduce students to scenic spots in China. For instance, students watched a video about the Great Wall prepared by the native English-speaking teacher (NET) to learn about the military architecture of ancient China. Building on this, teachers could share their experience on how to naturally incorporate the elements of national education, including NSE, into teaching the subject.
- To stretch the more able students' leadership skills and promote English learning on campus, English Ambassadors from both lower and upper primary levels are strategically recruited. They are committed to hosting small group reading activities at recess and lunchtime. To echo the school's major concern on developing students' leadership, the Ambassadors could be given more opportunities to share their ideas in organising different English-related activities. At present, not many students participate in inter-school English competitions. The panel could encourage more students to join a wider variety of competitions, such as those under the EDB "Promoting Positive Values and Attitudes through English Sayings of Wisdom" campaign to promote values education.
- The panel works collaboratively with the school library to promote reading. For example, during the Fun Reading sessions, students listened to a story and

mastered the use of prepositions of place through some fun-filled activities at the same time. In a cross-curricular reading event, students made English bookmarks using famous quotes from the classic reader Little Prince.

- The panel makes good efforts to enrich the English learning environment. Student work, inspirational slogans and theme-based vocabulary items are displayed in the covered playground and classrooms. In the morning assembly observed, students conducted a role play on a theme related to proper values and displayed a good grasp of intonation. Meaningful use of English is also promoted through English Drama, Campus TV training, and the P6 Unlock My English Potential lesson, in which students practise English interview skills.
- In line with the school's major concern, some teachers try to cultivate students' SDL habits through e-learning platforms. While pre-lesson preparation and extended learning tasks are in place, the effectiveness varies. In the more effective lessons, students search for information and generate ideas for the writing tasks. However, it is not common for teachers to make good use of students' pre-lesson preparation to connect with the lesson content. In the lesson, students are attentive and show sustained motivation in learning activities. They are able to answer teachers' questions in English but tend to communicate with their peers in their mother tongue. Teachers can explain language items clearly with body gestures, daily life examples and visual cues. They adeptly adopt different multimodal resources, such as online materials and videos, to facilitate students' understanding of the grammar or vocabulary items taught.
- Individual support, such as pronunciation and spelling of new vocabulary items, is frequently offered to students. Efforts are also made to provide choices and additional language input for the less able students to complete the language tasks. In some lessons, the more able students finish the tasks quickly and are left idle. More thought should be given to addressing learner diversity, for example, by assigning challenging questions or tasks to the more competent students. Teachers frequently ask questions to check students' understanding of vocabulary meaning and language use. In the more effective lessons, prompting and probing are suitably adopted to help students elaborate their ideas or self-correct. Positive encouragement is frequently given to boost students' confidence, but teachers' feedback on students' input in classwork is generally brief.
- Various types of assignments for students to consolidate their language skills are well in place. In addition to pen-and-paper tasks, students engage in e-assignments, such as sharing their own fruit riddles through videos. From the video clips provided by the panel, students display their creativity by writing riddles to describe their favourite fruits. To foster students' SDL capabilities, the panel has introduced the school-based notebook, Magic Notes, to all students. Vocabulary items in the printed notes are thematically linked to prepare students

for writing tasks. The more able students are capable of utilising their notebooks to organise ideas for writing. Addressing the learning needs of students, the panel designs school-based booklets to introduce vocabulary items under different topics and expand the vocabulary bank of students. Apart from pictorial clues, Chinese meanings of vocabulary items are often provided in learning materials, which is not conducive to developing the vocabulary building skills of students.

- In writing, the tasks are rather controlled across year levels. From the students' work scrutinised, the content of the pieces of writing under the same topic is quite similar. In order to enable students to develop their creativity, differentiated input that suits students' needs could be given. Besides, teachers' feedback is mainly positive encouragement, without specifying students' strengths and areas for improvement. To foster SDL capabilities, the panel informs students of the learning goals through self-checklists. However, the assessment rubrics are mostly confined to language forms. The panel should devise task-specific evaluation checklists to help students reflect on and improve their own performance.
- Adhering to the school policy, summative assessments for P1 students are replaced with formative ones in the first term to facilitate a smooth interface between kindergarten and primary education. The panel assesses students' language abilities through contextualised summative GE papers. While the reading sections cover various text types and progressively develop students' reading skills, the variety of question types is limited. In the writing sections, excessive prompts, including key words and guiding questions, are common. The panel should review the amount of support provided in assessment papers. At present, students' language performance is evaluated after each summative assessment, outlining the strengths and areas for improvement. However, the follow-up strategies are usually additional practices and re-teaching of grammar items. The panel should conduct a detailed analysis of students' learning difficulties and deliberate appropriate strategies to improve their learning.
- Apart from reporting teaching progress, teachers make use of the regular co-planning lessons to share teaching ideas and materials. A culture of professional sharing is gradually developed among subject teachers. As there is still room for improvement in teaching strategies, the panel could consider providing more opportunities for sharing good practices and stepping up professional sharing, for example, inviting the NET to share ideas of teaching phonics. Panel members could be encouraged to enrol in English-related professional development programmes to keep abreast of the subject's latest development and teaching pedagogy.

3. Suggestions for Improvement

- 3.1 The success criteria in the programme plan mainly focus on the perception of teachers and students. The panel should set more specific objectives in relation to student learning outcomes so that more in-depth evaluation could be conducted to better inform subsequent planning for continuous improvement.
- 3.2 There is room for improvement in catering for students' diverse English learning needs. In the lesson, a wider range of questions should be adopted with specific feedback addressing students' learning difficulties. In writing, differentiated input that suits students' needs could be given.