

**School No.: 231592**

# **Quality Review Report (Translated Version)**

**Agnes English Kindergarten**

**Tsui Ning Garden, Area 16, TMTL 338, Tuen Mun, New Territories**

**4, 5 & 7 March 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 4, 5 & 7 March 2019**

**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 leadership team leads the school to keep liaison with the kindergartens under the same sponsoring body by co-organising inter-school teacher training activities and principal meetings, so as to facilitate exchange and learning across schools. The management cares about the needs of staff and provide them with encouragement and guidance. It also develops an induction mechanism to help new recruits adapt to the working environment as soon as possible. Teachers cooperate with one another to discharge their duties. They are willing to express their views so as to promote school development collaboratively.
- 1.2 The school has followed up the recommendations of the previous Quality Review. The management leads teachers to set success criteria with reference to the objective of the development plan and revise children's summative assessment content so as to holistically reflect children's learning performance. The school values children's learning. It has set its key tasks to be enhancing teachers' abilities in conducting music activities and designing exploratory games for a few years. Passing on the past experience, the school regards the major concerns this school year as inspiring children's interest in music and nurturing their exploratory spirit. The school continues to arrange teacher training, increase teaching resources and provide more collaborative teaching opportunities that encourage teachers' application of their training so as to improve the learning effectiveness of children. The management guides teachers to implement the work as planned and review the effectiveness regularly.
- 1.3 The school caters for learner diversity. There is a mechanism to identify children with special needs and provide appropriate support or referral services. The school also arranges teacher training in order to enhance teachers' abilities in taking care of children with diverse needs so that children can receive support the soonest. The school sets up various communication channels to build partnership with parents, including parent seminars and lesson observation, to introduce the curriculum features. It also organises parent-child activities to let parents experience the

importance of learning through play. Parents are willing to join school activities. The school has established a foundation for the development of home-school cooperation.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the curriculum outline of the sponsoring body and the teaching package to plan the curriculum by themes. The curriculum is integrated with comprehensive content. Also, the school arranges diversified activities such as visits and snack tasting for children. Starting from this school term, the school arranges extended learning week according to the themes. Teachers conduct the extended activities according to the content that children are interested in, with a view to enhancing children's learning motivation. The school attaches importance to developing children's reading habit. Abundant and diversified books are in place to attract children to read in the reading corner during free choice activity session. Since this school year, the school has launched a new reading session to encourage children to go to school earlier and read, promoting a reading culture in the school. The school can yet improve children's interest in reading through paired reading, storytelling, etc. Besides, the school requires K3 children to write Chinese characters with complex strokes, finish difficult language and mathematics homework, etc., which do not meet children's abilities. The school must take prompt actions to make improvement.
- 2.2 With respect to the daily schedule, children learn in whole-class, group and individual modes every day and they are provided with enough free choice and art activities. There is an integrated music and physical activity session in the school, however, the activity design mostly emphasises on one of the learning areas only which affects the balance of the daily schedule. In addition, the school does not provide K3 children with music, physical, art and free choice activities every day but difficult learning content in the activities for facilitating the interface between kindergarten and primary one. Such arrangement does not meet the developmental needs of children that the school has to make improvement to ensure balanced and appropriate learning for children.
- 2.3 In line with the learning objectives of the curriculum outline, the school constantly makes record of children's performance in different areas through thematic assessment and observation of children's activities. At the end of the school term, the school makes reference to the assessment mechanism of the sponsoring body to

summarise children's development in different aspects with an assessment form. It also develops learning portfolios for children to keep children's work, observation records, etc., which serve as evidence of children's growth. All the assessment information is concrete and clear which helps parents grasp their children's learning progress. The school invites parents regularly to share their children's performance at home in order to understand children's situation from multiple perspectives. The management examines the child assessment information and guides teachers to use the information to review the teaching effectiveness and follow up children's individual needs, with the aim of improving the quality of teaching and child care.

2.4 The school values children's music development and regards it as the major concern. It has tapped external resources to arrange various types of teacher training for years. By means of strategies such as conducting collaborative lesson planning and teaching on a regular basis, the school creates more exchange opportunities for teachers, thereby bolstering their confidence in conducting music activities. This school year, the school takes the major concern as arousing children's interest in music. Teachers refine the design of music activities to provide children with more opportunities to engage in rhythmic movements and singing. Children are willing to take part in all kinds of music activities and enjoy singing. They are able to manipulate musical instruments and move their bodies following the rhythm. The school endeavours to promote children's music development. Yet, it is still required to consolidate the gain from training and strengthen the team's skills in developing integrated music and physical activities. Moreover, the school has to ensure that children have sufficient music and physical activities every day for facilitating their balanced development. The school is also required to guide teachers to set clear rules for the physical activities to ensure children's safety while giving timely feedback with reference to children's performance to help them achieve the learning goals.

2.5 The school keeps nurturing children's exploratory spirit. This school year, it deliberately improves the teaching resources in the exploratory corner by adding natural materials. Moreover, it designs theme-related activities such as observing seed sprouting, butterfly specimen, characteristics of the coins from different countries, etc., in order to enhance children's motivation to enter the corner. However, the existing activities are ineffective in encouraging children to explore the surroundings and natural phenomena with multiple senses. The management should guide teachers to design interesting exploratory activities to stimulate

children's curiosity and eagerness to learn so as to develop their interest in exploration persistently and hence enhance the learning effectiveness. Besides, the school encourages teachers to guide children to share their learning experiences and solve problems on their own through questioning. That said, teachers are suggested to improve the grouping or activity mode to give children more opportunities to express their views. Moreover, teachers should give timely responses to children's sharing to provoke their thinking so as to develop their self-directed learning ability.

- 2.6 The school has established a curriculum management mechanism. The management leads teachers to plan the curriculum through attending curriculum meetings, scrutinising teaching documents, conducting classroom walkthroughs, etc. It also guides teachers to review their teaching effectiveness and adjust the design of activities by observing children's performance so as to follow up the needs of children. The school attaches great importance to teachers' professional development and arranges different kinds of training for them. Teachers often discuss with each other, creating a positive and open culture to promote exchange among them. The management is advised to lead teachers to reinforce what they have learnt and in turn enhance the quality of learning and teaching.
- 2.7 The school sets up different interest corners for children according to the theme. There are manipulative materials prepared alongside activities which can meet children's interests and abilities. Children like to draw in the art and craft corner, so as to express their ideas through drawing. Yet, the school should provide diversified art materials for encouraging children to unleash their creativity through different art creations. The school should also design more collaborative games in different forms to allow children to learn from each other through play, and hence inspire their thinking. During free choice activities, children play in the interest corners with peers according to their preferences. They take turns to play in the corners and are willing to share, showing good social development. Teachers observe children from time to time to understand their needs. However, it is necessary for teachers to participate more in children's play so as to extend children's learning in the play process.
- 2.8 Teachers are amiable and always smile. The teacher-child relationship is harmonious. Teachers prepare their teaching well. They use pictures, multimedia, etc., as teaching aids to arouse children's interest in learning. Children are energetic and friendly. They like to share their life experiences. And, they take the initiative to sort and pack learning materials and tableware after activities and meals,

demonstrating good self-care ability. Teachers should pay more attention to K3 and K2 children's way of grasping a pen and sitting postures in order to help them develop an appropriate writing habit.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has been spending years on inspiring children's interest in music and nurturing their exploratory spirit as the key tasks. However, the overall impact is not significant. The management should strengthen its professional leadership to guide teachers to formulate concrete objectives and strategies according to children's developmental needs. Moreover, the management should investigate seriously the reasons that undermine the work effectiveness. Hence, the school can draw up follow-up plans and apply the cyclical concept of school self-evaluation to enhance the effectiveness of the development plan and promote sustainable development. Besides, the school has to delegate authority to teachers properly so that they can take part in planning and coordinating school work in different areas and enhance the service quality of the school with concerted efforts.
- 3.2 The school arranges the integrated music and physical activity session for children. Yet, it should ensure that children have enough music and physical activities every day and improve the design of activities so as to enhance the learning effectiveness. The management is also required to guide teachers to refine the design of exploratory activities and encourage them to take part in children's play in order to provoke children's thinking as well as developing their self-directed learning ability. Furthermore, the school has to improve the design of K3 homework, provide a balanced daily schedule and plan appropriate learning content during the interface between kindergarten and primary school so as to meet children's developmental needs.