

School No.: 563455

Quality Review Report (Translated Version)

The Boys' and Girls' Clubs Association of Hong Kong Cheerland Kindergarten (Kowloon Bay)

**Shop 11-13, G/F, Chevalier Commercial Centre, 8 Wang Hoi Road,
Kowloon Bay, Kowloon**

25, 26 & 28 November 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 25, 26 & 28 November 2025

☒ **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 cares about the school's development. Through meetings, school visits and participation in various activities, it keeps track of the school's operation. In view of the school personnel changes in recent years, the leadership team flexibly deploys resources to promote the school's steady development. The school participates in joint-school meetings to exchange practical experiences in administrative management and curriculum implementation with affiliated schools of the organisation. The schools also jointly plan teacher professional development activities, enhancing teachers' professionalism through cross-school collaboration. The management possesses rich leadership experience and is willing to communicate with teachers and accept their views. When assigning duties and organising activities, the management takes into account teachers' strengths and developmental needs, enabling teachers with different experience to learn from one another through collaboration and gradually build the team's strength. The school has clear work guidelines and keeps various teaching resources in an orderly manner, which facilitates staff in performing their duties and ensures smooth daily operation. The school arranges teacher training in line with the major concerns. The team actively puts what they have learnt into teaching practice, creating a pleasant learning atmosphere for children and promoting their whole-person development.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads teachers to review the implementation of activities, summarise the

effectiveness of work across various areas and consolidate stakeholders' views to discuss the annual development foci. After examining children's developmental needs, the school formulates the development directions of broadening their life experiences and nurturing exploratory spirits. Last school year, the school invited experts to provide on-campus training, enabling teachers to master the inquiry techniques on the theme of nature and guide children to learn about birds and insects, cultivating their curiosity and observation skills. Building on the previous implementation experience, the school plans to introduce external support services and organise parent-child creative activities this school year, with fostering children's attitude of caring for nature as the development focus. The effectiveness has yet to be seen.

- 1.3 The school attaches importance to children's diversity. Through regular exchanges, teachers understand children's individual needs and developmental progress in learning and self-care, and jointly discuss follow-up strategies. Teachers also maintain close collaboration with multi-disciplinary professional teams to arrange timely referrals for children with special needs, enabling them to receive appropriate support. In respect of kindergarten-primary interface, the school organises primary school visits and experiential activities to help children gain an initial understanding of primary school life and prepare for entering primary school. It also invites primary school principals and parents of graduates to share school selection strategies and adaptation tips, providing parents with practical references. The school maintains close communication with parents through different channels, such as regularly issuing school newsletters and arranging lesson observation activities, enhancing parents' understanding of their children's school life and learning. In recent years, with the establishment of the parent-teacher association, parents have had more opportunities to participate in planning parent-child activities and to serve

as volunteers. They support the school's work in various aspects, consolidating the foundation for home-school cooperation.

2. Learning and Teaching

2.1 The school makes reference to the curriculum framework of the organisation and external teaching resource packages to design an integrated curriculum by themes, connecting the content of different learning areas to promote children's balanced development. The school implements project learning every school term. Teachers guide children to select suitable topics for exploration according to their interests, and design small parent-child tasks to encourage children to collect information and share their findings with parents, thereby enhancing parent-child interaction and learning motivation. To enrich children's learning experience, the school organises field visits such as visiting shops, country parks and nature education centres in line with the themes, enabling children to experience the shopping process and observe natural ecology firsthand, making learning more concrete and profound. The school also incorporates elements of Chinese culture into the curriculum, covering areas such as traditional games, historical monuments and food culture. Children explore traditional features through play and daily life, understand the wisdom of their ancestors, and gradually develop a sense of national identity. The school arranges sufficient time every day for children to participate in physical, music, art and free choice activities, which is conducive to their physical and psychological development. It also schedules play sessions in the afternoon and provides diversified materials to encourage children to freely construct the ways of play. Through the process, children can develop creativity and learn to get along and cooperate with their peers.

2.2 The school has formulated a policy on the assessment of children's learning

experiences to systematically evaluate children's learning performance. Teachers record the thematic learning progress on a weekly basis and select examples which reflect children's learning performance to write anecdotal reports, specifically documenting their cognitive and social development. Before the end of each school term, teachers compile assessment information to review children's overall performance. In end-of-term assessments, they affirm children's progress and provide suggestions based on individual needs to facilitate children's growth in different areas. Teachers also regularly share children's learning progress with parents and encourage them to give feedback on their children's performance at home, enabling parents and the school to join hands to support children's development.

2.3 The school has put in place a well-defined mechanism for curriculum coordination, monitoring and review. The management steers teachers to conduct lesson preparation meetings. With reference to the curriculum framework of the organisation, they discuss the teaching foci of each grade level in details to ensure the coverage of different learning elements. The management also grasps the progress of curriculum implementation through classroom walkthroughs and reviewing documents, and provides teachers with timely feedback. After the completion of each theme, teachers write individual reflections to conclude their practical experience. They also exchange views on the performance of children at different grade levels in meetings, which helps inform curriculum planning. At present, teachers are able to provide specific suggestions on thematic activities and the setup of interest corners. However, the teaching reflection on physical and music activities needs to be further deepened in order to facilitate the formulation of plans for optimising learning and teaching.

2.4 This school year, the school has set nurturing children's attitude of caring for nature

as its major concern and extends children's interest in exploring the natural environment through project learning, outdoor visits and corner activities. Children have started project learning on the themes of plants and stones. Through simple experiments and art creation, they learn about the structure and characteristics of leaves. During outdoor visits, they discover that stones can be used to build houses, thus understanding the relationship between natural resources and human life. Teachers also set up nature corners in classrooms at all grade levels to grow plants and raise insects for children to observe their growth process, and to cultivate a sense of responsibility through daily care and keeping records of feeding and cleaning. The school has devised a preliminary plan for nurturing children's care for nature. However, the relevant elements of caring for the environment have yet to be systematically integrated into the teaching of different themes. It would be advisable to incorporate the relevant content into daily teaching more naturally, so that children may gradually develop an awareness of cherishing resources and practise environmental protection behaviours.

- 2.5 The school thoughtfully decorates the campus using hanging ornaments of birds and leaves to create a forest setting which is vibrant and full of childlike fun. Three-dimensional creations made by children, such as trees and giant pandas, are displayed in the classrooms, together with activity highlights, vividly showing children's learning journey. Corner activities are connected with thematic learning. In role-play, children take on the role of a cleaning team, using tongs and mechanical grabbers to pick up scattered plastic leaves and carefully put them in bamboo baskets. This not only develops children's fine motor skills but also cultivates their attitude of keeping the environment tidy. The art and craft corner is stocked with sufficient materials. Apart from using clay and moulds to make food, children also create through collage, cutting and drawing. For example, they make a collage of flames

using red straws and draw food to depict a barbecue scene. The reading corner is furnished with soft cushions and a variety of books. Children love reading, playing with puppets or chatting casually with their peers. Teachers also join them at appropriate times to accompany them in shared-reading and guide them to discuss the story content and express their personal feelings.

- 2.6 The teacher-child relationship is harmonious and the learning atmosphere is relaxing and pleasant. Teachers tell stories with lively intonation and enhance peer interaction through play and exploratory activities, keeping children actively engaged in learning. Teachers give clear demonstrations with explicit foci, supplemented by teaching aids, real objects and pictures, which help children understand the learning content. Teachers provide opportunities for musical creation and expression, encouraging children to design movements to match the lyrics and unleash their creativity. Children are able to manipulate musical instruments to beat, demonstrating a sense of rhythm. In respect of physical activities, teachers divide the venue into different areas and arrange skills activities, tricycle riding, sliding and the like, promoting children's gross motor development. However, the current design of physical activities lacks variety. Teachers may further enrich the activity arrangements by, for example, organising some skills activities as circuit games to add fun and challenge, while enabling children to master the relevant movements naturally.
- 2.7 Teachers participate in children's play, guide them to manipulate teaching aids and observe their performance attentively while attending to their emotional needs in daily interactions. Children support one another in play and encourage their peers to try boldly, demonstrating friendliness and team spirit. Children freely choose the corner activities that interest them and have developed the habit of arranging the sequence of activities and keeping records, and are happy to share their experiences.

Regarding self-care, children lay tablecloths for art activities and take the initiative to tidy up afterwards. Children in the upper classes are able to fold their blankets by themselves after nap time, showing good self-care ability.

3. Recommendations for Enhancing Self-improvement of School

The school has established an SSE mechanism and is able to formulate appropriate major concerns in line with children's developmental needs. It is recommended that focused and specific implementation strategies be further devised for the major concerns, with the management leading the team to regularly review progress and adjust the direction as necessary, so as to enhance the overall effectiveness of the plans. The team strives to create a pleasant learning environment and enrich children's learning experiences. However, it still needs to conduct in-depth reviews of the effectiveness of the strategies related to physical and music activities in order to continuously optimise the teaching design.