

School No.: 157236

Quality Review Report (Translated Version)

Ching Chung Wu King Kindergarten

**Wu Kwong House (Block 2), G/F, Low Block, Wu King Estate,
Tuen Mun, New Territories**

31 May, 3 & 5 June 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: 31 May, 3 & 5 June 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 In view of gaining the support and trust from the leadership team, the school allocates aptly resources and explore external resources to improve the campus environment, and develop various key tasks in order to improve the education quality. The school has clear working guidelines. The staff properly discharge their duties and the daily matters are in smooth operation. The management can allocate work appropriately according to teachers' expertise, experience and preference. Besides, the induction mechanism is arranged suitably for the management and experienced teachers to share their education rationale and teaching practices with new recruits, so that the new recruits are able to adapt to the work of the school the soonest. With the support and encouragement from the management, the teaching team works cooperatively to promote continuous development of the school.
- 1.2 The school has followed up the recommendations of the previous Quality Review to plan the development directions based on its context and foundation. It also re-arranges the daily schedule and activity content to increase the opportunities for children to take part in music and physical activities. The school has developed the mechanism of school self-evaluation (SSE) and engages all teachers in the SSE work. The management leads the team to analyse the SSE information from teaching meetings, stakeholders' views, etc. It reviews the effectiveness of the school's work in each area and then formulates the development plan. The school took arousing children's interest in reading and improving the environment set-up to stimulate children's learning as the major concerns last school year. The school implemented the plan through different measures including creating an atmosphere for reading, making use of children's work to decorate the campus and enriching the variety of play materials. The school reviewed the plan in a timely manner, the results have been delivered. The school has put efforts to strengthen parent education this school year. For example, it organises workshops on parent-child reading and play for enhancing parent's understanding of the importance of reading and play to

children's development. It nurtures children's interest in reading and learning through play through home-school cooperation. The school sets developing children's morals as another major concern based on the SSE findings. It maps out the implementation strategies from the aspects of curriculum and parents' participation, so as to take forward the development plan in a step-by-step manner.

- 1.3 The school accepts children with special needs and develops a clear identification and referral mechanism for children. It taps community resources to provide appropriate support for children in need. The school has appropriate planning in implementing work related to parents. It establishes diversified channels for communication and cooperation, meanwhile maintaining close liaison with parents. The school encourages parents to participate in lesson observation, seminars and parent-child activities in order to help them know about the curriculum objectives of the school and effective parenting skills. It also organises social activities such as tea gatherings and interest classes for parents, and builds a platform for parents to exchange their experience in bringing up their children. The school regards parents as its partners. It suitably collects parents' views effectively through the parent-teacher association and makes responses. Concurrently, it pools the efforts of parents to assist in organising activities. Parents trust and recognise the school, they are willing to nurture children's growth collaboratively with the school.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages and selects appropriate themes to design its integrated curriculum. It enriches children's learning experience through different kinds of activities, such as project activities and visits. The curriculum is comprehensive that covers all learning areas. The school provides sufficient opportunities for children to take part in music, physical, art and free choice activities every day. However, the homework arranged for K3 children including calculation drills and language exercises during the primary one transition activities are excessive. The content is also difficult which does not meet children's abilities and developmental needs. The school should cancel those inappropriate homework.
- 2.2 The school formulates the assessment items in accordance with the thematic learning focuses, meanwhile assessing children's performance through continuous observation and keeping records. The school has clear assessment criteria to help teachers assess children's performance accurately. Upon completion of the school

term, teachers analyse and summarise children's performance in different learning areas. Subsequently, they maintain records of various assessment information properly in the learning portfolios as evidence of children's growth. Teachers have individual meetings with parents to inform them of their children's performance in a timely manner and exchange the ways of supporting children's learning. The management leads teachers to make use of children's assessment information to understand the implementation of the curriculum, which helps inform the design of the curriculum.

- 2.3 The school has a clear curriculum management mechanism. The management monitors the implementation and effectiveness of the curriculum through vetting teaching documents, lesson observation, attending teaching meetings, etc. Moreover, it delegates authority to leaders of each grade level to coordinate the implementation of activities. Teachers reflect on their teaching and review to what extent the objectives of activities are achieved based on children's performance. Some teachers also suggest ways to improve the teaching effectiveness, yet they hardly use the related information to improve the activity design and solve the teaching problems. The management may lead the teaching team to follow up the information from review, together with in-depth discussion on the design and outcomes of the activities, so as to enhance the effectiveness of the teaching activities. In addition, the school has implemented peer lesson observation. Building on this foundation, the management is advised to take into account of the problems on teaching skills and work out the focuses for lesson observation and evaluation, for example, questioning techniques, with a view to enhancing teachers' professional capacity.
- 2.4 The school set nurturing children's interest in reading as the major concern last year. The management set up a cosy reading zone in the lobby. Besides, it refined the set-up of the reading corner in each classroom, and created space for children to read quietly. Puppets and various types of picture books were aptly prepared therein. Furthermore, teachers conducted the "recommended books" activity to encourage children to introduce their favourite picture books to peers, so as to attract children to read. They also arranged children from different grade levels to read together during free choice activities. As observed, older children take the initiative to tell younger ones stories and read together. Children are interested in reading. They observe the pictures in the books carefully and are pleased to introduce their favourite picture books to peers. Teachers have noted that children's interest in reading has

been enhanced through the SSE results, hence they incorporate effective measures into daily work of the school in order to foster children's habit in reading in an ongoing manner.

- 2.5 Last school year, another major concern of the school was improving the campus environment and increasing learning resources for promoting children's learning. From observation, the school makes good use of children's work to decorate the venue. It displays many children's drawings along the corridors and places their three-dimensional work created from constructive play in classrooms, with a view to developing children's attitude of appreciating others and boosting their confidence in learning. Furthermore, the school adds various types of learning and play materials, which are sufficient and are placed neatly for children's easy retrieval on their own. Children like playing all kinds of constructive play. They also use different kinds of materials to create artworks proactively. Moreover, children like taking part in imaginative play. They help set up the interest corners under the guidance of teachers, and enjoy playing different roles to demonstrate their fertile imagination. However, some of the play in the exploratory corner are designed with too many rules which limit the ways of playing, hence children's curiosity cannot be fully satisfied. Teachers should increase the elements of free exploration in the exploratory corner and give children more opportunities to explore of their own accord, so as to stimulate children's interest in continuous exploration.
- 2.6 This school year, the school takes fostering children's moral development as the major concern. It sets focuses for moral development, such as courtesy and responsibility. Teachers incorporate the elements of moral education into stories and daily activities. They also encourage children to practise good behaviour through the "Moral Fruits" Scheme. Teachers are friendly and pleasant. They often encourage and praise children, setting a good example of getting along with others for children. Children greet others on their own initiative, they are obedient and polite. They pack the materials and items of their own accord after activities. They are also responsible and willing to help peers, demonstrating the spirit of love and care. Although the school has formulated strategies based on the said major concern, it is advised to work out clearer task objectives and success criteria for evaluating the effectiveness of the plan.
- 2.7 Teachers use picture cards and real objects as teaching aids to catch children's attention so as to enhance their learning motivation. During whole-class teaching, teachers explain and give instructions clearly. Yet, the time for explanation is quite

long, hence reducing the opportunities for children to learn from interaction. Teachers observe children's performance during play. They often encourage children to make attempts and provide timely individual guidance to children in need. Teachers organise interesting physical activities. In addition, children are free to choose physical facilities, such as slides and balancing beams to enhance their development of gross motor skills and body coordination through diversified games. During music activities, teachers lead children to listen to music and sing nursery rhymes, but they are advised to guide children to learn the skills in rhythmic movements, so that children can express their emotions and unleash their creativity.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management enables teachers to grasp the school's development foundation and directions of work through SSE. When formulating the development plan, the management may steer the teaching team to work out clearer and more concrete task objectives and success criteria, thereby evaluating to what extent the objectives are achieved as well as the effectiveness of the plan accurately.
- 3.2 The school arranges primary school visits for K3 children to help them understand the learning mode of primary school, but it should stop arranging inappropriate homework for K3 children during the primary one transition activities. Moreover, the management is required to reinforce the guidance to teachers on following up their teaching reflections, so as to improve their teaching in good time. The management could set the focuses of lesson observation and evaluation for peer lesson observation, meanwhile leading the teaching team to discuss thoroughly the activity design and effectiveness of the strategies, including communication skills and the set-up of the exploratory corner. Therefore, the effectiveness of learning and teaching could be further enhanced.