

School No.: 565873

Quality Review Report (Translated Version)

**Christian & Missionary Alliance
Fu Shan Nursery School**

**No. 1-6, Lower Ground 1, Fu Shun House, Fu Shan Estate,
Po Kong Village Road, Kowloon**

7, 8 & 10 February 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 7, 8 & 10 February 2023

- 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 is supported by the leadership team. The teaching team participates in the joint-school activities of the organisation actively to facilitate the professional exchanges of teachers. There had been personnel changes in the management last school year. The new management integrated into the team shortly and was keen to shoulder the responsibilities of guiding and supervising the teaching staff. There is clear allocation of duties in the school and teachers cooperate with one another. Under a caring atmosphere created by the team, the newly recruited teachers have adapted to the new working environment and settled in. Apart from facilitating the staff to make improvement through appraisals, the school also provides diversified activities of professional development, including peer lesson observations and post-lesson feedback, for the staff to master the rationale behind curriculum planning and the methods of child assessment. After training, teachers are arranged to share with all of their colleagues what they have acquired, hence bringing fresh ideas into the campus.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. Teachers understand their areas of improvement and seek advancement at work via meetings, activity questionnaires and other channels. Every year, the school evaluates the school context and concludes the effectiveness of the annual work plan through a meeting for all teachers. It then explores its development direction. In the previous school year, the school's major concern of improving the design of early childhood mathematics activities had attained achievement as children gradually built relevant concepts through manipulative activities. Another major concern of last school year was increasing children's opportunities in joining exploratory activities. After discussion, the team believes that the implementation of this major concern was disrupted by the epidemic and therefore needs to be extended for a year, with emphasis being put on sensory exploration for children. Besides, the team finds out that teachers' skills in designing and leading music activities have room for

improvement, thus it considers improving teachers' music teaching skills as a major concern. The relevant strategies include providing teacher training, increasing teaching resources and organising parent activities. The work plan has been carried out on schedule.

- 1.3 The team accepts and cares for children's diverse needs. It identifies children with special needs effectively and makes suitable follow-ups and referrals while maintaining close contact with the parents involved. Regarding the school's measures to support the newly admitted children, in addition to progressively increasing the school time, it organises parent meetings before the school starts to introduce its daily schedule. After the commencement of the school year, it holds group activities for parents of the newcomers so that they can understand children's needs at this stage and help children integrate into kindergarten life in an effective manner. On the support for transition to primary one, apart from providing parents with information of primary one admission, the school also joins hands with the primary schools in the vicinity to explain to parents the principles of choosing primary school for their children, thus assisting parents in selecting schools. Children get a basic understanding of primary school life through learning activities and they are psychologically prepared for promoting to primary one. The school values home-school cooperation and parent education. It sets up different channels to communicate with parents as well as arranging parent-child activities, different parent talks and workshops to let parents understand the learning of their children and receive parenting information. The parent-teacher association is in place to assist in organising activities and gathering parents' views by surveys afterwards.

2. Learning and Teaching

- 2.1 The school designs the curriculum according to children's interests and formulates learning themes based on their life experiences. Teachers draw up the curriculum outline and propose the learning activities before the start of a theme. They then share their teaching plans in the school-wide meetings to ensure the coherence of children's learning of all grade levels. The curriculum fully covers children's development in all areas and facilitates the cultivation of children's attitudes, their knowledge construction and skill acquisition. The school puts great effort into promoting national education. The national flag raising ceremony is held on

important days for children to understand and learn the relevant etiquette. Children participate in hands-on activities, such as kneading glutinous rice balls and tie-dyeing towels, to experience and appreciate the traditional art and culture of our country, hence deepening their understanding of Chinese culture. The school alternately arranges active and quiet activities in its daily schedule and children are given sufficient time to take part in music, physical, art and free choice activities every day to foster their balanced development. Nevertheless, some of the language homework content for K3 children is rather difficult and does not meet children's abilities and needs. The school must remove such content as soon as possible.

2.2 The school creates learning portfolios for children to maintain learning assessment forms, activity photos, observation records, etc. The assessment objectives are in line with the learning outline and covers all learning areas. Teachers devise the assessment criteria together to ensure the objectivity and consistency of the assessments. The school adopts continuous observation to record children's learning performance and consolidates the assessment information every school term to summarise children's learning at different stages. Teachers share with parents the content of the portfolios in a timely manner to keep them informed of their children's development. In order to further enhance the effectiveness of child assessment, the school is advised to collate and analyse the assessment information as reference for evaluating development plans.

2.3 A curriculum monitoring mechanism is in place in the school. The management monitors and comprehends the curriculum implementation through attending meetings, observing lessons, conducting classroom walkthroughs and scrutinising documents. It gives teachers suggestions for improvement aptly to foster the professional development of the teaching team. Teachers carry out reflection regularly. They evaluate the activity effectiveness against children's performance to adjust teaching strategies and the usage of teaching materials. Teachers may utilise the results of child assessment to examine the curriculum and further improve curriculum planning so as to elevate the effectiveness of curriculum review.

2.4 The school environment is clean and bright, with well-developed facilities. Teachers allocate the space flexibly for children to carry out various activities. The reading corners are well-stocked with books related to the learning themes as well as books of moral stories to cultivate positive values in children. In alignment with the theme of Chinese culture, teachers decorate the campus with children's work such

as paper cuttings, ink wash paintings and New Year floral design. There are Chinese costumes in the role-play corners for children to experience Chinese culture through the environment and play. To tie in with the major concern of encouraging children to use senses to explore, teachers not only design theme-related activities with exploratory elements, but also set up exploratory corners in all classrooms for children to keep on making observations and gaining experiences during free choice activities. Nonetheless, children seldom stop by the exploratory corners. Teachers are advised to think from children's perspectives about spicing up the activities. In the meantime, they may continue to evaluate the materials and activity design of other corners to further increase the exploratory elements in corner games.

- 2.5 Teachers are kind and amiable. They teach children with patience while catering for and responding to children's needs at an opportune time. Teachers design and prepare for lessons conscientiously. They employ a variety of teaching aids to arouse children's interest in learning. Yet, the questions they asked mostly have prescriptive answers, and children are not given much time to think about how to respond. Teachers are recommended to offer children adequate opportunities to express their ideas and enhance the teacher-child and child-child interactions to boost the effectiveness of learning and teaching.
- 2.6 Teachers design different physical games to improve children's ability on body coordination. Children take part in the activities enthusiastically, fostering their gross motor development. In consonance with the major concern of strengthening the effectiveness of music activities, teachers refer to the teaching materials to lead music activities. As observed, teachers played musical instruments to accompany songs and conducted rhythmic movement activities for children to feel the strong and weak beats as well as the tempo of the songs. Despite the effort spent, teachers' presentations fail to serve as good models for children. Teachers are advised to keep engaging in training to improve their skills in leading music activities through practices, observations, etc., with a view to enhancing the effectiveness of music activities continuously.
- 2.7 Children are self-disciplined. They are willing to follow teachers' instructions in taking part in learning activities while putting back learning tools and personal items after activities, demonstrating good self-care abilities. Besides, children are courteous to and enjoy communicating with others. They get along well with peers and show their friendliness during cooperative play.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has a SSE mechanism in which the team sets forth and implements work plans based on the cyclical process of planning, implementation and evaluation. However, children's performance, with consideration from multiple perspectives, should be included in the success criteria of the work plans to accurately reflect the effectiveness of the major concerns. Teachers must also make reference to the assessment information of child learning experiences to inform the school development and curriculum planning.
- 3.2 The management is required to lead the team to review the curriculum and remove the inappropriate homework of K3 to meet children's abilities and learning needs. In tandem, teachers need to improve their skills in asking questions and provide more opportunities for children to express themselves so as to promote children's learning and development.