

School No.: 565814

Quality Review Report (Translated Version)

**Christian & Missionary Alliance
Tin Chung Nursery School**

**1/F, Tin Chung Court Ancillary Facilities Block, Tin Chung Court,
Tin Shui Wai, New Territories**

15, 16 & 20 January 2026

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 15, 16 & 20 January 2026

☒ **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 organisation holds various joint-school meetings to coordinate the efforts of its affiliated schools in taking curriculum and administrative work forward. It also organises exchange activities outside Hong Kong, enabling the schools to pool professional expertise and share resources. The leadership team regularly participates in meetings, conducts school visits and lesson observations to monitor the school's administrative management and curriculum implementation, providing timely advice and support to enhance the quality of education. The management allocates duties according to teachers' strengths and experience. Team members discharge their duties properly and work collaboratively to implement the school's work. The management listens to staff views with an open attitude. There is mutual trust among the team, and the working atmosphere is harmonious.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads the team to review the effectiveness of their work through activity evaluations and questionnaires, and formulates the school's development direction in response to educational trends. In the last school year, the school set a major concern to increase opportunities for sensory exploration, with a view to enhancing children's observation and problem-solving abilities. Over the past two years, the school has also focused on promoting Chinese culture. Following its work in the last school year to enhance teachers' and children's understanding of Chinese arts, the school makes use of stories about traditional Chinese virtues this school year to

cultivate children's moral character. The school deploys strategies across areas such as teacher training, activity design and parent education, and progressively implements its work plans.

- 1.3 The school has put in place an explicit identification and referral mechanism. Teachers communicate and collaborate with multi-disciplinary service team to render appropriate support for children with special needs. Through festive events such as the International Children's Day and the Christmas worship service, the school arranges experiential activities of henna painting and ethnic dances for children to learn about other ethnic groups, thereby promoting cultural inclusion. The school allows parents to accompany their newly admitted children to classes at the beginning of the school term, and gradually extends the school hours for K1 classes to help children settle into school life. Furthermore, the school arranges for K3 children to visit primary schools, enabling them to understand the environment of the next learning stage and be psychologically prepared. It also organises talks to help parents obtain information on the transition to primary school. The school values home-school cooperation and maintains close communication with parents through diverse channels such as face-to-face meetings, electronic communication platforms and parent-teacher communication booklets, so as to exchange information on children's performance at school and at home. Through parent meetings and lesson observation activities, parents are kept informed of their children's learning process and performance. The school organises various training sessions and parent-child activities for parents to enhance their parenting skills and promote their physical and psychological well-being. The school has set up the parent-teacher association and a parent volunteer team to assist in organising large-scale events, with parents and the school working hand in hand to foster children's growth.

2. Learning and Teaching

- 2.1 The school devises its curriculum based on the curriculum outline formulated by the organisation, with reference to the teaching packages. Teachers adopt the project learning approach and guide children to set inquiry foci under real-life themes to suit the interests of children in different classes. The school designs interesting activities and makes good use of community resources to arrange theme-related outdoor visits, allowing children to construct knowledge, develop skills and cultivate values and attitudes through hands-on exploration and experiences. For some of the school-based adapted curriculum outline, the school should plan ahead and systematically set out learning objectives in the learning area of Nature and Living across all grade levels, so as to facilitate teachers in designing activities and reviewing teaching content. Children have sufficient time to take part in music, physical, art and free choice activities every day. The school has modified the line drawing exercises for K1 classes. That said, it still needs to follow up on the recommendations from the previous inspection to adopt effective strategies to avoid K1 children tracing letters along dotted lines in language homework. It should also revise the overly difficult language learning content and homework for K3 to align with children's developmental needs.
- 2.2 The school has a clear and explicit policy on the assessment of child learning experiences. Teachers observe and assess children's performance objectively based on specific assessment criteria. An exhibition is arranged for each project learning activity, in which teachers present the learning outcomes of children from different classes through various means, such as displaying artworks, arranging for children to write letters and simulate posting them. Teachers also regularly distribute assessment information and communicate with parents, keeping them informed of children's development progress and follow-up suggestions in a timely manner.

The school develops learning portfolios for children to systematically store project learning assessments, anecdotal records and school term assessments. It also collates the assessment results for individual child and each class for teachers' reference so as to gain an understanding of children's overall development.

- 2.3 The school has established a curriculum management mechanism. The management provides advice on teaching design and monitors curriculum implementation through lesson observations, homework reviews and participation in meetings. It carefully examines the weekly teaching reflections of each class and provides timely feedback and recognition to teachers. Nevertheless, the management could remind some teachers to rate themselves according to the actual situation and make suggestions on areas most in need of improvement to enhance the effectiveness of post-lesson reviews. The team holds curriculum meetings every month, mainly to share project learning activities and report on administrative tasks, and reviews the format of homework and textbooks at the end of the school year. The management could harness the collective strength of the team by enabling grade level coordinators to further perform their role in assisting with the review and revision of the curriculum outline, with a view to refining the school curriculum.
- 2.4 The school regarded increasing opportunities for sensory exploration as a development focus in the last school year, with a view to enhancing children's observation and problem-solving skills. Through on-site training provided by a professional instructor, the team gained a preliminary understanding of the levels of questioning, and then attempted to use open-ended questions in the project learning activities to encourage children to observe and explore. For example, children thought about whether they should grind the inkstick with ink or water, based on the colour of the inkstick. Teachers also shared their ideas on the nature and living corners in messaging groups, allowing the instructor to provide advice and enabling

them to fine-tune the design of the interest corners. As observed, children were able to manipulate several bottles containing different types of beans for sensory exploration. However, the school did not continue with the corner designs from the previous school year, but only consolidated the activity names across different grade level for teachers' reference. The team is recommended to plan exploratory activities more concretely in order to enhance the effectiveness of the major concern.

- 2.5 Over the past two years, the school has identified the promotion of Chinese culture as the major concern, first with an emphasis on arts and then on traditional virtues. Last school year, the school utilised external resources to organise traditional handcraft workshops for teachers and parents, while also exposing children to a variety of Chinese musical instruments. The school incorporated elements of Chinese arts into the curriculum. For instance, a project learning on papercutting was arranged for K3 children, and activities for creating and appreciating ancient Chinese art were organised through festive celebrations and the school open day. Overall speaking, teachers, parents and children have deepened their understanding of Chinese arts. This school year, the school uses traditional Chinese moral stories as an entry point and further encourages children to practise good character through whole-school activities such as “the Star of Moral Character”. As observed, K2 and K3 children took turns serving as politeness ambassadors. They stood at designated posts before lessons to greet their peers arriving at school and helped them sanitise their hands. Children also proactively watered the seedlings in classrooms to show their sense of responsibility in taking care of plants while exerting efforts to tidy up things after activities. The work plans are being progressively implemented and their effectiveness is seen gradually.

- 2.6 This school year, the school has added a construction wall where children, during play sessions, actively and attentively twist the plastic blocks with their fingers, use

a screwdriver to mount accessories onto the wall, or connect pipes and try rolling small balls inside them, demonstrating good fine motor coordination. Teachers design teaching aids and interest corners in the classrooms meticulously according to the themes. The reading corners display recommended books, where teachers read picture books with children, effectively motivating children to read. Some classes have set up role-play corners, providing real tableware for children to engage in play. In a realistic Chinese restaurant setting, children take on the roles of diners. They pour water from a teapot to rinse their cups, open bamboo steamers and use chopsticks to pick up dim sum with their peers, experiencing Chinese dining culture and fully enjoying themselves. The school should extend the role play corners to all classes to foster children's imagination and interaction. It should also pay attention to children's screen time to minimise potential health risks.

- 2.7 Teachers embrace children's diversity and often praise them. Children are lively and friendly, passionate and polite. Teachers facilitate their teaching with real objects and pictures while making good use of music to create an atmosphere, thereby enhancing children's engagement in learning. Children have developed the habit of planning their own free choice activities. Teachers join in the play during the activities and guide children to conduct reviews before the end of school day. However, teachers should strengthen the planning of the time and arrangement of review sessions, and motivate children to articulate their discoveries and problem-solving process during play, thus increasing the effectiveness of the reviews. Children draw using dots, lines and shapes, and also use kneading and pinching techniques to make playdough into small balls, thin slices and strips to create various three-dimensional works in various forms. Children enjoy participating in music activities, singing and moving rhythmically with pleasure under the teachers' guidance. They demonstrate good gross motor coordination, climb play equipment

confidently, and show creativity by using soft building blocks to devise games and play with their peers. However, in music and physical activities, teachers tend to explain the thematic context in excessive detail and incorporate too many language learning elements. In addition, children have to wait for a relatively long time before taking turns in music games. Teachers are required to adjust the design of these activities so that children have sufficient space to stretch their bodies and make full use of the activity time to experience music and physical exercises.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Building on the existing SSE mechanism, the school should set more specific success criteria in alignment with the objectives, and review the overall implementation of the major concerns in a timely manner, so as to gain a precise understanding of the effectiveness of the work plans.
- 3.2 The management should lead the team to plan ahead for the school-based adapted curriculum outline, systematically set out learning objectives in the learning area of Nature and Living across all grade levels as well as conducting an overall review on the curriculum. The school still needs to adopt effective strategies to avoid K1 children tracing letters along dotted lines in language homework, and revise the overly difficult language learning content and homework for K3 as well as the relatively difficult Early Childhood Mathematics homework to meet the developmental needs of children at the kindergarten stage. Teachers should strengthen the planning of the time and arrangement for review sessions, and adjust the design of music and physical activities to enhance the effectiveness of learning and teaching.