

School No.: 565628

Quality Review Report (Translated Version)

Castar Kindergarten (Lei Muk Shue)

G/F., Chui Shue House, Lei Muk Shue Estate, Kwai Chung, New Territories

13, 14 & 16 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 13, 14 & 16 May 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 school maintains close communication with the affiliated school of the organisation to hold meetings and activities on a regular basis to foster professional exchanges among teachers. In tandem, they share teaching resources to increase work effectiveness. The school provides training activities according to development directions and teachers' needs. It encourages teachers to keep records of and reflect on what they have gained from training while applying their acquired knowledge in class to enhance the teaching effectiveness. The management has served the school for years and understands the development of the school. Members of the management share the work in various domains and steer the team to follow up on school affairs, leading to smooth school operation. The school allocates tasks based on the team's experiences and capabilities. It arranges for teachers to coordinate and conduct activities. With a clear delineation of roles and responsibilities, teachers can give full play to their strengths. Team members discharge their duties properly and support each other, promoting the school's continuous advancement.

1.2 The school strives to practise the rationale of the school self-evaluation (SSE). The management leads the team to refer to the views of various stakeholders and review the implementation of the activities and work effectiveness together. In the last school year, the school regarded enhancing children's understanding of Chinese culture as its major concern. It organised learning and experiential activities inside

and outside the campus to help children develop a sense of national identity. In this school year, the plan has been extended to the level of home-school co-operation to strengthen its results. Besides, the school considers refining mixed-age teaching as another priority task. Building on the past achievements of curriculum development, the school deploys appropriate strategies on aspects such as manpower planning and activity design to implement the plan in a step-by-step manner.

- 1.3 The team accepts children's learning needs. A clear identification and referral mechanism is in place. Besides, teachers employ various strategies such as individual guidance and peer support to take care of children in class, rendering proper assistance to children. The school puts effort into creating an inclusive atmosphere on campus. It encourages children and parents with different cultural backgrounds to participate in activities together so as to get better acquainted and interact more with one another, hence facilitating children's engagement in campus life. Teachers arrange group activities for non-Chinese speaking (NCS) children, assisting them in learning Chinese. In this school year, teachers translate the content of child assessment to enable NCS parents to grasp their children's learning performance. To let children who are newly admitted and those who are about to be promoted to primary schools adapt to the new learning stages smoothly, the school plans suitable experiential activities for children to have a basic understanding of the school environment and learning mode. The school values home-school communication and collaboration. It keeps parents informed of their children's learning at opportune times through lesson observation, parents' meetings and home-school cohesion group. In tandem, it gathers and follows up on parents' views. Parents are also invited to take part in volunteer services and assist with school activities. With trust and support from parents, the school works in concert with parents to facilitate children's healthy growth.

2. Learning and Teaching

- 2.1 Teachers from the school and the affiliated school of the organisation form a curriculum committee. They convene regular meetings and harness their collective wisdom to select real-life themes to devise a curriculum outline collaboratively. Teachers adapt the outline in accordance with the school-based needs to meet children's interests and experiences. The school plans diversified teaching activities, including outdoor visits and mixed-age experiential events, to enrich children's learning experiences and foster their whole-person development. The school attaches importance to the moral cultivation of children. It launches award schemes, invites parents to document children's good behaviour and assigns children as group leaders to nurture virtues such as tidiness and courtesy in children. The school also puts emphasis on enhancing children's language proficiency. It prepares language teaching aids for teachers to play English and Putonghua games with children during free choice activity sessions, creating a favourable context and increasing children's motivation and confidence in using different languages. The daily schedule is properly planned that children can engage in music, physical, art and free choice activities every day. However, in response to the kindergarten curriculum development trends, the school should tie in with themes to devise learning content relating to the learning area of Nature and Living with a view to improving the overall curriculum planning. Moreover, some pieces of language homework of K3 are excessively difficult. The school is required to review and remove the inappropriate content to meet children's learning needs.
- 2.2 The school has followed up on the recommendation of the previous Quality Review to cancel the assessment week. Teachers observe children continuously and develop learning portfolios with quantitative and qualitative information to serve as

evidence of children's development in different areas. Teachers share children's learning progress with parents, and they join hands to follow up on children's needs. The management may lead teachers to set explicit assessment criteria and keep records so as to help teachers conduct assessment objectively, present children's individual and overall performance accurately, as well as consolidating and analysing the assessment information properly to inform curriculum planning.

- 2.3 The management guides teachers to hold grade-level lesson planning meetings to discuss learning activities, design of teaching aids and set-up of interest corners of a theme while giving guidance and support to teachers. In respect of curriculum review, teachers conduct personal and level-based evaluation to review the teaching schedule and activity effectiveness. They make suggestions for improvement and revise the content as necessary to boost the quality of teaching.
- 2.4 The school regards refining mixed-age teaching as its major concern of this school year. Children of the school are divided into four groups and each group is made up of children from different grade levels. Every Friday, children jointly take part in a variety of experiential activities such as visits, snack making and drama performances. The school assigns teachers to share the work of designing and conducting activities for accumulating experiences, which is conducive to continuous adaptation and improvement. Children participate in various activities enthusiastically. They get a grasp of their surroundings through peer interaction and cultivate an inquisitive mind, fostering their social development. Furthermore, the school has considered enhancing children's understanding of Chinese culture as another major concern in these two years. By holding the culture day and festive celebrations, purchasing related music and physical equipment, the school strengthens children's knowledge of traditional custom, food and art, thereby developing a sense of national identity in children. The school organises parent-

child activities and simple learning tasks with Chinese cultural characteristics. For instance, it invites parents to school to join parent-child activities. The school distributes materials of paper cutting and pitch-pot as well and encourages parents to play with their children at home. Through home-school co-operation, it extends children's recognition and appreciation of Chinese culture.

2.5 Teachers create a learning environment meticulously by setting up interest corners in the lobby and classrooms. The imaginative play corners are spacious and furnished with plentiful materials. Teachers ask children to design interest corners together, such as using large building blocks to assemble seats in a compartment and making snacks of a juice shop with lightweight clay, to increase children's participation and involvement. Teachers put a wide range of items in exploratory corners for children to observe, compare and test. They explore the relationship between slopes and rolling wheels, the flow of water and the phenomenon of waterspout, arousing their thinking and curiosity. Suitable picture books, small sofa and rag dolls are placed in reading corners, along with recommended books, to create a reading atmosphere and motivate children to read. There are abundant teaching aids, toys and fine motor training equipment in classrooms to meet children's diverse needs. Children plan before free choice activities and then document their activities. They are familiar with the interest corner routines and show an active learning attitude. After the activities, teachers steer children to conduct reviews. Teachers are advised to further guide children to share their play experiences and discoveries as well as encouraging children to express their thoughts and feelings in order to consolidate and extend children's learning.

2.6 Teachers cater for learner diversity. They support children with special needs to participate in learning activities and encourage NCS children to speak their mind in Cantonese. Teachers design teaching activities and teaching aids wholeheartedly

for children to learn through play and know more about the themes. Teachers also adopt group teaching and ask questions to increase teacher-child and child-child interactions. That being said, the school is required to revise the arrangement of having two group activities at the same time in the same classroom to prevent noise interference between the groups. Besides, children have to complete group activities before engaging in free choice corner activities. Teachers should pay attention to the schedule of group teaching to avoid reducing children's time for free choice activities. Music activities are organised in which teachers give clear explanation to help children grasp the skills in tapping musical instruments to the beat effectively. Children are engaged in singing and performing rhythmic movements, thoroughly enjoying themselves. The venue for physical activities is spacious, and plentiful facilities and equipment are available. Together with suitable warm-up and cool-down exercises, children's gross motor development is fostered. Teachers may demonstrate movements when necessary and mark clearly the areas for different physical activities to ensure children's safety. Regarding art activities, teachers could relax restrictions and empower children to create artworks freely so that they can unleash their creativity.

- 2.7 Children are attentive in learning. They are active in participating in classroom activities and eager to respond to teachers' questions, showing good language comprehension and expression. Children have good affective and social development as they observe rules, are courteous and get along well with their peers. They take out and put back teaching aids on their own as well as tidying clothes and making the bed after naptime, demonstrating excellent self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school adopts a whole-school approach to conduct SSE and puts a great effort

into practising the SSE rationale. The management is required to lead the team to devise major concerns with specific outcomes, formulate feasible work objectives in different aspects such as teacher training, curriculum planning and parent education while setting measurable and observable success criteria in relation to the major concerns, so as to evaluate the work effectiveness in a focused manner and promote the self-improvement of the school.

- 3.2 The school strives to provide children with diversified learning and experiential activities to foster their whole-person development. The school is advised to draw up the learning content of Nature and Living according to themes for refining the overall curriculum planning. The management is also required to review and remove the excessively difficult language homework of K3 to meet children's learning needs. It may lead teachers to map out explicit assessment criteria and make records in order to help teachers conduct objective assessment, present children's individual and overall performance accurately as well as consolidating and analysing the assessment information properly to inform curriculum planning.