

School No.: 215929

Quality Review Report (Translated Version)

Cherish English School & Kindergarten

**Shop KG01, G/F & M/F, East Entrance, Sai Wan Estate, Kennedy Town,
Hong Kong**

2, 3 & 8 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: 2, 3 & 8 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 By conducting regular meetings, the school maintains close communication with the leadership team who gives advice and support on the school administration and development plans in a timely manner. The management has served the school for years and understands the capabilities and needs of the teaching team. It assigns duties and arranges training appropriately to help teachers play to their strengths and enhance the team's professionalism. The principal concurrently manages another kindergarten and often holds joint-school exchange activities to encourage teachers to share their practical experiences and training outcomes, hence fostering their professional growth. The school implements focused lesson observations that tie in with the major concerns to evaluate teachers' mastery of the relevant concepts and skills with a targeted approach, which helps teachers reflect and refine teaching. The team has a harmonious relationship. They support one another and promote the development of the school with concerted effort.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to improve the self-evaluation skills of the team, set specific success criteria for the work plans and assess the work effectiveness in a focused manner by referring to information such as children's performance, parents' views and activity records. In response to the impact of the epidemic on children, the school has set promoting positive education and fostering the physical development of children as its major concerns in recent years. They aim to help children enhance their resilience and cultivate their interest in and habit of participating in physical activities. The school devises apposite strategies to correspond to the objectives of the development plans. Through enlisting external resources and arranging training, teachers master the skills of activity design. The school also carries out parent education activities and promotes home-school cooperation to address the major concerns. In this school year, it has referred to the self-evaluation results to extend and intensify the relevant work. This includes adjusting the curriculum content to incorporate positive

education into daily teaching in a more comprehensive way, and increasing the play and exploratory elements of the physical activities, thus further elevating the work effectiveness upon the existing basis.

- 1.3 The school deploys different strategies to cater for children's diverse needs properly. Teachers observe children's performance carefully and communicate with parents aptly to identify children's needs the soonest. They work closely with external professionals to arrange appropriate assessment, referral or counselling services for children. Teachers and professionals also discuss with parents the adaptation plan like adjusting the amount or design of homework to support children's learning and development collaboratively. The school organises adaptation day on the first day of school, primary school visits, meetings for parents whose children are newly admitted or about to promote to primary one, etc., to help children and parents adapt to new learning stages. The school understands and follows up on parents' needs through different channels and maintains good communication with them. It organises parents' workshops, seminars and parent-child activities that align with the foci of school development. This not only enhances parents' competence in parenting but also effectively increases their understanding of the school progress. Parents support the school. They take part in various activities enthusiastically and assist the school in organising activities through the parent-teacher association.

2. Learning and Teaching

- 2.1 The management leads teachers of two schools under the sponsoring body to devise curriculum outline by making reference to teaching packages. The curriculum is organised around themes which link up activities in different learning areas. It is integrated with content covering various areas, enabling children to construct knowledge, acquire skills and build positive attitudes towards life through play. Teachers initiate different activities, including visits and project learning, to enrich children's learning experiences. They map out project activities according to the interests of K2 and K3 children. They gather information and explore with the children together. They also invite parents to the school to view what children have learnt, which helps parents better understand their children's learning. Teachers design festival activities like parent-child Lunar New Year fair to let children experience the traditional festive atmosphere, thereby facilitating children to learn about Chinese culture. The school provides sufficient time for children to

participate in music, physical, art and free choice activities every day. However, during the period of primary one adaptation activities, subject-based lessons and even mock dictation are arranged for K3 children. The school must cancel these arrangements and revise the daily schedule to ensure that children have a balanced learning experience every day and are free from unnecessary pressure. In addition, some pieces of homework in language and mathematics are too hard for K3 children. The school is required to review and remove such homework.

- 2.2 Teachers assess children's learning performance by continuous observation. The assessment items are drawn up to closely align with the thematic learning objectives. Teachers of the same grade level discuss the assessment criteria to make certain that the assessment is objective and consistent. The school establishes learning portfolios for children to systematically maintain records of their development. Apart from thematic assessments, teachers prepare term-based activity observation reports of children's performance in various learning areas and year-end summative reports. Specific descriptions of children's learning performance and concrete suggestions are made in both of the reports for parents' perusal and reference. Teachers also meet with parents on a regular basis to let parents get a grasp of and follow up on their children's growth. Nonetheless, in recent years, the school has created charts derived from the average scores of children's thematic assessments at the end of the school term, with the aim of showing children's stage performance in different areas. Such practice fails to reflect children's learning progress accurately and the school must review and revise its approaches of assessment.
- 2.3 The school has established a mechanism for curriculum coordination. Teachers hold meetings regularly to discuss the learning content of each theme based on the curriculum outline. They then divide the work of preparing lesson plans, designing teaching aids and interest corners among themselves. The management monitors the curriculum implementation through attending meetings, scrutinising curriculum documents and observing lessons. It also gives teachers feedback on their weekly teaching reflections. Teachers are able to conduct focused reflections. They evaluate the teaching effectiveness against children's learning performance, point out the problems and make specific suggestions. On the basis of children's assessment results, teachers also examine the teaching strategies as well as discuss and adjust the curriculum in curriculum meetings, which are conducive to enhancing the efficacy of learning and teaching.
- 2.4 Children's moral development is of great importance to the school. It has regarded

cultivating children's positive attitudes as its major concern in recent years. Teachers incorporate positive values into the curriculum. They choose suitable picture books and design extended activities to nurture children's positive character traits through stories and games. The school also utilises the environment setup to deliver the learning content related to positive attitudes such as setting up positive corners and caring mailboxes in the classrooms for encouraging children to express care and gratitude to others more often. Teachers often praise children appropriately to reinforce their proper behaviour. Children show their friendliness, caring and appreciation to one another. Thus, the plan has delivered results.

- 2.5 The school has considered fostering children's physical and health development as its major concern in recent years. Teachers apply what they have learnt in training to design physical circuit games. Nevertheless, it is observed that some of the activity designs and arrangements failed to provide sufficient amount of exercise for children. Teachers must plan physical activities meticulously and make good use of the space and equipment to design games with adequate exercise for facilitating the development of gross motor skills in children.
- 2.6 The classrooms are decorated with a number of children's artworks for their mutual appreciation. Teachers carry out activities in the play area periodically in which various materials are placed for children to explore, hence cultivating their spirit of exploration. The corner games and teaching aids are thoughtfully devised and the design aligns with children's interests and abilities, addressing social and learning functions and being manipulative as well. For instance, teachers transform the teaching aids for fine motor skills into counting games and create board games about early childhood mathematics for children to play together. This not only entices children to join in the games, but also provides opportunities to promote their social development through peer interactions.
- 2.7 Teachers show their love and care for children. They encourage children to express themselves and listen patiently to what children have to share. Teachers and children have good relationship and classrooms are filled with joy. Teachers are well prepared as they make good use of pictures and real objects related to children's life experiences in the activities to arouse children's learning motivation. The activities are in line with the themes. For example, children consolidate their learning by waste sorting game under the theme of environmental protection. Teachers are skilful in storytelling. They utilise voices, tones and gestures to engage children's attention. Music activities are arranged in an orderly manner to

systematically guide children to experience the fun thereof. In free choice activities, teachers observe children's performance and intervene aptly. They help children grasp the learning content by participating in children's games. Teachers are advised to increase children's opportunities in summarising their learning experiences of free choice activities, facilitate children to collate their findings and consolidate their learning. Besides, some lessons may run over the scheduled time and teachers are recommended to pay attention to time management in classes so as to avoid affecting the arrangements of children's other learning activities.

2.8 Children love going to school. They learn earnestly and are willing to share their thoughts. They are courteous and well-behaved that they take the initiative to greet others. They have self-care abilities as they are able to take off and put on their shoes, hang their coats with hangers, and put away teaching aids and toys on their own after the activities.

3. Recommendations for Enhancing Self-improvement of School

The school has established a self-evaluation mechanism. The team is advised to set out the work strategies for the major concerns in a more focused manner to promote the implementation of the plans. The management is required to strengthen its curriculum leadership and steer teachers to plan physical activities, review the K3 activity arrangements for the interface between kindergarten and primary education and cancel mock dictation to ensure a balanced daily schedule during this period. Furthermore, the team must remove the inappropriate K3 homework to meet children's developmental and learning needs, along with reviewing the approaches of assessing children so as to reflect children's learning precisely.