

**School No.: 590614**

# **Quality Review Report (Translated Version)**

**Elite Kids Anglo-Chinese Kindergarten**

**Shop No. KG01, G/F, Block A, Tin Lai Court,  
Tin Shui Wai, Yuen Long, New Territories**

**22, 23, & 25 November 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 22, 23 & 25 November 2021**

- 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 leadership team monitors and supports the school's development through attending meetings and visiting the school. The organisational structure of the school is clear with well-defined authorities and responsibilities among the staff, and staff members discharge their respective duties properly, leading to the smooth operation of the school. The school team has a positive and open attitude for communication, creating a harmonious working environment. The school provides a proper induction mechanism for the newly recruited teachers. It is effective for the experienced teachers to help new teachers master the teaching skills and adapt to the working environment. The school uses various channels to maintain two-way communication with parents. It informs parents about their children's learning performance on parents' day and through lesson observation activities. The school organises parent-child workshops and provides parenting information to parents based on their needs to enhance their competence in parenting.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads teachers to make use of the SSE findings to draw up its development directions every year. In the last school year, the school considered improving the daily schedule as its major concern, with the aim of providing more time for children to engage in free choice activities, so as to increase their opportunities in learning through play. The school emphasises on children's character development. In recent years, the school has set promoting moral education as another major concern. It has encouraged children to perform good behaviour through an award scheme. The development plan has been smoothly implemented.

### **2. Learning and Teaching**

- 2.1 The school makes reference to the information of learning packages to design school-based curriculum using themes. The curriculum is comprehensive which covers all

learning areas and takes into account the cultivation of children's attitudes, as well as the acquisition of skills and knowledge. The school also arranges project learning activities for children to explore topics that they have an interest in with a view to fostering their active exploratory spirit. In recent years, the school has reduced the amount of copying in children's homework. Yet, some homework of K3 and the content in the primary one adaptation activities are relatively difficult now. Meanwhile, K1 children are also required to do exercises of writing along dotted lines. The school must abandon the inappropriate homework and learning content for K3 and K1 classes in accordance with children's abilities, in order to address their developmental needs.

2.2 The school's daily schedule is arranged properly. In recent years, the school has increased the time for children to engage in free choice activities to foster their active learning abilities. To enrich children's learning experiences, the school provides them with exposure to different languages, and organises activities such as Cantonese opera and dancing for them. Nevertheless, the school must review and revise the content of the activities concerned, and fully adhere to the principle of an integrated curriculum. Activities which align with children's life experiences and learning needs should be designed to provide them with comprehensive and appropriate learning experiences.

2.3 The school assesses children's performance through continuous observation and record-keeping. It develops learning portfolios for children to keep different kinds of assessment reports and children's work for parents to understand their children's development. The school invites parents to record children's performance at home to encourage parents to pay attention to children's household life and learning progress. In the meantime, it also facilitates teachers to understand children's development progress from different perspectives. However, the school should integrate the similar assessment items in the thematic assessment form and the children's physical and psychological development assessment form to avoid repetition. As such, parents can understand children's development clearly. By drawing reference to children's assessment information, the school understands children's individual needs. Yet, the school is still required to collate and analyse the overall children assessment information systematically so that it can serve as a reference for improving curriculum planning.

2.4 The school has regarded building children's character as its major concern in recent years. It has joined external support programmes and organized a variety of

experiential and parent education activities. The school uses stories to help children learn to care about others and know how to express their emotions. The school sets different moral goals such as being kind and grateful in each month to guide children to learn and practise good behaviour through positive encouragement. Teachers often praise and encourage children for their good performance. They also invite parents to record children's performance at home. Teachers give children recognition by awarding them "The Star of Moral Character". As observed, children are obedient and polite. They get along well with peers. The school should consolidate relevant experiences to infuse the moral education elements into the curriculum in a systematic manner, thereby strengthening the connection between moral education and thematic learning, so as to achieve the effectiveness of the major concern.

- 2.5 The school develops a curriculum coordination and monitoring mechanism. Teachers conduct lesson planning for each teaching theme collaboratively. The management grasps the implementation of curriculum by conducting lesson observations, attending meetings and scrutinising documents, and provides concrete advice to teachers subsequently. To perform its supporting role, the management often helps the newly recruited teachers during lessons. It arranges peer lesson observation to promote professional exchange among the teaching team and enhance teachers' teaching skills. After finishing a theme, teachers of the same grade level evaluate the effectiveness of the activities together. According to the extent to which the teaching objectives have been achieved, they give suggestions to enhance the effectiveness of the activities. However, teachers conduct lesson planning and review mostly by grade level. The management can still lead teachers to review the curriculum arrangement holistically and enhance the interface of curriculum across the grade levels so as to enhance the teaching effectiveness.
- 2.6 The school environment is bright and neat. Teachers decorate the classrooms according to themes. They make good use of space to set up different kinds of interest corners for children to engage in activities. Teachers design cooperative play and encourage children to take part together to facilitate their social and communication skills. However, the school still needs to increase the exploratory elements of the interest corners and provide a richer variety of materials to stimulate children's learning motivation, so that children can construct knowledge through manipulation and exploration. Teachers maintain children's order during free choice activities, and some teachers participate in children's play. They may still

inspire children timely and further encourage children to express their experiences more so as to facilitate children to learn from each other.

- 2.7 Teachers are amiable and care about children. They cater for children's diverse needs and assist children to learn by means of individual guidance, homework adjustment, etc. Non-Chinese speaking (NCS) children are arranged to engage in group activities to increase their opportunities of using Chinese. During thematic activities, teachers use multimedia teaching materials, pictures, and so forth to arouse children's learning interest. Teachers may provide more opportunities for children to learn using different senses as children's learning interest can be extended through first-hand experiences. Teachers may also adjust the teaching pace flexibly in order to provide sufficient time for children to think and express, thereby achieving better learning effect.
- 2.8 Children are confident and they take initiative to greet others. Steady progress is shown in their affective and social development. Children love playing with peers. They possess a good sense of rhythm and enjoy the fun of music activities. They also like participating in physical games. Children follow teachers' instructions to practise different basic body movements and stretch their limbs. Children have good self-care abilities. They are able to put on and take off their shoes and jackets on their own, fill water in their cups and tidy up things by themselves during snack time. Children pay attention to their personal hygiene as well. Nevertheless, some children are not able to write with proper posture and hold pencil correctly. Teachers are recommended to provide suitable fine motor skills training and individual guidance to equip children with pre-writing related skills and foster their good writing habits.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has put in place an SSE mechanism. The management still needs to lead the teaching team to enhance its self-evaluation skills. In light of the school context and children's needs, the school should devise clear objectives for the major concerns and appropriate implementation strategies in order to enhance the effectiveness of the plan. The management introduces external support programmes and organises exchange activities such as peer lesson observations to promote teachers' professional growth. Yet, it still needs to lead the team to conclude the training experiences, deepen and implement their acquired knowledge, so as to enhance the

quality of learning and teaching collaboratively.

- 3.2 The management must strengthen its curriculum leadership. It should lead teachers to design school-based curriculum by adhering to the principle of integrated approach and abandon the homework and learning content that fail to meet children's developmental needs. The school must also continue to follow up on the recommendations of the previous Quality Review in regard to the assessment of child learning experiences to reorganise the related assessment forms. Besides, it should improve the setup of interest corners for children to construct knowledge through manipulation and exploration.
- 3.3 The school caters for children's diversity. It sets up a mechanism to identify children's different needs and taps community resources to support children. Yet, the school must sort out and record the relevant information systematically for teachers to grasp children's development more effectively.