

School No.: 564729

Quality Review Report (Translated Version)

**Hong Kong Sheng Kung Hui Kei Oi Nursery
School**

**Room 103-116 & 118, G/F, Lai Kuk House, Lai Kok Estate, Sham Shui Po,
Kowloon**

20, 21, & 26 June 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 20, 21, & 26 June 2019

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 receives support from the sponsoring body. The leadership team understands the school's development directions through visiting the school, attending meetings and scrutinising proposals. In addition, it allocates resources and provides professional opinions. The management has a good understanding of the school context, it provides teachers with training related to school development and arranges different duties for staff according to their expertise and wishes so as to exploit their potential. The team works in harmony and members of the team discharge respective duties. The team works together to achieve the school's education goals, so as to create a caring and harmonious school culture while nurturing happy and healthy children.
- 1.2 The school has followed up the recommendations in the previous Quality Review to provide children with sufficient music activities every day. The school implements the inter-connected self-evaluation process, viz. planning, implementation and evaluation in daily practices. The management leads teachers to observe children's performance continuously, collect and analyse the views of stakeholders, and review the effectiveness of implementing the curriculum and various work collaboratively. In recent years, the school has been using stories for its integrated teaching approach. It sets different development focuses based on children's performance. The core of the school's plan last year was facilitating children's affective development. This year, the school focuses on cultivating children's positive values and attitudes. In light of the needs of teachers, children and parents, the school maps out its planning regarding training, activity planning, home-school cooperation, etc. As a result, the plans have been carried out smoothly. The school also cares about children's physical development and sets this as the major concern to facilitate children's healthy growth, meanwhile encouraging teachers to make new attempts in learning and teaching.
- 1.3 The school respects and accepts learner diversity. It creates a caring and inclusive

atmosphere on the campus to facilitate children's growth in a stable and supportive environment. The school has set up a clear mechanism to identify children with special needs and keeps close contact with parents. It makes good use of community resources so that children with special needs can be referred as early as possible. Teachers adopt a number of measures to cater for children's diverse needs, including individual guidance, adjusting teaching strategies and the requirement of learning tasks. Thus, children with different developmental paces are provided with appropriate assistance.

- 1.4 The school regards parents as partners and liaises with them closely, building a relationship based on mutual support and trust. The school actively invites parents to step into the campus. In addition to the regular book lending service and parent education seminars, the school holds a gathering with parents upon completion of each learning unit to deepen parents' understanding of their children's learning and the school's curriculum through teachers' sharing and firsthand observation by parents. The school values the views of parents that it considers and follows up earnestly. By means of various channels, the school proactively informs parents of its annual plan so as to increase the transparency. The school's work is recognised by parents. Parents join hands with the school to foster children's joyful growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and different books to devise real-life themes and design integrated learning activities, the curriculum is comprehensive which covers all learning areas. The school provides children with sufficient music and physical activities to facilitate their balanced development. It also makes good use of community resources to organise theme-related visits and experiential activities from time to time for children to gain firsthand experiences in an authentic environment and widen their horizons. This year, the school enhances the design of children's daily schedule to cancel some designated learning activities during group activity session, so as to provide children with more free choice activity time to take part in the play activities in the interest corners. This arrangement not only reduces the suspension of children's corner activities due to participation in designated learning activities, but also releases more capacity for teachers to concentrate on observing and participating in children's free choice activities, thereby developing children's exploratory abilities and active learning attitudes.
- 2.2 The school continues to take the development of story integrated teaching approach

as the major concern. The focus in the previous year was to facilitate children's emotional expressions. The focus of this year is to develop children's positive values. The team attaches importance to enhancing children's emotional development through gradual and imperceptible influence. It selects stories about biblical wisdom, morals or emotional management for children to learn how to get along with people as well as facing adversity with positive attitudes. Moreover, the school arranges children to watch drama from which children can observe how the actors interpret the story and express emotions. Children have the opportunities to be actors to interpret their self-created stories or adaptations in interest corners and festive activities, so as to express their thoughts and ideas. Teachers design different activities using the characters or plots in the stories. For example, teachers extend the journey of "little raindrops" and imitate the falling of raindrops in music activities. Children are committed to the activities, they perform body movements according to the lyrics and rhythms to convey the intensity of rainfall. During free choice activities, children create stories in the interest corners with peers. They manipulate the puppet while imitating the puppet's speech with lively facial expressions, displaying great self-confidence. Children always have pleasant mood. They get along with people in harmony and are happy to speak up. The work plan has been proven effective.

- 2.3 The school attaches great importance to children's physical development and regards it as the major concern these two years. Last year, the school put stress on developing children's basic movements and limb coordination skills by implementing "Brain Gym" in the school. Teachers have mastered different body movements from training. They devise the learning outline which ties in with children's developmental characteristics in each grade level so as to help children learn progressively. The "Brain Gym" is implemented during morning exercise, afternoon exercise and the warm-up sessions in physical activities. Teachers design corner activities for children to practise relevant movements in the free choice sessions. Furthermore, the school implements healthy diet measures to provide children with fruits and nuts as snacks while encouraging them to drink more water so as to develop their strong physique. Children are used to doing morning and afternoon exercises every day, they manage their limbs to perform varied movements flexibly. The objectives of the plan last year has been achieved. This school year, the school attempts to add musical elements to the "Brain Gym" activity. Yet, the team has not yet grasped the skills of combining body movements with music, thus

it fails to implement focused strategies which undermines the effectiveness of the plan.

- 2.4 The school conducts child assessment by using the mechanism and tools of its sponsoring body. The assessment adheres to the curriculum objectives. Teachers observe children in a continuous manner, they record children's thematic learning and analyse their performance in different areas. The comments are concise which help parents understand their children's learning progress. That said, the school uses the average score of children's thematic assessment items as the basis of summative assessment. Such arrangement cannot truly reflect children's development in different stages. At present, the school makes reference to the qualitative assessment information as the basis of reviewing the curriculum. The sponsoring body is beginning to revise the policy and tools of child assessment in order to improve the effectiveness of using assessment data to inform curriculum planning.
- 2.5 The school's curriculum coordination mechanism has all along been effective. The management revised the framework for lesson planning and reflection last year. It guided teachers to devise the focuses for all learning areas in the themes, alongside weekly teaching objectives and activities systematically. Children's performance was taken into consideration for reflecting on the quality of teaching. The effectiveness of curriculum planning and review was enhanced. The team coordinated the learning content of each grade level under the same theme, reviewed the implementation of the curriculum and annual plan, as well as followed up when necessary in meetings. The school places emphasis on catering for learner diversity this year. It adjusts the teaching arrangement and designs step-by-step teaching activities for children in need, meanwhile making records of relevant strategies and children's performance so as to accumulate and pass on experience.
- 2.6 The school makes good use of its venues. In light of the teaching needs, the school flexibly uses the classrooms for children to take part in various activities with sufficient space. The school decorates the campus with soft colour tones and natural materials such as wood chips, hemp ropes and cotton cloth, creating a warm and peaceful atmosphere on the campus. There are a variety of interest corners in the classrooms where active and quiet corners are separated properly, hence disturbance is avoided when children are participating in the corner activities. Children can choose to create stories with peers, read in the reading corner or explore in the science corner. They are committed to the activities. Teachers prepare the

learning materials conscientiously. They make teaching aids by themselves or modify existing toys in connection with the themes or children's abilities. They also make cue cards for some constructive toys to help children explore the playing methods on their own.

- 2.7 Teachers are patient, they speak softly and gently. They are kind and friendly, developing a good relationship with children. Teachers are well-prepared for their teaching, they use hand puppets, dolls and self-made props to appeal to children during storytelling. Teachers use different voices, facial expressions and limb movements to interpret the stories to catch children's attention. They interact with children by conversation when telling stories so as to strengthen children's understanding of the story. Teachers design a sequence of music activities for children to learn in a week systematically. Children experience the fun of singing, rhythmic movements and playing musical instruments with simple skills. During gross motor activity sessions, teachers lead children to take turns to participate in sequenced games, skills learning and group physical games. The activities are conducted in diversified forms and the amount of exercises is abundant. K3 teachers utilise different physical facilities to set up obstacle games, they encourage children to cross the obstacles using their acquired skills or basic movements. Some children explore different ways to pass through the obstacles, they are courageous to make new attempts.
- 2.8 Children enjoy their school life, they always smile and take the initiative to greet people and share their feelings towards activities. Children have developed good routines; they hand in their homework and put their schoolbags properly by themselves after entering school; they line up to get their food in an orderly manner; they sort and return the tableware after meals. Children have good hygiene habits, they use liquid soap to wash their hands after going to the toilet and use tissue to wipe their mouth after eating. In free choice activities, K1 and K2 children are able to wait for their turns and comply with the rules of interest corners; K3 children can make simple planning in advance and then follow the steps to engage in activities, they share their play experiences in response to teachers' questions during review sessions.

3. Recommendations for Enhancing Self-improvement of School

The school team has acquired the skills of using stories to design integrated teaching activities to develop a school-based curriculum. The management may lead teachers to

explore the development directions for the next stage so as to propel the school. Currently, the team makes reference to the results of school self-evaluation to devise the task objectives and make relevant deployment. Yet, the team is suggested to make good use of the interim review to adjust the strategies in response to the actual situation during the implementation of the work plans, so that the expected objectives can be achieved. The school should also revise its policy on child assessment and improve the arrangement of summative assessment, hence enhancing the effectiveness of assessment for facilitating children's learning and development.