

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**

24, 25 & 27 March 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 24, 25 & 27 March 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 organisation has a clear structure. The leadership team keeps abreast of the school administration and daily operation through regular meetings. In addition to assigning duties by taking into account the experiences and capabilities of teachers, the management arranges for them to teach in various grade levels and take turns holding a position in task groups, while preparing detailed work guidelines for teachers to complete tasks in different domains properly. The school and the affiliated kindergartens of the organisation learn from one another's practicable measures in supporting learner diversity, refining curriculum and so forth with a view to taking in desirable solutions for increasing the quality of education. Besides, the management values the professional growth of the team and plans training activities to tie in with the major concerns and the needs of teachers. It also conducts peer lesson observation and peer school visits to foster interaction between teachers and enhance their teaching standard, promoting the continuous improvement of the school.

1.2 The school has followed up on the recommendations of the previous Quality Review to revise the arrangements of summative assessments and conduct interim reviews to monitor the effectiveness of the work plans in a timely manner. Following the trends in kindergarten education, the team keeps pace with the foundation of development as well as the needs of children and teachers to discuss the task priority of the next stage. In this school year, the school takes enhancing positive education

and the elements of Chinese culture in art activities as its major concerns. It nurtures children's good character and appreciation of the country. The implementation strategies cover teacher training, curriculum planning and home-school co-operation. The school encourages teachers to apply the acquired knowledge to enrich related content in themes of all grade levels and parent-child activities. By doing so, it gradually cultivates positive values and attitudes in children, and builds their sense of national identity.

- 1.3 The team accepts and cares for children. An identification and referral mechanism has been set up for the team to maintain close communication with external support personnel and parents on the needs of children and take follow-up actions. The management often provides in-class assistance to take care of children and teachers report on children's situation and progress during staff meetings. They jointly discuss measures to facilitate children's growth. The school arranges appropriate transition activities for children who are newly admitted and those who are about to be promoted to primary one. Such activities include adaptation week for newcomers, primary school experiential activities and parents' meetings, helping children transit to a new learning environment smoothly. Furthermore, the school actively establishes a partnership with parents and schedules lesson observation while inviting them to be volunteers to teach children to make snacks at school. Children are also arranged to show what they have learnt to their parents at the end of a theme so that parents know about the learning of children through different channels. The school understands the importance of parent education. Hence, it dovetails with parents' needs to organise parenting seminars about positive education, child language development, etc., with a view to sharpening parents' child-rearing skills. Parents recognise and support the school mission and walk with the school to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school has thoroughly reviewed the teaching materials and learning themes in recent years. According to the real-life themes, the school selects picture book stories to devise a school-based curriculum, with content that is designed in an integrated approach and covers all learning areas. To deepen children's understanding of the environment and things around them, the school organises outdoor visits and community exploration activities for children, extending what they have gained in class and enriching their learning experiences. Regarding the daily schedule, the school provides sufficient time for children to engage in music, physical, art and free choice activities every day, promoting their balanced development.
- 2.2 The school formulates a policy on the assessment of child learning experiences. It adopts continuous observation and keeps proper records of children's situation. Apart from presenting the learning process of children through thematic assessments, the school also refines the arrangements of summative assessments to describe children's development at different stages objectively. The school explains children's progress to parents at opportune times while encouraging them to listen to their children's thoughts about the learning content, thus knowing the learning interest of children from multiple perspectives. Teachers adjust the curriculum planning based on children's performance in various learning areas.
- 2.3 The management leads teachers to set learning themes and carry out collaborative lesson planning across grade levels. They design suitable learning content, teaching strategies and home-school activities in light of children's abilities and regularly evaluate the implementation of curriculum. The management conducts lesson observation, scrutinises teaching reflection, etc., to understand the performance of

children. It also gives teachers appropriate guidance and advice to increase the effectiveness of learning and teaching.

- 2.4 In this school year, the school strives to promote Chinese culture through art activities. It encourages teachers to incorporate the relevant elements naturally into daily teaching for enhancing children's understanding of traditional art. Teachers come up with a wide range of art activities such as New Year torn paper collage, Chinese paper cutting and imitation drawing of blue and white porcelain to enrich children's experiences. As observed, teachers displayed ink paintings of food on classroom walls in accord with themes for children to appreciate, letting them feel the style of creation of famous Chinese artists. During art activities, children have adequate opportunities to try designing different types of artworks. They make Chinese dim sum from light clay or create a collaborative painting that imitates the *Along the River During the Qingming Festival* to gradually deepen their exposure to the culture of the motherland.
- 2.5 Besides, the school deliberately nurtures children's moral character by linking up the storylines of picture book stories to convey positive values and attitudes to children including treating others with courtesy, expressing gratitude and cherishing everything. When interpreting stories, teachers focus on asking open-ended questions to stimulate children to think about proper behaviour. Teachers also launch award schemes to encourage children to practise good deeds in daily life while recognising their improvement. Overall speaking, children have demonstrated virtues such as obeying the rules and being polite. The school may refer to the review findings of the work plans and continue to add relevant content to the school-based curriculum in view of children's needs, thereby increasing the effectiveness of moral cultivation.
- 2.6 Teachers utilise classroom space wisely to set interest corner activities. They put

tomatoes, sweetcorn and other fruits and vegetables in exploratory corners for children to observe and touch. Dried mushrooms and chrysanthemums are available for children to distinguish the distinctive scents using their sense of smell, which arouses their curiosity. Role play corners are abundantly decorated to tie in with the learning themes. Children imitate farmers to pull carrots out and loosen the soil in a small field. They also simulate savouring dim sum in a Chinese restaurant to learn to treasure food and show their thankfulness to people who provide food. Teachers post picture cards in language corners and prepare playable recordings of simple words or nursery rhymes to attract children to listen and read aloud, increasing children's listening and speaking opportunities. Additionally, teachers meticulously furnish children with various kinds of teaching aids for them to play matching or sorting games so as to extend their learning relaxedly and joyfully, which is effective in strengthening children's cognitive abilities.

2.7 Teachers are kind and patient. They care for children's emotions, comfort children promptly and offer assistance, guiding children the proper attitudes when getting along with others. During teaching, teachers use stories, real objects and so forth to elicit children's interest in learning as well as consolidating what children have learnt through play. In physical activities, teachers give clear instructions to help children grasp relevant skills and conduct circuit games. For the purpose of further enhancing the teaching effectiveness, teachers are recommended to make timely adaptation based on children's performance and abilities, letting children take on challenges of varying levels of complexity and cater for their diverse needs. Teachers connect the content of thematic learning with some music activities to facilitate children's extension of relevant knowledge. Interesting props are also added to bring enjoyment so that children can engage in creating rhythmic movements and performing songs. Children are passionate about learning. They

are eager to respond to teachers' questions and share their acquired knowledge and thoughts. Children love spending time on reading with teachers or peers in reading corners and have established a reading interest and habit.

3. Recommendations for Enhancing Self-improvement of School

According to the foundation of the school-based curriculum development and trends in kindergarten education, the school maps out the major concerns and designs diversified teaching activities to cultivate positive values and attitudes in children, as well as fostering their understanding and appreciation of Chinese culture. For the priority task of moral cultivation, the team should refer to the review findings and take into account children's needs to keep adding relevant content to the school-based curriculum for enhancing the work effectiveness.