

School No.: 565210

Quality Review Report (Translated Version)

Hong Kong Society for the Protection of Children Mr & Mrs Thomas Tam Nursery School

**3/F, Sai Cho Wan Neighbourhood Community Centre,
Cha Kwo Ling Road, Kwun Tong, Kowloon**

30 June, 2 & 4 July 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: 30 June, 2 & 4 July 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 receives full support from the organisation. Under the steer of the leadership team, the school maintains close contact with the affiliated schools through meetings to jointly organise teacher training, parent education, child support and other duties. The management of each school form different working groups across the learning areas to promote ongoing curriculum development, thereby pooling efforts to enhance the teaching quality. The management has served the school for years. It possesses extensive experience in curriculum and administrative management and a good understanding of the organisation culture and school operations to guide the team in planning various tasks effectively. The management also demonstrates its leadership role by providing suitable coordination and guiding the team in addressing daily affairs while establishing ample channels for staff communication, thereby fostering the cohesion among the team. The management is aware of team members' talent and assigns duties properly in light of their expertise. Meanwhile, the management empowers experienced teachers to serve as heads of working groups, developing their planning and coordination skills with a view to grooming potential teachers on the second rung of the succession ladder. The school arranges for teachers at all ranks to participate in training activities conducted by the organisation such as management skills training and induction for newly recruited teachers. The school also makes reference to the development trends in kindergarten education to organise school-based professional

training, sharpening the professional standard of teachers. Members of the teaching team enjoy learning and practise actively in lessons what they have acquired. They collaborate with one another harmoniously in striving for the provision of quality education with concerted efforts.

- 1.2 The school has a well-established school self-evaluation mechanism which includes stipulating clear work flows to promote the school's self-improvement. The management leads all teachers to make use of the child assessment information, parents' opinions, activity reviews, etc., to examine the work effectiveness collaboratively. In tandem, they determine the development direction aligning with the needs of children and the school based on previous experiences and opportunities. The school has regarded developing children's interest in exploring nature as its major concern in the recent two years. The school utilises internal and external resources to strategically strengthen the professional competence of teachers. The training in last school year enhanced teachers' knowledge in planning exploratory learning activities and let teachers grasp the skills in designing and conducting relevant activities, thereby cultivating children's attitude towards treasuring nature and increasing their learning motivation. Building on the previous experience, the school continues to render training to teachers in this school year, along with collaborative lesson planning, observation and evaluation, to sharpen the team's abilities of designing and carrying out relevant activities. Furthermore, the school deploys appropriate strategies from multiple perspectives including environment setup, curriculum planning and parent participation. By learning about the nature, it fosters children's moral character of cherishing and respecting life. The teaching team is able to deploy work tasks in teacher training, teaching support and effectiveness monitoring, while allocating resources aptly. It implements various types of work as scheduled and according to the expected objectives, driving the

school's development.

- 1.3 The school accepts and cherishes children. It organises and implements appropriate caring services and support strategies, endeavouring to create an inclusive campus. Teachers observe children's behaviour and performance continuously, provide referral services for children with special needs the soonest through an explicit identification mechanism so that children can receive timely and suitable support services. Meanwhile, teachers communicate and exchange experiences with multi-disciplinary professionals regularly to jointly follow up on children's learning and development. The school provides proper adaptation activities for newly admitted children and those who are about to be promoted to primary one. These include organising an open day for children not yet in school to know about the school environment and develop a sense of security. The team invites graduates and their parents to school for sharing primary school life and learning mode, which is conducive to getting K3 children psychologically prepared. The school has close communication with parents through various channels. With lesson observations, workshops and parent-child activities, the school assists parents in understanding children's learning and strengthening knowledge in parenting, thereby effectively increasing the efficacy of parent education. Parents recognise and keep pace with the education objectives of the school while participating actively in activities. Parents and the school cooperate to nurture children's healthy and joyful growth.

2. Learning and Teaching

- 2.1 With reference to the curriculum materials of the organisation, teaching packages, etc., the school selects topics that meet children's life experiences to devise an integrated curriculum covering all learning areas, facilitating children to develop positive values and attitudes as well as acquiring skills and knowledge. The school

strives to foster children's learning motivation and moral education development. It enhances the elements of play and exploration in the curriculum by means of theme arrangement, activity design and environment setup. In tandem, it arranges children to explore topics of interest to them through project-based learning to cultivate their active exploratory spirit. The school attaches importance to moral education and incorporates moral elements into the curriculum. It leverages story sharing, simple learning tasks and so forth to help children recognise proper attitudes towards interpersonal interactions, fostering a harmonious atmosphere on campus. Therefore, children develop virtues such as politeness and caring for others imperceptibly. The school arranges for children to take part in the national flag raising ceremony on important days. Additionally, the school deepens children's understanding of Chinese culture and develops their sense of national identity through experiential activities on realising Chinese traditional art, customs and the origins of festivals.

- 2.2 Teachers adopt continuous observation to assess children's all-round development and learning while creating learning portfolios to retain different types of observation records, children's works and assessment reports to show their growth. Teachers systematically collate and analyse assessment information to serve as reference to support individual children and adapt the curriculum, together with informing school development and curriculum planning. The school distributes assessments of children's learning experiences to parents regularly to provide feedback on their children's progress, which is favourable for parents to better understand their children's growth. However, some assessment items in Arts and Creativity in thematic assessment reports are overly general and fail to reflect children's performance clearly. The school is recommended to revise these assessment items according to the learning objectives to accurately present children's learning

performance.

- 2.3 The school has a proper curriculum management mechanism. The management leads teachers to plan learning content and environment setup that align with children's interests and development, devise teaching plans with clear learning objectives as well as grasping the curriculum implementation by scrutinising teaching documents, attending meetings and conducting classroom walkthroughs. Teachers always reflect on their teaching. Most of the reflections are made corresponding to teaching objectives and children's performance to review the effectiveness of activities and then adjust the teaching strategies and schedule, enhancing the efficacy of children's learning. The school arranges peer lesson observation for teachers to exchange knowledge acquired from training and practical experiences, discuss the difficulties in teaching while deliberating suggestions for improvement, which is conducive to increasing the effectiveness of learning and teaching.
- 2.4 The school has been developing children's interest in exploring nature for two consecutive years. Teachers deepen their knowledge of ecology through training and gain skills in designing and carrying out relevant activities, thereby providing more opportunities for children to explore and cultivate a cherishing and respectful attitude towards life. To keep pace with the learning content of Nature and Living in the curriculum, teachers incorporated a wide range of exploratory activities for each theme last school year. Activities included observing floating and sinking of different objects in water, testing whether items are light-permeable and observing how sand filters sewage. The school opened up gardens to plant varied fruits, flowers and vegetables in the outdoor venue, letting children discover various types of plants with their senses. This school year, the school keeps on organising a great range of activities by integrating children's life experiences, such as asking children

to water fruit and vegetable plants, fertilise them and harvest them to enjoy the fun of plant growth and crops. Teachers grow assorted plants in classrooms and along corridors, and take care of small animals. Children are able to trace the process of how a caterpillar turns into a butterfly to learn about the forms and life cycles of organisms, hence increasing children's opportunities to access and explore natural things. As observed, children showed keen interest in engaging in exploration and games. They attempted prediction and validation under teachers' guidance and used multiple senses for exploration while cultivating attitudes of treasuring life and the nature by carefully watching and looking after small animals and potted plants. Overall speaking, the work plans have achieved positive results.

- 2.5 The school meticulously plans the learning environment for children. It extends thematic activities that are of interest to children to the interest corners, allowing children to have more opportunities to explore at their own pace during the free choice sessions. Interest corners are rich in content and designed with different levels of difficulty to cater for children's diverse needs and enhance their learning effectiveness. In imaginative play corners, children play the role of a hairdresser to cut customers' hair, act as cashiers and customers to give change with one another using play money, select coloured fruits and count numbers. They are happy to play with peers, thereby constructing knowledge and developing communication and social skills. A wide range of art and craft materials is available in creative corners. Children make collages and draw attentively. They produce artworks using wood chips, different types of pigment and coloured paper, unleashing their creativity. The finished artwork pieces are displayed in different learning zones as decorations or learning aids so that children are more engaged in the activities. Teachers observe children's performance in the activities to render intervention and guidance at opportune times. Teachers also participate in children's games and recognise

their efforts in positive and concrete terms, leading children to have greater preference and actively engage in learning.

- 2.6 Teachers care for and respect children. They often encourage children to express opinions while listening to children's thoughts patiently and giving timely responses. Teachers grasp the focus of the teaching activity designs. They communicate clearly and utilise pictures and real objects to arouse children's learning interest. During music activities, teachers design scenarios to guide children's imagination. Children love performing rhythmic movements and singing along with the rhythm to enjoy the fun of the music activities. In physical activities, teachers arrange circuit games according to the learning objectives, and systematically lead children in stretching their limbs and developing basic body movements. Children fully exercise and express their emotions through these fascinating and challenging games, thereby facilitating their physical and psychological well-being.
- 2.7 Children have an active learning attitude. They listen to teachers' instructions carefully, and take pleasure in responding to teachers' questions and sharing their life experiences. Good language comprehension and expression abilities are demonstrated. Children plan briefly before having corner activities and pack items after the games. They share their play experiences and discoveries with peers as well. Children are familiar with the rules that they are able to queue up as instructed by teachers when switching to another activity. Children care for and help one another, showing good daily routines and a friendly attitude in dealing with others.

3. Recommendations for Enhancing Self-improvement of School

The management actively steers the teaching team to propel the curriculum development, and pools teachers' efforts to implement the school-based curriculum. It sets up a rich and fun-filled campus environment for children to explore and learn through play with joy.

Building on this solid foundation, the school is advised to revise the items of thematic assessments with a view to refining the planning for the assessment on children's learning experiences, and continue to guide teachers to feedback on the curriculum by using information such as child assessments and teaching reflections.