

School No.: 565016

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

## **Homantin Yang Memorial Methodist Pre-School**

**G/F, Unit 1, Ching Man House, Homantin Estate, Kowloon**

**7, 8 & 13 May 2025**

**Kindergarten Inspection Section  
Education Bureau**

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

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

**Dates of Quality Review: 7, 8 & 13 May 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 leadership team cares about and supports the school, attaching importance to the collaboration among the affiliated schools of the organisation. The management communicates with other schools through principal meetings to exchange updates on school development and administrative affairs. Joint-school professional development activities including inter-school visits are organised to help teachers stay informed about the education trends and the organisation's development directions, broadening their horizons. The school arranges training according to its needs and teachers' preferences. Teachers share what they have learnt during meetings, which benefits passing on the knowledge. The management has served the school for years and is familiar with the school operation. Team members discharge their duties responsibly and are assigned to task groups based on their strengths. Teaching staff rely on and support one another to carry out school work together.

1.2 The school recognises the rationale of school self-evaluation. The management steers all teachers to conduct interim reviews of work plans to assess the progress of each task by examining the teaching reflection, survey findings, etc. At the end of a school year, they consolidate the experiences to inform the development direction of the coming year. The school devises major concerns in light of the school context and trends in curriculum development. This school year, the major concerns focus on cultivating children's positive values for becoming a good citizen, and on fostering

healthy habits. The school implements the work through teacher training, parent education, diversified activities and so forth.

- 1.3 The school caters for children's diversity and has established an explicit identification and referral mechanism. The school makes good use of external resources that professional personnel assist with observing children's performance in the school setting and provide concrete recommendations, thus children get appropriate care. The school takes care of newly admitted children attentively. At the beginning of a school year, it adjusts the school hours flexibly based on children's individual needs. Teachers keep parents informed of their child's school life through the observation forms, helping newcomers adapt to kindergarten life. The school provides multiple channels to maintain liaison with parents, including the newly established parent-teacher association. With the association, parents are invited to assist in organising activities and share their views, gradually developing a bridge for home-school communication.

## **2. Learning and Teaching**

- 2.1 With reference to the teaching packages, the school devises an integrated curriculum using themes. The curriculum content covers six learning areas, supporting children in developing positive values, acquiring skills and constructing knowledge. The school arranges visits and experiential activities in accord with themes to enrich children's learning experiences. Children have opportunities to take part in music, art and free choice activities every day. That said, the physical activity sessions of some classes overlap in the morning. It is recommended that the school adjust the daily schedule or the arrangement of venue to ensure children have sufficient space for movement. Besides, children are required to learn computer content which is for primary school, it is unfit for their developmental needs and must be removed

immediately. Regarding homework, the thematic worksheets of all grade levels, as well as some content in the Early Childhood Mathematics homework for K3 in the second school term, are too difficult. The school must delete the primary school learning content and is required to review and refine the homework design in light of children's developmental pace and needs.

- 2.2 The school has formulated the policy on the assessment of child learning experiences. It gets hold of children's learning performance through continuous observation and compiles learning portfolios for each child, which will be distributed to parents regularly to keep them informed of their children's learning and growth. Teachers design thematic and term-based assessment content according to the teaching outline. The school is advised to consolidate overlapping items and avoid repetition. Meanwhile, it should clarify the objectives and review the approaches used for parent assessments, as well as designing suitable assessment items for facilitating teachers to understand children's performance at home. The team is recommended to make use of assessment information to inform curriculum and work plans.
- 2.3 The school has a curriculum management mechanism. The management leads teachers to convene meetings before each theme starts, during which they discuss learning content and design teaching activities, games and teaching aids of interest corners. Teachers then take turns preparing lesson plans. The management grasps the implementation of curriculum by conducting classroom walkthroughs, lesson observation and scrutinising curriculum documents. Teachers reflect on teaching regularly. However, most of them focus on describing children's learning rather than identifying issues or giving specific suggestions for improvement. The management is advised to strengthen the reflection abilities of the teaching team by guiding them to evaluate the effectiveness of activities with reference to learning objectives and children's performance, thereby enhancing the efficacy of learning

and teaching.

2.4 This school year, the school regards developing children's positive values and attitudes and cultivating children to become good citizens as one of its major concerns. Teachers apply what they have learned in training and incorporate the relevant skills into daily learning activities. Moral foci are devised for each grade level, including observing rules, showing filial piety and treasuring food, and children are encouraged to practise the good behaviour. As observed, teachers often praised children. Children were polite and followed the rules. They loved and appreciated their peers and faced difficulties with a positive attitude. This school year, another major concern of the school is fostering healthy habits in children. Through initiatives like regular physical activities in community facilities, fruit promotion events and monthly assorted healthy snack tastings, the school arouses children's interest in exercises and nurtures healthy food habits in them. The school may draw from the practices implemented this year to refine its planning, facilitating the effectiveness of the plans.

2.5 The school utilises the walls at the corridors to exhibit children's works, fostering children's mutual learning and appreciation. The indoor playground is equipped with sufficient facilities that allow children to choose equipment and set up games of their own accord. Teachers encourage children to create games to develop their gross motor skills. To tie in with themes, teachers set up different interest corners. Children construct knowledge through manipulation. For instance, in exploratory corners, they observe how paper flowers bloom with a spray of water. In language corners, they make facial expression collages and match them with the corresponding emotion flashcards. In art corners, children choose from a wide range of materials freely to make collages and drawings, unleashing their creativity. Teachers set up role-play corners in the classrooms. Children exploit their imagination. They use

props to imitate farmers growing vegetables, drivers driving, customers doing groceries at a supermarket, etc. Children love to play together. They queue patiently, take turns and show consideration to one other, possessing good social development.

- 2.6 Teachers explain clearly and facilitate teaching with pictures and teaching aids. They ask questions and encourage children to respond, assisting children in understanding the learning content. Teachers are friendly and address children's needs through individual guidance and group arrangement. Teachers get hold of children's performance in activities through observation and conduct activity review in the afternoon, motivating them to share their feelings with peers and consolidate learning. In music activities, teachers guide children to sing and learn the lyrics. Teachers are recommended to design more activities filled with musical elements, for example, by letting children feel the beat and melody so that they can enjoy themselves in the fun brought by music. Children are engaged in learning. They raise their hands to answer questions proactively while being willing to express and listen to opinions, having an active learning attitude. After activities, children tidy up toys and pack their personal belongings. They also move chairs for lessons by themselves, having good self-care abilities.

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

- 3.1 When steering the team to stipulate work plans, the management is advised to undertake more detailed planning and map out specific and rational success criteria, with children's performance such as the assessment information as reference to examine the work effectiveness and plan follow-up actions, thus fostering the continuous development of the school.
- 3.2 The school is required to keep following up on the recommendations of the previous

quality review which include reviewing the homework design, removing excessively difficult homework and refining the approaches and content of assessments. The management could strengthen the curriculum leadership and monitoring role to lead the team to examine and revise the activity schedule and curriculum with a view to meeting the developmental needs of children.

- 3.3 The management is recommended to sharpen teachers' knowledge and skills in conducting music activities so as to strengthen their reflection abilities on teaching. Furthermore, the management may utilise the assessment information and teaching review findings to inform curriculum planning, thus increasing the learning and teaching effectiveness.