

School No.: 231070

Quality Review Report (Translated Version)

Holford Anglo-Chinese Kindergarten

**G/F, Fook Hey Court, Holford Gardens, 2 – 8 Chik Wan Street,
Tai Wai, Shatin, New Territories**

5, 6 & 8 November 2018

**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: 5, 6 & 8 November 2018

- 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 management follows up the recommendations of the previous Quality Review by steering the teaching team to improve the organisation structure and environment set-up of the school in a step-by-step manner, and strengthen teachers' school-based training, etc. The teaching team has been working cooperatively to perform their duties pragmatically in different task groups, enabling the smooth daily operation of the school and progressive improvement of the school-based curriculum. The school recognises the rationale of school self-evaluation (SSE) and applies the interconnected self-evaluation process, viz. planning, implementation and evaluation. Upon completion of the school term, the school would make reference to stakeholders' feedback and activity evaluation to review its performance in different work, and identify the areas for development. Last year, the school took developing children's listening and speaking abilities as its major concern. A pilot scheme was carried out in K3 classes to introduce professional support to teachers and arouse children's interest in reading stories aloud by providing them with various picture books. This school year, the school has taken into account of the implementation experience from last year and extended the scheme across all grade levels, in addition to strengthening moral education, for continuous development of the curriculum. The teaching team exchanges their views and works collaboratively to design relevant activities, meanwhile mapping out the work plan with respect to the school's developmental needs and available resources.
- 1.2 The school attaches great importance to the communication with parents. It collects parents' views and gets to know about children's performance at home through questionnaires and student handbooks respectively, while parents are informed of the school's development work through the school newsletters. Different channels are being used by the school to keep in contact with parents. The school pays attention to parent education by inviting parents to tell stories for children, assist in visits and take part in lesson observation, with a view to getting parents familiar with the school's curriculum and to be involved in their children's learning. The school

organises parent education seminars to enhance parents' parenting skills and their understanding of child development. With trust and support from parents, which facilitates home-school cooperation, the school and parents work together to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school devises its curriculum with reference to teaching packages and adopts an integrated approach with themes. Through project learning, seminars, visits and so forth, children learn from various types of activities. The school arranges active and quiet activities alternately every day. Children take part in music, physical and art activities daily, meanwhile they have ample opportunities to engage in free choice activities. The school's curriculum is comprehensive and balanced. In recent years, the teaching team has been revising the homework arrangement, so as to meet children's abilities and development as well as extending their interest in learning. Yet some of the homework is still considered too difficult. The school is required to take follow-up actions.
- 2.2 The school formulated its development plan last year to improve children's listening and speaking abilities in Chinese. It launched a pilot scheme in K3 classes to help teachers understand different teaching approaches and improve the activity design through professional support. Teachers enhanced children's interaction and communication through organising role-playing activities during lessons, arranging drama play and group games at learning corners, etc. In addition, K3 teachers applied what they had learnt through collaborative lesson planning, observation and evaluation, thus improving the effectiveness of their teaching reflections. This school year, the school has extended the work plan and relevant strategies across all grade levels. It continues to provide teachers with school-based training and opportunities for professional exchange, with a view to enhancing their professional capability and facilitating children's language development. As observed, children are pleased to act out their understanding of animals' characteristics during role-play activities, they also play with the paper puppets and engage in the dialogues with peers at the small theatre. Teachers are able to create an appropriate language environment for children to apply the language, thus improving their listening and speaking abilities. Family corners are set up in some classrooms, teachers may yet better utilise the corners to strengthen the contextual settings, so as to further develop children's communication ability in natural and real-life scenarios. This school

year, the school has set courtesy, gratefulness and caring for others as the focuses of moral development, with an aim of strengthening children's moral education. However, the school is required to devise a concrete implementation plan in order to achieve its expected targets.

- 2.3 The school has established a curriculum management system. The management leads the teaching team to plan the curriculum, and scrutinises teaching documents, while the grade leaders coordinate the implementation of the learning activities for each grade level. The management supports new teachers by providing them with school-based induction training. It also exchanges teaching experience with teachers through classroom walkthroughs, peer lesson observation, etc. Teachers have built the habit of making self-reflections, yet their reflections are fragmentary with only the effectiveness of certain teaching goals being assessed. At curriculum meetings, teachers would summarise the effectiveness of thematic teaching of each grade level, but the school has not properly organised the relevant evaluation results and followed up the recommendations for improvement. The management is required to strengthen its professional leadership with a view to enhancing teachers' professional capacity in reflecting their teaching, and improving the effectiveness of the curriculum evaluation mechanism for refining curriculum planning effectively.
- 2.4 Teachers care for children. They always appreciate children and guide them patiently with unfailing support. Teachers are well-prepared for their teaching, they use teaching aids such as real objects, puppets, multimedia, etc., to arouse children's learning interests. Teachers communicate with clarity, they encourage children to share their life experience by posing questions and providing them with feedback in a timely manner. In some theme-based learning and group activities, teachers have preset slightly too much learning content, as such children do not have sufficient opportunities to learn through hands-on experience and exploration. The management may yet review and modify the activity design with the teaching team to help children construct knowledge through exploration. The school arranges mainly games in music activities, yet the teaching effectiveness is impeded due to insufficient space for the activities. Teachers are advised to make flexible use of areas and grouping strategies for children to enjoy fully the fun of music, through experiencing the rhythms, movements and instrumental playing.
- 2.5 The school has an outdoor play area for children's morning exercises or physical activities. Teachers set up diversified interest corners in the classrooms and design theme-related manipulatives to extend children's learning. Children are generally

interested in the corner activities during their free choice activities. They have the opportunities to learn individually and play with peers, leading to good interaction among them. Teachers would participate in children's games and intervene at an opportune time to encourage children to try different corner activities. Teachers may yet add a variety of materials in the craft corners to stimulate children's creativity in art. As observed, children rarely join some corner activities setting up along the corridors. The school is advised to review the design and evaluate the effectiveness of those corner activities, so as to make good use of the space and resources which can in turn facilitate children's self-directed learning.

2.6 Children are active and energetic. They like joining different kinds of activities. Children speak of their own accord, and are eager to talk with teachers as well as sharing their thoughts with peers. They get along with others harmoniously and play together happily. Children are able to participate in activities by following teachers' instructions and taking turns voluntarily, revealing that they observe rules and have developed good activity routines. Children retrieve tableware and return them after use, and put on and take off shoes on their own. Some of them can even take the initiative to help teachers tidy up after activities. Their good self-care abilities are demonstrated.

2.7 Teachers formulate the assessment items with reference to the theme-based learning focus. Through continuous observation and analysis, teachers understand children and inform parents of the assessment data in a timely manner to reflect children's learning performance. Yet the school requests children to complete an assessment worksheet at home for showing parents what they have learnt under each theme. Such practice would impose unnecessary pressure on children and is not in line with children's learning or their physical and psychological development. The school should not expect children to attain the same standard of performance. In this connection, the school must stop such arrangement. By the end of the school term, teachers explain to parents children's work and performance from different aspects to help parents understand their children's learning progress. The school values parents' feedback, which is conducive to catering for children's needs promptly by home-school collaboration. The management is required to guide teachers to make reference to children's assessment data to inform the effectiveness of learning and teaching.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the SSE rationale. The management is required to enhance the teaching team's abilities in making effective teaching reflections and self-evaluation. Meanwhile, the school should improve the curriculum evaluation mechanism, through analysing children's assessment data and making good use of the evaluation findings, with a view to enabling the team to evaluate the school's overall performance objectively and comprehensively for devising the development plan for the upcoming year. In addition, the teaching team is required to formulate concrete objectives and expected outcomes for the school's development plan, then map out appropriate strategies and follow up the development work in a timely manner for fostering the school's self-improvement.
- 3.2 The management is required to strengthen its professional leadership for steering teachers to improve the homework arrangement in order to cater for children's abilities and learning needs. The assessment worksheet for each theme should be cancelled. In addition, the management is required to help teachers make reference to children's performance for analysing the design of teaching activities and reviewing the effectiveness of environment planning, so that concrete improvement measures can be proposed for continuous improvement of the school curriculum.