

**School No.: 566322**

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

## **New Territories Women & Juveniles Welfare Association Limited Cheung Fat Nursery School**

**5/F., Cheung Fat Estate Community Centre, Cheung Fat Estate,  
Tsing Yi, New Territories**

**23, 24 & 26 June 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: 23, 24 & 26 June 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 monitors and assists with the school work in different domains through meetings and school visits. It proposes concrete suggestions to provide adequate guidance and support to the school. The school and the affiliated schools arrange large-scale activities, organise teacher training and design teaching materials together. Teachers collaborate and pass on good experiences to facilitate the sharing of resources. Many new teachers have joined the school in recent years. The management conducts teaching staff meetings, social events and so forth to foster the exchanges and communication among teachers, thus building consensus and a sense of belonging in the team. The management assigns duties in accordance with the strengths and experiences of teachers so that they can discharge their duties properly, driving the school to keep up with the times with concerted efforts. To tie in with the development directions of the school and teachers' needs, the management utilises external resources to plan a school-based professional development programme, lets teachers share their acquired knowledge and then apply the relevant skills to teaching activities. The school conducts peer lesson observation in view of the major concerns and teachers observe and learn from one another, which is conducive to enhancing the quality of teaching.

1.2 The school follows up on the recommendation of the previous Quality Review to implement school self-evaluation in a whole-school approach. The management steers the team to refer to opinions of various stakeholders and devise the major

concerns based on the school context and children's developmental needs. The school has set up a working group in recent years and is committed to promoting Chinese culture. In the last school year, the management arranged training on book selection and arts and crafts for teachers, strengthening the professional competence of the team. Teachers attentively chose picture books that meet the interests and life experiences of children of all grade levels, shared traditional stories during daily lessons and in the Chinese culture month. Moreover, teachers launched art and cultural experiential activities to deepen children's understanding of Chinese culture. In this school year, the school formulates the moral foci of the positive values to deploy measures in the aspects of teacher professional development, class extended activities, home-school cooperation and so forth. It encourages children to practise virtues at school and home. The efforts of the work have begun to yield results.

- 1.3 Teachers care about and accept learner diversity. Teachers are effective in identifying and referring children with special needs so that they can receive appropriate services. The school provides suitable adaptation arrangements for children who are newly admitted, helping them gradually integrate into the new learning environment. In tandem, the school holds meetings for parents of the newcomers and distributes booklets, allowing parents to know about the daily schedule and points to note of the kindergarten. Regarding the kindergarten-primary transition, teachers bring K3 children for experiential activities at primary schools in the district to learn about the primary school environment, thus getting prepared for promoting to primary one. The school attaches importance to home-school cooperation. The parent teacher association was established in the last school year to nominate parent representatives of each grade level, collect and reflect parents' opinions, and assist with school activities. The parent teacher association is the bridge of communication between the school and parents and serves as an

important partner. Besides, the school maintains liaison with parents through effective channels, including daily face-to-face conversations, distribution of information via platforms and parents' day, so that parents are informed of their children's performance at school during lesson observation and volunteering work. Parents recognise and support the school. They cultivate children's healthy growth with the school together.

## **2. Learning and Teaching**

2.1 The school curriculum is designed with an integrated approach using themes, and the content covers all learning areas. Teachers take into account children's interest and abilities, and select real-life themes to devise learning objectives and activities while making use of community resources to schedule outings and visits. Such practice not only deepens children's understanding of the themes, but also enriches their learning experiences. Teachers share moral stories and introduce award schemes. They also invite parents to write down appreciation messages to nurture children's moral character. The daily schedule of the school is properly planned that children have sufficient opportunities to engage in music, physical, art and free choice activities every day. Every Friday, the school organises mixed-age activities for children from different grade levels to play together, learn from and help one another, thereby enhancing the affective and social development.

2.2 Teachers adopt continuous observation to assess children's learning and developmental progress. They set assessment items based on the teaching objectives, and maintain assessment reports, observation records, artworks, etc., systematically in the learning portfolios to serve as evidence of children's growth. Teachers regularly disseminate assessment reports and meet with parents to explain children's performance and explore support strategies collectively with parents in a

bid to follow up on children's needs. Teachers collate and analyse the relevant information for reviewing the effectiveness of learning and teaching, thus informing curriculum planning.

- 2.3 The school has developed a mechanism for curriculum coordination, monitoring and review. The management leads teachers to conduct lesson planning meetings across grade levels. It revises the teaching foci of each grade level as well with reference to the review findings of last year and performance of children to meet children's learning needs. Through lesson observation, meetings and scrutiny of documents, the management keeps track of the curriculum implementation and gives advice on improving teaching arrangements. Teachers reflect on teaching and discuss the effectiveness of learning and teaching with their peers. They may further propose specific and practicable suggestions while making clear records for the follow-up actions to be taken, thus increasing the teaching effectiveness in a continuous manner.
- 2.4 To keep track of the trends in kindergarten education curriculum development, the school has regarded promoting Chinese culture and cultivating positive values and attitudes in children as its major concerns in recent two school years. Teachers design diversified activities using interesting picture books to guide children to learn about traditional food and handicraft such as soybean grinding and tie-dye, as well as leveraging storylines and experiential activities to help children develop the character of perseverance, love, respect, etc. Teachers introduce the 24 solar terms during the monthly birthday party. Through group games, artwork creation and snack tasting, children are enabled to gain knowledge about the characteristics of weather, variations of landscapes and custom. Meanwhile, auspicious flowers, flour and dragon are adopted as themes of project learning, which is conducive to children's understanding and appreciation of art and culture. The school holds the national flag raising ceremony on a regular basis, during which K3 children take turns

serving as flag raisers to get to know the meaning of the national flag and learn to follow the relevant etiquette, hence developing a sense of national identity. Additionally, parents are invited to participate in the festivities and joint-school art exhibitions organised by the school. They join hands to strengthen children's recognition and experiences on Chinese culture.

2.5 Teachers allocate the campus space properly and set up the environment and interest corners attentively. Teachers create scenes for imaginative play corners based on themes where abundant materials are placed and different characters are created. All these facilitate interaction among children to consolidate and extend their learning. During free choice activities, K1 children play the role of a farmer to cultivate, water the fields and harvest crops, experiencing the process of farming. K2 children wear the uniform of a forest ranger and put on hats to search for insects and small animals in a dark shadow forest using hand torches so as to get a glimpse into the relationship between light and shadow. As for K3 children, they wear swimsuits and swim goggles to imitate taking a shower and swimming in a small pool for understanding the use of water and enjoying summer activities to beat the heat. A wide range of equipment and items are available in the exploratory corners. Children conduct simple experiments earnestly. They match fruits with seeds, identify materials that are light-permeable and make water filters, and then keep records of the results to nurture their curiosity and exploratory spirit. Moreover, children enjoy playing building blocks, dolls and toys with their peers in the construction corners to unleash their imagination. In reading corners, children pay attention to read or let teachers read with them to show their interest in reading. In art and craft corners, children make a collage and draw using various types of materials and tools. The artworks produced are creative. Teaching aids are interesting, interactive and manipulative to meet the learning needs of children.

Teachers walk through classrooms to observe children's performance during the activities. They give timely guidance and support while playing with children, inspiring children to think. After activities, teachers lead children to revisit what they have learnt. It is suggested that teachers may offer more opportunities for children to express their views and feelings freely, thereby assisting children in concluding their learning experiences to a further extent.

2.6 Teachers are well-prepared for teaching and plan interesting learning activities meticulously. For instance, teachers arrange for children to harvest lettuces and perform shadow play, allowing children to construct knowledge, develop skills and foster learning motivation by means of firsthand experiences and manipulation. Teachers are skilful in conducting music activities. They create theme-related scenarios, prepare suitable teaching aids and musical instruments to guide children to grasp the lyrics, melodies and rhythms of songs through fun-filled games. Children find great pleasure in the play amid a congenial atmosphere. The venue for physical activities is spacious where sufficient sports equipment and tools are placed. Teachers design suitable warm-up and stretching exercises. In tandem, they give clear demonstration while reminding children to pay attention to safety. Such arrangement is appropriate. Children ride tricycles, climb frames and crawl through tunnels with their peers joyfully, developing their gross motor coordination and control.

2.7 Children respect their teachers and care for peers. They are cooperative, obedient and polite. Children actively take part in class activities and are willing to answer teachers' questions, possessing good language comprehension and expression. Before entering the school premises, children put on and take off their shoes on their own. During lunch time, children eat with suitable utensils and take the initiative to tidy things up for teachers and assist their peers in wearing aprons, showing self-

care abilities and the spirit of service.

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

- 3.1 The school has been actively prompting children to understand Chinese culture and traditional virtues in recent years. Building on the existing foundation, the management could guide teachers to explore potential development opportunities according to the work effectiveness of each domain, so as to formulate more explicit intended objectives for the major concerns. By doing so, the management can develop strategies in a more detailed manner to boost the effectiveness of the plans continuously.
- 3.2 Teachers design an appropriate curriculum and create a rich environment to facilitate learning through play in children. To further increase the effectiveness of curriculum evaluation, teachers are recommended to propose specific and practicable teaching suggestions in light of children's performance while making clear records for the follow-ups actions. Besides, teachers are suggested to offer more opportunities for children to express their views and feelings during the review sessions that are conducted after the free choice activities in order to assist children in concluding their learning experiences.