

School No.: 566322

Quality Review Report (Translated Version)

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

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

21, 22 January & 13 February 2019

**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: 21, 22 January & 13 February 2019

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 maintains close liaison with the sponsoring body. It receives timely suggestions and support from the leadership team in respect of administrative management and curriculum development, which is conducive to the school's sustainable development. The school co-organises inter-school teacher training and teaching experience sharing with the affiliated schools under the same sponsoring body regularly to facilitate teachers' professional growth. The management is willing to consider teachers' views with an open mind and hence a harmonious atmosphere is built on mutual trust. In view of a significant number of new recruits these years, the school regards strengthening the communication and collaboration within the team as the major concern this year. The school arranges experienced teachers to support the new recruits through different strategies such as daily guidance and collaborative teaching, so the new recruits can understand the school's requirements as soon as possible. Furthermore, there are workshops and social activities to facilitate teachers' communication. The school also tries to organise peer lesson observation to create a culture of mutual appreciation and learning among teachers. The team maintains a harmonious relationship to implement the school work collaboratively for enhancing the school quality.
- 1.2 The school has developed the school self-evaluation mechanism. The management collects views from all stakeholders systematically and incorporates the opinions with the information of teaching reviews to examine the school context, thereby devising the development plan of the coming year. The school is determined to improve the effectiveness of learning and teaching that enhancing children's self-directed learning abilities and facilitating their moral development have been taken as the major concerns of the previous and present school year respectively. In line with the development directions, the school is able to plan relevant strategies from the aspects of teacher training, children activities, parent education, etc., and implement the work smoothly.

1.3 Teachers care about children's diverse needs and observe their behaviour conscientiously. They keep timely contact with parents and provide children in need with referral services. In light of children's abilities, teachers render individual guidance to address children's needs. The school regards parents as partners and maintains close communication with them through different channels. The school also attaches importance to parent education that organises various kinds of parenting seminars regularly, arranges lesson observation for parents, invites them to be volunteers and so forth. Parents can hence understand the developmental needs of children and the school's recent development focuses in order to enhance their parenting effectiveness. The school builds a good relationship with parents and receives trust and support from them. And the home-school collaboration facilitates children's development.

2. Learning and Teaching

- 2.1 The school uses picture books as the skeleton of each theme and integrates the content of all learning areas by making reference to the curriculum outline of the sponsoring body and the needs of children for school-based adaptation. Based on the plot development of the stories, activities such as visits, snack tasting and promotional leaflet distribution are arranged to enrich children's learning experiences. With regard to the daily schedule, children have sufficient opportunities every day to participate in free choice, music, physical and art activities. However, some K2 and K3 children do not have enough afternoon nap time due to the school's arrangement of learning activities. The school must arrange the daily schedule properly in accordance with children's developmental needs. Besides, some content of the language homework for K3 children is too difficult and the mathematics homework for the interface between kindergarten and primary school is inappropriate which cannot meet children's abilities and needs. The school must consider seriously the purpose of homework and make proper arrangement according to children's developmental stages.
- 2.2 The school devises the policy for assessment of child learning experiences based on the assessment mechanism of the sponsoring body and the learning objectives of the curriculum outline. Teachers observe children continuously and assess their performance in all aspects by themes. The school develops learning portfolios for children that teachers summarise children's performance at the end of the school term with a summative assessment form, supplemented by records of continuous learning

assessment, activity observation and artwork analysis, etc., serving as the evidence of children's development. Teachers' assessment on children's learning is concrete and clear which can help parents understand and cater for their children's developmental needs. This school year, the school attempts to collate the child assessment information of each grade level to grasp the general phenomenon of children's learning. The management should lead teachers to make good use of the child assessment information to inform the curriculum.

2.3 The school attaches great importance to children's moral development. It deliberately arranges external teacher training activities and adopts strategies such as collaborative lesson planning and peer lesson observation to enhance teachers' skills in designing and conducting activities so as to nurture children's attitudes and values. The school takes one of the themes in K2 as a trial to design learning activities that encourage children to cherish resources. Also, in the whole-school birthday party, the school increases the opportunities for children to understand and practise good virtues such as sense of responsibility and cooperation through moral stories, mixed-age group games, etc. Although the development plan is in line with children's developmental needs, the school still has to set specific goals, allowing the team to map out strategies more comprehensively and arrange moral activities for each grade level systematically. Furthermore, the school should closely connect the tasks of the major concern with the current curriculum in order to allow children to practise what they have learnt persistently, demonstrating the outcome of the development plan.

2.4 To cultivate in children their self-directed learning abilities, the school set its major concern as enhancing the imaginative play corner in the classroom last school year. After participating in external training, the management and experienced teachers lead the team to make reference to the theme-related picture books and invite children to design the corner, so as to increase their opportunities to participate in learning. Children are eager to participate in the corner activities, showing an active learning attitude. Subsequent to the development experience of last school year, the school, this year, designs all interest corners based on themes while reinforcing the manipulative and exploratory elements in the activities. Children are able to design the rules of the games on their own or conduct simple experiments to enjoy the fun of different learning experiences. The school makes flexible use of the corridor outside the K3 classroom to set up various construction corners such as recycled material building corner on the ground and block corner on the wall, providing more

space for children's activity. Children enjoy playing with peers to unleash their creativity. Their ideas are unique and interesting. Yet, the school has to improve the design of the reading corner, such as displaying books in an orderly manner and setting a comfortable and quiet reading environment so as to create an appropriate reading environment that can attract children to read there. From observation during free choice activities, children select their favourite activities according to their own interests and abilities, and make records of their own, showing self-directed learning abilities.

- 2.5 The school has developed a clear curriculum management mechanism. The management demonstrate its supervisory role as it understands the implementation of the curriculum and gives appropriate guidance to teachers through attending curriculum meetings, scrutinising teaching documents, conducting classroom walkthroughs, etc. The school set up a curriculum committee last school year to guide the team to take children's interests, abilities and needs of each grade level into account for selecting appropriate picture books. Corresponding learning activities and corners are designed to arouse children's learning motivation accordingly. With reference to the learning objectives of the curriculum outline, teachers develop daily thematic activity plan and review children's overall learning performance in a timely manner so as to adjust the teaching arrangement. The school summarises children's general learning phenomenon and reflects the implementation situation of the curriculum to the sponsoring body. However, the school is still required to lead teachers to make better use of the information of teaching reflection to inform the curriculum design.
- 2.6 Teachers are amiable and speak softly. They often praise children's good performance that develops a friendly relationship with children. They use real objects, pictures, hand puppets, etc., as teaching aids and give clear instructions which successfully engage children in learning. Teachers provide children with the opportunities to express their views while observing their performance in activities. That said, the management should guide teachers to analyse children's performance by participating more in their play, in order to initiate children's further attempts and hence provoke deeper thoughts.
- 2.7 Children are energetic and friendly. They like playing with peers, share toys with one another and clean up learning materials voluntarily which display good social development and self-care abilities. During music activities, children sing songs, engage in rhythmic movements, play musical instruments and so forth joyfully with

peers to enjoy the fun of diversified music activities. The school makes good use of the roof to arrange a wide range of physical games. Children can select the activities according to their preferences so as to train their physical fitness. They are willing to follow teachers' instructions to conduct skills training while enjoying the great fun of cycling and throwing balls with peers.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management is able to formulate major concerns according to the school context. However, it is required to provide more opportunities for all teachers to participate in the school self-evaluation. In addition, the school should follow up the recommendation of the previous Quality Review by setting clear goals for the development plans. It should also make good use of the child assessment information to review the work effectiveness so as to promote focused and sustainable development of the school.
- 3.2 The school must arrange a proper daily schedule for K2 and K3 children and improve the design of some K3 homework and the mathematics activities during primary one transition period for the sake of children's balanced and happy growth. Besides, the management is required to lead teachers to take the information of child assessment and teaching reflections as the basis to enhance their teaching and inform the curriculum.