

**School No.: 564354**

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

**St James' Settlement Belcher Kindergarten**

**Podium Level 2, The Westwood, 8 Belcher's Street,  
Western District, Hong Kong**

**17, 18 & 21 May 2021**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2021)**

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**Dates of Quality Review: 17, 18 & 21 May 2021**

- 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 sponsoring body supports the school development in the aspects of administration affairs, human resources management, etc. It also works together with the management to demonstrate professional leadership to lead the team to keep up with the times by catering for teachers' development needs. The school has followed up the recommendations of the previous Quality Review to strengthen teachers' professional capacity from different perspectives. Not only does the school provide induction activities for new recruits to help them understand the characteristics of the school curriculum and grasp teaching skills, but it also has developed concrete teaching guidelines and planned specific school-based training for the team making reference to the trends of kindergarten education. Thus, teachers have enhanced their abilities in conducting physical play and art activities, assessing children's learning effectiveness, etc. The management understands teachers' potential and assigns work according to their strengths. The management also encourages the team to collaborate and share experience with one another, which helps pulling teachers' effort together for promoting school development.
- 1.2 The school implements the cyclical school self-evaluation (SSE) process of planning, implementation and evaluation. It discusses work plans at daily meetings and collects the views of stakeholders as evidence to review work effectiveness. The team consolidates SSE information and analyses school context through collective discussion, so as to formulate the development plan for the upcoming year. The school has regarded enhancing children's self-directed learning ability and nurturing their moral character as the major concerns in previous and current school years respectively. The focuses of work plans are clear. The school has also introduced external support and planned parent activities properly to implement relevant strategies in a step-by-step manner. The school draws up concrete success criteria, which is conducive to working towards the expected goals for implementing the work plans.
- 1.3 The school strives to create an inclusive culture to provide children with appropriate care services. The school puts in place an effective mechanism to help children with

special needs to acquire support such as assessment and counselling service as early as possible by keeping close communication with parents as well as making good use of the resources of the sponsoring body and community. The school cares for the emotions of newly admitted and transferred children. With a view to helping children adapt to school life the soonest, the school adjusts the adaptation arrangement flexibly and often communicates with parents about ways of supporting children based on their individual needs. The school adopts different strategies to help non-Chinese speaking (NCS) children and their family, such as providing English versions of school circulars to help them understand the school curriculum and arrangement of daily matters, and rendering translation service in home-school activities to encourage active participation of NCS children and their family, so that they can integrate into the school community. The school values parent education. It deepens parents' understanding of their children's learning and the school's development direction by organising lesson observation for parents, parenting seminars, parent volunteer team, etc. Parents recognise the school's mission and they have become the school's partners in promoting school development through providing suggestions regarding the curriculum and administration arrangement actively.

## **2. Learning and Teaching**

- 2.1 The school designs different levels of learning content using real-life themes to tie in with the mission of the sponsoring body. It also launches diversified activities such as project activities, free play and outings for children to help them acquire positive values and attitude, construct knowledge and develop skills through exploration and experience, thereby supporting their healthy growth and whole-person development needs. The school organises daily schedule properly so as to help children gain balanced learning experience by arranging adequate time for music, physical play, art and free choice activities daily in whole-class, group and individual modes.
- 2.2 The school develops learning portfolio for children to keep their assessment information, children's work, etc., as their learning record. Assessment of children's learning experience dovetails the learning objectives. It is comprehensive and covers all learning areas. Teachers assess children's learning performance continuously and share with parents their children's progress. At the end of the school year, teachers summarise children's development in different areas at different stages to deepen parents' understanding of their children's learning and

growth. Follow-up suggestions are given to invite parents to cooperate with the school's teaching arrangement with the view to facilitating children's learning. Besides, the school analyses children's assessment information to inform the curriculum and understand children's different development for planning support strategies. It adopts appropriate methods such as homework adjustment, grouping arrangement and peer support to cater for children's individual needs.

- 2.3 The school's curriculum coordination, monitoring and review mechanism is specific and effective. The management leads teachers to design the curriculum outline. It monitors the curriculum implementation through attending meetings, scrutinising documents, lesson observation, etc., thereby giving concrete suggestions for teachers' improvement. Teachers reflect on the curriculum content and teaching activities regularly. They can adjust the teaching design flexibly in accordance with children's learning progress. Moreover, the school continues to refine the curriculum by inviting parents to share children's interest in thematic learning and making good use of the information as reference to review the curriculum design.
- 2.4 The school attaches great importance to children's moral development. It sets school-based targets to infuse the elements of moral development into daily activities. The school cultivates respect and acceptance of others in children through engaging them in singing nursery rhymes, playing games and storytelling during morning assembly. Children behave in an orderly manner during mixed-age activities and group games, getting along well with peers. This school year, nurturing children's moral development is emphasised and identified as the school's major concern. Teachers have participated in training and internal sharing. They have devised learning focuses and designed relevant activities for K3 children to nurture different virtues such as gratitude and kindness. Children develop positive values under a friendly and harmonious activity atmosphere. They treat others politely, and greet people and care about peers who are in need. As the school accumulates more experience, it can implement relevant activities in K2 and K1 classes to help children develop good behaviour.
- 2.5 The school utilises school premises to set up role-play zone, exploratory zone and constructive zone, providing manipulative and exploratory materials for children and encouraging them to choose their playmates and design playing methods freely, thereby helping them develop self-directed learning abilities. The management gives teachers guidance through classroom walkthrough. It organises curriculum sharing sessions to enhance teachers' abilities in observing and intervening in

children's play. Teachers apply their knowledge gained from training in previous school year and place play items in the interest corner before the start of thematic activities to arouse children's interest in learning. Children manipulate toys and teaching aids with peers, which is conducive to connecting with their life experience and getting them prepared for thematic learning. Teachers may enhance their skills of observing children, and participate in and intervene with children's play in a timely manner. They may continue to make the play activities more interesting and understand children's thoughts, so as to further inspire children's thinking and nurture their self-directed learning interest and abilities.

- 2.6 Teachers often use real objects and pictures as teaching aids to help children understand learning content. Teachers pay attention to children's fine motor development. They design activities based on ideas derived from daily living such as stamping, peeling and sticking plastic tape, and lacing to develop their hand muscles and coordination ability systematically, serving as pre-writing preparation. Teachers make effective use of the school environment to set up diversified physical play items. Through participating in skill training and circuit games, children learn different movements such as climbing, jumping and throwing, which help them develop strong physiques. Teachers give clear instruction and explanation. They are also able to tell stories with lively tone and ask children questions to guide them to predict the story plots, helping them listen attentively and unleash their imagination.
- 2.7 Children are happy to take part in different activities, they like art creation and constructive play in particular. They use paper strips, paper cups and unwanted domestic materials to build bridges, castles, etc., in different styles, showing their rich creativity. Children are self-disciplined and obedient. They follow teachers' instructions to switch for activities. They get along well while enjoying their play at different interest corners and share life experiences with each other, demonstrating good social development.

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

The school strives for enhancement. The management effectively leads the team to implement the rationale of SSE in daily work, analyse school situation, formulate development plans and enhance teachers' professional capacity strategically. The management should continue to lead the team to review the effectiveness of annual plans, explore the development direction of the next stage and refine the strategies in a timely manner, for promoting continuous improvements of the school.