

School No.: 563277

Quality Review Report (Translated Version)

Hong Kong Sheng Kung Hui St. Simon's Leung King Nursery School

**No. 9-16, G/F, Leung Chi House, Leung King Estate,
Tuen Mun, New Territories**

29, 30 April & 6 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: 29, 30 April & 6 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 and management of the school maintain close communication, discuss administrative matters and school development during regular meetings as well as exploring continuous improvements. The school attaches importance to nurturing talents. In alignment with teachers' needs and major concerns, it systematically plans the team's professional development. This includes arranging school-based training, mainland exchange programmes and peer lesson observations to facilitate opportunities for teachers to learn and share teaching experiences. Duties are properly allocated so that teachers can exploit their strengths. The school has established an appraisal system in which teachers reflect on their performance at work through self-evaluation. The management acknowledges teachers' reflections or offers suggestions for improvement. It collaborate with the teaching team members to develop their individual work objectives in alignment with the school's priority tasks, thereby fostering the teaching team's professional growth. The principal and senior teachers have worked together for years. They build a rapport at work and liaise closely with the staff to render timely encouragement and support. Team members discharge their duties in different positions. They trust and help one another to enhance the quality of education at the school with concerted efforts.
- 1.2 The management adopts a whole-school approach in implementing school self-evaluation (SSE). The team reviews teaching and the implementation of work plans, and adjusts the development goals accordingly. The cyclical SSE process of

planning, implementation and evaluation is put into practice to drive the sustainable advancement of the school. In recent two school years, the school has regarded promoting children's physical and psychological development as its major concern. It has incorporated learning elements of health and emotional education into the curriculum while bringing in parents' participation to strengthen home-school cooperation and the effectiveness of the plan. Building on good development foundations of last year, the school stipulates clear work objectives and employs proper strategies in aspects of activity design, environment setup and parent-related work. The work plans have been implemented smoothly with significant results.

- 1.3 This school year, the school takes catering for children's diversity as another major concern. It has developed an explicit mechanism for identifying and referring children with special needs. It arranges relevant training for teachers so that they can identify children's needs and provide appropriate support the soonest. Teachers accept and care about children's behaviour and emotional changes. They collaborate with the professional team and parents closely to facilitate children's development. Teachers improve the learning environment and activity design, including creating games with different levels of difficulty in interest corners, preparing personalised visual cue cards attentively and adding sensory play mats to assist children with diverse needs in integrating into lessons and grasping the learning content. This work plan ties in with the school context with proper planning, hence the efforts have delivered results. The school adopts flexible lesson time for newly admitted children and those transferred from another school. The school and parents often share experiences in supporting children with a view to helping children integrate into school life the soonest. The school has a good connection with primary schools in the vicinity, jointly organising parent activities to provide information on primary school admission. It also arranges experiential activities for

K3 children on primary school campus, thereby preparing children emotionally.

- 1.4 The school maintains communication with parents using various channels. Through thematic seminars, parent-child activities, lesson observation and so forth, the school assists parents in gaining parenting knowledge and understanding children's learning, thereby increasing their competence in parent education. The school regularly convenes meetings with parent representatives to understand their views on the school and then takes follow-up actions. Parents appreciate the team's efforts to cater for children, recognise and support the school while actively participating in school activities. Parents and the school collaborate collegially and join hands to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school refers to the teaching packages and selects themes in consonance with children's life experiences to devise an integrated curriculum which caters for the cultivation of values and attitudes in children as well as their acquisition of skills and knowledge. In tandem, the school chooses suitable books and leverages the storyline and characters to design activities. The school lets children attend the national flag raising ceremony on special days, and learn about the traditional Chinese art, festival customs and origins through experiential activities, deepening their understanding of Chinese culture. The school provides ample opportunities for children to take part in music, physical, art and free choice activities every day in a balanced daily schedule. However, the mechanical copying of mathematics homework should be replaced by simple, interesting and real-life learning tasks. K3 homework with difficult content has to be removed as well to meet children's development.
- 2.2 Teachers jointly formulate assessment items and criteria aligned with the learning

objectives. They continuously observe and record children's performance across various learning areas to objectively reflect children's development. The school creates learning portfolios for children to retain assessment reports, observation records and children's works. Through face-to-face meetings, teachers keep parents informed about children's developmental progress, and provide strategies for following up on and supporting children's individual needs, thus facilitating their learning. The school systematically collates and analyses child assessment information and utilises the assessment results to adjust the curriculum, thereby enhancing teaching effectiveness.

2.3 The management gets hold of and monitors the implementation of curriculum through meetings, scrutiny of teaching documents, in-class assistance, etc, and gives feedback to teachers aptly. Teachers at each grade level collaborate on lesson planning before the commencement of a theme. They discuss the learning activities, teaching aid design and setup of interest corners with reference to the findings of the past curriculum reviews, and afterwards share the work to compile lesson plans. Teachers conduct reflection regularly. Most of them can propose specific suggestions in light of children's development and needs, for instance, adjusting the learning content and corner activity design to strengthen the learning effectiveness of children. The school holds peer lesson observations and teaching sharing sessions for teachers to share what they have gained from training and put it into practice, promoting professional exchange.

2.4 The school sets up a wide range of corner activities for children to keep pace with their interests and abilities, spurring their learning motivation and social development. In exploratory corners, children explore the properties of magnetism, perceive the distance between a light source and an object affecting the size of the shadow casted. Through predictions, comparisons and other means, children

understand the properties of things and gain exposure to natural phenomena. The games in language corners are fun-filled for children to learn language through activities. A variety of books is also available in the corner. Teachers encourage children to share stories with peers and read with children to create a good reading atmosphere. Teachers use real objects and children's works to decorate the role-play corner, which effectively stimulates children's imagination and encourages role play. Children are pleased to interact with peers. They consolidate the acquired knowledge through manipulation and exploration, thereby enhancing the learning effectiveness.

2.5 The school has regarded promoting children's physical and psychological development as its major concern over the recent two school years. It utilises external resources to provide health check-up and support services for children and emphasises their physical development. Moreover, teachers set up an emotion corners in classrooms to enable children to learn about and properly express their emotions. With regard to children's different emotions and behaviour, teachers respect and embrace their thoughts, accompany them with patience while encouraging them to share their innermost feelings with peers to soothe emotions. Besides, the school encourages parents to conduct parent-child activities together with their children at home using material kits with a view to strengthening the parent-child relationship and understanding the importance of children's physical and psychological development. Parents attend activities such as workshops and parent-child groups to better understand child growth. Children are willing to share their ideas and feelings, and able to express emotions properly. The regular body check-ups and health services offered also foster children's healthy development. The effectiveness of the relevant work has been seen.

2.6 Teachers are kind and friendly. They care for children, catering for children's

diverse needs through individual guidance. Teachers generally possess questioning skills and are able to assist children in sharing their thoughts. Teachers also arrange simple learning tasks for children to complete collaboratively in order to increase their participation in lessons, thereby sustaining their learning interest. During music activities, teachers use scenarios to guide children to imagine. Children love performing rhythmic movements and singing along to rhythms, enhancing their interest in music. The school makes good use of space to plan sufficient physical activities and leads children to grasp various movement methods systematically. Children actively participate in the activities to develop good body coordination.

2.7 Children have a positive attitude towards learning. They are active in exploring and solving problems in activities. As observed, children followed the rules, were self-disciplined and capable of completing learning tasks individually. They queued up in an orderly manner when switching to other activities. Children took the initiative to tidy up things and clean their desktops, and also assisted to arrange tables and chairs after corner activities, demonstrating good self-care abilities. Children are able to care for others' needs and guide peers in completing teaching aid activities. Children help one another to show their good affective and social development.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school team recognises the SSE rationale. It continuously reviews school work across different aspects and devises development plans based on the school context and children's needs. To promote children's physical and psychological development, the team employs strategies from multiple perspectives. A variety of work has been implemented progressively and effectiveness has been observed. Upon this foundation, the school could consider incorporating the relevant plans into its routine tasks and leveraging the existing SSE mechanism to evaluate its present

needs and stipulate annual development foci, thus driving the school's overall development.

- 3.2 The team examines the curriculum design and analyses the children's learning performance to inform the direction of curriculum development. A rich learning environment is created for children to explore the world around them through play and to learn on their own initiative amid a caring and inclusive atmosphere. The management is advised to continue steering teachers to adopt on-going review and revision on homework design with a view to dovetailing children's development and learning needs.