

**School No.: 622869**

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

**Smart Kids Anglo-Chinese Kindergarten**

**G/F & 1/F, 136A Nathan Road, Tsim Sha Tsui, Kowloon**

**10, 11 & 13 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: 10, 11 & 13 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 school has been established for more than one year, putting effort into providing education service for children in the neighbourhood. The leadership team greatly supports the school that it offers assistance and supervision through school visits and regular meetings to promote the school development with concerted efforts. The principal has extensive experience in kindergarten education and endeavours to liaise and cooperate with staff upon taking up the post with an aim to developing rapport at work. To strengthen the professional competence of teachers, the school organises internal exchange such as curriculum meetings for teachers and peer lesson observations, which is conducive to teachers' mutual sharing and learning. The school has accepted a number of non-Chinese speaking (NCS) children for admission. Therefore, the management holds school-based workshops to deepen teachers' understanding of supporting the learning of NCS children. Members of the teaching team get along with each other harmoniously and are willing to work together to strive for the well-being of children.
- 1.2 The school has knowledge in school self-evaluation (SSE). Prior to the end of last school year, team members have discussed together the work plans for this school year. The major concerns devised for this school years are strengthening children's listening and speaking capability through picture books, and promoting learning through play for enhancing children's creativity respectively. The related work has been carried out progressively.

1.3 The school embraces the diverse needs of children. In order to promote Chinese learning for NCS children, the school deliberately prepares multimedia video clips for homework and provides QR codes such that children and parents can watch the clips at home to grasp the content and requirements of homework. School notices are issued in both Chinese and English versions to facilitate parents' grasp of school information. To ensure children with special needs can receive more proper care, teachers liaise with parents from time to time to share experiences with each other and follow up on children's performance. Regarding catering for newly admitted children, the school arranges an adaptation week for newcomers and adjusts their school hours based on individual circumstances. In tandem, it organises seminars for parents of newly admitted children to gain understanding of the school mission and learning mode. The school keeps contact with parents through phone calls, face-to-face interviews and other channels, along with holding parent-child activities and parent lesson observation to assist parents in keeping abreast of their children's learning. Parents are willing to participate in school volunteering services to support school activities.

## **2. Learning and Teaching**

2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school devises an integrated curriculum using themes in accordance with children's life experiences and development. The curriculum content covers all learning areas and accommodates the cultivation of attitudes and acquisition of skills and knowledge in children. Children are given ample opportunities to take part in music, physical, art and free choice activities every day in a balanced daily schedule. The school attaches importance to language learning of children. Through parent-child reading scheme and book circulation service, the school

develops children's reading interest and habit. To promote national education, the team conducts the national flag raising ceremony every week to cultivate children's respect for the national flag and national anthem. The school carries out festivities for children to learn about traditional customs. Besides, it organises a Chinese culture week and a wide range of experiential activities this school year to expose children to more Chinese art, thereby nurturing their passion for Chinese culture.

- 2.2 The teaching team sets assessment items and criteria according to the curriculum outline and learning objectives, and evaluates children through continuous observation. Upon completion of each theme, teachers distribute child assessment information to parents so that parents can get hold of their children's learning in a timely manner. Teachers compile staged assessments for children as well at the end of a school term. By talking to parents, teachers render suggestions for facilitating child development. The school creates learning portfolios for children to keep assessment information, activity photos and children's artworks properly, as evidence of children's growth and advancement. Teachers inform teaching on the basis of the child assessment information.
- 2.3 Members of the teaching team jointly discuss thematic learning foci, activity arrangement, etc., while teachers prepare teaching plans based on the result of the discussion to share experience and prompts to one another through daily liaison. Teachers write daily teaching reflections and conduct a holistic review after the completion of each theme. However, they mostly describe children's performance in activities in the reflection. The management is advised to review the frequency and requirements of the reflection, and steer the team to enhance its reflective ability. The school aspires to formulate a school-based curriculum. The management could strengthen its curriculum leadership to collaborate with teachers in planning and implementing the curriculum, and also examining the effectiveness of the curriculum

in light of children's performance with a view to increasing the overall teaching quality. The school could maintain teaching resources properly as well, such as the corner activity design and homework content, which is favourable for passing on experience and planning future tasks.

2.4 This school year, the school makes great efforts to strengthen children's listening and speaking capability through picture books. The team selects interesting books and starts a theme by using the story plots and characters as well as designing relevant learning activities to increase the learning motivation of children. Teachers often read with children and guide them to read vocabulary aloud to enrich children's listening and speaking experience. Promoting learning through play for enhancing children's creativity is regarded as another major concern. The team turns some classrooms into play venues where various items are placed such as building blocks, carton boxes and paper bricks. Children have opportunities to explore the venues freely every week. As observed, children constructed and combined floor mats to make crawl tunnels. Alternatively, they lay flat on the stacked cushions with their limbs outstretched, pretending they were flying. Besides, children built houses with carton boxes, sticks and other materials. They invited peers into their house and demonstrated how to open the main door. Children created real-life scenarios and games using different materials, unleashing their imagination in a pleasant atmosphere. The school is recommended to arrange mixed-age free choice exploratory activities considering not so many admitted children at the present stage, thereby increasing the collaboration and interaction among children.

2.5 The school environment is spacious, clear and bright. Indoor and outdoor physical play venues are set up for children to conduct different activities. The teaching team displays children's works and photos in classrooms and common areas for children to appreciate one another and revisit learning. There are various corner activities in

the classrooms. Books are placed neatly in reading corners to create comfortable areas. The teaching aid corners are furnished with games on Language, Early Childhood Mathematics and fine motor skills for children to consolidate what they have learnt, and develop their fine muscle movements and eye-hand coordination. Abundant materials and tools are prepared in art corners while varied building blocks are put in the toys corner to arouse children's creativity. Teachers take part in children's play and give guidance. The school is advised to introduce more diversified and interesting corner activities. For instance, the school can organise exploratory games and role play that dovetail with the themes and encourage children to explore and know about their surroundings and natural phenomena through observation, testing and comparison. Children can also play respective roles in different scenarios with peers to extend learning, thus promoting social and language development.

- 2.6 Teachers are friendly and amiable. They care for and respect children. Teachers usually speak with NCS children in Cantonese to demonstrate proper pronunciation and expression while encouraging children to respond in Cantonese. Teachers prepare lessons meticulously, facilitate teaching with real objects, pictures and children's works as well as guiding children to share their thoughts and life experiences. Teachers plan physical games and children have chances to select from a variety of physical equipment so that children can grasp basic body movements. During music activities, teachers guide children to sing, listen to songs and tap the beat with instruments, letting children know about and appreciate the songs. That said, the teaching team is required to implement suitable safety measures for children in light of the nature of activity and learning environment. The team should also take note of and reduce screen time during lessons for children to have more learning opportunities on hands-on experience and manipulation in a

bid to cater for their developmental needs.

- 2.7 Children love to go to school and are eager to take part in learning activities. They are lively and cheerful that they always wear a smile and are willing to greet others. Children play and chat with peers together, possessing good affective and social development. After activities, children help tidy up things and put the tableware back neatly after meals, showing good self-care abilities and a sense of responsibility. Yet, K2 and K3 children are unable to grasp a pencil properly in general. Teachers must strengthen their guidance to assist children in developing a good writing habit.

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

- 3.1 The school is required to step up effort in professional leadership and streamline the administrative duties based on the actual operation needs to increase efficiency. When formulating the development direction of the school, the management must implement SSE, including taking into full consideration the school context and developmental needs of children, and devising together with the teaching team focused work objectives, strategies and success criteria for the major concerns. The school should conduct regular review to get hold of the work progress and utilise review findings to inform planning, putting forward the SSE rationale of “planning, implementation and evaluation” to facilitate the continuous development of the school.
- 3.2 The management also has to keep abreast of the current situation of curriculum implementation and leads teachers to revise the curriculum planning and activity design, refine the design of interest corners along with ensuring a safety learning environment for children. The school is recommended to review the arrangement of teaching reflection and store teaching resources in a more orderly manner for the team’s further reference and follow-up.



3.3 With respect to catering for children with special needs, the school must develop an identification and referral mechanism. Teachers should also participate in relevant training to render appropriate support to children in need. The school has organised parent workshops with external organisations. However, the participation rate of parents is not very high. The school could understand more about parents' needs to arrange the format and content of parent education with a view to strengthening their parenting effectiveness.