

**School No.: 563714**

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

**Women's Welfare Club Western District  
Hong Kong Ap Lei Chau Kindergarten**

**1-12, G/F, Lei Ning House, Ap Lei Chau (W) Estate, Hong Kong**

**7, 8 & 10 January 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2019)**

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**Dates of Quality Review: 7, 8 & 10 January 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 cares about the diverse needs of children. It utilises appropriate external resources to provide support for children with special needs at an early stage. To help children adapt to a new stage of learning gradually, the school arranges suitable adaptation programmes for newly admitted children and children transiting to primary one. The school values home-school cooperation. It keeps close connection with parents through various communication channels so that parents are able to grasp their children's performance at school in a timely manner. The school makes good use of the parents' manpower by recruiting parent volunteers to assist in children's visits and storytelling activities and share their occupations to children, so as to support the school's work. The management is open-minded to listen to the views from staff, creating a pleasant and harmonious working atmosphere to promote school development collaboratively.

1.2 The school has developed the School Self-evaluation (SSE) mechanism. The management leads all teachers to review the school's development every year and devise the development plan for the next stage. In light of the needs of curriculum development, the school took enhancing children's interest in physical activities and promoting moral education as its major concerns in the last school year. For this school year, the development focus is fostering children's interest in art activities. The school implements the work plans from different perspectives, including encouraging parents' participation and enhancing teachers' professional development for formulating the work strategies. The teaching team reviews the implementation of the work plans and refines the strategies regularly through meetings. The work plans are carried out smoothly.

### **2. Learning and Teaching**

2.1 The school makes reference to the teaching packages to devise the curriculum and adopts an integrated approach with themes. The curriculum covers all learning

areas, which cultivates children's positive attitudes and facilitates them to acquire skills and knowledge. The school taps community resources and arranges theme-related visits for children with a view to enriching their learning and life experience. The school arranges a balanced schedule, providing children with sufficient time for music, physical, art and free choice activities every day. The school designs homework that meets the abilities of K1 and K2 children. However, there is too much mechanical copying homework found in K3 class. The school must make adjustment to provide appropriate language learning experience for children.

2.2 The school has a curriculum management mechanism. The management understands the implementation of the curriculum through attending meetings, scrutinising curriculum documents and lesson observation. All teachers co-plan lessons and develop teaching plans according to the teaching objectives. Teachers reflect on their teaching and make records of the review results after the lessons. However, some reflections mainly focus on the description of children's performance and do not make further suggestions for improvement in accordance with children's performance. The management should guide teachers to review the effectiveness of activities by referring to the teaching objectives as well as children's performance. Concrete suggestions for improvement should be made and followed up by teachers accordingly so as to improve the curriculum effectively and enhance the quality of learning and teaching.

2.3 The major concern of last school year was enhancing children's interest in physical activities. The school arranged teachers' training on designing physical activities and organised parent-child workshops. In addition, aerobic exercises were introduced in the morning assembly every day, aiming to arouse children's interest in physical activities. This year, the school continues the practice of aerobic exercises during morning assembly. Yet, it is observed that there is not enough space for carrying out the exercises when all children are gathered at the lobby for the morning assembly. Children are not able to stretch their bodies and limbs, leading to ineffective results. The school should review the venue arrangement for the morning assembly and provide sufficient space for children to engage in the exercises. Teachers are able to design physical activities in accordance with children's interests and abilities. Yet, they only generally observe children during the activities and seldom intervene to give children instructions about correct postures and skills. Besides, children have to wait for a relatively long time for their turns in some of the physical activities, which reduces the effectiveness of the

activities. When children are engaging in physical activities, teachers could take note of their performance and provide guidance promptly. They could also review the activity arrangement as to make sure that children have sufficient opportunities to participate in the activities, thereby enhancing their physical development.

- 2.4 The school regards developing children's interest in art activities as its major concern for this school year. The school displays the works of different artists along the corridors and in the classrooms for children's appreciation or model for their artworks, thereby creating an artistic atmosphere. Children are eager to take part in art activities. However, the art materials provided in the classrooms are not diversified enough to stimulate children's imagination and creativity. The school also sets up an art corner in a common area of the school in which there are more diversified materials. However, children are only able to enter that corner twice per week and thus they have few opportunities to engage in activities in that corner. The Quality Review (QR) team agrees with the management's suggestions that it is necessary to provide teachers with training on facilitating art activities in order to strengthen their professional capacity as well as boost their confidence in designing activities. Meanwhile, the school should revise the arrangement for children to use the aforesaid art corner so that children would have more opportunities to enter that corner. A greater variety of art materials should also be provided in the classrooms to encourage children's creativity.
- 2.5 Teachers decorate the classrooms in accordance with themes and set up different interest corners. They place abundant learning aids for children to manipulate. Yet, teachers only open some of the interest corners to children during free choice activities. Children are only able to choose from a few choices of corners. Exploratory corner, imaginative play corner and other corners are set up at another common classroom of the school and different classes have to enter on a rotational basis. Therefore, children can only enter those corners once or twice per week. Children have rather few opportunities to engage in those corner activities. The school must review the arrangement of free choice activities and better utilise the existing resources and space so as to provide more diverse choices for children and encourage them to learn proactively.
- 2.6 Teachers are good at storytelling. They make use of different intonations, voices and facial expressions to arouse children's interest in learning. Teachers cater for children's diversity and offer individual guidance to them. Also, by means of seating arrangement, children with different abilities are able to learn from one

another. Teachers develop good rapport with children, creating a relaxing atmosphere in the school. Children are willing to express themselves. However, teachers sometimes lecture a lot when leading whole-class activities. There is not much interaction between teachers and children. Teachers should give children more opportunities to express their views so as to facilitate interpersonal interaction. During music activities, teachers use stories to inspire children's imagination. Children participate in a wide range of activities including sing-along, playing musical instruments and music appreciation. In general, teachers arrange children to engage in games in groups. But the waiting time for children is rather long that reduces their opportunities to participate in the activities. Teachers should improve the activity arrangement by increasing children's engagement in the activities in order to enhance the learning effectiveness.

- 2.7 The school set promoting moral education as another major concern in the last school year. It attached great importance to cultivate children's sense of responsibility. The results are satisfactory. Carrying on the work of last school year, teachers currently let children work as group leaders or assistants on a rotational basis to help their peers and teachers distribute and clean up items. Some children even clean the classrooms voluntarily, showing good sense of responsibility. The effectiveness of the work plan is shown gradually. Children are joyful and they like participating in different activities. They observe classroom routines and demonstrate good self-care abilities. They are disciplined, polite and willing to follow teachers' instructions. Children get along harmoniously with peers, showing good social development.
- 2.8 The school devises the content of child assessment according to the learning objectives. It assesses children's performance through continuous observation. The school develops learning portfolios for children to maintain records of teachers' observation, summative assessment reports, children's works, etc. The portfolios reflect children's performance with concrete information and are served as evidence of children's development and growth. The school summarises children's performance in every school term and meets with parents to inform them of their children's learning and development progress. It is appropriate for the school to develop thematic assessment this school year in the hope of informing parents of their children's learning progress in a timelier manner. The school could utilise the assessment results to address children's learning and developmental needs and to review the appropriateness of the whole curriculum, with a view to using it as

reference when modifying the curriculum.

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

- 3.1 The school still has to follow up the recommendations of the previous QR and deepen the teaching team's understanding towards SSE. While considering the strategies of the work plans, the school must focus on the objectives of the major concerns and establish suitable success criteria to evaluate the effectiveness of the work plans in order to achieve better results. The leadership must strengthen its role of monitoring and supporting the school with a view to helping the school solve the problem of constant personnel changes. By collaborating with the management, a steady team can be formed to promote the school's continuous development. The management is required to arrange training in accordance with the needs of teachers so as to facilitate their professional development.
- 3.2 The management must strengthen its role as a curriculum leader to lead teachers review the work of learning and teaching, for example, enhancing teachers' teaching skills and their abilities of conducting teaching reviews; ensuring the appropriateness of homework; improving utilisation of space and activity arrangement, etc. Moreover, the school should make good use of the child assessment information to provide feedback on the curriculum.
- 3.3 The school has maintained close connection with parents. Parents are glad to participate in the school activities. The school is recommended to organise parent education strategically in light of the needs of parents so as to enhance their competence in parenting, and hence parents and the school can nurture children to grow healthily with concerted efforts.