

School No.: 564257

Quality Review Report (Translated Version)

Yan Oi Tong Ng Wong Fung Ying Kindergarten

**5/F, Tin Yiu Community Centre, Tin Yiu Estate, Tin Shui Wai, Yuen Long,
New Territories**

10, 11 & 13 November 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 November 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 Under the guidance of the leadership team, the school maintains close liaison with the organisation's affiliated schools through regular meetings. In recent years, the management teams of various schools have formed different working groups to collaboratively plan curriculum, administrative affairs, parent-related work and other areas, enhancing the quality of education through concerted efforts. The school arranges for the team to participate in the joint-school professional development activities organised by the organisation, including training for middle management to strengthen their supervisory skills, as well as overseas study tours and exchange visits to the Mainland for teachers to broaden their horizons. The management allocates duties based on teachers' strengths and experience while deliberately nurturing teachers with potential by entrusting them with coordination roles to make the best use of their abilities. The management adopts an open and trusting attitude and maintains good communication with the staff. The teaching team has a strong sense of belonging to the school and enjoys harmonious working relationships, working together to drive the school forward steadily while striving for continuous improvement.

1.2 The school has established a school self-evaluation mechanism. It collects opinions from teachers and parents through daily discussions and questionnaires to review the effectiveness of work in various areas, and formulates the forthcoming year's development directions with reference to the evaluation findings. Over the past two

years, the school has focused on promoting children's language development. This school year, it endeavours to strengthen the element of free exploration in physical activities, with task objectives aligning with children's needs and the development trends of the kindergarten education curriculum. The school has engaged external support to build the team's capacity in designing and conducting relevant activities. Teachers have also begun to put their learning into practice, progressively take forward the major concern.

- 1.3 The school caters for children's diversity. It has established clear identification and referral procedures and collaborates with multi-disciplinary professionals to follow up on children's learning. The school organises visits for children with special needs and their families, enabling parents to observe how teachers support their children in authentic contexts. These activities also encourage children to engage more with the community and strengthen the cohesion among parents. At the beginning of the school term, the school arranges a gradual adaptation period for newly admitted children, allowing them to extend lesson time progressively. The school also holds parents' meetings to help K3 parents understand school selection information, and arranges for K3 children to visit primary schools in the district to familiarise themselves with the school environment. These measures help children adapt smoothly to the new learning stage. The school places emphasis on home-school cooperation. Apart from maintaining communication with parents through channels such as face-to-face meetings and phone calls, it also organises parenting seminars and workshops to help parents grasp parenting skills related to children's emotion management and understand their children's developmental characteristics at the kindergarten stage. To promote Chinese culture, the school organises parent-child festive events such as a Lunar New Year "Poon Choi" feast and Mid-Autumn mooncake-making activity. It also holds an open day themed on Chinese culture,

through activities such as creating opera masks and experiencing cuju, to enhance parents' and children's understanding and appreciation of traditional festivals and arts. The parent-teacher association, established last school year, pools parents' efforts. Its members actively assist in organising school events such as the sports day and picnic, and collect parents' views in a timely manner to convey them to the school, serving as the bridge of home-school communication.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum with themes that align with children's life experiences and interests. In recent years, teachers have selected appropriate picture books for each grade level according to the themes, planned learning contents in connection with the stories, and organised diversified visits, such as to parks, fire stations and museums, to broaden children's learning experiences through first-hand observation and exploration. Regarding the daily schedule, children have time to take part in music, physical, art and free choice activities every day. However, the school arranges afternoon interest classes for some K3 children in the whole-day classes, which affects their daily routines and learning. The school should cancel this arrangement to ensure that children have sufficient nap time and learning opportunities. The school is also required to remove the arrangement of tracing English letters along dotted lines for K1 children and revise the relatively difficult homework for K3 children, so as to fully meet children's developmental needs.
- 2.2 The school devises child assessment items in accordance with the learning objectives. It continuously observes, records and analyses children's learning performance, and collects parents' feedback on their children's learning to gain a more comprehensive understanding of children's performance across various areas. At the end of each school term, teachers summarise children's developmental progress and provide

parents with learning portfolios containing assessment reports, observation records and children's works, presenting children's growth from multiple perspectives. Teachers also conduct face-to-face meetings with parents to offer specific recommendations, so that parents and the school can jointly facilitate children's learning. The school uses an electronic system to collate assessment results in order to identify children's needs and abilities. It could further utilise the relevant data to evaluate the effectiveness of the major concerns and to serve as a reference for formulating future development directions.

- 2.3 The management monitors the curriculum implementation through routine classroom walkthroughs, lesson observations and reviews of teaching documents. It also conducts peer lesson observations, which facilitate the professional growth of the team. Teachers write teaching reflections on a daily basis to review the activity effectiveness of activities according to children's performance, with some teachers able to put forward specific improvement suggestions. Building on this foundation, the management should strengthen the curriculum planning and review mechanism, guide teachers to discuss and examine the curriculum content during meetings and provide timely guidance, thereby continuously enhancing learning and teaching.
- 2.4 In the past two years, the school has focused on promoting children's language development as its major concern. Seed teachers were arranged to participate in external training and subsequently guided the team to systematically analyse the characters, illustrations and texts in books, so as to enhance their skills in interpreting picture books and designing teaching activities. As observed, teachers devised activities related to themes, music and art based on the storyline. They also used simple games to help children recognise words or read aloud sentences. Children participated enthusiastically and were able to follow instructions to complete tasks. However, they seldom expressed their own thoughts and feelings. Teachers are

advised to increase children's opportunities for oral expression, for instance, by using more open-ended questions to encourage them to share their ideas, so that the major concern can achieve its expected outcomes.

2.5 Teachers make good use of the walls outside classrooms to set up games such as building with blocks and water pipes, expanding the children's activity space. The classrooms are also equipped with multiple learning corners, allowing children to freely choose from various activities during free choice sessions. Children enjoy role-play in the imaginative play corner, such as pretending to be doctors attending to patients, or picking up fire extinguishers to simulate firefighting. They demonstrate their imagination and the process is full of childlike fun. They also enjoy manipulating interactive teaching aids with their peers, such as using magnetic tiles for three-dimensional construction, or working together to place blocks securely in the designated positions in the box according to instruction without letting them fall. Their social development is good. However, there is room for improvement in the arrangement of some learning corners. For example, the design of the exploratory corner could be more interesting and incorporate more elements of inquiry, so as to stimulate children's exploratory spirit through methods such as prediction and comparison. More materials could also be added to the art corner to encourage children to create freely and unleash their creativity.

2.6 Teachers are warm and attentive to children's needs, fostering positive teacher-child relationships. When faced with children's diverse emotional and behavioural responses, teachers patiently accompany them. When children are emotionally unsettled, teachers employ appropriate strategies to help them calm down and re-engage in learning. Teachers are conscientious in teaching and well-prepared, enabling various activities to be carried out smoothly. The school assigns teachers to take turns to lead K2 and K3 activities in Cantonese and English respectively.

However, teachers' English proficiency varies and code-mixing of Cantonese-English is observed in some lessons. The school should review the arrangement in order to create a more favourable language learning environment for children's learning. During music activities, children enjoy singing and playing musical instruments. They follow teachers' instructions to perform movements along with the lyrics. Teachers could further guide children to listen to and distinguish the beat and melody of the music, and encourage them to express their creativity and emotions through body movements.

- 2.7 In physical activities, teachers arrange games for children to help them master basic movements. Some activities are designed with different levels of difficulty to cater for children's diversity. This school year, the school has set "strengthening the element of free exploration in physical activities to facilitate children's learning through play" as its major concern. Apart from procuring physical equipment, the school has also arranged for teachers to visit kindergartens in the Mainland for professional exchange, with a view to understanding the relevant teaching approaches. As observed, children actively participated in construction games and were willing to collaborate with their peers, using large blocks, wooden ladders, paper bricks and other materials to build obstacle courses. They also adjusted the positioning of items from time to time to reinforce the structures. Children were fully engaged and the atmosphere was enjoyable. However, some activities are relatively static and children's amount of physical activities needs to be increased. Teachers respect children's ways of play and observe their activities during the process, with some teachers intervening at appropriate moments to prompt children to think and try. The team could further enhance teachers' role in play through mutual observation and sharing of experiences. After the activities, teachers may invite children to share their play experiences and the difficulties they encountered

so as to consolidate what they have learnt.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school formulates development foci in light of children's needs and the development trends of kindergarten education curriculum. Such direction is appropriate. However, regarding the major concern of promoting children's language development, some implementation strategies have not been sufficiently aligned with the objectives of the plan. The management is recommended to lead the team to jointly explore corresponding implementation plans and review the progress and effectiveness in a timely manner while making adjustments as necessary to ensure that the plans achieve its expected outcomes.
- 3.2 The management is required to strengthen the curriculum planning and review mechanism, guide the teaching team to improve the arrangement of some interest corners, refine the design of music and physical activities, and create a favourable language learning environment for children in order to enhance learning and teaching effectiveness. In addition, the school should remove the inappropriate homework for K1 and K3 children, and cease offering interest classes during lesson time, ensuring that children have sufficient nap time and learning opportunities to meet their abilities and developmental needs.