

School No.: 566071

Quality Review Report (Translated Version)

Creative Day Nursery (Sceneway)

1/F, Sceneway Garden, Sin Fat Road, Lam Tin, Kowloon

15, 16 & 18 May 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 15, 16 & 18 May 2023

- 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 maintains close liaison with the affiliated schools of the organisation. Through joint-school meetings with school heads, the school and its peer schools discuss administrative measures and exchange their good practices, which help bring together the professional efforts for school development. The school has a clear organisational structure. The management leads the team to collaborate to implement tasks in different aspects, including administrative affairs, curriculum planning and parent education, resulting in smooth operation of the school. The school attaches importance to teachers' professional development. It makes good use of external and organisational resources to hold various themes of training activities. The school also encourages teachers to exchange their experiences in meetings with a view to enhancing the professional competence of the team.
- 1.2 The school has a sound school self-evaluation (SSE) in place and has implemented the rationale of SSE into practice of its daily work. The management leads the team to examine the implementation of the school's development plans regularly in meetings and review the effectiveness of tasks in each aspect at the end of a school term, which serves as a reference for planning the development direction of the school in the following year. The school regards nurturing children's exploratory spirit and positive values as its major concerns of this school year. Teachers participate in external support programmes to conduct teaching studies such as lesson planning, observation and evaluation in order to strengthen their skills in designing and launching exploratory activities. Teachers apply what they have learnt into practice and put forward the work plans in a step-by-step manner.
- 1.3 The school embraces learner diversity. It has established an identification and referral mechanism to provide timely referral services to children in need while catering for children's diverse developmental needs by making full use of external professional teams. Regarding non-Chinese speaking (NCS) children's learning, teachers adopt appropriate strategies in daily work to support NCS children's

learning in classes. English school notices are also available to keep NCS parents informed of school information. The school arranges seminars for parents of newly admitted children to familiarise themselves with the school. In tandem, the school organises parent-child activities and sets an adaptation period for children to adapt to school life and build a sense of security towards the campus. Teachers maintain communication with parents through diversified channels and organise parent lesson observations for them to understand their children's learning. The school holds seminars on different themes regularly. The themes include enhancing parent-child shared reading skills and increasing the effectiveness of parent education. The school optimises parent resources to strive for planning parent volunteering activities and let parents assist in leading children's outdoor visits and participate in campus decoration. Meanwhile, the school organises home-school activities with the parent-teacher association, so that parents can exploit their strengths. Parents trust and support the school. They are willing to collaborate with the school to nurture children's growth.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the curriculum outline devised by the organisation to design an integrated curriculum using themes. The curriculum content covers various learning areas. Under whole-class, small-group and individual learning modes, the school sets learning activities for children, taking into account the cultivation of attitudes and acquisition of skills and knowledge in children. The school taps community resources to arrange outdoor experiential activities for children according to themes, enriching their learning experiences. The school also invites parents and children to visit the Hong Kong Palace Museum and attend Chinese orchestra concerts in order to enhance children's understanding of traditional Chinese culture. Children have sufficient time to take part in music, physical, art and free choice activities every day. The daily schedule is properly arranged in general.
- 2.2 The school has formulated an explicit policy on the assessment of child learning experiences. Teachers observe children in a continuous manner and record their daily learning progress. Teachers also create learning portfolios for each child to keep thematic assessment forms, observation records and artwork analysis. The school distributes assessment information to parents periodically for them to keep

track of their children's learning. At the end of a school term, teachers give comments on children's overall performance based on development objectives while offering support to parents and making concrete suggestions for them to follow up on their children's development. The management also leads the team to systematically consolidate and analyse the assessment information collected from each grade level to review the teaching effectiveness, thus informing the curriculum planning.

- 2.3 The school's curriculum coordination and monitoring mechanism is functioning smoothly. The management grasps the implementation of curriculum in each grade level through conducting classroom walkthroughs, participating in meetings of academic affairs and scrutinising curriculum documents. The management also renders support and advice on activity design, environmental resources and other aspects in light of teachers' needs to facilitate the activities. Besides, the school gathers opinions from teachers during the curriculum review meetings which are held every school term. It collates the opinions and reflects them to the organisation. It then adjusts and revises the curriculum outline with the representatives of the affiliated schools of the organisation together, constantly improving the curriculum design to help enhance the teaching quality. Teachers usually possess reflective skills. They assess the effectiveness of learning activities by examining children's performance. Some teachers are able to make different suggestions for improvement in view of the extent to which the goals have been achieved and the learning performance of children, hence further enhancing the learning effectiveness of children.
- 2.4 This school year, the school regards cultivating children's exploratory spirit as its major concern. Teachers design a number of activities that are fun and require children to gain hands-on experience in accord with children's interests and life experiences. Teachers also try setting questions to stimulate children to predict, test and observe, which stimulate children to get to know and discover common natural phenomena in daily life. According to the theme of Lunar New Year, teachers let children feel the physical changes of mixing water and flour by kneading glutinous rice dough into ball shapes. Children also write Chinese New Year scrolls and try ink wash painting to observe the effects created by dipping ink on different textures of paper, hence they are introduced to the properties of water. In the theme of transportation, children make balloon rockets and conduct experiment on how to use bar magnets to move toy cars affixed with magnets, exploring the power of air and

magnetism. Overall speaking, the expected outcomes of the major concern are seen.

- 2.5 The school adheres to the vision of the organisation and strives to cultivate children's positive values. This school year, teachers have been assigned to participate in training to enhance their abilities in designing moral educational activities. The school keeps pace with the organisation to launch a virtue award scheme in order to nurture positive values in children, including willingness to learn, commitment and boldness. Teachers set appropriate and achievable behavioural goals in light of the development of children of different grade levels. For instance, K1 children are encouraged to share their life experiences proactively and tidy up things on their own after activities while K2 children have to plan free choice activities and confidently face challenges and actively finish their work. The school also invites parents to record children's good behaviour in a booklet so that children can cultivate good character from the diversified activities. The school has started to take forward the planned tasks and the efforts have begun to yield results.
- 2.6 Teachers decorate the campus meticulously and design classroom interest corners in accord with themes. They also make manipulative teaching aids for consolidating children's acquired knowledge. There is a wide range of materials and tools in the exploratory corners of each class to arouse children to explore actively. Children stacked a variety of coloured plastic sheets and observed the changes in colour. After shaking bottles filled with water and oil, they observed the changes where the separated water and oil layers mixed as one, showing their curiosity. Theme-related books are placed in the reading corners. There are also thematic information pamphlets co-authored by children. Children love sitting alone or with their companions on mini couches to read books and pamphlets, enjoying the fun of reading. Meanwhile, teachers set up different imaginative play corners in the school hall based on the themes of each grade level. For example, children imitate having dim sum with Chinese tea in a Chinese restaurant to gain a basic understanding of traditional Chinese food culture. Moreover, children learn to follow traffic light to cross roads in a simulated transportation town. Generally speaking, the design of corner activities helps children learn through play. However, the school is required to improve the set-up of the art and craft corner at the school hall and in each class, including the provision of wider types of art and craft materials for children to use, in order to unleash children's imagination and develop their creativity.
- 2.7 Teachers are amiable, friendly, caring and patient. Teachers often praise children's

good behaviour, acknowledge their performance and provide ample opportunities for children to share their thoughts while listening carefully to what children have heard and seen. Teachers prepare real objects, pictures and teaching materials beforehand to facilitate children to grasp the thematic learning content. In music activities, teachers are good at connecting various nursery rhymes with scenarios and guiding children to engage in imagination and perform rhythmic movements and play music games. Children love humming songs and do body movements in connection with lyrics, enjoying the joy of music activities. Teachers lead physical activities at the outdoor play areas. They adopt suitable equipment to give children sufficient opportunities to exercise. Yet, it is necessary for the school to plan classroom physical activities subject to unfavourable weather conditions, with a view to ensuring that the quality of the physical activities would not be compromised due to venue change.

- 2.8 Children love to go to school. They are confident and active. They like talking to others, get along well with peers and know how to share with their peers, demonstrating good social development. During free choice activities, children follow the rules and choose their favourite games according to their interest, hence cultivating an attitude towards active learning. At the end of activities, they pack toys and teaching aids on their own initiative, showing favourable self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school practises the inter-connected self-evaluation process in daily work. With regard to the major concern of cultivating children's exploratory spirit, the management is recommended to guide teachers to make in-depth analysis of the task objectives and take into account views and needs of different stakeholders to formulate work strategies such as parents' engagement, to increase the overall effectiveness of the plans.
- 3.2 The management performs its role of curriculum supervisor to continuously lead the team in enhancing the effectiveness of learning and teaching. However, the school is required to follow up on the set-up of the art and craft corners and develop children's creativity to a further extent. It should also plan ahead the classroom physical activities to ensure the quality of activities.