

School No.: 517712

Quality Review Report (Translated Version)

**James Anglo-Chinese Kindergarten
(Sham Shui Po)**

**16 Shun Ning Road, Ground Floor, Cronin Garden, Sham Shui Po,
Kowloon**

26, 27 & 29 February 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 26, 27 & 29 February 2024

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 management regularly reports to the leadership team on the school development, seeks advice from them on administrative affairs and discusses plans for school improvement. The school has various guidelines that help its staff grasp the work requirements. Staff members maintain communication through different channels and school documents are properly kept, ensuring a smooth daily operation. The management allocates duties to staff in light of their strengths and preferences while also offering information and opportunities for further studies to support their work needs. Members of the teaching team promote school development with concerted efforts.
- 1.2 The management leads teachers to review the implementation of work plans periodically and map out the development foci of the coming year according to the results of self-evaluation at the end of a school year. The school has regarded fostering physical development in children as its major concern in recent years, including bringing in external support and making appropriate deployment in terms of home-school cooperation. In this school year, the school continues to work on another major concern from last school year with an expectation of enhancing teachers' skills in leading music activities through training, lesson observation and exchange in order to guide children in building positive values. Besides, the school also improves the environment setup, organises activities such as parent workshops and parent-child reading activities to cultivate children's interest in reading. Each work plan is implemented as scheduled.
- 1.3 The team caters for the diverse learning needs of children. It stipulates an explicit identification and referral mechanism, taps external resources prudently and provides parents with learning aids that support children's learning at home to render adequate assistance to children in need. The school has close communication with parents. By attending parenting seminars or serving as volunteers, parents gain knowledge of child development and understand their children's learning. Parents recognise and

support the school. They are willing to help the school implement activities and join hands with the school to nurture the healthy growth of children.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school connects learning areas using themes to plan a curriculum that accommodates the cultivation of children's values and attitudes as well as their acquisition of skills and knowledge. The school considers children's interests in designing diversified teaching activities and arranges outdoor visits for children to learn through onsite observation and first-hand experience. Learning about Chinese culture, which is of interest to children, is incorporated into the curriculum. The content includes understanding the dancing steps and drum beats of lion dance and enjoying juggling performances, allowing children to experience traditional art. The school conducts the national flag raising ceremony on important days to nurture children's sense of national identity. Children have sufficient opportunities to participate in music, physical and free choice activities every day, leading to a balanced daily schedule. However, the school must remove the excessively difficult homework content and replace the mechanical copying and calculation drills with simple real-life learning tasks to meet children's development.
- 2.2 The school sets assessment items and criteria in accordance with the curriculum content. Teachers assess children's performance through continuous observation and develop learning portfolios for children to maintain thematic assessment forms, observation records and summative reports of the school term to reflect the children's performance. Teachers keep parents informed of children's development through face-to-face meetings and provide parents with strategies for follow up and support regarding the children's individual needs. Thus, they jointly facilitate children's learning. The management is required to steer the team to consolidate and analyse the assessment information, and examine the learning and teaching effectiveness, thereby informing the curriculum.
- 2.3 The school has established a curriculum management mechanism. The management guides teachers to devise a curriculum outline while teachers of all grade levels conduct collaborative lesson planning and then divide the work to write teaching plans. The management keeps track of the curriculum implementation by attending curriculum meetings, lesson observations, classroom walkthroughs, etc.

Teachers conduct reflections regularly and some of them are able to reflect on the teaching effectiveness against children's performance. The management is recommended to strengthen teachers' reflection abilities, guide them to conduct reviews that align with the learning objectives and make corresponding suggestions, and collate the information from curriculum reviews, which serves as a reference for curriculum planning and adaptation in the future.

- 2.4 In recent years, the school has taken developing positive values in children as its major concern. It displays slogans on campus to encourage children to care for people in need around them. In tandem, the school has invited parents to record their child's daily family life and encourage them to appreciate children's good behaviour. Parents and school have cultivated children's attitudes of care and respect together. In this school year, teachers select picture books and songs related to moral education, aiming to use music activities to help children nurture moral character. Teacher-designed music activities comprise elements of singing, instrument manipulation, music appreciation and so forth to enrich children's musical experience. Yet, the practice of facilitating children's moral development through songs cannot fully serve its purpose. The school must take appropriate strategies to support children's mastery of what they have learned and practice of character traits to achieve the work plan's expected goals.
- 2.5 Another major concern of the school in this school year is cultivating children's interest in reading. To encourage children to read, the school has purchased different types of books and set up cosy reading corners in each classroom. Teachers can read with children in the corners during free choice activity sessions. The school also arranges parent workshops to promote parent-child reading to help children develop good reading habits at home. As observed, children loved reading books. They actively shared stories with their peers and teachers, enjoying the fun of reading.
- 2.6 Teachers design a wide range of corner activities in connection with themes. Materials are placed properly and in ample amounts. It is observed that children could choose from different interest corners and play, learning through manipulation and experience. Children took the initiative to invite their peers to play with them. They loved interacting with others and showed good social skills. That said, some of the activities in exploratory corners lacked variety. For example, children were only asked to distinguish between wooden and plastic toys. Such practices cannot sustain children's interest in exploration. It is necessary for teachers to review the

setting of the exploratory corners, for example, by offering diversified materials and making the activities more fun, to stimulate children for further explorations and discovery to construct knowledge.

- 2.7 For the purpose of fostering children's physical development, the school has strived to improve the arrangement of physical activities over the past years, in addition to proactively launching parent-child physical activities. It has provided an array of play facilities and materials for gross motor skills such as tricycles and large building blocks, for children to participate in different physical games based on their preferences, thus helping them in developing physical movements. Teachers design physical circuit games thoughtfully and incorporate story context to spice up the games while letting children try balancing, jumping, etc., so that the plans can achieve the expected results. Teachers must demonstrate skills in a clearer manner, adjust the teaching pace in light of children's performance as well as rendering instruction and support timely to increase the learning effectiveness.
- 2.8 Teachers are kind. They care about children and embrace children's diverse needs. Teachers make good use of pictorial cards to help children set up routines and get engaged in school life. Teachers are conscientious in teaching. They utilise real objects, pictures and toys to arouse children's learning interest. When carrying out thematic activities, teachers ask questions to guide children in sharing their daily life experiences. Children are assigned to chat in pairs to facilitate interactions among them.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management is required to strengthen its professional leadership and steer the team to examine the school context to understand the school's development needs. In view of developing children's positive values, the management must formulate appropriate strategies and set explicit and well-defined success criteria for accurately reviewing the extent to which the task objectives have been achieved. The school must analyse the child assessment information to evaluate the effectiveness of the plans. It must also understand the teaching team's abilities and needs and organise training activities that dovetail with the development direction, thereby promoting teachers' professional growth.
- 3.2 The management must also enhance its curriculum leadership to lead teachers to sharpen their skills in conducting physical activities. Corner activity design could

be refined as well to make it more interesting and exploratory. Besides, the school needs to improve the homework design, reduce the amount of repeated copying exercises and remove the difficult homework to address children's interests and developmental needs. The school is advised to make good use of the child assessment information, conclude and collate its experiences to inform the curriculum.

- 3.3 The school communicates closely with parents. Parents are willing to take part in school activities. However, the school should plan more diversified parent education activities so as to boost parents' competence in parenting. The school could employ parent resources to assist with its activities. With the promotion of home-school cooperation, parents and the school can promote children's development together.