

School No.: 566373

Quality Review Report (Translated Version)

**The Neighbourhood Advice-Action Council
Yuen Long Day Nursery**

**G/F (Entrance) & 1/F Orion Court, 23 Mau Tan Street, Yuen Long,
New Territories**

9, 10 & 12 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: 9, 10 & 12 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 leadership team cares about and supports the school. It understands the school context through regular meetings and gives advice and guidance on school affairs. Guidelines are in place in school to help the teaching staff grasp the work requirements and discharge their duties. The task force regularly takes stock, updates or purchases teaching resources, and files them properly for teachers' perusal and access. The school arranges induction for newly recruited teachers to understand the culture of the organisation and their teaching duties. In addition to joint-school professional development activities, the management organises school-based training according to the major concerns and teachers' needs, and allocates tasks based on the expertise, experiences and preference of the staff, assisting team members in exploiting their strengths.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. It adopts a whole-school approach to examine the work in different domains and then devises development plans for the coming year based on the school context and children's needs. In recent years, the school has regarded enhancing children's learning interest and capability as its major concern. It brings in external support to equip teachers and increases the element of play in environment set-up. In response to personnel changes, the school considers team building as another focus in this school year. It holds social activities and encourages staff members to share their feelings on a display board, thereby providing more opportunities for teaching staff members

to exchange views and communicate with one another, which is on the right track.

- 1.3 Teachers identify children with special needs through daily observation and offer them referral services. They maintain communication with interdisciplinary professionals to follow up on the progress of children. The school arranges an adaptation period for newly admitted children and invites parents to accompany their children in class, enabling the newcomers to integrate into school life the soonest. Teachers map out learning themes and introduce the primary school environment and ways of making friends to K3 children, helping them get ready for being promoted to primary one. In respect of catering for non-Chinese speaking children, the school organises parent-child language classes and visits to scenic spots to facilitate their Chinese learning and understanding of the community. In tandem, a carnival is held for children to gain access to the languages, costumes and food of different countries, thereby learning to respect and appreciate cultural diversity. The school maintains liaison with parents through multiple channels. It keeps parents informed of the school curriculum and their children's school life through parents' day, lesson observation and parent-child activities. Parents are willing to serve as volunteers, such as telling stories at birthday parties and assisting teachers with off-campus activities. Thus, home and school facilitate children's growth in collaboration.

2. Learning and Teaching

- 2.1 The school formulates themes according to children's life experiences and meticulously selects suitable picture books as teaching materials to design a school-based curriculum that covers all learning areas. To deepen children's understanding of the themes, teachers often plan outings, such as visiting country parks, supermarkets and fire stations, or inviting external organisations to hold talks at school, to enrich children's experiences. In recent years, the school has put effort

into promoting national education and has planned various experiential activities. Children enjoy Cantonese opera and Chinese kung fu as well as playing folk games like pitch-pot and shuttlecock kicking to cultivate their interest in Chinese culture. Moreover, the school schedules a child flag-guard team to hold the national flag raising ceremony on important days to teach children about the national flag and national anthem, developing their sense of national identity. Regarding the daily schedule, children take part in music, physical, art and free choice activities every day. However, during the kindergarten-primary transition period, the school arranges for K3 children to take rest instead of afternoon naps. Furthermore, some of the homework content in the learning areas of Language and Early Childhood Mathematics for K3 children in the second school term is rather difficult. The school is required to review and revise both issues in order to meet children's developmental needs and abilities.

- 2.2 The school has established a well-defined mechanism for the assessment of child learning experiences. It draws up assessment items in alignment with the curriculum objectives and sets out specific guidelines and criteria for teachers' reference so that teachers can assess children's performance objectively through continuous observation. Teachers develop learning portfolios for children to keep thematic assessments, observation records and artworks while summarising children's development at the end of a school term. All these serve as evidence of children's growth. Teachers distribute the assessment information at opportune times. They meet with parents and provide follow-up suggestions to facilitate parents' understanding of the progress of their children, thus jointly supporting children's learning with parents. The school consolidates the child assessment results and teachers of some grade levels use such information as a reference for reviewing the effectiveness of teaching and activities. Such practice may extend to

other grade levels with a view to informing the overall curriculum planning.

- 2.3 The management keeps track of the curriculum implementation by conducting classroom walkthroughs, attending meetings and scrutinising teaching documents. To tie in with the major concerns of the year, it also organises peer lesson observation to foster professional exchanges among the team members. Teachers of all grade levels carry out collaborative lesson planning. They refer to the curriculum information of the previous school year to discuss learning content, set-up of interest corners and visits, and then take turns to prepare lesson plans. Teachers reflect on teaching but they put more emphasis on evaluating the thematic activities. The management also conducts thematic and school term reviews with the team. Yet, they mainly discuss children's performance and the activity arrangements. The management is required to demonstrate its curriculum leadership by steering teachers to holistically evaluate the effectiveness of different activities against the teaching objectives, strategies and skills. The management should also strengthen its guidance and support to teachers, including sharpening their capability in catering for children's diverse needs, so as to improve the quality of learning and teaching.
- 2.4 The school makes good use of the campus space to display children's artworks, which is conducive to children's mutual appreciation and learning. Teachers set up a number of interest corners in classrooms and provide plentiful materials for children to manipulate during free choice activities. As observed, children drew their favourite cartoon characters attentively in art corners and shared their drawings with their peers proactively. Children also loved assembling cars and castles with different types of building blocks in construction corners, demonstrating their creativity. This school year, the school regards enhancing children's learning interest and capability as its major concern. Teachers increase the element of play in interest corners. Children jointly explore ways of stacking paper cups and they

work together to connect tubes into a passageway to observe and find out how small balls roll down along it. Teachers of K3 place a variety of physical equipment in role-play corners for children to create their playing methods. Children simulate shooting balls or playing group games in the playground of a primary school. They are willing to discuss the ways of play with others, showing good affective and social development. Nevertheless, the setting of some interest corners lacks of fun. Teachers of each grade level may evaluate the effectiveness of the interest corners in a timely manner and keep improving the activity design to raise the effectiveness of the work plans. Teachers walk through and support children's activities but they should strengthen their roles in intervention and inspiration to motivate children to think and try to solve problems. Teachers are also encouraged to ask open-ended questions after activities to guide children to share their discoveries and experiences, hence further promoting learning through play for children.

- 2.5 The school arranges for children to carry out thematic activities in groups at the same place. Yet, children are distracted due to the noise interference between groups. In physical activity sessions, teachers organise bean bag tossing, ball bouncing, simulated dragon boat races and other activities. They also let children select and play with the facilities of the venue to help them develop body coordination. However, the activity space is slightly insufficient and teachers generally spend quite a long time explaining the playing methods and rules, resulting in reduced participation and amount of exercise for children. The school is required to allocate the venues and activity time properly so that children can carry out various activities in a suitable environment while getting adequate opportunities to train their gross motor skills and develop a strong physique.
- 2.6 Teachers facilitate teaching with pictures and books. They ask children to answer questions or complete simple learning tasks to increase interaction, helping children

grasp the learning content. Teachers tell stories in different voices and tones to enhance children's involvement. In respect of music activities, teachers and children sing, perform rhythmic movements and tap musical instruments together. However, the activity design somewhat lacks variety and fails to meet children's interests. Teachers are advised to enhance their skills in organising and implementing music activities as well as boosting the enjoyment of the activities to foster children's aesthetic development.

- 2.7 Children are lively and active. They like to play with their peers and are willing to express their thoughts. Nonetheless, there is still room for improvement in classroom management skills of some teachers. The management may lead team members to explore feasible ways to help them build and implement classroom routines so that children can grasp teachers' instructions and activity rules, thereby cultivating a self-discipline and rule-observance attitude.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school sets development directions in response to its context and the needs of stakeholders. Nevertheless, the management should evaluate the effectiveness of the plans with the team in a timely manner and understand the implementation of work as soon as possible while devising follow-up strategies based on the review findings to enhance the effectiveness of the major concerns.
- 3.2 There have been personnel changes in the school in recent years. The management is advised to give appropriate guidance and support to teachers for facilitating their professional development. The management also needs to strengthen teachers' positive thinking, create a culture of mutual appreciation and recognition, and build a pleasant and harmonious atmosphere at work. In this way, it can foster cohesion and a sense of belonging to the school in team members to build a stable teaching

team, promoting the self-improvement of the school with concerted efforts.

- 3.3 The management is required to plan the venues and activity time properly, enhance teachers' abilities in organising and implementing music and physical activities, and strengthen their classroom management skills. Moreover, it is necessary for the management to revise the afternoon naptime arrangement during the kindergarten-primary transition period and remove the inappropriate homework for K3 in the second school term in alignment with children's needs. The school should continue to follow up on the recommendations of the previous Quality Review to improve the professional leadership of the management, and guide teachers to comprehensively review the effectiveness of all learning activities, with a view to raising the teaching quality.