

School No.: 624195

Quality Review Report (Translated Version)

IBEL Rusy and Purviz Shroff Charitable Foundation Kindergarten

**Shops 119-121, 1/F, Victoria Mall, 188 Canton Road,
Tsim Sha Tsui, Kowloon**

2, 3 & 7 July 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 2, 3 & 7 July 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 school has a clear mission. It respects the uniqueness of children and strives to offer equal learning opportunities to children with different races and backgrounds. The leadership team actively explores resources and strengthens connections between the school and community to organise a wide range of activities for broadening children's horizons and experiences. The management closely communicates with teachers to draw up and refine various guidelines and they work together to handle daily affairs. The team recognises the school rationale. Members are willing to accept responsibilities and give full play to their strengths, laying the foundation for school development with concerted efforts.
- 1.2 The school has preliminarily established a school self-evaluation (SSE) mechanism. The management leads the team to apply the cyclical concept of planning, implementation and evaluation for taking forward and improving the work in all domains progressively. In this school year, the school formulates an annual development plan and regards designing a school-based curriculum, creating an inclusive culture and promoting home-school co-operation as its major concerns respectively, which meet the needs of children and parents. Besides, the school is able to devise corresponding implementation strategies and timelines to kick start and carry out the key tasks in an orderly manner. The effectiveness of the work is gradually seen.
- 1.3 The team cares about children and adopts appropriate measures to cater for learner

diversity. Teachers pay close attention to the adaptation of newly admitted children. They maintain communication with parents while making suitable arrangements in light of children's pace of development, culture and custom, etc. They also refer children for professional assessment and support services at the soonest possible time when needed. Meanwhile, the school holds talks and workshops to enrich parents' child-rearing knowledge and paired reading skills. It launches many parent-child activities, including festival celebrations, handicrafts and snack making, primary school visits with experiences of classroom activities, to facilitate parents and their children to develop a harmonious relationship through interaction, hence exploiting the effectiveness of parenting. Parents are pleased to join school activities to accompany children to learn and grow.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and uses real-life themes to organise its curriculum. Taking into account the experiences of curriculum implementation in the first school term, the school attempts to set common learning themes for all grade levels in the second school term so as to enhance the coherence of the overall curriculum. It also improves the environment set-up deliberately to foster the learning atmosphere. The curriculum covers various learning areas. That said, the school is required to step up its planning of the area of Arts and Creativity in order to nurture children's aesthetic sense and creativity more systematically. Besides, the school is required to revise the excessively difficult learning content and homework in Language and Early Childhood Mathematics for K3 as well as removing the design of teaching aids for copying alphabets and numbers in K1 with a view to meeting the developmental needs of children. The daily schedule is well planned that children have opportunities to engage in free

choice, music, physical and other activities every day. The school may arrange more community visits and experiential activities which tie in with the themes for further assisting children in understanding the living environment, custom and practices, thus integrating into the local community.

2.2 The school has formulated a policy on the assessment of child learning experiences.

It maps out assessment content based on the curriculum objectives, understands children's performance continuously through thematic assessments, activity observation and so forth, and summarises their development in each aspect at the end of a school term. Teachers create learning portfolios for children to maintain different types of assessment forms, activity photos and artworks properly as records of children's growth. Besides, teachers keep parents informed of children's progress aptly to support the needs of children together.

2.3 The management takes part in lesson planning meetings of each grade level to provide teachers with comments on thematic learning content, activity design, environment set-up, etc. It also gets hold of the progression of the work through classroom walkthroughs and scrutiny of curriculum documents. Teachers reflect on teaching, propose suggestions and follow up. Yet, they seldom assess the effectiveness of free choice activities. They are advised to strengthen the relevant reviews to improve the setting of interest corners for guiding children to explore and learn actively. Furthermore, the management must steer the team to optimise the curriculum evaluation mechanism by, for example, consolidating and analysing children's performance, parents' feedback and other information regularly, examining the appropriateness of individual themes and the overall curriculum as well as adjusting the teaching strategies and curriculum planning when necessary to raise the effectiveness of learning and teaching.

2.4 The school puts great effort into creating an inclusive atmosphere and promoting

moral education in view of the diverse cultural backgrounds and living habits of children to facilitate children to get along well with others and learn joyfully. The teaching team plans a variety of festivities, decorates the environment and designs games attentively, helping children know about the characteristics of traditional or religious festivals around the world such as Mid-Autumn Festival, Easter and Diwali. The team also holds parent-child activities for non-Chinese speaking (NCS) children and their parents to experience the Chinese festive custom of strolling in the Lunar New Year Fair and making rice dumplings, hence increasing their exposure to and understanding of Chinese culture. To strengthen the cultivation of good character in children, the school sets a moral education focus for each learning theme in the second school term. Teachers incorporate elements of care, observing rules and cherishing what we have into daily teaching, and they give verbal cues or praises to children on their performance. In tandem, teachers introduce award schemes to motivate children to be a role model of their peers, acknowledging and reinforcing children's positive attitudes and behaviour to a further extent. As observed, children who served as caring ambassadors were confident. They greeted teachers and peers proactively at the school entrance before class and were able to lead their younger schoolmates to classrooms. Overall speaking, the school carries out the major concerns as planned and reviews the activity arrangements in a timely manner. It is required to delve into the efficacy of work and conclude experiences, with an aim to taking into account the needs of children of all grade levels to plan and promote moral cultivation and inclusive culture more comprehensively.

- 2.5 Teachers make good use of the campus space to exhibit artworks of children. Flash cards and sound buttons are also displayed, which enable children to read, listen and speak more simple Chinese and English phrases. The school adopts a mixed-age approach for free choice activities to provide children with more experiences of

interpersonal interaction. Children have developed activity routines and use schedules to plan their corner games. They read and draw with peers, and play the roles of a bus driver and passenger to simulate the steps of riding a bus. Children love manipulating interesting teaching aids together as well. For instance, they draw from a mystery box the shapes for sorting, or play chess with a chessboard made from eco-friendly materials, and collaborate to tidy up things after the activities. Teachers intervene or participate in children's play, and invite children to revisit the extent to which the plans have been achieved and share their feelings, effectively motivating children to communicate and respond in Cantonese. Teachers are recommended to design interest corner activities with exploratory elements that connect with the theme content in order to allow children to learn with their senses for constructing or extending the relevant knowledge and skills, as well as cultivating their curiosity and exploratory spirit.

- 2.6 Teachers prepare games and teaching aids to facilitate teaching and arouse children's learning interest while often asking questions to encourage children to express their thoughts. Teachers also employ proper strategies to address the learning needs of NCS children. For example, teachers give explanation with body language and pictures, slow down their speaking pace and give more demonstrations to help children understand the instructions of activities and learning content. When children answer questions in English, teachers repeat the content in Chinese patiently and ask children to follow so that children can gradually build confidence and habits of speaking Chinese. During music sessions, teachers lead children to sing, play musical instruments and perform rhythmic movements along the beat. However, some activities are mainly related to revisiting the acquired knowledge from themes. Teachers are required to enhance the relevant music elements according to the learning objectives, and guide children to express their emotions and unleash their

creativity. Children of all grade levels have physical activities together at an indoor playground. Teachers attempt to set up circuit games that integrate the learning foci of each grade level. That said, such activities lack clear levels of the skills concerned and thus children fail to grasp the basic physical skills as aimed. Teachers are suggested to make flexible use of the venue in light of the teaching content for planning grade-level learning activities and mixed-age physical games with a view to catering for children's development and abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has preliminarily developed an SSE mechanism to devise priority tasks dovetailing with the needs for its establishment, and it takes forward the work progressively. Building on this foundation, the management is required to steer the team to put into practice the SSE rationale. They have to analyse the school context from multiple angles and collectively discuss specific objectives and strategies when mapping out work in different perspectives such as teacher training, curriculum planning and parent education, so as to implement the plans in a holistic manner and promote the effectiveness. The management and the team may also adopt suitable assessment tools to evaluate the work effectiveness in a focused way, with the purpose of providing a clear direction for the development of the next stage.
- 3.2 The school is gradually formulating its school-based curriculum. It is necessary to refine the mechanism for curriculum coordination and evaluation to increase the quality of learning and teaching through timely and continuous review and improvement. The management is required to lead the team to ensure the appropriateness of the curriculum, for example, by strengthening the planning of the learning area of Arts and Creativity, revising the excessively difficult learning content and homework in Language and Early Childhood Mathematics for K3, and removing

the design of teaching aids for copying alphabets and numbers in K1 to meet the developmental needs of children. The management must also help the team to sharpen its teaching tactics and activity design skills for enriching the element of exploration of the interest corners and enhancing the effectiveness of the music and physical activities, hence fostering the whole-person development of children.