

School No.: 566101

Focus Inspection Report (Translated Version)

Bo Bo Nursery School

**P1012-1016, Podium, Sing Fai Terrace, Taikoo Wan Road, Tai Koo Shing,
Hong Kong**

5 July 2023

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The curriculum of the school emphasises the connection between learning and living, and is devised with themes related to children's real-life experiences. In tandem, the school makes reference to teaching packages to design learning activities which facilitate children's construction of knowledge from prior experiences. Children are provided with music, physical, art and free choice activity time every day. However, during free choice activity sessions, K3 children have to take time to complete the activities designated by teachers, leading to insufficient opportunities for children to choose their own games. The school is required to improve the arrangements of free choice activities of K3 so that children can learn according to their preference and at their own pace. Regarding homework, some pieces of K3 homework in Early Childhood Mathematics are too difficult. The school must delete the inappropriate homework to meet children's interests and developmental needs.
- 1.2 The school formulates the assessment content of child learning experiences in alignment with themes. It assesses children's learning performance through continuous observation. Teachers retain the thematic assessments, observation records and works of children in children's learning portfolios, hence systematically documenting and reflecting children's growth and learning situation in various areas. Teachers report to parents periodically to let them grasp children's learning and developmental progress. Teachers communicate and cooperate with parents to promote children's learning together. The school follows up on children's individual needs based on the child assessment information. It could further utilise the assessment information to inform the overall planning of the curriculum and adhere to the effectiveness of assessment for learning.
- 1.3 The school premises are bright, neat and comfortable. Winsome children's works

and family photos are displayed in the lobby and classrooms to create a cordial school environment. Teachers decorate the classrooms and interest corners in consonance with the themes. They place manipulative and exploratory teaching aids and incorporate learning content for extended thematic activities. Children can choose their favourite materials and games, which is conducive to stimulating children's learning motivation. As observed, children enjoyed playing with peers during free choice activity time and showed good social development.

1.4 Teachers are kind and friendly. They accept and cater for children's diversity. They always make concrete compliments to recognise children's virtuous behaviour while helping children establish routines and cultivate self-discipline abilities. It is observed that children were courteous and well-disciplined. They listened to teachers' teaching attentively and were willing to express their views as well as sharing their life experiences. Nonetheless, the waiting time for physical activities is rather long, which affects children's opportunities to participate and leads to an inadequate amount of exercise. Teachers are advised to refine the design and arrangements of physical activities to enhance children's participation and foster their balanced development.

1.5 The management leads teachers to discuss the curriculum outline and teaching schedule. It also understands the curriculum implementation through conducting classroom walkthroughs and lesson observations. Teachers design learning activities and decorate the interest corners meticulously. They reflect on their teaching regularly. Yet, teachers mainly describe children's learning in their reflections and seldom analyse the reasons why children are not able to achieve the learning objectives. The management is required to steer teachers to make concrete and feasible suggestions for improvement in accordance with the extent to which the activity objectives have been achieved as well as adapting the curriculum in a timely

manner. Through examining curriculum documents such as teaching plans and teaching reflections, the management may guide teachers to set forth specific and clear learning objectives and analyse the cause of problems while reviewing teaching. In this way, corresponding improvement strategies can be employed to enhance children's learning effectiveness.

2. Recommendations for Fostering Sustainable Development of School

The school must delete the difficult homework content of K3 to meet children's learning needs and improve the arrangements of free choice and physical activities to foster children's balanced development. The management is advised to strengthen its curriculum leadership and supervision to steer teachers to understand in depth the curriculum implementation and teaching efficacy, including scrutinising and revising curriculum documents, so as to help teachers review and refine their teaching effectively. The management may also lead teachers to make good use of the child assessment information to review the teaching effectiveness according to children's performance and the teaching objectives with a view to enhancing the efficacy of learning and teaching.