

**School No.: 216208**

# **Focus Inspection Report (Translated Version)**

**Delia English Primary School & Kindergarten**

**1/F, 2/F & Portions of G/F & 3/F of Tower T46, 84-86 Broadway,  
Mei Foo Sun Chuen, Kowloon**

**21 March 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 school sets learning themes based on children's life experiences and introduces the themes through the school-based theme books designed by teachers. With the relevant learning activities, children's learning interest is aroused. The curriculum content covers various learning areas and considers the connections and progression of learning content across three grade levels. In general, the curriculum takes into account the cultivation of children's values and attitudes, as well as the acquisition of skills and knowledge. However, the school fails to provide sufficient time to children in the whole-day classes for daily music, physical and art activities. The arrangement of the free choice activities is also undesirable as the activity time of K1 is inadequate. Free choice activities of some half-day classes in each grade level have to be split into two sessions, resulting in short activity time. As such, children cannot fully engage in corner activities or develop the routine of switching interest corners, undermining the learning effectiveness of the free choice activities. Besides, K1 children are asked to write alphabets along dotted lines while the design of some K3 language and early childhood mathematics homework is excessively difficult. The management must provide a balanced daily schedule to children, monitor the implementation of the curriculum as well as removing the inappropriate homework with a view to meeting children's developmental needs.
- 1.2 This school year, the school regards strengthening children's Chinese learning as its major concern. Teachers design community exploration activities for children to use language in real-life contexts. As observed, children responded to teachers' questions actively, showing good expression abilities. There are a number of non-Chinese speaking (NCS) children in the school. NCS children are attentive and engaged in the Chinese learning activities. They are also willing to express themselves in Chinese and answer questions in sentences, thus the effectiveness of

the work has been observed. In response to the major concern, the school arranges peer lesson observation and encourages teachers to learn and observe from one another. The management could make use of the peer lesson observation to assist teachers in concluding their experiences and further enhancing the language teaching skills of the team.

- 1.3 The school assesses children's learning through continuous observation. Thematic assessment items are related to the learning content of the curriculum. The assessment criteria, being discussed by teachers, are clear, which is conducive to an objective and consistent assessment. By making reference to the thematic assessments, teachers compose brief assessment for children and summarise their performance in each learning area every school term. Specific suggestions about children's development are also given to parents at the end of a school term, facilitating children's growth.
- 1.4 Teachers design games by optimising physical play venues and equipment to promote children's gross motor development. Along the corridors and in the classrooms of the campus, photos of children's learning and their artworks are posted. These create a joyful campus atmosphere, and let children observe and learn from each other. Some corner activities lack interactive and exploratory elements and are mostly related to matching, counting numbers or recognising words, resulting in monotony and ineffective in arousing children's motivation to learn. The management is required to guide teachers to make the corner activities more interesting so that children could learn through play.
- 1.5 Teachers are amiable and attach importance to classroom routines. They praise children for good behaviour from time to time, leading to the smooth running of learning activities. Teachers guide children patiently and set a role model for applying language, which is effective in fostering NCS children to learn Chinese.

Teachers prepare different teaching aids meticulously to get children motivated to learn. As observed, however, the lessons focused more on imparting knowledge. Teachers are recommended to enhance classroom interaction by using a variety of questions guiding children to think. At present, teachers are mainly maintaining order, observing and making timely intervention during the free choice activities. It is suggested that teachers may join in children's games more often and schedule time for children to summarise what they have learnt. Children are courteous and obedient. They are devoted to learning and get along with peers. They possess self-care abilities as they assist in tidying up teaching aids and toys at the end of the activities.

- 1.6 The school has established a curriculum management mechanism. Every school term, the management leads teachers to review and set a curriculum outline, which is then divided among teachers to design teaching plans that have explicit learning goals and clear teaching steps, facilitating the learning activities to conduct smoothly. The management monitors the implementation of the curriculum through attending meetings, scrutinising documents and conducting classroom walkthroughs. Upon completion of a theme, teachers write reflections, but they mainly describe children's learning. The management must guide teachers to further explore the teaching effectiveness of the activities in a bid to map out strategies to improve learning and teaching.

## **2. Recommendations for Fostering Sustainable Development of School**

The management is required to strengthen its curriculum leadership to fulfil the role of curriculum coordinator and monitor while steering the team to review the curriculum to ensure it is balanced and appropriate. The management must also guide teachers in reflecting on their teaching effectiveness and making use of peer lesson observation to

increase their professional competence. It is necessary for the school to offer children a balanced daily schedule and pay attention to the planning of the free choice activities. In addition to the provision of sufficient time, the school also has to improve the design of corner activities, so that children could enjoy them.