

School No.: 563161

Focus Inspection Report (Translated Version)

The Salvation Army North Point Nursery School

**Podium Level 2, Healthy Village, 6 Healthy Street Central,
North Point, Hong Kong**

18 October 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 On the basis of the curriculum information of the sponsoring body, the school selects real-life themes to devise the content of its integrated curriculum to foster children's all-round development. In accordance with each theme, teachers guide children to explore the topics of their interest. Using activities like tests, observation and comparisons, they cultivate children's spirit of active exploration. The school arranges different activities to promote Chinese culture, such as festival celebrations, performance appreciations and parent-child games, so that children can understand and appreciate traditional custom as well as the essence of art and culture in a step-by-step manner, hence building a sense of national identity. The daily schedule is balanced that children are given sufficient opportunities to participate in music, physical, art and free choice activities every day.
- 1.2 The school has been regarding cultivating children's positive values as the major concern in recent years. It helps children develop a positive attitude towards life and practise good deeds through games, experiential trips, award schemes and so forth. As observed, children were friendly and in harmony. They were confident and willing to share, showing that the previous work plan had borne fruit. In this school year, the school concludes from the analysis of the child assessment information of last school year that children were dependent on others. Therefore, it focuses on enhancing the sense of responsibility in children. Initially, teachers post motivational quotes and activity routines around the campus while making use of the activity review sessions to encourage children to do things within their reach in daily life. Children follow the activity routines and tidy things up by themselves after activities, developing an understanding and habit of being responsible gradually.
- 1.3 With reference to the assessment guidelines of the sponsoring body, the school establishes a mechanism for the assessment of child learning experiences. Teachers

assess and record children's development through continuous observation. The assessment content is comprehensive. The school prepares the class-based learning journals systematically and develops learning portfolios for children to maintain their developmental assessment reports, observation records and pieces of work with children's own narration. This allows parents to get a grasp of their children's learning progress in detail. The school consolidates children's assessment information to analyse the teaching effectiveness, hence informing the curriculum planning.

1.4 The school environment is comfortable, bright and clean. The school allocates its space flexibly and plans the activity time for each grade level properly. Members of the school team are in tune with one another and there is a smooth transition of activities such that children have sufficient opportunities to enjoy the fun of activities. The school arranges for all children to carry out free choice activities together in a classroom to promote interaction among children of different ages and foster their social development. There are plenty of materials in the interest corners. The teaching aids are of different levels of complexity for children to choose and use of their own accord. Teachers observe and play with children while supporting children's different needs timely. During review sessions, teachers encourage children to describe their good behaviour and participation in the corner activities briefly whereby most of the children have the chance to share. Teachers are required to enhance their questioning skills to react to children's responses and ask follow-up questions of different levels to guide children to think. In tandem, teachers may invite children to share their experiences and discoveries based on the meaningful scenarios during games, so as to extend their learning.

1.5 Teachers teach children with patience. They give clear explanations and make good use of pictures, real objects, etc., to facilitate teaching. They also inspire children

to discover their surroundings through experiential activities. During physical activities, teachers set up circuit games for children to develop their gross motor skills. Children participate in the activities enthusiastically, unleashing vitality. Regarding music activities, teachers guide children to hum to music and perform rhythmic movements. Children also have the opportunity to play musical instruments. In most of the sessions, the school schedules mixed-age activities for children of two grade levels to facilitate children of different ages to learn from one another. However, some of the newly recruited teachers are rather inexperienced in organising mixed-age activities. Though the school has arranged internal training and professional exchange activities for the new recruits to be familiar with mixed-age teaching, teachers must improve their skills in conducting mixed-age learning activities and adapt the activity design according to the teaching objectives of different grade levels as well as children's developmental progress. In this way, children's learning needs can be catered for more effectively.

- 1.6 The school has a curriculum management mechanism in place. The management is responsible for curriculum coordination. It understands the curriculum implementation and supports teachers' teaching through conducting classroom observation and classroom walkthroughs, scrutinising documents and attending teaching meetings. Teachers reflect on their teaching regularly. They evaluate the teaching performance and effectiveness while making suggestions for improvement in aspects like teaching skills, and the design and application of teaching aids.

2. Recommendations for Fostering Sustainable Development of School

The school strives to provide children with a joyful learning environment. The management leads teachers to formulate the learning content in relation to children's life experiences, interests and discoveries. The school has laid the foundation for curriculum

development. Yet, it is required to further improve teachers' skills in evaluating and adjusting teaching design as well as enhancing their questioning skills to promote the effectiveness of learning and teaching.