

**School No.: 563145**

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

**The Salvation Army Wah Fu Nursery School**

**No. 123-127 & 223-229, Wah Sang House, Wah Fu Estate, Hong Kong**

**7 March 2024**

**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 devises an integrated curriculum with reference to the curriculum resources of the organisation. The curriculum content covers various learning areas. The school selects real-life themes based on children's interest and designs diversified project activities for children to cultivate positive values and attitudes, develop skills as well as construct knowledge through observation, experience and exploration. Taking into account the major concern of enhancing children's understanding and respect for Chinese culture, the school infuses relevant learning content into the curriculum. For instance, on the theme of "house", Chinese courtyard house is introduced and visits are arranged for children to learn about and appreciate the features of Chinese architecture. The daily schedule of the school provides children with ample opportunities for art, music and physical activities. However, K2 and K3 children have to finish homework and several designated activities before participating in free choice activities on some days, hence their play time is reduced. Children cannot fully enjoy the pleasure of play. Some pieces of K3 homework are rather difficult as well. The school must adjust its daily schedule arrangements and remove the homework that is rather difficult in order to cater for children's developmental needs.
- 1.2 The school has established a mechanism for the assessment of child learning experiences. Teachers refer to the assessment guideline of the organisation and adopt continuous observation to assess children's development while utilising information such as parent surveys and self-evaluation of children to understand children holistically. The school informs parents of the learning content and process of children through daily logs. Observation records and work analysis are distributed regularly, allowing parents to get a clear picture of their child's learning progress. At the end of a school term, the school concludes children's learning

performance in development reports while making suggestions about children's strengths and needs, thus home and school collaborate to foster their growth.

1.3 The school environment is comfortable. Teachers make good use of the campus space to hold activities for children and design interest corners based on thematic content, arousing children's learning interest and curiosity. K1 class teachers provide various natural materials in accordance with "spring", such as wood pieces, leaves and petals. Children explored with multiple senses and compared the characteristics of the materials, and then used these to create animal collages. On the theme of "community", K2 children jointly decided to open a fast food shop and selected suitable props for operating the simulated restaurant, having fun in role-play with their peers. Teachers put theme-related books in classrooms for encouraging children to read and gather information for further exploration. In the meantime, teachers prepare teaching aids by themselves. The teaching aids are attached with answers for children to check on their own after completion so as to consolidate their acquired knowledge through manipulation. As observed, children were engaged in creation activities. They loved playing with peers and were able to wait for their turn and share toys with their peers. After games, children took the initiative to tidy up things to demonstrate a sense of responsibility.

1.4 Teachers are kind, friendly and patient. They have a good relationship with children. Teachers put much effort into teaching and make good use of gestures, facial expressions, voices and so forth to attract children's attention. Teachers have good communication skills that they give clear and specific instructions and demonstration to children. In physical activities, teachers firstly remind children about key points for movements in view of their needs and render timely guidance to facilitate children to master physical skills. Music activities are arranged in an orderly manner. Teachers let children feel the rhythms of music before leading

them to play musical instruments together with drawings and body movements. Children are willing to hum and take part in music games. They are able to follow the beat to play musical instruments under teachers' direction to enjoy music activities.

- 1.5 The school has a proper mechanism for curriculum management. The management convenes cross-grade level meetings and steers the team to formulate learning themes and activity content together. It also guides teachers to adjust the teaching content and arrangements according to children's life experiences and performance. The management keeps track of curriculum implementation through attending meetings, scrutinising curriculum documents, etc., and gives guidance and suggestions in terms of activity arrangements, teaching skills and so forth with a view to enhancing teaching effectiveness. In tandem, the management always walks through classrooms and conducts teaching demonstration for new teachers, exploiting its role of curriculum leadership. Upon completion of a theme, teachers reflect on teaching, keep records of and review the implementation of activities. Adjustments are made based on children's needs. At the end of a school year, the school utilises the teaching reflections and assessment information to examine the teaching effectiveness for refining the curriculum continuously.

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

The school plans the integrated curriculum by using the real-life themes and puts emphasis on the provision of opportunities for experiential learning in children. That said, the school must improve the implementation of the free choice activities to ensure that children are given sufficient opportunities every day to have fun in the free choice activities, promoting children to learn through play. The school is required to remove the excessively difficult homework in K3 for meeting children's development and needs.