

**School No.: 564346**

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

## **St. James' Settlement Causeway Bay Kindergarten**

**Shop 3 & 8-10 of G/F & 1/F, Progress Commercial Building,  
7-17 Irving Street, Causeway Bay, Hong Kong**

**21 June 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 devises an integrated curriculum by arranging themes according to children's interests and life experiences, using relevant picture books. The curriculum content covers all learning areas. The activity design adheres to the principles of play-based strategies, which enables children to learn joyfully and effectively. From daily observation, the school develops project learning activities that tie in with children's interests and preferences. In tandem, the school organises visits, data collection, exploratory experiences, etc., to cultivate children's curiosity and active learning spirit. In addition to the learning content set in the curriculum outline, the school provides ample time during morning and afternoon assemblies for teachers and children to engage in activities like news sharing and conversation. Drawing on the daily life and current affairs, teachers incorporate the learning content of moral education, language, Chinese culture and so forth into the discussion to guide children to care about the things around them. Teachers also nurture children's positive values and attitudes such as mutual appreciation and caring for others through encouragement. Nevertheless, after the resumption of whole-day face-to-face classes, the school has failed to arrange for K2 children to participate in sufficient music activities every day. Moreover, there is inadequate time for K3 children to take part in music and physical activities on Mondays. The school has promised to adjust the daily schedule of the next school year. Regarding homework, the school designs diversified parent-child activities and simple learning tasks for children to learn at their own pace in a relaxed manner. However, a small part of K3 homework is relatively difficult. The school must remove such homework to meet children's growth and development.
- 1.2 The school records children's performance in different activities systematically and develops learning portfolios for children to maintain assessment forms, observation

records, children's works and other information properly. The assessment items align with the learning objectives and cover all learning areas. In order to help parents understand their children's learning performance in project learning, teachers develop a project-based learning portfolio for each child. In the portfolios, apart from assessing children's performance in different learning areas, teachers also record children's thoughts and learning during project learning in specific and clear descriptions. The teaching team makes good use of the assessment information. The team collates and analyses the information, which serves as a reference for informing learning and teaching.

- 1.3 The school creates a relaxing and interesting learning atmosphere for children. Plentiful teaching aids and games are available in the interest corners of the classrooms. In relation to the themes, teachers meticulously modify the toys to offer games that are of different levels of complexity as well as with various ways of play. The design is challenging and children can make the choice according to their preferences. It is observed that children love to learn and enjoy the fun of free choice activities. They are engaged in the activities, showing attentiveness and earnestness. Teachers guide children with unfailing support. They often encourage and praise children for their good behaviour, hence motivating them to learn. Children are willing to try different activities and to create. They get along well with peers and are beaming with joy upon completion of a learning task together. In recent years, the school has provided soft building blocks, eco-friendly materials and so forth for children to explore in physical activity sessions. During the activities, children create their ways of play with peers, such as constructing stairs and jumping platforms, and twirling silk scarves with soft sticks, having a great time. Nonetheless, some of the recycled materials like the packaging filling foam may not be suitable for physical activities. The school is recommended to review the

suitability of the materials to foster children's development in gross motor skills.

- 1.4 Teachers care for children and are kind and amiable. The teacher-child relationship is good. Teachers lead group activities in a lively manner. They adjust their voices and pace of speech at an opportune time or employ body language to strengthen children's understanding of the stories and learning content. Children like to express their views. They respond to teachers' questions eagerly and talk to others with confidence. Teachers are aware of children's performance and ask open-ended questions to seize opportunities for children's learning. Furthermore, teachers make good use of children's acquired knowledge to extend activities flexibly.
- 1.5 The school has established a proper mechanism for curriculum coordination, monitoring and evaluation. The management demonstrates its leadership by steering teachers to devise a curriculum outline that suits children's needs. It gives timely advice and guidance to teachers through attending meetings, scrutinising documents and conducting classroom walkthroughs. The teaching team always makes reflections. Teachers not only evaluate children's performance, but also conscientiously review different aspects of the activity arrangements including learning objectives and teaching design, and facilities. The teaching team identifies the effectiveness and areas of improvement of the activities precisely and concisely, thus informing the curriculum and teaching effectively. The management pools the efforts of the team in a step-by-step manner to keep enhancing the quality of teaching.

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

The school upholds the mission of encouraging children to learn through play joyfully. It strives to refine the curriculum and enhance the quality of teaching. The management is required to lead the team to review the homework and daily schedule in a focused manner. It must remove the difficult homework of K3 and arrange a balanced daily schedule, hence promoting the school to improve the curriculum continuously.