

School No.: 564400

Focus Inspection Report (Translated Version)

San Po Kong Rhenish Nursery

**A23-A26, A36-42, A48-52, A53A-A56, G/F, San Po Kong Plaza,
33 Shung Ling Street, San Po Kong, Kowloon**

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**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 selects suitable picture books as learning materials based on children's abilities and interests. It devises the school-based curriculum connecting real-life themes, of which the curriculum content covers different learning areas. The school provides sufficient time for music, physical, art and free choice activities every day to facilitate children's holistic and balanced development. It also emphasises on cultivating good characters and oral expression abilities among children. The school sets monthly moral themes such as love and joy, and helps children develop positive values through daily teaching, award schemes and other diversified activities. Teachers always encourage children to share their life experiences and express themselves, which is conducive to improving children's communication skills and self-confidence.
- 1.2 To fully understand children's growth, teachers observe children's learning in a continuous manner and regularly gather particulars of their performance at home in terms of affective and social development. Teachers keep assessment details, observation records, children's work, etc., in children's learning portfolios. Teachers also liaise with parents aptly to inform them of their child's learning and subsequent follow-up actions. The school leverages information from the assessment of child learning experiences to give feedback to teaching and adjust the curriculum planning.
- 1.3 Teachers make good use of the campus space and flexibly alter the set-up of venues when needed, such that children are given adequate space to take part in whole-class or group activities to enhance learning effectiveness. A number of children's photos and their works are displayed in the classrooms. Teachers also discuss with children the design of the thematic display boards, effectively increasing children's sense of belonging to the school. Materials in the teaching aid corner are in line with

children's abilities that help consolidate what they have learnt. The reading corner is cosy. A variety of quality books are properly displayed to attract children to read earnestly. Materials relevant to the themes are placed in the role-play corner. Children wear straw hats made by their peers and look in the mirror to get dressed, as well as pretending to take care of small animals. They enjoy the activities with delight. The school is reviewing ways to add simple games with more manipulative and fun elements on the walls, which heads for the right direction.

1.4 Being kind and friendly, teachers have good relationship with children. Teachers often help children learn by encouragement and always praise them. Teachers are passionate about teaching and plan activities meticulously. They adopt a play-based approach to help children understand abstract concepts such as directions and tempos, and possess favourable classroom management skills. Teachers raise concern on children's social development. They organise activities like group sharing and collaborative drawing from time to time to provide more opportunities for children to spend time with peers. During art activities, teachers guide children to appreciate famous paintings, then let them create using patterns and simple lines, so that children can express their ideas and unleash their creativity. In music activities, children are engaged in manipulating musical instruments along with lively songs, thereby feeling the rhythm and enjoying the fun of ensemble playing. In physical activities, children play sequenced games or make use of different sports equipment to construct their games. They have a sufficient amount of exercises, which adequately facilitates their gross motor development and helps stretch their minds and bodies.

1.5 Children are lively, eager to learn and polite. They are enthusiastic about participating in activities. They show willingness to answer questions and many of them are able to express their opinions in complete sentences. Children listen

carefully when others are speaking and also take the initiative to engage in conversations with others. Children always play together. They get along well with one another, showing good social skills. They can sort and tidy up things neatly, put on and take off their shoes, and make their beds, demonstrating outstanding self-care abilities.

- 1.6 The school has established an explicit mechanism in curriculum management. Team members formulate the curriculum and review the activities together through regular meetings. The management always conducts lesson walkthroughs, attends meetings and scrutinises teaching documents, with a view to supporting teachers at an opportune time and giving full play to its role in curriculum monitoring. Teachers are gradually developing reflective ability amidst generally having little teaching experience. Most of them are able to examine the extent to which the teaching objectives have been achieved in light of children's performance. Teachers may still reflect from the aspects of teaching strategies or design of teaching materials in order to enhance the effectiveness of learning and teaching, thereby catering for and following up on the varied learning needs of children.

2. Recommendations for Fostering Sustainable Development of School

The school strives to promote curriculum development and create a joyful learning environment for children. Building on this foundation, the management is required to lead teachers to reflect on teaching from different perspectives and add simple games on the walls as planned, thereby further bolstering the learning and teaching effectiveness.