

School No.: 565903

Focus Inspection Report (Translated Version)

W. F. B. Manjusri Nursery School

G/F, Hong On House, Cheung Hong Estate, Tsing Yi, New Territories

10 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 makes reference to the teaching packages and takes into account children's abilities and development to design an integrated curriculum using real-life themes. The curriculum content is comprehensive, covering all learning areas. The school attaches importance to moral education and sets related learning objectives in the curriculum. Teachers enhance children's understanding of positive values through games, talking about daily life topics with children, and sharing moral stories and news. In tandem, the school launches a good child award scheme and sets class-based behavioural objectives while assigning children as little helpers to let them learn and practise good morals. The school organises a proper daily schedule, providing children with sufficient physical, music, art and free choice activity time, fostering their balanced development. However, some K3 homework is rather difficult and the amount of copying is quite excessive as well. The school must review and adjust the homework in order to meet children's abilities and developmental needs.
- 1.2 Cultivating children's habit and interest in reading has been the school's development focus in recent years. It nurtures children's reading habit through parent-child reading award scheme, parents' story telling in school, children acting out stories and other activities. Teachers choose theme-related picture books and design different extended activities according to the stories to foster children's creativity and provide them with more opportunities for language expression. As observed, children listened to the stories attentively. Under teachers' guidance, children expressed their thoughts and feelings by drawings and words, and created story endings. Upon this foundation, the school may improve the setting of the reading corners in the classrooms like providing props that are related to the story scenarios to further arouse children's interest in reading.

- 1.3 The school formulates the assessment content based on the learning objectives. It adopts continuous observation to assess children's performance in various learning areas while summarising children's development with assessment forms and observation records at the end of a school term. The school creates learning portfolios for children to maintain their assessment forms, summative assessments, self-selected work, etc., as evidence of their growth. Teachers often communicate with parents about their children's learning. They also give timely suggestions to help parents understand and follow up on the learning and development of their children.
- 1.4 The school environment is bright and clean. Children's artworks and activity photos are displayed on the walls to facilitate children's mutual appreciation. Teachers set up learning corners that are in line with the themes and the activity design is manipulative. Answers are attached to the teaching aids on the walls for children to check by themselves after completion, hence consolidating their learning. The corner materials are well-stocked in general and placed in an orderly manner. Children are able to choose the art materials and tools to create their own work, unleashing their creativity.
- 1.5 Teachers are amiable and friendly. They care for and respect children. Teachers always encourage and praise children, creating a relaxing and positive learning atmosphere. Children treat others with courtesy and are willing to help peers. They have good self-discipline as they take the initiative to tidy things up after the activities. During music activities, children, led by teachers, feel the beat and play musical instruments, thus learning in a step-by-step manner. Teachers observe children's performance and ask questions to guide children to express and share their thoughts, or inspire them to explore further and make more attempts. Some teachers join in children's games and flexibly adjust the teaching arrangements in

light of children's interests and performance. The school is advised to organise focused peer lesson observations and sharing of pedagogy to guide teachers to observe and learn from one another, thereby further strengthening the overall teaching skills of the team.

- 1.6 The management leads teachers to plan the curriculum outline together. It monitors the implementation of the curriculum through conducting classroom walkthroughs, scrutinising teaching documents and attending meetings. Teachers evaluate the corner set-up and learning activities upon completion of a theme. Some teachers are able to review the effectiveness against children's performance in a focused manner. The management may lead teachers to conduct reviews from different aspects, such as the appropriateness of the teaching objectives, the environment set-up and the arrangements of the teaching materials, and make suggestions for improvement to inform curriculum design.

2. Recommendations for Fostering Sustainable Development of School

The management is required to strengthen its curriculum leadership to steer the team to sum up the review results and discuss the follow-up strategies in activity design, environment set-up, teaching skills and other areas so as to further enhance the effectiveness of learning and teaching. Besides, the school must adjust or remove the homework that is inappropriate to children's abilities in order to meet their developmental needs.