

**School No.: 510726**

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

## **Asbury Methodist Kindergarten**

**1 Sheung Kok Street, Tai Wo Hau, Tsuen Wan, New Territories  
(Excluding Classroom F and Areas Exclusively Used by Child Care Centre)**

**28 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 makes reference to teaching packages to design an integrated curriculum using real-life themes. The curriculum content is comprehensive and covers various learning areas, conducive to children's cultivating positive attitudes, acquiring skills as well as constructing knowledge. The school selects suitable books to design learning activities to stimulate children's interest in learning. Regarding the daily schedule, children participate in integrated music and physical activities every day. However, the activities are not able to take account of both music and physical learning elements, which results in impairing the activity effectiveness and the balance of the daily schedule. Besides, during the period of kindergarten-primary transition activities for K3 arranged by the school, children are not given time to take part in music, physical, art and free choice activities every day. The school must review and revise the design and arrangements of the activities to ensure children have a balanced daily activity schedule for facilitating their all-round development.
- 1.2 In respect of the assessments of child learning experiences, the management leads teachers to formulate assessment content corresponding to curriculum objectives as well as specific and clear assessment criteria. Teachers continuously observe children's activity performance. They develop learning portfolios for children to retain children's works, thematic assessment forms and activity observation records and report to parents in a timely manner. Therefore, parents understand their children's learning and development. Teachers understand the development of individual children and take follow-up action. The school collates and analyses the assessment information to serve as a reference for informing the curriculum.
- 1.3 The school has a comfortable environment with a spacious activity space. It plans the indoor and outdoor space properly to arrange diversified learning activities for

children. There are different plants in the school garden where children can experience the fun of planting as well as a sense of accomplishment through observing plant growth and learning to take care of the plants. Teachers set up various learning zones that are in line with the learning themes in the classrooms. The corner activities meet children's interests and developmental needs and plentiful materials are provided for children to develop their cognition, creativity and fine motor skills through manipulation and exploration. As observed, children participated in the activities actively. They always cooperated and played with peers, showing good social skills. After play, children took the lead to put the materials and toys in order and put back the teaching aids, demonstrating good self-care abilities.

- 1.4 Teachers are kind and patient to children. They motivate children to speak up while inviting children to share their life experiences and express their thoughts and feelings. In tandem, teachers accept and respect children's opinions, which is conducive to facilitating children's language development and building their self-confidence. Teachers are good at using lively tones to guide children in imagining different scenarios to engage in learning. Teachers also design a wide range of extended activities thoughtfully to further inspire children's interest in learning. Teachers are advised to pay more attention to children's performance in games and offer timely guidance to further promote learning through play for children.
- 1.5 The school has a curriculum monitoring and evaluation mechanism in place. The management steers teachers to prepare curriculum outline, design teaching environment and learning activities. Moreover, through attending curriculum meetings, conducting classroom walkthroughs and lesson observations, the management understands the curriculum implementation and gives feedback to teachers aptly, thereby exploiting in its roles of a supervisor and mentor. Teachers

review their teaching earnestly and conduct teaching reflection daily. Upon completion of a theme, the management leads teachers to share and exchange their teaching so as to follow up on children's performance and activity effectiveness in a timely manner, hence informing the curriculum.

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

The school is required to improve the curriculum planning, including reviewing the effectiveness of integrated music and physical activity so that children have sufficient opportunities to take part in music, physical and free choice activities every day to foster their whole-person development. The school may continue to lead teachers to strengthen their roles in children's play so as to further enhance the effectiveness of children's learning.