

**School No.: 231363**

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

## **Beverly Anglo-Chinese Kindergarten**

**G/F (Portion) & LG/F (Portion), Block 5, Hong Sing Garden,  
Tseung Kwan O, Sai Kung, New Territories (Including Child Care Centre)**

**19 June 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 management has extensive experience in teaching and is familiar with the operation of the school and the culture of the organisation. It steers the team to refer to the *Kindergarten Education Curriculum Guide* and teaching packages to devise an integrated curriculum covering various learning areas by using themes related to children's life experiences and interests. The school keeps pace with the development trends in kindergarten education. It has been playing an active role in promoting national education on curriculum aspects in recent two years. A wide range of activities are organised for children to experience Chinese culture and customs as well as getting a better understanding of the country through the celebration of traditional festivals, off-campus visits, art creation and so forth. The school allocates sufficient time for children to take part in music, physical, art and free choice activities every day, leading to a balanced daily schedule. However, the teaching team is required to revise the design of some K2 homework and reduce the amount of copying in order to cater for children's development.
- 1.2 The school develops learning portfolios for children to keep their assessment information and artworks properly, as evidence of children's development in all aspects. The school also invites parents to fill out the home observation record so that teachers can understand children from different perspectives. At the end of a school term, teachers summarise children's overall performance and distribute the child assessment information to parents while keeping them informed of their child's learning progress through meetings, thereby taking follow-up action as necessary. As such, teachers and parents facilitate children's growth with concerted efforts. The school collates and analyses child assessment results to serve as reference to inform the curriculum planning.
- 1.3 The school premises are clean and bright with a comfortable environment. Teachers

set up various interest corners in classrooms based on themes and provide children with suitable teaching aids and toys to consolidate and extend their daily learning. The decoration of constructive corners is fun-filled. Children love to move toy cars on a rug printed with roadway patterns to simulate transportation travelling on roads, as well as reviewing the traffic safety rules. Alternatively, children build a farm with animal figures and building blocks to demonstrate their imagination. Activities of exploratory corners are designed to foster sensory learning. Children listen carefully and try identifying animal sounds. In tandem, they test how small toy cars move when being equipped with different shapes of tyres. Children learn about the characteristics of things surrounding them through first-hand experiences. Bookshelves and mini couches are placed around the campus and in different classrooms for children to choose reading materials at their own preference and enjoy the fun of reading.

- 1.4 Teachers prepare for lessons conscientiously. They always utilise real objects and pictures to arouse children's motivation in learning and facilitate children's understanding of the teaching content. Teachers could make good use of questioning, demonstration and other tactics, matching with children's performance in language, to guide children to express different ideas and opinions based on their learning so as to better grasp the learning content. In music activities, teachers let children learn new songs through rhythmic movements and games. Children try playing various musical instruments to appreciate the melodies and rhythms. Teachers put much effort into planning physical activities so that children can take turns to engage in circuit games and competitive games at outdoor and indoor venues. Children can also create their own ways of play with an array of materials, including hula hoops, bean bags and balls, thus developing their gross motor skills and body coordination.

1.5 The school has established a curriculum management mechanism. The management keeps track of the implementation of learning and teaching and continuously examines the effectiveness of curriculum implementation by regularly scrutinising documents, conducting classroom walkthroughs and joining meetings. In this school year, the school determines to enhance teachers' abilities in informing curriculum through teaching reflection. The management guides teachers to have in-depth discussions during thematic reviews and to keep clear records of children's performance, suggestions for improvement and good examples of teaching for further follow-up on the review findings, thus enhancing the reflection abilities of the team in a progressive manner. Besides, the school arranges focused peer lesson observation for teachers to share the activity design and teaching techniques with one another.

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

The management leads the team to apply the rationale of school self-evaluation in learning and teaching for continuous review of the teaching effectiveness. Apart from designing diversified activities, teachers are also recommended to further strengthen their teaching skills through ongoing professional collaboration, training and exchange so that children's learning effectiveness can be enhanced. Additionally, the team is required to review and adjust the amount of copying in K2 homework with a view to catering for children's developmental needs.