

School No.: 565849

Focus Inspection Report (Translated Version)

**Christian & Missionary Alliance
South Horizons Nursery School**

**Upper G/F, 29 Yi Nam Road, Phase IV, South Horizons,
Ap Lei Chau, Hong Kong**

4 January 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 school makes reference to the curriculum outline of the organisation and formulates learning content revolving around children's life experiences while designing experiential activities based on topics of children's interest using a project learning approach. All these are conducive to cultivating an active exploratory spirit in children, who can also acquire skills and construct knowledge therefrom. Moreover, the school utilises picture book content to arrange activities. Children reinforce and extend what they have learnt through role-play, storyline prediction, etc. With respect to moral education, the school introduces morning prayers, Bible stories, award schemes and so forth to encourage children to know about good behaviour and put it into practice. The school provides a balanced daily schedule for children to have sufficient opportunities to take part in music, physical, art and free choice activities every day.
- 1.2 Teachers adopt continuous observation to assess children's performance and create learning portfolios for children to maintain their thematic learning assessments, observation records, creative art works and other information. The school reports children's learning progress to parents on a regular basis and concludes children's development at the end of a school term for parents to grasp their child's learning process. Teachers examine the assessment information to understand children's situation and adjust homework as needed. The management is advised to guide teachers to set forth more specific assessment criteria for the assessment content in order to accurately reflect and record children's performance.
- 1.3 The school premises are clean and bright. Learning resources are orderly placed and space is utilised optimally to display children's works. Their works are distinctive and diversified, which include paper cutting, ink painting and martial arts choreography. Children can admire and learn from one another. Besides, the

campus is furnished with traditional items such as bamboo slips, inkstones and Cantonese opera masks for children to learn about and appreciate Chinese culture. There are different art materials in classrooms where children concentrate on drawing and making art and craft works. Building blocks, hula hoops, small bamboo balls and other equipment are kept in the indoor playground for children to access the equipment and design games. Children share play methods with their peers, having a great time. In the role-play corner, children carry out year-end clean-up and make tea while talking to each other, thus facilitating interaction among them. Teachers encourage children to have manipulation and exploration, and to express feelings about their life experiences. For example, children are arranged to observe and sip various types of tea and then tell the characteristics and flavours of tea, which is favourable for children to summarise their experiences. Teachers join in children's play and provide timely guidance. Meanwhile, teachers let children share what they have gained or their creative ideas after play, helping children collate and consolidate their learning.

- 1.4 Teachers are kind and care for children. Teachers use real objects, pictures and so forth to facilitate teaching and enhance children's interest in learning. Teachers lead children to sing and manipulate musical instruments during music activities and children throw themselves into the activities. For physical activities, children try to perform the movements of walking, jumping and throwing in games, in addition to having opportunities to play slides and ride tricycles, which helps children develop gross motor skills and body coordination. However, teachers are advised to pay attention to children's sitting postures in daily life so as to assist children in developing good living habits.
- 1.5 Children love going to school. They respect their teachers, take the initiative to greet others and play with their peers joyfully, getting along well with one another.

Children switch to other activity venues in an orderly manner and help teachers tidy up toys and items after activities. Children demonstrate their creativity during play. They can apply what they have learnt and connect their life experiences with their knowledge. Children love to share their opinions, showing good language expression abilities.

- 1.6 The school has established an explicit curriculum management mechanism. The management steers teachers of all grade levels to jointly discuss the curriculum and teaching plans. In tandem, the management grasps the implementation of curriculum by conducting lesson observations, attending meetings, scrutinising documents and other means while giving teaching suggestions to teachers at opportune times. The school also arranges peer lesson observations for teachers to exchange their teaching experiences and strengthen the professional capacity of the team. Furthermore, teachers conduct teaching reflections regularly and review the teaching effectiveness based on aspects such as learning objectives and children's performance. Teachers make concrete suggestions for improvement as well to inform curriculum.

2. Recommendations for Fostering Sustainable Development of School

The school curriculum caters for children's interest and life experiences. In the meantime, the management is active to lead teachers to promote curriculum development continuously. Yet, it may set clearer assessment criteria for the assessment content with a view to reflecting children's performance precisely.