

School No.: 215830

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

## **Creative Kindergarten (Heng Fa Chuen)**

**Kindergarten B, 100 Shing Tai Road, Heng Fa Chuen, Hong Kong  
(excluding areas exclusively used by the Child Care Centre)**

**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 With reference to the curriculum outline of the organisation, the school devises its integrated curriculum in accordance with children's developmental characteristics and interests. Real-life themes are used as the main focus to link up the six learning areas. In addition, it makes good use of community resources to organise experiential activities such as Mass Transit Railway rides and posting letters at a post office to enable children connect learning with daily life. The daily schedule is properly planned that children have sufficient time to take part in diversified learning activities every day to foster their balanced development.
- 1.2 The school formulates assessment items based on the thematic learning objectives. It evaluates children's learning performance by continuous observation and record-keeping. It also follows up on the recommendations of the previous Quality Review to improve the arrangement of summative assessments to reflect children's progress at various stages more accurately. Regarding homework, some content in the Language and Early Childhood Mathematics learning areas for K3 is too difficult. The school must review and revise such content to meet the developmental needs and abilities of children.
- 1.3 The school uses the scenes of picture book characters' everyday life as a decoration theme to fill the campus with childlike fun. It displays activity photos and creation of children on the walls in the classrooms and along the corridors for children to appreciate one another and revisit their learning. This is also beneficial to increase their sense of belonging to the school. In order to nurture children's interest in reading, the school sets up reading corners with an extensive collection of Chinese and English picture books in the lobby, school hall and classrooms. Children take the initiative to grab a book and read during the free choice activity time. They also enjoy reading the stories aloud with their peers. The campus is imbued with a

strong ambiance of reading.

- 1.4 The school sets various interest corners in the school hall which are furnished with ample materials for children to carry out free choice activities according to their own preferences. In the creative zone, children utilise popsicle sticks, feathers, cellophane sheets and other art materials to create crafts or decorate their works, unleashing their creativity. Children also like to visit the role-play zone with a simulated hot pot restaurant. According to their life experiences, they pretend as waitpersons to prepare the ingredients as required by the order forms, or play the role of diners to cook and enjoy the cuisine, thus extending the thematic learning and demonstrating imagination through play. In the meantime, teachers arrange different kinds of activities in the classrooms for children to participate in. Children focus on manipulating fine motor teaching aids or playing musical instruments with simple music scores to express their feelings. Teachers are advised to examine the setting of the Nature and Living corners and strengthen the exploratory elements so as to cultivate curiosity and an inquisitive attitude of children by making prediction, comparison and so forth.
- 1.5 Teachers are conscientious in teaching. They employ pictures and real objects to facilitate teaching and assist children in understanding the learning focuses through stories and games. Teachers always ask questions to bring children into discussing the learning content while listening to their responses with patience, leading to a good interaction between teachers and children. During music activities, teachers demonstrate clearly how to play the musical instruments. Children are pleased to play as accompaniment, move their body or clap their hands along the beats. The classroom atmosphere is relaxing and joyful. In the physical activity sessions, teachers guide children to learn basic skills or conduct group games, which is favourable to the gross motor skills and social development of children. Teachers

observe children's performance during activities, intervene or participate in their play at opportune times. Teachers may invite children to share their play experiences to help them organise and consolidate what they have learnt.

- 1.6 The curriculum management mechanism of the school is running smoothly. The management understands and monitors the implementation of curriculum by conducting classroom walkthroughs, scrutinising documents and attending meetings. Teachers possess reflection abilities and offer concrete suggestions for improvement in terms of teaching arrangement. They review the activity effectiveness upon completion of a theme and express their opinions to the curriculum committee of the organisation. All these are conducive to informing the curriculum planning.

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

In order to keep enhancing the effectiveness of learning and teaching, the school is required to refine the set-up of the Nature and Living corners to foster children's curiosity and inquisitive attitude. It must review and remove the difficult homework content of K3 so as to meet the developmental needs of children. Additionally, teachers may invite children to share their play experiences after the activities to help children consolidate their learning.