

**School No.: 563234**

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

**Hong Kong Young Women's Christian  
Association Lung Hang Nursery School**

**5/F and Roof Playground, Lung Hang Estate Community Centre,  
Lung Hang Estate, Shatin, New Territories**

**22 February 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 *Kindergarten Education Curriculum Guide*, the school selects picture books that are in line with children's life experiences and interests to organise an integrated curriculum using themes. The curriculum content addresses the cultivation of attitudes as well as the acquisition of skills and knowledge in children. The school strives to promote reading and purchases a large collection of books. It invites parents to school to share stories with children and encourages children to read the books aloud to others through reading schemes, hence creating a reading atmosphere on campus to nurture children's reading interest and habit. Children are given sufficient time to participate in physical, music, art and free choice activities every day. However, during the primary one adaptation week, the school adopts the learning by subject approach for K3 children and conducts mock dictations. Such practices are inappropriate. The school must cancel mock dictations and improve the arrangements of the primary one adaptation week to meet children's developmental needs.
- 1.2 Teachers devise assessment items according to thematic learning objectives. They assess children's performance through continuous observation and develop learning portfolios to properly retain thematic assessment forms, observation records, children's development reports and other information as evidence of children's growth. Teachers share with parents on a regular basis to keep parents informed of their child's learning. The school keeps on improving the mechanism for the assessment of child learning experiences, analyses and makes use of the assessment information to evaluate children's learning effectiveness. The management could lead the teaching team to go further by taking appropriate follow-up action based on the areas of improvement in teaching so as to inform curriculum in a more holistic manner.

- 1.3 The school premises are clean and bright. The school utilises its space to set up various activities and provides diversified teaching aids and toys for children to choose from them according to their preference. Learning elements of traditional Chinese culture are incorporated into corner activities, such as performing lion dance, wearing opera masks and cloaks, and simulating face changing performance in Sichuan opera with fans, to help children understand and experience Chinese culture. Children are happy to play with peers and get along well with each other, showing good social development. Children have good self-care abilities as they orderly put back the items used after activities.
- 1.4 Teachers are kind and friendly. They make good use of voices, tones and gestures to attract children to listen attentively and engage in activities. Moreover, teachers always praise and encourage children and the teacher-child relationship is good. All these are conducive to creating a positive learning atmosphere. During physical activities, teachers arrange different activities for children and children are free to choose physical equipment to design games for fostering their gross motor development. In music activities, teachers create interesting scenarios in which children perform rhythmic movements to music enthusiastically and learn about beat. Children are interested in art activities. The school is advised to further enrich the materials of the art and craft corners and encourage children to use a wide range of materials to express their ideas, thus unleashing their creativity.
- 1.5 The school has established a curriculum management mechanism. The management keeps track of curriculum implementation and teachers' performance in terms of teaching by attending curriculum meetings, scrutinising teaching documents and conducting routine classroom walkthroughs. The management leads teachers to reflect on teaching. They review the teaching effectiveness against activity design, teaching strategies, children's performance and so forth while making

suggestions to inform curriculum planning.

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

The management leads the team to evaluate the effectiveness of learning and teaching continuously. Yet, it must revise the daily schedule and activity design of the primary one adaptation activities in order to meet children's developmental needs. The management is required to lead the team to further utilise the child assessment information as well as making and implementing appropriate suggestions to enhance the overall teaching effectiveness.