

School No.: 562904

Focus Inspection Report (Translated Version)

**Hong Kong Young Women's Christian
Association On Ting Nursery School**

**5/F and Roof Playground, On Ting/Yau Oi Community Centre,
On Ting Estate, Tuen Mun, New Territories**

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 and teaching packages, the school organises an integrated curriculum using real-life themes and topics of children's interest. The curriculum content is comprehensive and covers all learning areas for cultivating children's positive values and attitudes as well as developing the required skills and knowledge. Regarding the promotion of national education, apart from teaching children to follow the warranted etiquette of the national flag raising ceremony, the school also incorporates the elements of national education into the curriculum, such as letting children learn about Chinese culture and architecture, and arranging for children to experience traditional festivals and custom, to deepen their understanding of Chinese culture. Children are given sufficient time to participate in music, physical, art and free choice activities, leading to a balanced daily schedule. However, the school holds primary one mock interviews for children, which is not conducive to helping children adapt to promoting to primary school and tends to put unnecessary pressure on them. Therefore, the school must cancel the relevant arrangement.
- 1.2 Teachers assess children's performance through continuous observation. They also develop learning portfolios to maintain children's thematic assessment forms, observation records, end-of-term assessment reports and other information to keep parents informed of their child's development. The school consolidates and analyses the child assessment information to give feedback on the curriculum.
- 1.3 The school environment is neat and comfortable. Children's artworks are displayed on campus to facilitate their mutual appreciation. Teachers set up interest corners in classrooms thoughtfully. They make good use of the walls to design theme-related games and place diversified materials as well as manipulative learning aids in the corners to attract children to learn through play. Teachers encourage children

to engage in corner activities with their peers in order to increase children's opportunities in interacting and cooperating with each other, hence fostering their social development. As observed, children read attentively or shared the interesting illustrations or content of books with their peers in the reading corner. In the imaginative play corner, children had great fun playing different roles like waiters of a Chinese restaurant and performers of a Cantonese opera. Children conducted simple experiments in the exploratory corner. For instance, they observed and recorded how different items moved along slopes. Children enjoyed doing experiments and the activity design helped nurture their curiosity and exploratory spirit. During free choice activities, the gross motor area is open for all children to play. Children carry out construction activities with different materials. Meanwhile, they design various games, including building a ball pond with paper bricks, spinning around or jumping through hoops, to unleash their creativity. Teachers give guidance and assistance to children in free choice activities. They intervene or join in children's games from time to time. Teachers lead children to revisit their games and encourage children to share their experiences and feelings so as to consolidate their learning.

- 1.4 Teachers are friendly and amiable. They give children compliments and encouragement to reinforce children's virtuous behaviour. Teachers communicate clearly. They are good at using voices and facial expressions to tell stories and employ various props to role-play in thematic activities, which are conducive to enhancing children's interest in learning. Teachers also ask questions to guide children to express their thoughts while respecting children's views so that children have the confidence and courage to make more attempts. During music activities, teachers arrange for children to sing, play musical instruments and experience different rhythms. Moreover, teachers inspire children to exploit their creativity to

design body movements that match the music. The activity arrangements benefit children to enjoy the pleasure that music brings. Children have opportunities to develop their gross motor skills, such as jumping and running, both in physical and free choice activities for having an adequate amount of exercise. Teachers make proper demonstration and key reminders while designing activities of different levels of complexity to cater for learner diversity.

1.5 Children observe rules and are courteous. They love their school life and get along well with peers. Children are active and immerse themselves in activities. They are eager to respond to teachers' questions and willing to share their views. Children are able to put on and take off their shoes, put back the learning aids used and organise their personal belongings, showing good self-care abilities.

1.6 The management keeps track of the curriculum implementation through attending meetings, scrutinising documents, observing lessons, etc. It makes recommendations when necessary. The school also arranges peer lesson observation for teachers to have more opportunities to exchange with and learn from one another, thus fostering their continuous advancement. Teachers review their teaching regularly. They conduct reflection in view of children's performance and make suggestions on improving the activity arrangements, resources utilisation and so forth.

2. Recommendations for Fostering Sustainable Development of School

The school has established a curriculum planning and evaluation mechanism by which the management leads the team to organise and plan the curriculum. The management also enhances the effectiveness of learning and teaching continuously through professional development activities for teachers and regular evaluations. Yet, the school must cancel the arrangement of mock interviews to avoid putting pressure on children.