

School No.: 563625

Focus Inspection Report (Translated Version)

**New Kowloon Women Association
Sha Kok Nursery**

28-40, G/F, Bean Goose House, Sha Kok Estate, Sha Tin, New Territories

6 October 2023

**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 refers to the curriculum outline of the organisation and teaching packages to organise an integrated curriculum using themes. The curriculum content is in line with children's life experiences and interests, covering all learning areas to help children build positive attitudes as well as acquiring skills and knowledge. The school attaches importance to national education and incorporates the relevant elements into the curriculum through activities, including letting children make lanterns, create ink paintings and experience the festive activities, and holding the national flag raising ceremony, to enhance children's understanding of Chinese culture. Children are given the opportunities to participate in physical, music, art and free choice activities every day. However, of all the activities mentioned above, only the free choice activity time is sufficient while the time allocated to others is adequate. Therefore, the school must adjust its daily schedule. Regarding the homework design, some of the content of Language and Early Childhood Mathematics of K3 is quite difficult. The school is required to remove such content to meet children's developmental needs.
- 1.2 Teachers adopt continuous observation to assess the performance of children. The assessment content is comprehensive and aligns with the curriculum objectives. The school creates learning portfolios for children to maintain thematic assessments, observation records and other information in an orderly manner so that parents can understand and follow up on their child's development. With reference to the child assessment information, teachers support the needs of individual children and get a grasp of the performance of children as a whole to review and revise the curriculum.
- 1.3 The school environment is bright and comfortable. The school allocates its space wisely to display the artworks of children for their mutual appreciation. Children make art and craft works earnestly with coloured pencils, playdough and natural

materials, showing creativity in their works. Children manipulate learning aids on their own or with their peers. They read attentively in the reading corners and role-play in the family corners. Children love to participate and immerse themselves in corner activities. There are magnets, three-dimensional learning aids and other items in the exploratory corners for children to manipulate, but they seldom stop by and play. The school may improve the design of the corner activities to cultivate children's curiosity and exploratory spirit. Teachers maintain order during free choice activities. Some of them render assistance and guidance to children occasionally. Teachers are advised to observe the performance of children to intervene or join in children's play at opportune times to increase children's learning effectiveness. Teachers may also arrange review sessions to encourage children to share their experiences and feelings, hence inspiring children's thinking and extending their interest in learning.

- 1.4 Teachers are amiable and friendly. They care about and accept children. Teachers speak clearly and employ real objects, picture books, pictures, etc., effectively to motivate children to learn. Teachers ask questions to guide children to express their thoughts patiently. They always praise children to strengthen their virtuous behaviour while often allowing children to carry out activities in groups to foster their social development. Music and physical activities are conducted in a mixed-age mode. The music activities comprise singing, performing rhythmic movements and playing musical instruments whereas riding tricycles, climbing and walking on a balance beam are included in the physical activities. Yet, as observed, only children of certain grade levels took part actively in some activities. Thus, the benefits of mixed-age activities regarding mutual aid and interactions are yet to be actualised. The management should steer teachers to review the arrangements and effectiveness of the mixed-age activities. Teachers are recommended to design

suitable activities to address children's developmental needs or offer proper guidance in response to children's performance, with a view to enhancing the effectiveness of the activities.

- 1.5 Children are active, courteous and enjoy their school life. The classrooms are imbued with happiness and harmony. Children participate in the activities with enthusiasm and respond to teachers' questions with eagerness. Children have favourable self-care abilities as they are able to put on and take off shoes on their own as well as putting back the learning aids used.
- 1.6 The management understands the curriculum implementation through attending meetings, scrutinising documents and observing lessons. Teachers conduct teaching reflection on a regular basis to revise the design and schedule of teaching activities. The management may take a step forward to lead the team to review the learning effectiveness based on children's performance and make specific recommendations on the problems to refine the curriculum continuously.

2. Recommendations for Fostering Sustainable Development of School

The school has a mechanism of curriculum coordination and monitoring in place. Nevertheless, the management is required to examine the arrangements of the mixed-age activities. It must also lead teachers to further strengthen their capacity of designing exploratory activities and reviewing teaching while enhancing their roles in children's play and skills in guiding children to revisit their play. Furthermore, it is necessary for the school to adjust its daily schedule to increase the allocation of time for music, art and physical activities as well as removing the inappropriate homework design.