

**School No.: 566586**

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

**Pentecostal Church of Hong Kong  
Tseung Kwan O Nursery School**

**4/F, Podium, Wing B & C, Sheung Shun House, Sheung Tak Estate,  
Tseung Kwan O, New Territories**

**20 June 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 devises a curriculum outline based on the *Kindergarten Education Curriculum Guide* and designs its curriculum in a thematic learning approach by making reference to the teaching packages and picture books. The school curriculum is comprehensive and covers all learning areas, conducting the cultivation of positive attitudes as well as the acquisition of skills and knowledge in children. In view of the interests, development and needs of children, the school arranges various activities and organises off-campus visits that align with themes to enrich children's learning experiences. The school attaches great importance to the moral development of children and puts effort into promoting positive education through curriculum design, cultivating their values of cherishing, environmental awareness and social morality. Children have ample opportunities to take part in music, physical, art and free choice activities every day to enjoy the fun of different activities, thus fostering their balanced development.
- 1.2 The school adopts continuous observation to assess children's development in all learning areas. It has followed up on the recommendations of the previous Quality Review conscientiously to set clear and specific assessment criteria in accord with each thematic assessment item, therefore teachers assess and keep records of children's learning performance in an objective and consistent manner. The school creates learning portfolios for every child to keep information systematically, including assessment forms, observation records and artwork analysis. The school distributes assessment reports regularly to keep parents informed of their children's development. At present, it mainly makes reference to teachers' teaching reflection and curriculum evaluation information for curriculum adjustment. The management should lead the team to further consolidate, analyse and utilise information of children performance through thematic assessments, hence informing

the curriculum design.

- 1.3 The school strives to provide a good learning environment for children and is flexible in utilising the space of the school premises in order to facilitate their learning. Teachers make use of the walls and ground of classrooms to set up various interest corners. They have skilfully divided the interest corners into active and quiet ones with low cabinets and mats while setting corner activities according to the themes and providing a wide range of manipulative and interesting play materials. As observed in the exploratory corner, K3 children wrote text with milk, cola and lemon juice, and compared their traces after drying. K2 children enjoyed role-playing in the role-play corner. They wore wigs and costumes in a self-made television props and imitated characters on television shows excitedly. K1 children took the initiative to choose their favourite books in the reading corner, sat on the couches and read attentively. Teachers decorate venues in light of the content of physical activities. Children are given opportunities to participate in physical games and are free to choose the facilities every day, which is conducive to their gross motors skills and body coordination.
- 1.4 Teachers are well prepared for teaching and utilise real objects, pictures and self-made teaching aids to stimulate children's learning interest as well as assist children in grasping the activity content. Meanwhile, teachers always provide opportunities for children to share their views and feelings, thereby promoting their expression abilities. Music activities have been running smoothly. Teachers make prudent use of the sounds produced by musical instruments and the variation of rhythms to design interesting games, which effectively guide children to distinguish and appreciate the melodies of songs, hence nurturing their interest in listening to music. Children have good routines and can queue up to enter play venues quietly. They possess favourable self-care abilities as they tidy up things in classrooms after

activities. Children get along well with peers and always play and learn together. During the daily concluding session, children proactively praise peers' good behaviour, which is beneficial to the cultivation of their positive values.

1.5 The school has established a curriculum monitoring mechanism. Through scrutinising curriculum documents, conducting classroom walkthroughs and participating in meetings, the management keeps abreast of the curriculum implementation and provides support and suggestions for improvement to teachers in a timely manner, performing the duties as a curriculum leader. The management convenes curriculum meetings regularly and leads teachers to review their teaching and the effectiveness of activities, as evidence for amending the curriculum and refining the teaching strategies. Teachers generally are capable of describing children's learning in their reflections. Some of them reflect on teaching effectiveness based on children's performance and make suggestions for improvement to foster children's learning. The management is recommended to arrange peer lesson observations in the school with a view to facilitating professional exchange within the teaching team and improving the professional competence of teachers.

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

The school puts effort into creating a plentiful learning environment for children. The management should lead the team to consolidate, analyse and leverage the information of thematic assessments which serve for curriculum adaptation so as to enhance the overall teaching effectiveness of teachers. The school arranges different kinds of training for the team and strengthens teachers' competence in their professions. It may offer more opportunities for teachers to exchange professionally, for example, by arranging peer lesson observations for the teaching team members such that they can raise their

professional standard collaboratively.