

**School No.: 566535**

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

## **The Salvation Army Catherine Booth Nursery School**

**2/F, The Salvation Army Headquarters, 11 Wing Sing Lane, Yau Ma Tei,  
Kowloon**

**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 curriculum outline of the organisation and in accordance with children's life experiences, the school designs an integrated curriculum using themes. The curriculum is comprehensive in content and covers all learning areas. Teachers select topics from the teaching themes that children are interested in to guide children to conduct further exploration using a project learning approach. Through information gathering, hands-on experiences and sharing sessions, children gain a better understanding of the things around them and develop their active learning skills. Regarding the daily schedule, teachers provide sufficient opportunities for children to participate in physical, music, art and free choice activities every day to foster their balanced development. However, some homework content for K3 in the second school term is too difficult. The school must remove such content to meet children's developmental needs.
- 1.2 The school has a clear assessment mechanism in place. Teachers continuously observe the performance of children in various learning areas and document children's presentation of their favourite work. In tandem, teachers periodically invite parents to fill out surveys to share their child's behaviour at home so that teachers can have a full picture of children's growth. The school systematically keeps children's assessment information in the learning portfolios and analyses their development in a timely manner. It communicates with parents through face-to-face meetings to keep them informed of their child's progress in each area and give them specific and feasible advice. In this way, home and school can work together to follow up on children's learning. The school consolidates the assessment results of each grade level at the end of a school term as a reference to inform teaching planning and set the development direction of the curriculum.
- 1.3 Teachers strive to create a relaxing and joyful learning environment for children.

Apart from displaying children's work in the classrooms to fill them with childlike fun, teachers also let children take part in setting up corners, such as suggesting games to play, adding items in the role-play corners, setting and writing the rules of corners, to increase their sense of belonging to the school. Some teaching aids are thoughtfully designed as they are of different levels of complexity and attached with answers for children to refer to after manipulation, hence guiding children to self-evaluate. During free choice activities, children participate in different activities enthusiastically according to their interests. For instance, they combine the plastic tags of Chinese radicals and components to make characters and words that they know. Children also put on kung-fu uniforms and strike poses in front of a mirror or simulate cleaning up and cooking at home, thoroughly enjoying themselves. Teachers observe children's play to join in and intervene at an opportune time. After the activities, teachers lead children to sum up their discoveries which is effective in helping them consolidate what they have learnt.

- 1.4 Teachers are kind and caring. They always give proper compliments and encouragement to children. Teachers are good at using gestures, slogans, etc., to enable children to understand instructions and follow routines, thus maintaining good classroom order. Teachers carry out activities in small groups when necessary to increase their interaction with children and provide more opportunities for children to learn from experiences. Moreover, teachers organise music activities by choosing songs with a strong sense of rhythm to guide children to move their bodies along the melodies, feel the beat and accumulate musical experiences. The school regards fostering children's gross motor development as its major concern in this school year. Teachers design interesting contexts and games during physical activities to motivate children to play sports. Besides, teachers are able to immediately adjust the teaching strategies, the setup of the venues and so forth

according to children's performance so that children can fully relax the body and mind, and enhance their body coordination.

1.5 Children help and encourage each other, and are active in their social life. They are willing to share toys and draw cooperative paintings while keeping the classrooms tidy together by reminding one another to clean up the place at the end of the free choice activities. Children are curious and keen to ask questions to learn about and understand their surroundings actively. They have good observation skills. For example, children discover that the patterns on spinning tops will blend and make new colour during spinning, so they try to spin different kinds of spinning tops to explore colour mixing. Children wash their hands on their own after going to the toilet and put back the tableware by category after meals, showing good self-care abilities.

1.6 The school has an effective curriculum management mechanism. Teachers draw up the monthly teaching objectives with reference to the curriculum outline of the organisation through collaborative lesson planning. Meanwhile, they conduct regular reflection during the implementation of thematic learning, and then adapt the teaching content and strategies at once based on children's performance, making learning more relevant to children's interests and needs. The management walks through classrooms, scrutinises teaching documents, etc., to get a grasp of the curriculum implementation and gives feedback and support to teachers when needed. Furthermore, the management organises peer lesson observation with explicit foci for teachers to have more chances to share teaching experiences, thereby promoting the professional advancement of the team and refining learning and teaching.

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

The teaching team has embedded the rationale of school self-evaluation in its daily work

and promoted curriculum development with concerted efforts. The team is required to continue to employ an effective curriculum management mechanism to review and remove the excessively difficult homework for K3 in the second school term to meet children's developmental needs.