

**School No.: 565962**

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

**Caritas Nursery School – Lei Yue Mun**

**G/F, Wing B & C, Lei Sang House, Lei Yue Mun Estate, Kwun Tong,  
Kowloon**

**20 December 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**

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

## **1. School Performance**

- 1.1 With reference to the curriculum outline formulated by the organisation, the school devises its curriculum in an integrated approach. The curriculum is comprehensive in content and covers various learning areas. The school proactively organises a wide range of learning activities. For instance, it arranges for children to visit museums and appreciate paintings of different artists to deepen their understanding of arts. Activities celebrating Mid-Autumn Festival and Lunar New Year are also launched so that children can gain insights into Chinese culture through first-hand experience. In respect of daily schedule, the school gives sufficient time for children to carry out music, physical, art and free choice activities every day, facilitating their balanced development.
- 1.2 The school has regarded developing a school-based curriculum encompassing religion, moral and character education as its major concern for the past two years. Having taken K1 as a starting point in the last school year, the school extends the practice to K2 in this school year. The school maps out its curriculum under the framework of its motto “Be faithful, Diligent and Stay Simple; Love God and One Another”. It consolidates the learning elements in relation to virtues and religious education in its curriculum with the aim of fostering children’s proper values in a more systematic manner. The school brings in external professional support that teachers and support personnel conduct collaborative lesson planning together. The abovementioned school-based curriculum is currently in the development stage. The school may review and improve it regularly according to the efficacy of implementing different work. Additionally, the school employs diversified implementation strategies, including teacher training, introduction of masterpieces and art exploration, to refine the design of art activities. As observed, children of all grade levels made creative artworks using the theme of house, which was

displayed all over the corridor walls. Children used different lines, vibrant colours and various shapes and forms to express their feelings in their work, revealing children's unique aesthetic sense and infinite imagination.

- 1.3 Regarding the assessment of child learning experiences, the school leverages the templates provided by the organisation while adopting continuous observation to evaluate children's physical and psychological development and learning. There are clear assessment criteria in place for teachers to make objective assessment. Besides, teachers create learning portfolios for children to showcase the school life of children, as well as their favourite original work, activities and so forth to prove their developmental progress. In tandem, teachers provide concrete comment on children's activities. They not only recognise children's good performance but also render suggestions for improvement according to children's needs. Hence, parents can make complementary efforts at home to support children's growth.
- 1.4 The school adheres to its mission. In addition to encouraging teachers to care for children, the school makes good use of the space to display children's words of gratitude. It also organises activities of love and care to guide children to set themselves as examples by showing solicitude for their peers, family members and the elderly in the community, thus learning to treat others well with love. Children get along well during games that they are willing to share with their peers, or even help one another proactively. Children are also able to care for others. Chapels, simulation zones, exploratory zones, etc., are set up in classrooms while the corner activities are designed to tie in with the theme of cold winter. During the free choice activity sessions, children enjoy playing and learning with peers. For example, they act as customers to be served by hot-pot restaurant staff to enjoy hot-pot in cold winter condition in the simulation zones. Alternatively, children manipulate balloons, small wooden sticks and plastic rulers in the exploratory zones, trying to

find out if these objects can attract paper scraps after being rubbed. Children possess favourable inquisitive spirit.

- 1.5 Teachers encourage or praise children in concrete terms from time to time to recognise children's good behaviour. Teachers explain clearly and are able to facilitate teaching with big books and realia to enhance children's learning interest. When children are engaging in activities, teachers understand their learning through observation or participation. Teachers also prompt children to think by asking them questions. In the afternoon sessions, teachers guide children to consolidate and share their experiences gained from the activities by revisiting what they have learnt. Teachers arrange interesting music games for children. For example, they effectively lead children to sing along while playing castanets to the rhythms. Children enjoy the music activities in a way full of joy and happiness. Teachers design various physical activities including playing slides, walking on a balance beam and climbing rope nets. Children are engaged in activities such as jumping on both feet and crawling through the tunnel, demonstrating their good body coordination. The school is recommended to review the design of buying and selling simulation games during the physical activities sessions and make adjustment so as to strengthen the physical elements of the activities.
- 1.6 The school has a well-established curriculum management mechanism. By attending meetings, conducting lesson observations and scrutinising teaching documents, the management fully understands the curriculum implementation. Teachers reflect on teaching aptly and examine the teaching effectiveness based on children's learning performance. They mostly can provide suggestions for improvement to inform learning and teaching.

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

The school plans its curriculum that covers religion, moral and character education meticulously. It may review the curriculum development on a regular basis and refine it when necessary. Moreover, the school is recommended to keep on refining the design of the physical activities with a view to further developing children's gross motor muscles.