Revising and Streamlining External School Review Procedures

The second phase of the School Development and Accountability (SDA) framework has been in place since the 2008/09 school year. In preparation for this phase of development under the SDA framework, the Education Bureau has made reference to the findings of “The Impact Study on the Effectiveness of ESR in Enhancing School Improvement through SSE in Hong Kong”, an independent study led by Professor John MacBeath from the University of Cambridge, and consulted key stakeholders in order to address their main areas of concern and to seek suggestions to improve the process. To reduce the workload of teachers, we have further revised and streamlined the External School Review (ESR) procedures. The measures are as follows:

2. ESR is conducted in a school-specific and focused mode, with emphasis on how schools make use of the process of “Planning-Implementation-Evaluation” for sustained development and self-improvement. The ESR team will focus on the school’s major concerns and implementation strategies in the School Development Plan (SDP) and the measures taken to follow up the suggestions made in the previous Quality Assurance Inspection or ESR report.

3. To facilitate school self-evaluation in a more focused manner and alleviate teachers’ workload, the Performance Indicators framework, Key Performance Measures (KPM) and Stakeholder Survey (SHS) have been revised or re-organised based on the principle of simplification. Schools may make flexible use of the Performance Indicators for Hong Kong Schools 2008 for conducting a holistic review before formulating a new SDP so that the targets set and strategies devised in the SDP can be more focused and specific. The records of review findings should be concise, and schools should avoid re-writing the SDP annually.

4. In line with the revised tools for the SDA framework, corresponding enhancement has been made to the E-platform for School Development and Accountability. The enhancement aims to enhance school efficiency in data collection and management, which in turn will alleviate teachers’ workload.

5. Schools do not need to submit the School Self-Assessment report, KPM data and SHS results to the ESR team. They simply need to make available the SDP, Annual School Plan and School Report when preparing for ESR. There is no need to have extra preparations such as:
   a. rewriting or repackaging school documents, or compiling new ones;
   b. cancelling or curtailing normal school activities, or organising additional ones during ESR; and
   c. requesting teachers to submit lesson plans for the lessons to be observed to the ESR team.

6. A pre-ESR visit is conducted, in June or July of the preceding school year, to brief schools which will undergo ESR in the coming year on the procedures of ESR and clarify issues such as excessive preparation.

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