

# **External School Review Report Concluding Chapter**

**Free Methodist Mei Lam Primary School**

**School Address: Mei Shing Court, Tai Wai, Shatin,  
New Territories**

**(The English translation is for reference only.  
The Chinese original of the concluding chapter shall prevail.)**

## **Notes on the Concluding Chapter of the External School Review Report**

1. All along, the EDB has been conducting External School Reviews (ESR) in a school-specific and focused manner, with a view to validating the effectiveness of school self-evaluation and giving schools suggestions for improvement. The ESR reports reflect the school performance during inspection. Upon receiving the ESR reports, schools should follow up on the suggestions provided by the ESR teams, unceasingly refine their work to increase effectiveness, and promote continuous development through self-improvement.
2. As always, schools are required to issue the contents of the ESR report to key stakeholders; at the same time, to enhance transparency, schools are encouraged to upload the full ESR report to the school website.
3. With the launch of the enhanced School Development and Accountability framework in November 2022, the EDB would upload the concluding chapter of the ESR reports to its website for public access starting from the 2023/24 school year to further enhance schools' transparency and accountability. By scrutinising the concluding chapter of different ESR reports, the public can have a preliminary grasp of the overall quality of education in Hong Kong, including its advantages and strengths, and areas for improvement.
4. The concluding chapter of the ESR reports refers to “Chapter 4 — Conclusion and Way Forward”. The judgments and suggestions in it are in line with the contents of the full reports, including the school context, overall effectiveness of school work and areas for improvement. Depending on the context and development needs of different schools, the length of the concluding chapter and the number of suggestions given vary slightly, and it is not advisable to make any comparison.

# Concluding Chapter

The sponsoring body has a clear vision for the school development and is committed to nurturing students' proper and proactive values. The school management effectively utilises external resources to support teachers' professional development and students' learning needs. Significant progress has been made in fostering a positive school culture in recent years. The teaching team actively supports the school's development focuses and continuously enriches students' learning experiences, and has established a culture of professional exchange. Parents and alumni are supportive of the school development. The school has referred to various evaluation information and data, and is generally able to set its major concerns for this development cycle based on the review findings. The school's decision-making process is transparent, with the school management guiding teachers in analysing self-evaluation information and data and involving them in formulating the major concerns. Subject panels and functional committees effectively enhance students' learning motivation through experiential learning. The school is committed to promoting reading, and students have developed a habit of reading. The school-based curriculum is strategically developed to meet students' developmental needs, with ongoing refinement of unit designs across levels in this cycle. The school fosters a positive learning environment with appropriate campus facilities and emphasises students' physical and mental well-being. It makes good use of pre-lesson exercise sessions and morning exercise periods to help students develop a habit of regular exercise. It has also implemented a school-based reward scheme and promotes home-school collaboration to work with parents in nurturing students' good character and developing a healthy lifestyle. Students are friendly and get along well with their peers. A positive teacher-student relationship has been established, and the school atmosphere is joyful and harmonious. Students are interested in learning, enjoy school life, and actively participate in various activities in and outside the school.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- In self-evaluation, the school has yet to set clear learning expectations for priority tasks in learning and teaching. The school management has to lead teachers to engage in more in-depth discussions, to collaboratively formulate specific expected learning outcomes, helping them gain a clearer and more consistent understanding of the targets and strategies. In addition, there is room for improvement in supporting subject panels and functional committees to implement priority tasks. The school management needs to provide timely support to ensure effective implementation and guide subject panels and functional committees in conducting

in-depth discussions, reflections, and improvements on work effectiveness, collaboratively promoting student learning.

- In classroom learning and teaching, teachers seldom use probing or follow-up questions to guide students to elaborate on their answers, and rarely provide specific feedback to help students refine their answers or deepen their thinking. Strategies to cater for learner diversity also need to be strengthened. Subject panels should guide teachers to explore strategies to address students' varied needs in the classroom while enhancing questioning and feedback techniques. This will help students deepen their understanding of learning content and improve their learning effectiveness.