

External School Review Report Concluding Chapter

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**(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

In recent years, the school's self-evaluation work has shown gradual improvement, with the adoption of an evidence-based approach to self-evaluation. In response to students' affective development needs, the school sets a clear development direction, prioritising its efforts to strengthen values education in this school development cycle. The school effectively utilises external resources to enhance teachers' professional capacity and unites the efforts of various stakeholders to jointly implement the school's priority tasks. All subject panels and committees actively work in alignment with the major concerns to foster students' national identity and healthy lifestyle. The school management has progressively guided the teaching team towards continuous development. For example, joint effort is made to promoting theme-based activities that integrate learning content across subjects; life-wide learning activities well connected to the curriculum are arranged with themes echoing the major concerns. The school conscientiously creates a positive campus atmosphere and a joyful learning environment, committed to catering for students' physical and mental well-being and their social and emotional development needs. It strives to create space for students, enrich form class teacher periods and school-based multiple intelligences lessons, provide them with diverse learning experiences, and increase opportunities for students with different needs to showcase their achievements to boost their confidence. Students are well-behaved. They enjoy school life and actively participate in classroom activities.

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

- The school has yet to focus on the targets of the major concerns in conducting evaluation, and the targets remain broad. The school needs to set specific expected student learning outcomes and focus on student performance when evaluating its work effectiveness. It should make integrative use of qualitative and quantitative self-evaluation information and data to understand the overall impact of its work on students, further leveraging the self-evaluation cycle to promote continuous development.
- Some of the work regarding student support and national education is planned separately by different subject panels and committees, resulting in fragmented efforts. The school needs to strengthen leadership and coordination for clear planning, and monitor work progress and effectiveness in a timely manner. It should systematically plan and co-ordinate the work of national education and service learning outside the classroom to further promote students' whole-person development.