

External School Review Report Concluding Chapter

Pentecostal Gin Mao Sheng Primary School

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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.

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The school has formulated appropriate development directions in response to students' learning and growth needs. Subject panels have effectively promoted cross-curricular learning, creating suitable contexts for students to engage in interdisciplinary project learning, enabling them to integrate and apply knowledge across different Key Learning Areas. The school has also made good use of diverse strategies, such as the "Independent Reading Grid", to cultivate students' reading interests and habits. The planning of values education is generally clear. In addition to incorporating elements of values education into suitable topics of different subjects, the school has naturally integrated them into campus life through self-designed cartoon characters, enhancing students' understanding of the priority values and attitudes to be nurtured, the school's core values, and religious values. The school also provides ample opportunities for students to put virtues into practice. Through events like "Inclusive Culture Week" and service learning, students are encouraged to practise Christian spirit of "serving others", fostering values and attitudes such as benevolence and empathy. The school actively creates learning experiences in national education, both in and outside the classroom, to enhance students' understanding of our country's history and culture, and national security. The school is committed to promoting students' healthy lifestyles. During "Body, Mind and Spirit Wellness Week", students learn skills to relax and relieve academic stress. The school also collaborates with parents to organise parent-child long-distance running events, fostering active and healthy habits among students. Students demonstrate a serious attitude towards learning and have satisfactory performance on self-directed learning.

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

- The effectiveness of using the self-evaluation cycle to promote self-improvement needs to be enhanced. The school should lead teachers in deliberating the goal of "enhancing students' reading literacy", and providing clear directions for subject panels and functional committees to collaboratively implement the major concerns. When evaluating its work effectiveness, the school has to conduct a thorough analysis of various self-evaluation information and data, including students' "Assessment Program for Affective and Social Outcomes" data, to gain a multi-faceted understanding of the implementation of the targets.
- There is room for improvement in classroom learning and teaching effectiveness. Teachers have to make good use of various levels of questioning to stimulate students' thinking, and to provide specific feedback to guide their improvement.

Clear instructions should be provided for collaborative group activities, with appropriate tasks tailored to students' abilities to meet their learning needs, thereby enhancing learning and teaching effectiveness.