

# **External School Review Report Concluding Chapter**

**S.K.H. Chu Oi Primary School (Lei Muk Shue)**

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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 response to students' needs, the school has drawn up the development focuses for the current development cycle, with implementation strategies in line with its major concerns. It also utilises resources from the school sponsoring body and external organisations to strengthen the support for students' learning and development. The school is committed to enriching students' learning experiences in academic, physical and aesthetic, and innovation and technology. It also provides training programmes for students with potential and offers them opportunities to participate in external competitions. For example, students are enrolled in the "Rummy Robotics" class, which nurtures their programming skills in robotics, helps extend their classroom learning and realise their potential. The school actively cultivates students' interest and habit in reading, and develops their self-learning capabilities through project learning. Through collaborative lesson planning, teachers identify students' learning difficulties, discuss specific follow-up strategies, and assign diversified pre-lesson tasks to construct students' prior knowledge, thereby enhancing classroom learning and teaching effectiveness. The school attaches great importance to values education and plans a wide array of learning activities. It actively promotes service learning by offering various posts of responsibility to meet students' needs, cultivating their proper values and attitudes. The school strives to increase opportunities for students to do physical exercise and, through a performance platform in the school hall, allows them to showcase their talents and boost their self-confidence. Students are courteous and willing to serve. They actively participate in school activities and have a strong sense of belonging to the school. A good teacher-student rapport has been established, and a joyful and harmonious atmosphere created.

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

- The school's self-evaluation work needs improvement. It should set clear and specific expected learning outcomes to facilitate the implementation of related work by subject panels and committees. The school should also strengthen the analysis of qualitative and quantitative self-evaluation information and data in an integrative manner, and conduct a holistic evaluation against the targets, thereby reviewing work effectiveness more effectively.
- Enhancing students' self-directed learning capabilities is a major concern for the school in the current development cycle. However, it is still not common for students to take notes or use thinking tools to organise learning content in the classroom. To align with the school's major concern, teachers need to further

cultivate students' self-learning habits. They also need to provide specific feedback to help students understand areas for improvement, thereby facilitating their learning.