

# **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

The school is committed to fostering a positive and caring culture on campus, nurturing students' good character, developing their potential, and promoting whole-person development. The school management and all teachers work together to review and analyse self-evaluation information and data, fully understanding students' needs and considering stakeholders' views. This process helps formulate major concerns and implementation strategies that align with the development needs of both students and the school. The school management effectively co-ordinates collaboration among subject panels and committees in the implementation of priority tasks, such as positive education and self-directed learning. It also assists students in building self-confidence both in and outside the classroom, and enhancing their self-directed learning and reading abilities. The school actively promotes collaborative lesson planning and peer lesson observation among teachers, and a professional exchange culture is gradually established. Besides, the school effectively utilises internal and external resources to continuously improve campus facilities and promote the priority tasks that enhance students' learning and their physical and mental well-being. The classroom atmosphere is positive, with students actively engaged in learning. They get along well with their peers, and participate in physical, aesthetic, and reading activities before class and during breaks. They enjoy school life and actively participate in various internal and external learning activities and competitions, achieving numerous awards.

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

- In the classroom, there is room for improvement in catering for learner diversity. Building on the existing foundation, the school needs to continuously make good use of professional exchange platforms to encourage teachers to further refine their learning and teaching strategies. This includes assigning learning tasks of different levels based on students' abilities or learning progress, flexibly adjusting the teaching pace, or refining the design of group learning tasks to promote collaboration and communication among students. Moreover, teachers still need to strengthen the use of higher-order thinking questions and provide specific feedback to help students deepen their thinking and grasp the key points of the topics.