

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.

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The school has a solid foundation and enjoys strong support from stakeholders. The team works cohesively to support students' learning and growth, driving the school's continuous development. The school places great emphasis on teachers' professional development and has effectively fostered an atmosphere of professional exchange. Based on students' needs, the school has strived to promote life education in recent years, helping students develop a healthy lifestyle. Through various award schemes and activities, students are encouraged to practise proper values and attitudes, catering to their physical, mental and spiritual well-being. These efforts have been implemented systematically, resulting in pleasing progress. In line with educational development trends, the school actively promotes e-learning to develop students' problem solving and multi-perspective thinking skills. It also provides students with diversified life-wide learning activities that enhance their learning interests, broaden their horizons, and promote whole-person development. The school arranges mainland study tours for all P4 and P5 students to deepen their understanding of our country's history and culture. A close partnership has been established with parents, encouraging their participation in school activities and priority tasks, ensuring effective home-school collaboration. Students are well-behaved, polite, and respectful, demonstrating a strong sense of discipline and mutual support among peers. They are eager to learn, exhibit proficiency in biliteracy and trilingualism, and demonstrate self-confidence. They are also actively engaged in activities and competitions both in and outside the school, achieving outstanding results in academic, sports and arts competitions.

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

- The effectiveness of professional leadership needs to be further enhanced, including leading the team to improve school self-evaluation and the overall planning of the school's major concerns. The school should focus on student performance, make an integrative use of qualitative and quantitative self-evaluation information and data, and assess the effectiveness of its work against the targets. One example is reviewing the effectiveness of related work in promoting students' multi-perspective thinking to improve the efficacy of evaluation. The planning of major concerns should be more detailed and specific, clearly defining expected learning outcomes at each key stage, along with the division of work and collaboration among subjects. Additionally, the school should strengthen support for new middle managers to help them quickly adapt and fully perform their roles, particularly in enhancing curriculum leadership and improving the overall planning

and co-ordination of priority tasks.

- There is room for improvement in the effectiveness of classroom learning and teaching. Teachers should set appropriate learning expectations based on students' abilities, refine the design of learning activities, and promote peer interaction to encourage collective wisdom and the co-construction of knowledge. Teachers should also use various levels of questioning and give specific feedback to guide students to deepen their thinking, develop their higher-order thinking skills, and consolidating their learning. Furthermore, they should improve classroom design based on subject learning objectives, effectively utilising relevant learning strategies or tools to help students master the subject content.