

External School Review Report Concluding Chapter

Lam Tin Methodist Primary School

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Kwun Tong Kowloon

**(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's major concerns across the two development cycles are closely connected, with strategies further deepened. A student-centred development direction is reflected and the decision-making process is transparent. Subject panels and committees align their plans with the school's development direction, and collaborate to advance the priority strategies of the school. The school management keeps pace with educational trends and responds appropriately to students' learning needs. A school-based Science and Technology lessons has been introduced to progressively cultivate students' foundational scientific inquiry knowledge and skills, while artificial intelligence is promoted in teaching to promote digital education. A harmonious culture with good rapport has been established within the team, with teachers actively sharing experiences, which is conducive to grooming the next tier of talent for steady school development. The school attaches importance to teachers' professional growth. The school arranges training that matches development priorities, makes good use of external resources, and promotes professional exchange through platforms such as collaborative lesson planning and lesson observation. Curriculum planning embodies education goals, with seamless collaboration among subject panels. Co-curricular activities and thematic learning days enrich students' learning experiences. The school implements diversified strategies and organises activities to promote Reading across the Curriculum and strategically teach reading skills, enabling students to learn to read, effectively enhancing their confidence and skills in applying reading strategies. STEAM education has been steadily developed, helping students strengthen their ability in integration and application of cross-disciplinary knowledge and skills. Science activities effectively nurture students' creativity and problem solving skills. The school adopts a whole-school approach to promoting values education, integrating the "24 Character Strengths" with the school-based life education curriculum, and cultivating students' spirit of care and responsibility through cross-curricular activities and diversified service learning. The school is committed to establishing a positive culture on campus by implementing class management, appointing positive ambassadors, and organising mental health activities and morning exercises to support students' physical and mental development. Multiple platforms are created for students to showcase their potential, encouraging them to pursue their dreams and present their learning outcomes. Life planning education is appropriately embedded in the curriculum to help students explore their future aspirations. Students are confident, courteous, fond of reading and eager to serve others. The campus is imbued with a caring and supportive ambience. Students actively participate in various activities and competitions in and outside the school, performing well in academic, arts, and sports competitions.

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

- Teachers' questioning techniques and the design of group activities still need further optimisation. The school should enhance the challenge in classroom learning according to students' abilities, and make good use of thought-provoking questions

and concrete feedback to help them stretch their potential. Teachers should also be encouraged to make full use of students' pre-lesson preparation outcomes in class. In addition, the design of group activities should be strengthened with collaborative elements to promote students' co-construction of knowledge and guide them to extend their learning.