

External School Review Report Concluding Chapter

Precious Blood Secondary School

School Address: 338 San Ha Street, Chai Wan, Hong Kong

**(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 sets clear development directions and formulates appropriate major concerns that align with students' learning and development needs. While the decision-making process is transparent, the school management embodies the rationale of 'consensus and collaboration', values stakeholders' participation and lays a good foundation for succession by strategically grooming teachers with potential. The school offers a broad and balanced curriculum, and systematically organises cross-curricular activities to enrich students' learning experiences, while the steady promotion of STEAM education helps students put cross-disciplinary knowledge into practice. The school has set mental well-being as a major concern which integrates values education, personal growth lessons, and service learning to facilitate students' balanced development. Furthermore, the school actively promotes national education to enhance students' understanding of the Chinese culture, the development of our country and national security. Life planning education is systematically implemented, helping students plan for their future. Students are polite, well-behaved, and receptive to teaching, demonstrating active participation in services and outstanding performance in uniformed groups.

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

- Currently, the school's self-evaluation tends to focus on task completion, participation rates of activities and implementation progress, rather than students' specific learning performance or the actual impact of strategies on student learning in terms of knowledge, skills and attitudes. To effectively use evaluation to inform planning, the school management should guide all subject panels and committees to strengthen the comprehensive analysis of qualitative and quantitative data, aligning the evaluation focus with students' learning outcomes. Furthermore, as the experience and leadership skills among the middle managers vary, the school should provide more systematic training to enhance their professional capacity in curriculum leadership, lesson observation and data analysis to empower them to drive the school's continuous development.
- The lesson learning objectives are generally well-defined, and teachers are friendly and amiable; however, the teaching mode is largely teacher-led, and there is a need to shift the pedagogical practices to enhance students' sense of ownership over their learning to further enhance learning and teaching effectiveness. Teachers tend to focus on completing pre-set teaching content, without flexibly adjusting the content and pace of instruction according to students' learning performance and needs; there remains room for improvement in classroom interaction and instructional adaptation, and the effectiveness of learning and teaching needs to be further enhanced. Teachers also need to refine the design of group activities, set learning tasks with collaborative elements, and provide more opportunities for peer assessment, so as to promote the co-construction of knowledge among students.