

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 designs its curriculum in response to students' diverse ethnic and multicultural backgrounds. For instance, it uses elements of students' home cultures as entry points for learning to enhance their motivation. At the same time, through a range of rich experiential learning opportunities, students deepen their understanding of Chinese culture and Chinese history. In recent years, the school has regarded the development of students' 21st skills as one of its major concerns. It has gradually helped students establish learning habits and capabilities, such as conducting pre-lesson preparation and using thinking tools to organise key concepts. In the current development cycle, the school has further strengthened students' communication skills by adopting appropriate learning and teaching strategies tailored to their characteristics. These include arranging group activities in class and employing effective questioning techniques. Students actively express their views; classroom interaction is good, and the learning atmosphere is positive. To support students in adapting to their school life, the school provides appropriate assistance through assigning student ambassadors and "big brothers and big sisters" to care for their younger counterparts, helping them recognise commonly-used Chinese vocabulary and develop self-management skills. In addition, the school organises local visits in alignment with subject learning, which facilitates students' integration into the local community. The school has fostered a caring and inclusive campus culture. Students get along well with their peers, and teacher-student relationships are harmonious, which is conducive to students' learning and growth.

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

- The scope of the strategies and expected student learning outcomes under the school's major concerns is relatively broad. As a result, some measures have not been implemented in sufficient depth, and it is difficult to maintain a clear focus on the intended targets when evaluating effectiveness. The school needs to continue to strengthen the effectiveness of its self-evaluation by setting clearer development priorities and making integrated use of various self-evaluation information and data to review its work more comprehensively. With regard to nurturing students' positive thinking, the school may make more effective use of its resources by, for example, arranging relevant professional development activities for teachers and reinforcing class management practices. This would help deepen the implementation of preventive guidance initiatives and support students in developing a growth mindset.
- The school needs to continuously refine its measures for catering for learner diversity in order to enhance students' learning effectiveness. This includes providing appropriate prompts for the less able students during lessons and designing extended learning tasks for the more able students. Teachers also need to offer specific feedback to help students identify areas for improvement and make

corresponding adjustments. In light of students' diverse backgrounds, the school should further strengthen the creation of a Chinese language-rich environment to consolidate non-Chinese speaking students' confidence in using the language.