

External School Review Report Concluding Chapter

**The Church of Christ in China
Kei Wai Primary School**

**School Address: 167-185 Tsuen King Circuit, Tsuen Wan,
New Territories**

**(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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Upholding the student-centred principle, the school has set its work targets and implementation strategies in alignment with the latest educational trends. The school's development direction is clear. In this cycle, the school focuses on cultivating students' ability to apply knowledge and skills in an integrative manner, and fostering proper values. Subject panels and committees actively align their work plans, and implement some priority tasks in collaboration, enabling students to integrate their learning. Teachers make good use of platforms such as collaborative lesson planning to discuss students' learning difficulties and plan follow-up strategies. Overall, the culture of professional exchange is commendable. Teachers also effectively utilise e-learning to enrich teaching design, and enhance students' interest and learning effectiveness. Assignments are diversified and they incorporate self-directed learning elements, appropriately helping students master self-learning strategies. The school steadily develops STEAM education, covering scientific inquiry and design cycles, and systematically guides students to integrate inter-disciplinary knowledge and skills while nurturing their creativity. The school refines Reading across the Curriculum activities and teaches students reading strategies during reading lessons to broaden their reading scope and facilitate their flexible application of knowledge from different disciplines. Many students visit the school library during recess and lunchtime, showing enthusiasm for reading. The classroom learning atmosphere is positive. Most students have developed the habit of pre-lesson preparation. Group activities are well-designed, enhancing students' collaboration and communication skills. The school also places emphasis on students' healthy lifestyles, striving to create a positive campus atmosphere that effectively supports student growth and ensures that students feel cared for. Assessment policies are optimised to release space for students to participate in a variety of activities, and sports programmes are promoted to increase their interest in physical activities and help them establish regular exercise habits. Students are kind, polite and friendly, and they maintain harmonious and mutually supportive peer relationships.

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

- The school's self-evaluation effectiveness needs enhancement. The school should make use of the self-evaluation data and information from multiple sources to conduct in-depth and specific reviews of overall student performance against its targets. Furthermore, the school should strengthen the support for subject panels and committees to enhance their assessment literacy, enabling them to focus on work targets, collect and effectively utilise both qualitative and quantitative data, and gain a precise and comprehensive understanding of student performance, thereby leveraging evaluation results to inform planning and facilitate their development.
- There remains room to improve the learning and teaching effectiveness in the classroom. Teachers should more actively employ probing questions to guide

students in elaborating their responses, reflecting on learning content, or connecting new and prior knowledge, thereby deepening their understanding and fostering higher-order thinking. Teachers should also enhance the quality of feedback by providing specific and concrete comments on students' strengths and areas for improvement, empowering them to make improvements and enhance learning outcomes.