

External School Review Report Concluding Chapter

**The Church of Christ in China
Heep Woh Primary School (Cheung Sha Wan)**

School Address: 18 Tonkin Street, Sham Shui Po, 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.

Concluding Chapter

The effectiveness of the school self-evaluation is satisfactory. The school is generally able to use the “Planning-Implementation-Evaluation” cycle to facilitate continuous improvement and development. The school management keeps abreast of the development trends in education, effectively leading subject panels and committees to implement the school’s priority tasks. It actively steers teachers to form learning circles to strengthen their professional capacity. The school strives to promote experiential learning by providing ample opportunities for students to connect their knowledge with their real-life experiences. It also endeavours to promote STEAM education and Reading across the Curriculum. Subject panels and committees work closely together to enhance students’ generic skills. Teachers design different learning tasks which effectively increase students’ engagement in the classroom. The school attaches importance to cultivating proper values in students and provides diversified learning experiences within and beyond the classroom for students to practise the spirit of care for others, perseverance and responsibility, helping them nurture good character. The school actively organises exchange tours to the Mainland that allow students to experience the history, culture, development and achievements of our country, heightening their sense of national identity. It also effectively engages different stakeholders to drive its development, facilitating students’ learning and development. Different enrichment and enhancement measures are also available to help students of different abilities develop their potential and build up their confidence. With the care and nurturing of the school, students display good conduct, responsibility, discipline, willingness to serve others, and a strong sense of belonging to the school. They are motivated to learn, proficient in language skills, and keen to participate in various life-wide learning activities.

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

- Currently the school has seldom synthesised the evaluation findings of subject panels and committees for in-depth analyses of student performance. The use of evaluation to inform planning needs improvement. The school has to further consolidate the self-evaluation information and data of subject panels and committees, and review at the school level the impact of the related work on student learning so as to inform planning.