

External School Review Report Concluding Chapter

Cumberland Presbyterian Church Yao Dao Primary School

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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 well understands their students' development needs and strives to support their growth, helping them actualise the school motto of "Striving for Excellence, Fortitude and Veracity; Aiming at Christlikeness, Self-sacrifice and the Glorifying of God". In line with the promotion of a "growth mindset", the school has successfully cultivated an atmosphere of mutual appreciation through various award schemes and activities. Students share a good rapport with their peers and teachers in the nurturing and blissful learning environment. The school values students' whole-person development. Subject panels and committees collaborate closely to create different contexts for experiential learning and provide students with diversified learning experiences. They are also committed to offering ample opportunities for students to participate in classroom activities, which is conducive to boosting their learning motivation and engagement. In addition to the regular STEAM education and reading activities, the school has arranged lessons on multiple intelligences that cover domains including languages, mathematics, science and interpersonal relationship. These lessons help arouse students' learning interests, broaden their horizons and develop their potential. To nurture students in leading a healthy lifestyle, various physical activities are in place to allow students to do exercise and relieve stress. The school places an emphasis on teachers' professional development and the mechanism for professional exchange has been firmly established. It also effectively leverages external resources and support from parents to enrich students' learning experiences, and render appropriate support to the students in need, properly catering for their development needs. Students are courteous and well-disciplined, and show enthusiasm for campus life. They are actively engaged in different internal and external school activities, and have developed a sense of belonging to the school. Student leaders are ready to serve and committed to fulfilling their responsibilities.

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

- The school has to refine the "Planning-Implementation-Evaluation" cycle by devising concrete targets and implementation strategies at the school level against the major concerns, and consolidating evaluation findings of subject panels and committees for a holistic evaluation of work effectiveness to inform future planning. The school also has to strengthen curriculum leadership and enhance middle managers' understanding of national security education to facilitate the implementation of priority tasks.

- Teachers have to uplift the level of questioning and improve the design of learning activities, guiding the more able students to extend their learning. In order to nurture proper values and attitudes in students, teachers have to better integrate the elements of values education through activities in and outside the classroom, and lead students to reflect on the morals related to the subject matter.