

External School Review Report Concluding Chapter

**Po Leung Kuk
Chong Kee Ting Primary School**

**School Address: Yiu On Estate, Ma On Shan,
Shatin, 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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The school's self-evaluation work has improved in recent years. With clear and focused holistic planning and development directions, the school suitably formulates student-centred development targets and implementation strategies. Taking up professional leadership, the school management strategically solicits and utilises various external resources to enhance teachers' professional capacity. With adequate monitoring and support, the collaboration between subject panels and committees is well fostered. Middle managers demonstrate curriculum leadership, with pleasing progress made in the school's development focuses such as Reading across the Curriculum, STEAM education and national education. Teachers make good use of collaborative lesson planning to identify students' learning difficulties, explore concrete follow-up strategies, and put the suggestions discussed into practice during the lesson. In general, learning activities designed could develop students' problem-solving skills and creativity, and facilitate peer interaction. Catering for students' learning and development needs, the school attaches great importance to cultivating students' self-directed learning skills and establishing a positive culture on campus, including building a healthy lifestyle and fostering proper values and attitudes. The school fully brings together the effort of stakeholders to support students' growth. The school sponsoring body trusts and supports the school; teachers take care of students and strive to fulfil their duties; parents participate actively and collaboratively to take forward the school's development focuses; alumni contribute to their alma mater and are keen to share with fellow students their experiences in learning and growth. Through the concerted efforts of stakeholders, students learn diligently, display politeness, observe rules, care for their peers and enjoy a harmonious relationship. On the whole, the school has made continuous and commendable improvement.

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

- Regarding self-evaluation work, the subject panels are not able to conduct annual review against the targets. The school should support subject panels in strengthening the effectiveness of self-evaluation by focusing on student performance in self-directed learning when reviewing work effectiveness. The annual reviews of the school are not concrete, hindering the formulation of specific follow-up measures based on student performance. The school should conduct integrative analyses of the self-evaluation findings of subject panels and committees and draw on the school-level self-evaluation information and data, in order to strengthen the review of overall work effectiveness.

- For the effectiveness of classroom learning and teaching, the school should extend the learning of the more able students. Based on students' learning performance, teachers need to suitably make the learning tasks more challenging to further stretch the potential of the more able students. In addition, teachers have to improve their questioning and feedback techniques to better stimulate students' thinking and develop their higher-order thinking skills.