

External School Review Report Concluding Chapter

**Precious Blood Primary School
(South Horizons)**

**School Address: 355 Ap Lei Chau Bridge Road,
Ap Lei Chau, Hong Kong**

**(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

Embracing the vision of “encouraging serving and exploring students’ potential”, the school puts a great emphasis on students’ whole-person development. In general, the school management is able to play its leadership role in steering teachers to formulate school policies and implementing development strategies. Building on the school’s solid foundation of service learning over the years, the school management has been providing opportunities for different students to take the role of student ambassadors on campus and serve the community, thereby cultivating their empathy and enabling them to realise the meaning of helping others. The school conducts ongoing refinement of its curriculum in alignment with educational development trends and students’ learning and development needs, providing rich and diversified learning experiences for students. The experiences not only broaden students’ horizons but also enable different students to develop and unleash their potential, effectively enhancing their sense of achievement and confidence. Classroom learning activities are diversified and the learning atmosphere is good. The school attaches great importance to students’ physical, mental and spiritual well-being, and is dedicated to creating a harmonious and joyful school atmosphere in order to instil in students a positive mindset and enrich their sense of well-being as members of Precious Blood (South Horizons). Students are well-disciplined and courteous. They are well engaged in campus life, with active participation in activities in and outside the classroom. They maintain a harmonious relationship with their peers and care about each other, demonstrating the spirit of benevolence.

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

- There is room for improvement in the effectiveness of school self-evaluation (SSE). The school has to set clear development priorities for the tasks under the major concerns to highlight its development focuses, such as its target values and attitudes, in order to enhance the work effectiveness. The school also has to use qualitative and quantitative self-evaluation data in an integrated manner to evaluate work effectiveness against targets focusing on student performance, and make use of the evaluation findings to inform future planning, thereby facilitating its ongoing development through the SSE cycle.
- The school has to invigorate coordination and collaboration among relevant subject panels and committees to implement the major emphases in curriculum development, such as national education, Reading across the Curriculum and STEAM education. Building on the established professional exchange platform, the school has to foster teachers’ in-depth discussion about effective strategies for

cross-disciplinary learning to help students connect the learning elements of different subjects and apply the knowledge and skills across subjects.