

# **External School Review Report Concluding Chapter**

**S.K.H. Chu Yan 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.

# Concluding Chapter

The school, in general, masters the concept of self-evaluation, and continuously improves its self-evaluation work. The school management strives to promote school development by setting a clear direction and devising specific development targets and strategies in line with the educational trends and students' needs. The decision-making process is transparent, and reference is made to self-evaluation information and data in the review of work effectiveness. On the whole, performing the monitoring and supporting roles, the school management exerts good effort to build a stable and united team of teachers, and actively solicits and makes good use of community resources to expand students' sphere of learning. Students are provided with rich learning experiences within and beyond the classroom, ranging from integrated lessons, Chinese Culture Week, Outdoor Learning Day, to project learning in STEAM education. The school provides targeted measures to support students' growth, focusing particularly on their development needs after the pandemic. Through weekly assemblies, talks and class teacher periods, students' communication and social skills are enhanced, and their confidence in learning is boosted. The school also arranges a wide range of activities which provide students with ample opportunities to showcase their talent and strengthen their physical fitness, facilitating their balanced physical and psychological development. Students are eager to learn and engaged in classroom activities. They get along well with their peers, and enjoy school life.

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 collaboration between subject panels and committees, for example, in the promotion of values education and cross-curricular learning. The school management has to enhance planning at the school level. When promoting values education, the school has to review and streamline the work of various subject panels and committees, and strengthen values education within and beyond the classroom at the levels of cognition, affection and action. In planning cross-curricular learning, the connection between cross-curricular learning themes and subject-specific content has to be strengthened, in order to help students integrate the knowledge and skills across different subjects.
- The professional development of teachers needs improvement. To help teachers keep up with the educational trends and related learning and teaching strategies, the school management has to continuously equip them, broaden their horizons, and facilitate their professional growth. The school also has to make good use of the existing professional exchange platforms, through which teachers are encouraged

to optimise classroom learning and teaching. This includes making good use of students' pre-lesson preparation outcomes to facilitate classroom learning, improving the design of group activities to promote students' co-construction of knowledge, and enhancing teachers' questioning techniques and their strategies to cater for learner diversity.