

# **External School Review Report Concluding Chapter**

**S.K.H. Yan Laap Primary School**

**School Address: 399 Kwai Shing Circuit, Kwai Chung,  
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.

# Concluding Chapter

The school has set clear development focuses and devised its major concerns in response to the progress of the measures implemented to address students' needs. The school management effectively leads teachers to discuss and engage in formulating school policies, facilitating consensus-building for school development. Collaborating with parents, the school makes good use of internal and external resources to support students' learning and growth, fostering their whole-person development. The school's self-improvement is effective, with the capacity to conclude their experiences in a timely manner for continual refinement and development. The school curriculum keeps pace with the times, capitalising on learning time to enrich students' learning experiences in and outside the classroom, and effectively addressing their diverse learning needs. The school nurtures students' self-directed learning (SDL) capabilities and habits comprehensively and effectively in terms of knowledge, skills and attitudes. In line with the promotion of e-learning in recent years, the school has successfully cultivated students' habit in pre-lesson preparation and made good use of e-assessment to understand and inform student learning. It also aptly develops students' information literacy, empowering them to become self-directed learners. With the adoption of a whole-school approach in promoting reading, students are keen on reading and the reading atmosphere is strong. A caring school culture has been successfully cultivated in which students put the school motto "Not to be served, but to serve" into practice both on campus and outside the school. The school helps students develop the habit of doing exercise regularly. Both teachers and students are well engaged in morning exercise sessions. With a view to facilitating balanced physical and mental development of students, the SDL elements are well embedded in the promotion of healthy lifestyle. The school attaches great importance to promoting national education. Students' sense of national identity is deepened through incorporating the learning elements of Chinese culture in and outside the classroom, and suitably engaging students in experiential learning. Teaching strategies related to the SDL are well implemented in the lessons. The learning atmosphere is positive, with noticeable student interaction and peer support. Teachers give timely and concrete feedback on student performance through effective prompting. Students are courteous and confident. They excel in their studies, and demonstrate good conduct and a strong sense of belonging to the school.

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

- The school should lead teachers to deepen students' proper values and attitudes in the teaching of subjects through adoption of different learning and teaching

strategies, such as sharing, discussion and reflection. To fully implement values education, teachers should integrate cognition, affection and action and strengthen students' development at the levels of affection and action through connecting their learning in and outside the classroom.