



英基學校協會  
ENGLISH SCHOOLS FOUNDATION

APPENDIX 35

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20 December 2004

Ms. Miranda Hon  
Public Accounts Committee  
Legislative Council Building  
8 Jackson Road  
Central, Hong Kong

Dear Ms. Hon,

**School Reviews and Inspections**

Thank you for your letter of 16 December 2004 concerning the request by the Public Accounts Committee at the meeting held on 10 December 2004. I enclose a folder with the following contents.

1. A note written by ESF's Education Development Director explaining the ESF's three-tier approach to school evaluation.
2. The procedures governing the Review of ESF schools by the ESF's central Education Team.
3. Reports on Inspections/Reviews of the following schools.

(a)	Island School	(OFSTED)	Nov 2002
(b)	Cross Phase Survey	(OFSTED)	Nov 2002
(c)	Beacon Hill School (1&2)	(OFSTED)	Oct 2002 & Oct 2004
(d)	Quarry Bay School	(ESF review)	May 2004
(e)	King George V School	(ESF review)	Oct 2004
(f)	Kowloon Junior School	(ESF review)	Nov 2004
(g)	Sha Tin Junior School	(ESF review)	Nov 2004
(h)	Peak School	(ESF review)	Mar 2004
(i)	Clearwater Bay School	(ESF review)	May 2003

There are no Chinese translations of these reports. Following the discussion between my secretary and your colleague, Ms. Szeto, I understand that this is acceptable.

Yours faithfully,

John Bohan  
Acting Chief Executive

/Encl.

c.c. Secretary for Education and Manpower  
Permanent Secretary for Education and Manpower  
Director of Audit

*\*Note by Clerk, PAC:  
Reports on Inspections/Reviews not attached.*

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COMMITTED TO HONG KONG'S FUTURE AND  
TO EXCELLENCE IN EDUCATION

**To:** John Bohan, Acting Secretary and Chief Executive

**Re:** School Review and Evaluation

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The English Schools Foundation has three fold approach to school evaluation. We evaluate all institutions as well as commissioning surveys of educational quality across the Foundation. The three levels are as follows:

1. School Self-evaluation. Research suggests that the key to school improvement is robust and effective self-evaluation. All schools evaluate their performance in the following ways:

- systematic observation of teaching and learning;
- a scrutiny of students' work; and
- an analysis of test and assessment data

ESF has joined EMB in the Hong Kong Schools Self Evaluation Network (HKSSSEN) and one of our principals is on the project's Steering Group.

2. School Reviews

School reviews take place on a regular cycle (see attached procedures and sample reports). These reviews are led by myself and members of my Education team. All are qualified registered inspectors under Ofsted's authorisation. I was formerly a senior HMI (Her Majesty's Inspectors) of England, with oversight of about 6,000 schools. As with the EMB's system of inspections, these are internal but are rigorous. Last month, ESF and EMB agreed on a mutual exchange of evaluators on school inspections. ESF uses Ofsted's inspection criteria on school reviews.

3. External Inspections and Surveys

We commission external evaluations to ensure objectivity and to help us answer questions to which we need answers. Our emphasis is strengthening (1) and (2), thereby diminishing the need for external institutional inspections. Instead, we will commission external surveys of educational quality which will affect all our schools.

In the attached pack, I have enclosed external inspection reports of Island School, Beacon Hill School (and its reinspection) and a survey of cross-phase liaison between primary and secondary schools.

In the past, such inspections were commissioned from HMI and Ofsted, the recognised world leaders in this field. However, we now will go through a competitive tendering process. We are planning two external surveys in 2004-05, one on special educational needs (SEN) and one on the provision for students for whom English is an additional language to their mother tongue.

Please do not hesitate to contact me if you require any further information ([granger@fmo.esf.edu.hk](mailto:granger@fmo.esf.edu.hk)) or 93861870.

Graham Ranger, 17 December, 2004

## **Procedures Governing the Review of ESF Schools**

*Inspection and evaluation tell you about the quality and standards of a school – what it does well and what it does less well. Along with self-evaluation, it contributes to a school’s ability to check on its work and helps guide further improvement.*

### Introduction

1. School reviews are an ongoing part of the evaluative or quality assurance work of the Foundation.
2. School reviews help to define clearly what a school is doing well and what it is doing less well (see above). This is part of the process of continuous school improvement. In the ESF, rigorous self-evaluation is our aim. Review helps to validate this.
3. Timing. A school review is a partnership between the school concerned and others on the review team. A review will take place:
  - ideally in the first or second term of the tenure of a newly appointed Principal, to help give that Principal and the School Council a clear view of the school’s strengths and weaknesses;
  - every 3 years approximately, on a cycle; or
  - in exceptional circumstances, at the request of the Secretary and Chief Executive.

After discussion, the Principal/Chair of the School Council will be informed by letter (electronically sent) at least 3 weeks but not more than four weeks prior to the date of the review’s commencement.

### Before the review the following will take place:

- a briefing from the review team leader to the Chair of Council/School Principal/leadership team, and staff if the school wishes;
- the team leader of the review will publish the criteria and any proforma by which the quality of teaching and learning, leadership and management and standards of achievement will be judged;
- the Principal/Chair of Council, in partnership with the team leader, will brief the staff about the review; and
- the Principal will write a self-evaluation report and distribute this to the team leader. If the Principal is newly-appointed, initial observations will be shared and discussed.

### During the review

- the team will be led by one of the Education Team of the Foundation;

- the team will usually comprise members of the Education Team, senior leader(s) from ESF schools and a representative from the school under review, usually a Deputy Principal;
- the school-based elements of the review will take place, wherever possible, within a single (Monday – Friday) working week. Duration will depend on the size of the school/size of the team;
- the evidence to inform judgements is gathered by:
  - lesson observations;
  - discussion with staff and students, Council Chair, parent representatives;
  - analysis of students' work; and
  - scrutiny of documents, including a self-evaluation (provided by the Principal in advance of the review) and longitudinal assessment data.

#### Working Principles

- the review will aim to observe lessons of all staff present during the week;
- brief oral feedback will be given to teachers as soon as possible after a lesson has been observed;
- lessons are graded for the purpose of the main findings of the review. Details of individual lessons may be discussed with the Principal;
- school senior management team members who are not involved as team members are offered the opportunity to observe lessons jointly with members of the review team; and
- oral feedback is given to the Principal on a daily basis and emergent judgements are shared.

#### After the review

- oral feedback will be given to the Principal, Chair of Council and senior leadership team on the final school-based day of the review. The principal may then give brief oral feedback to the staff;
- oral feedback will be given to staff by the review team/principal within 5 working days of the end of the review;
- a draft report is sent to the Principal/Chair of School Council for discussion and any factual correction;
- a full written report is given to the Principal/Chair of Council within ten working days of the end of the review;
- a presentation and oral feedback are given to the School Council. A full written report is given to each member of the School Council;
- a full written report is provided for: the Secretary and Chief Executive; each member of the Education team; the Director of Human Resources; the Financial Controller; and
- the leader of the review team provides a summary of the report (2 sides of A4 maximum) to the FMT and the Executive Committee, copied to the Principal/Chair of Council.
- the school leadership prepares:
  - a summary report for parents, discussed first with the leader of the review team;

- a post-review action plan, addressing the key issues for development, incorporating this into the school development/improvement plan.
- the Education Team:
  - negotiates programmes of support with the school leadership;
  - continues to support and monitor the school's development;
  - in partnership with the Principal's self evaluation report, the CEO's representative on the Council gives regular feedback on the school's progress in implementing its plan of action.

NB

- Strengths and successes of schools will be disseminated to other schools in the Foundation, so that all will benefit.
- In the rare cases where a school is found to have significant weaknesses, monitoring will take place at least ½ termly.

The Academic Committee will act as a forum for the discussion/suggested amendment of the review process.

Graham Ranger, 5th October 2004