



NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

NTOWKROM D/A BASIC SCHOOL

Type of Inspection – School Performance

(A School Performance inspection evaluates a school based on a set of indicators that evaluate External Assessment Results, School Leadership and Lesson observation of the three core subjects (English, Mathematics and Science).

What Inspection Judgements Mean

The scale for making judgements

Inspectors will make their evaluations using a four-point scale:

Key to Ratings

Outstanding	3.50 – 4.00	Exceptionally high quality, exceeding the level at which every school in Ghana is expected to perform.
Good	3.00 – 3.49	The level at which every school in Ghana should perform. Achieving this level of performance should be realistic goal for every school.
Satisfactory	2.00 – 2.99	The minimum level of performance for schools in Ghana. Every school's performance should reach or exceed this level.
Unsatisfactory	1.00 – 1.99	Not at an acceptable level for schools in Ghana.

Inspection date(s):

27/11/2019

OVERALL QUALITY RATING OF THIS INSPECTION:

SATISFACTORY 2.18

School Leadership:

Good 3.00

Lesson Observation:

Satisfactory 2.55

External Assessment Results:

Unsatisfactory 1.00

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Summary of Key Findings for this School

The school's overall rating is **SATISFACTORY** because:

- The school had a clear vision, which was widely shared with members of the community.
- The school leadership provided effective leadership to support teaching and learning.
- Teacher's create positive climate in classrooms to enable learners participate in lessons.
- The school leadership, PTA and SMC collaborate effectively to support teaching and learning.
- School's performance in external assessment was poor.

The school has the following strengths:

- Teachers showed good knowledge and command over subjects.
- Teachers regularly engaged learners in class during lessons.
- Conducive and learner friendly atmospheres in classrooms.
- The school leadership, PTA and SMC collaborated effectively to support teaching and learning.

What does the school need to do to improve further?

- Teachers should encourage learners to ask questions during lessons.
- The school leadership must ensure that teachers stick to their lesson plan in teaching.
- The collaboration between school leadership, PTA and SMC must be sustained.
- All stakeholders must work together to help improve the school's performance in external assessment.

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Information about this Inspection

The inspection of this school was carried out under **Education Act 778 of 2008**. The NIB conducts school inspections through the deployment of its Inspection Evaluation Framework (IEF) as documented in the Ghana National Inspections Handbook, 2019. This inspection was carried out by an inspection panel consisting of one lead inspector and a team inspector.

Prior to the inspection, the panel assessed student attainment through the analysis of 3 years of external examination results. Inspectors then observed lessons in the 3 core subject areas of English, Mathematics and Science.

Inspectors interviewed school leadership, staff, learners, parents, School Management Committee (SMC)/ Board of Governors, Parent Teacher Association (PTA).

They observed the School's work and looked at a wide range of relevant documentation.

Inspection Panel

1. Hans Christian Anderson (Lead inspector)
2. Aaron Adu Apeanyo (Team Inspector)

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Full Report

Information about the School

The School was located at Ntowkrom, a village in Ayensuano District in the Eastern region of Ghana. It was started as a private primary school by a native of the village called Opanyin Ansah. It was absorbed by the government (Ghana Education Service) in 1956. It was first called Sunsumamu L/A Primary and later in 2010, the name was changed to Ntowkrom D/A Primary. The Junior High School department was started in 2014 and the school became known as **Ntowkrom D/A Basic**. The school served people of Ntowkrom and the surrounding communities.

It was a mixed sex educational facility with total enrolment of 330, made up of 172 boys and 158 girls. However, at the time of the inspection, there were 270 learners present in the school. This consisted of 135 boys and 135 girls.

The staff strength was also 11, comprising 8 males and 3 females. 10 of the teachers are professionally trained and 1, HND holder.

The school leadership was ably supported by vibrant PTA and SMC in school governance.

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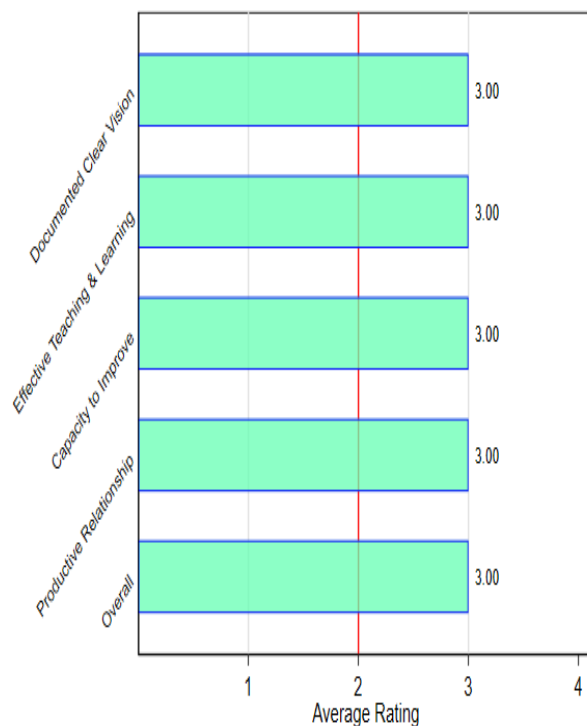
Inspection Judgements

School Leadership

Rating: 3.00

Comment: Good

The school had clear vision and mission statements, documented and widely communicated to its community and stakeholders. Also, there was evidence of effective and systematic supervision and monitoring of teaching and learning performance and outcomes. Again, there were documentary records and evidence of teachers' regular trainings and evaluations, with feedback provided to improve teaching outcomes. School Based Assessments and records of terminal exams were consistent, parents timely received terminal reports. Additionally, the school enjoyed tremendous support from the PTA and SMC, to support the school with needed logistics.



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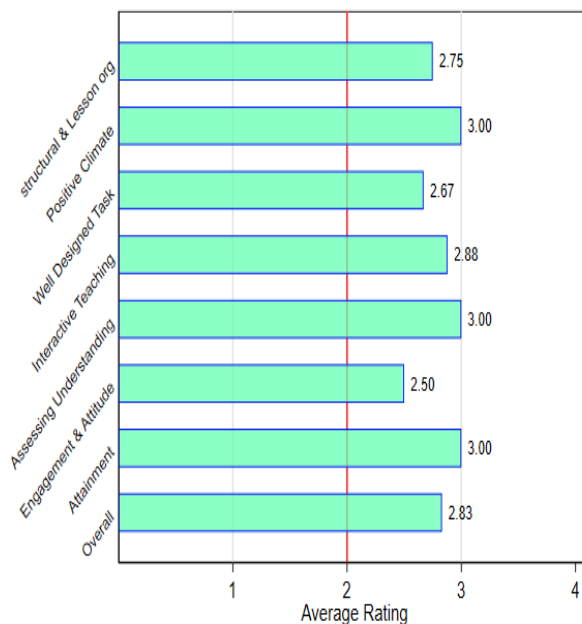
Lesson Observation

Rating: 2.55

Comment: Satisfactory

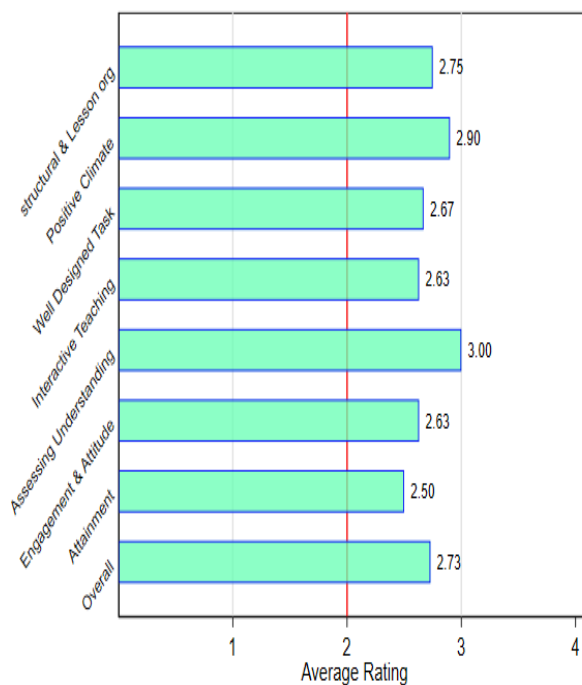
English

Lesson notes were up to-date and vetted by the head teacher. Again, classrooms were highly convenient for learning, whilst learnings tasks were equally challenging. Also, teaching was dynamic and varied to suit to suit learners' needs, with teachers displaying good sub strand knowledge and explaining concepts clearly to learners. Additionally, learners' understanding of sub strand was key, as oral and written questions were used with prompt feedback to learners. Eventually, majority of learners successfully completed their tasks in time.



Mathematics

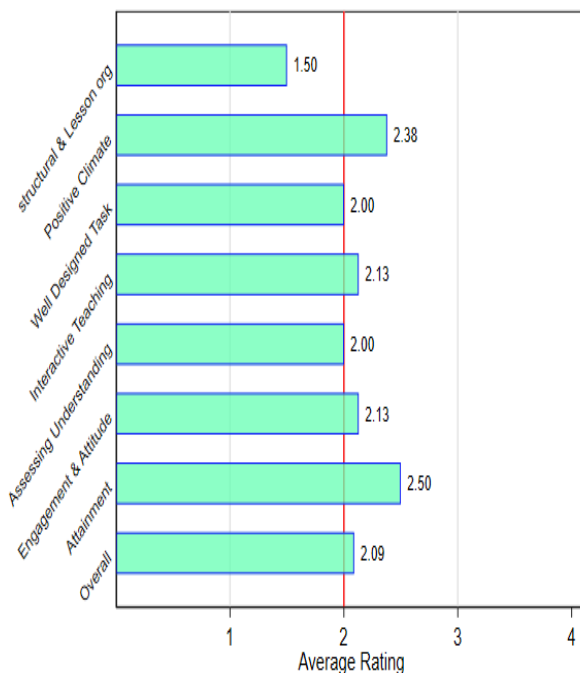
Teachers prepared lesson notes, which were up to date and vetted by leadership. Again, classrooms were learner friendly, and tasks deployed by teachers also challenging for learners. Additionally, teachers' knowledge of sub strand was visible, as teachers engaged learners in the lesson, varying teaching style to suit diverse learners' needs. Points and explanations were also clear and concise. Also, learners' understanding of sub strand was focused on, as teachers cleverly checked and guided them positively, at each stage of lesson. Eventually, majority of learners successfully completed their tasks in time.



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Science

Atmosphere in class was good and relaxed for learners. Again, learning tasks were challenging, whilst teachers also displayed good knowledge of sub strand. Lesson delivery was satisfactory, with teachers providing clear explanations to learners. Additionally, learners were occasionally checked for their understanding of sub strand, whilst majority of learners successfully completed their tasks in time. However, lesson notes were available but not up-to-date whilst some stages of lessons were not clearly defined.



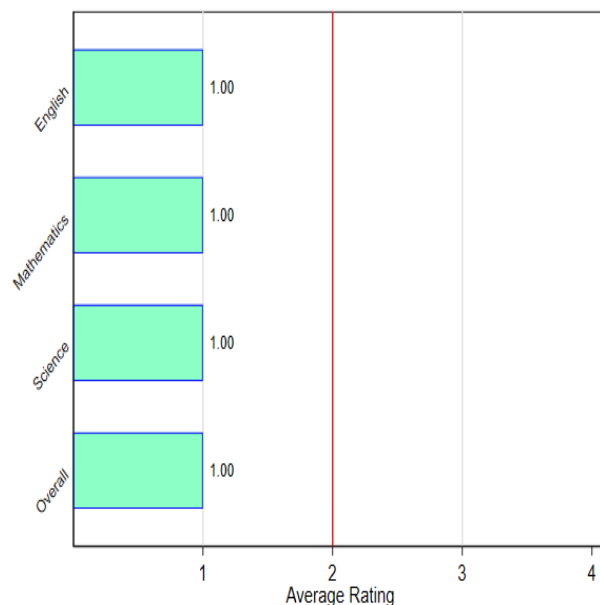
External Assessment Results

Rating: 1.00

Comment: Unsatisfactory

Analysis of external assessment performance for 2 years (2017 and 2018) showed that, less than 50% of learners obtained grades 1 to 6 in English and Science, whilst all learners obtained grades 1 to 6 in Mathematics. However, no learner obtained grades 1 to 3 in English and Science, whilst 12% had grades 1 to 3 in Mathematics.

NB: The school presented learners for external assessment for the first time in 2017, hence analysis was based on 2017 and 2018 results.



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For further details, reference Appendix 'A'

School Details

Region:	Eastern	District:	Ayensuano	Circuit	Coaltar
School:	Ntowkrom D/A Basic School		GPS Location of school		EO – O107 - 8740
Number of Learners enrolled:	330	Head teacher's Name	Francis Azumah		
Telephone Number of Head Teacher:	0244307216		Email Address		azumahfran@yahoo.com

Any complaints about this inspection or the report should be made to NIB via email at inspections@inspectorateboard.gov.gh or phone on **0302907589**.

The main objective of "Inspections is to ensure that the Ghanaian child has access to quality education in a safe environment. NIB regulates and enforces quality education standards for all learners at the pre-tertiary level.

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National Inspectorate Board (NIB)

Ministry of Education

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Approved and Signed



HAGGAR HILDA AMPADU (PhD)

CHIEF INSPECTOR OF SCHOOLS

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APPENDIX 'A'

EXTERNAL ASSESSMENT RESULTS RATING

WASSCE			
OUTSTANDING (4)	GOOD (3)	SATISFACTORY (2)	UNSATISFACTORY (1)
<p>All (100%) learners had grades A1 to C6</p> <p>and</p> <p>Out of the total number of learners who had grades A1 to C6, $\geq 75\%$ of them had grades A1 to B3 for the last 3 years</p>	<p>$\geq 90\%$ of learners had grades A1 to C6</p> <p>and</p> <p>Out of the total number of learners who had grades A1 to C6, $\geq 50\%$ of them had grades A1 to B3 for the last 3 years</p>	<p>$\geq 60\%$ of learners had grades A1 to C6</p> <p>and</p> <p>Out of the total number of learners who had grades A1 to C6, $\geq 25\%$ had grades A1 to B3 for the last 3 years</p>	<p>Less than 60% of learners had grades A1 to C6</p> <p>or</p> <p>Out of the total number of learners who had grades A1 to C6, less than 25% of them had grades A1 to B3 for the last 3 years or both</p>
BECE			
OUTSTANDING (4)	GOOD (3)	SATISFACTORY (2)	UNSATISFACTORY (1)
<p>All (100%) learners had grades 1 to 6</p> <p>and</p> <p>Out of the total number of learners who had grades 1 to 6, $\geq 75\%$ of them had grades 1 to 3 for the last 3 years</p>	<p>$\geq 90\%$ of learners had grades 1 to 6</p> <p>and</p> <p>Out of the total number of learners who had grades 1 to 6, $\geq 50\%$ of them had grades 1 to 3 for the last 3 years</p>	<p>$\geq 60\%$ of learners had grades 1 to 6</p> <p>and</p> <p>Out of the total number of learners who had grades 1 to 6, $\geq 25\%$ had grades 1 to 3 for the last 3 years</p>	<p>Less than 60% of learners had grades 1 to 6</p> <p>or</p> <p>Out of the total number of learners who had grades 1 to 6, less than 25% of them had grades 1 to 3 for the last 3 years or both</p>

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