



National Inspectorate Board
Enforcing Standards, Ensuring Quality

ABURASO R/C 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 means

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):

27/02/2020

OVERALL QUALITY RATING OF THIS INSPECTION:

Satisfactory 2.01

School Leadership:

Satisfactory 2.50

Lesson Observation:

Satisfactory 2.55

Summary of Key Findings for this School

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

- School leadership was effective in teaching and learning has been offering support to teachers to improve on their practice
- School leadership had a productive relationship with the School Management Committee (SMC) and Parent Teacher Association (PTA)
- Majority of the teachers had prepared their lesson notes and they were relevant to the lessons taught
- Majority of the learners voluntarily took part in lessons

The school has the following strengths

- The school's environment was tidy.
- Leadership was organized with management tool.
- Teachers had been regular and punctual to school.
- Contact hours have been extended by one hour, thirty minutes.
- Leadership had a productive relationship with School Management Committee (SMC) and Parent Teacher Association (PTA)

What does the school need to do to improve further?

- School Leadership should ensure that female teachers do not bring their babies to school.
- School leadership must communicate its vision to all the school community so that they all work together to achieve same
- Teachers should encourage learners to ask questions in lessons.
- Teachers should ensure that learners work in groups during lessons.

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.Samuel Opoku (Lead Inspector)

2.Maxwell Ampaw (Team Inspector)

Full Report

Information about the School

Aburaso R/C JHS was established as a public basic school in 1972 to serve learners within Aburaso Community. The school has a learner population of 317 made up of 112 boys and 200 girls. The school has a total staff strength of 17 comprising 6 males and 11 females. All the teachers were present at the time of the inspection

Inspection Judgements

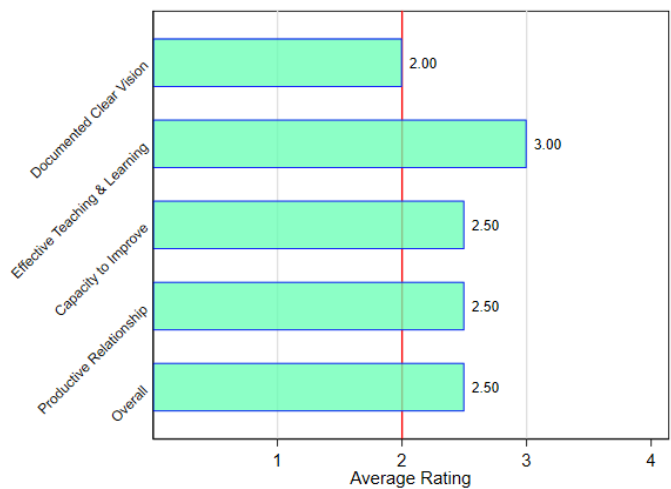
School Leadership

Rating:2.50
Satisfactory

Comment:

School Leadership was effective leaders of teaching and learning because they consistently tracked learner's performance, monitor and evaluate teaching as well as provide support to teachers to improve teaching practices. More so, School Leadership clearly exhibited clear understanding on what to do to improve teaching and learning activities in the school

Notwithstanding, School Leadership had a clear, and a documented vision, but had not communicated same to all the major stakeholders



Lesson Observation

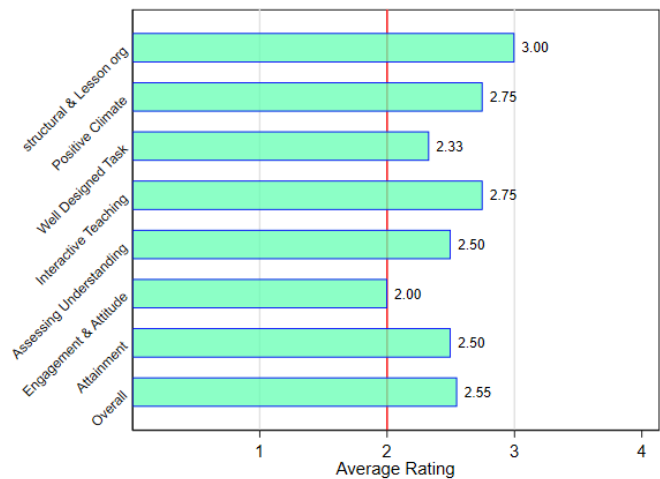
Rating:2.55
Satisfactory

Comment:

English

Majority of the teachers had their lesson plans and notes prepared up -to-date and they taught with them. Lesson objectives were clear and provided appropriate challenge for all the learners. Also, most teachers demonstrated high expectation of learners' behavior and adjusted the teaching to the level of the learners

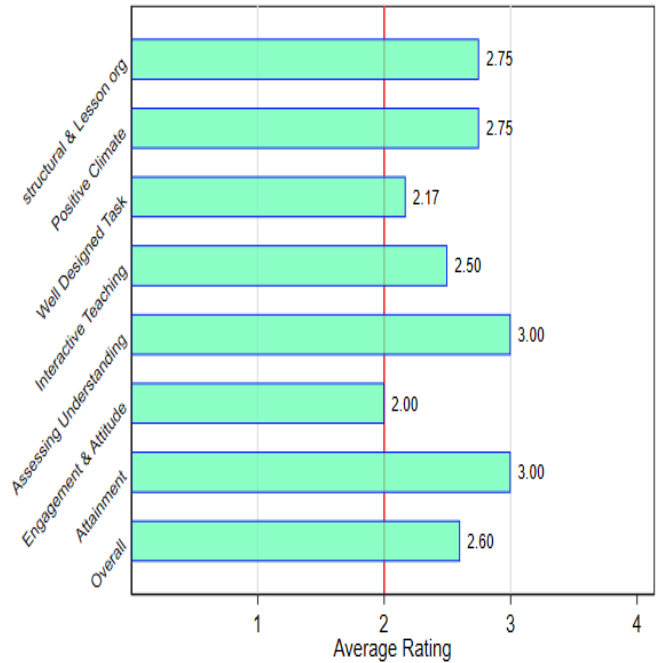
Although, learners voluntarily took part in lessons, teachers did not create conducive atmosphere for them to ask questions. There was also little group work among the learners



--	--

Mathematics

Majority of the teachers used regular prompt to keep the learners focused and majority of the learners were able to complete their tasks before the end of the lessons. In the process, most learners did not ask questions and there was not much group discussions among the learners. Besides, most teachers could not link the lessons to the daily activities of the learners

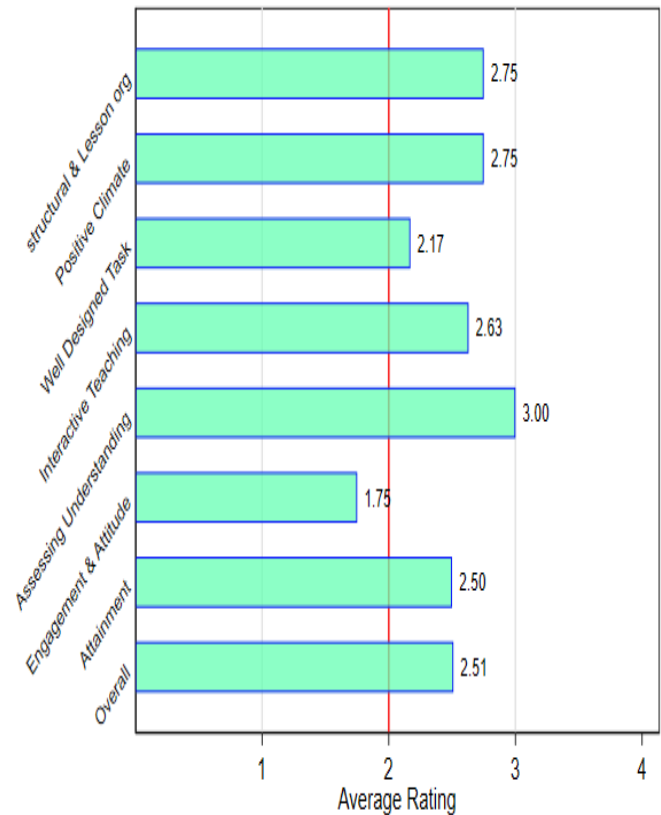


Science

Majority of the teachers used regular prompt to keep the

learners focused and some learners were also called to solve some examples on the chalkboard. Again, most teachers demonstrated high expectations of learners' behavior and gave all the learners equal opportunities

However, teachers did not encourage discussions among the learners and also did not motivate learners to ask questions during the lessons. Additionally, learners were not allowed to explain and discuss their answers and ideas in groups

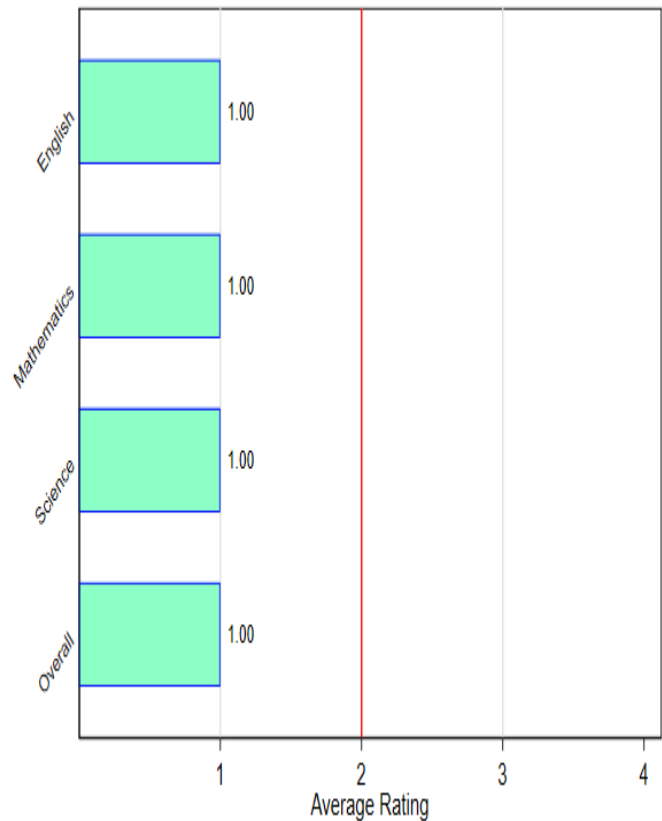


External Assessment Results

Rating:1.00
Unsatisfactory

Comment:

The school was rated Unsatisfactory in all the three subjects (English, Mathematics and Science) for the past three years (2016,2017 & 2018). Unsatisfactory because of all the candidates presented, less than 60% had grades 1-6, and out of this, less than 25% had grades 1-3 for the 3-year period under review



For further details, reference Appendix 'A'

School Details

Date:	27/02/2020		
Region:	ASHANTI	District	Circuit: ASUADEI
School's Name:	ABURASO R/C BASIC	Ghana Post Digital Address:	AY-1461- 7956
Head teacher's Name:	DANIEL FRIMPONG		
Head teacher's Email:	Frimpongdaniel.fdgmail.com	Phone:	0241761261
Head teacher's Telephone Number:	0241761261		
School's Postal Address	P.O.BOX 4 ABURASO- ASHANTI		
Inspector's Name:	SAMUEL OPOKU		
Enrolment Details	No. of Boys:	No. of Girls:	Totals:
<i>(Total no. of learners in the school)</i>	48	39	87
<i>Total no. present on day of inspection</i>	39	28	67

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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website at www.inspectorateboard.gov.gh

National Inspectorate Board (NIB) Ministry of Education

Address: Yooyi Lane, Roman Ridge

Phone: 0302907589

Email: inspections@inspectorateboard.gov.gh

Approved and Signed



HAGGAR HILDA AMPADU (PhD)
CHIEF INSPECTOR OF SCHOOLS

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>

