



NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

ASAFO AKIM SENIOR HIGH 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 dates:

02/12/2019

OVERALL QUALITY RATING OF THIS INSPECTION:

UNSATISFACTORY

1.90

School Leadership:

Satisfactory

2.50

Lesson Observation:

Satisfactory

2.19

External Assessment Results:

Unsatisfactory

1.00

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Accra - Ghana

Ameda Street, Yooyi Loop,
Roman Ridge Accra
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Summary of Key Findings for this School

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

- There was effective leadership in the school, to supervise teaching and learning, and provide support to improve teaching and learning outcomes.
- Teachers displayed good subject knowledge, and taught interactively.
- Teachers made good efforts to keep classrooms lively and relaxed, even though class sizes were large.
- Teachers did not prepare lesson plans, which poorly affected lesson structuring and pacing.
- School's performance in external assessment for the past 3 years was poor.

The school has the following strengths

- Most teachers demonstrated adequate content knowledge during lessons.
- The school has a strong leadership team.
- Good strategies are in place to enhance monitoring and supervision.

What does the school need to do to improve further?

- Teachers must prepare lesson plans and plan their lessons ahead of lesson.
- Teachers should actively engage and involve learners during lessons.
- Punctuality amongst teachers and learners must improve. regularity and punctuality.
- Leadership must address the poor external assessment performance, and improve.
- Leadership must expand school infrastructure, to reduce class sizes.

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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. Judith Teebo Zabrina-Anyagre (Lead inspector)
2. Alexander Obuobi (Team Inspector)

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Full Report

Information about the School

Akim Asafo Senior High School was established as a community school on 18th February, 1991, under the first Headmaster, Mr. Otchere Alexander Kofi.

In 1996, some Baptist Missionaries from America adopted the school and changed its name to Akim Asafo St. Paul's Community Secondary School. When the Government later renamed all Secondary Schools as Senior High Schools, the name of the school changed again to Akim Asafo Senior High School. Currently, the school had a total enrolment of 1,341.

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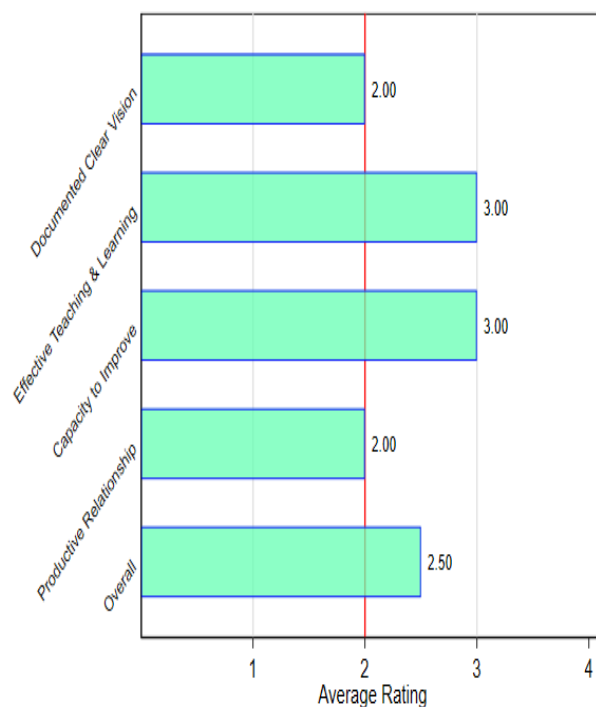
Inspection Judgements

School Leadership

Rating: 2.50

Comment: Satisfactory

There was strong and visible leadership in the school, as teaching and learning performance and outcomes were systematically monitored. Outcomes of the performance was used as basis for INSET trainings and evaluations for teachers. Again, constant supervision of teaching and learning activities was evident, as regular sit-in lesson observations, for instance, was effective. Also, documentary evidence of these and other activities like PTA meetings, were present. However, collective support from all stakeholders was cordial.



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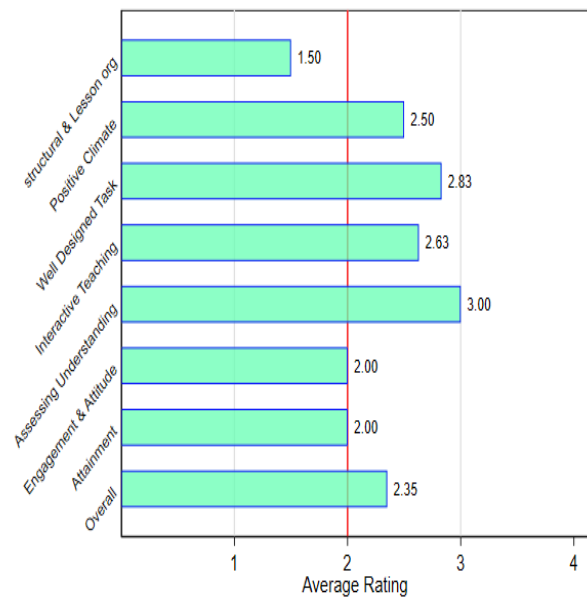
Lesson Observation

Rating: 2.19

Comment: Satisfactory

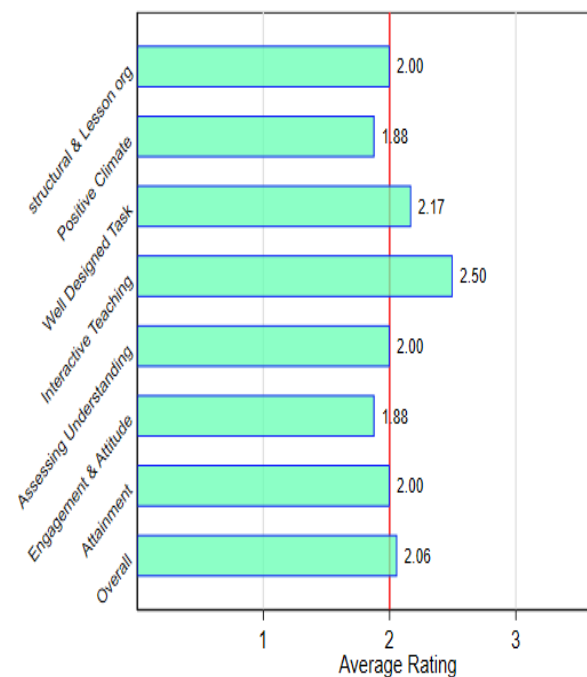
English

Lesson was learners centered, as teachers' assessment of learners' abilities is well conducted. Again, teachers employed tasks which were challenging, and also displayed good knowledge of sub strand, adapting approaches to suit diverse learners' needs. Additionally, atmosphere in class was learner friendly even though class size was large. However, most learners were not engaged in questions during lesson, whilst lesson plans were also not available during lesson.



Mathematics

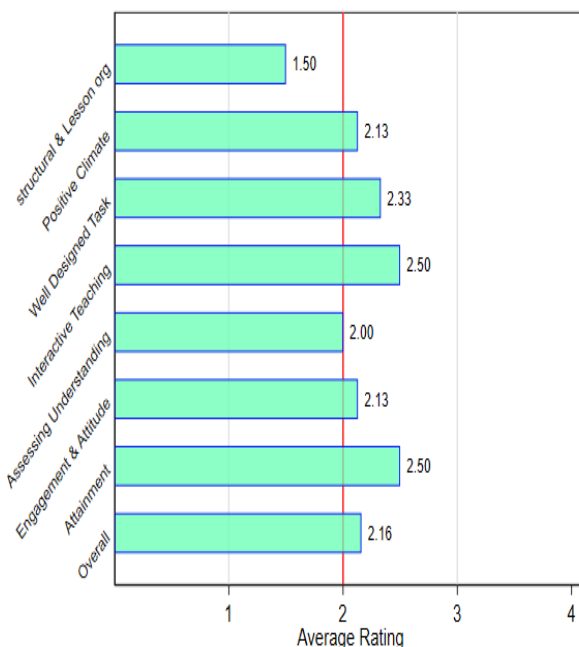
Lesson was interactive, and teachers also displayed good knowledge and command over sub strand, providing clear explanations and points to learners. Also, learning tasks employed by teachers were equally challenging for learners, and with satisfactory efforts to assess and direct learners' understanding of sub strand taught. However, few learners asked questions and even responded to questions, whilst teachers also struggled to keep a conducive atmosphere in class, arguably due to the large class size.



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Science

Teachers displayed good knowledge over sub strand, and used diverse approaches to explain concepts to suit learners understanding. Also, learning tasks were well-designed, whilst teachers showed good efforts to make classroom lively, in spite of the large classroom size. Again, oral and written questions were used to gauge and guide learners understanding of sub strand, whilst most students actively participated in answering of questions. Eventually, most learners completed their tasks in time. However, lesson plans were not available, and lesson planning and structuring were also poor.

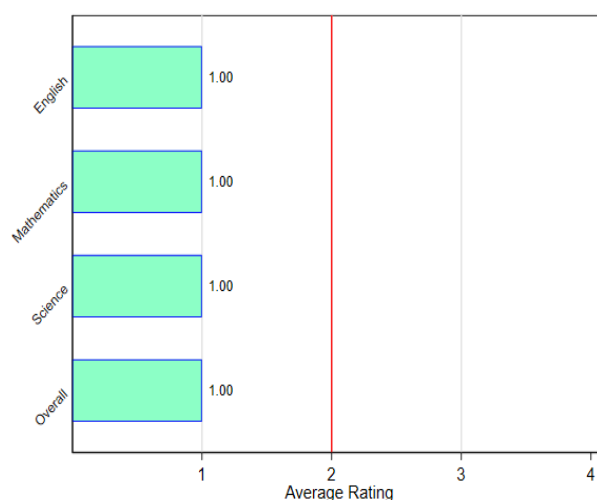


External Assessment Results

Rating: 1.00

Comment: Unsatisfactory

Analysis of external assessment exams (WASSCE) for 3 years showed that, less than 50% of learners obtained grades A1 to C6 in all 3 subjects. However, less than 25% of that batch obtained between grades A1 to B3 in all 3 subjects.



For further details, reference Appendix 'A'

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School Details

Region:	Eastern	District:	Abuakwa South	Circuit	Asafo
School:	ASAFO AKIM SENIOR HIGH SCHOOL			GPS Location of school	EE-1102-6762
Number of Learners enrolled:	1341	Head teacher's Name	Beatrice Dzifa Hehetror		
Telephone Number of Head Teacher:	0244519535			Email Address	beatricehehetror@gmail.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

Address: Yooyi Lane, Roman Ridge

Phone: 0302907589

Email: inspections@inspectorateboard.gov.gh

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)
All (100%) learners had grades A1 to C6 and 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	$\geq 90\%$ of learners had grades A1 to C6 and 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	$\geq 60\%$ of learners had grades A1 to C6 and 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	Less than 60% of learners had grades A1 to C6 or 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
BECE			
OUTSTANDING (4)	GOOD (3)	SATISFACTORY (2)	UNSATISFACTORY (1)
All (100%) learners had grades 1 to 6 and 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	$\geq 90\%$ of learners had grades 1 to 6 and 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	$\geq 60\%$ of learners had grades 1 to 6 and 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	Less than 60% of learners had grades 1 to 6 or 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

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