



NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

ATIBIE ALYCE BIGGS S.D.A. KG/PRIMARY

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 made 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):

03/12/2019

OVERALL QUALITY RATING OF THIS INSPECTION:

SATISFACTORY 2.63

School Leadership:

Satisfactory 2.13

Lesson Observation:

Good 3.13

External Assessment Results:

N/A N/A

Summary of Key Findings for this School

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

- The school leadership in general was satisfactory though the leadership team had no vision and mission statements for the school.
- Teacher preparedness was not encouraging but the lessons were very interactive.
- Learners' attitudes, engagements and attainment in lessons were very high.
- The school Parent Teachers Association (PTA) and School Management Committee (SMC) were active and supportive.

The school has the following strengths

- The teaching of English, Mathematics and Science was well delivered.
- The P.T.A. and S.M.C were very effective.
- The school leadership had the capacity to improve learning outcome.
- Learner attainment was good in all lessons.

What does the school need to do to improve further?

- The school leadership should develop a vision and mission statements for the school and share with all stakeholders.
- The head teacher should ensure that all teachers prepare their lesson plan up to date.
- The head teacher should document all lessons observed.
- All teachers must be encouraged to be punctual to school.

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 by an inspection panel consisting of one lead inspector 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. Agbessi John Kennedy (Lead Inspector)
2. Aglago Grace Emmenuella (Team Inspector)

Full Report

Information about the School

Atibie Alyce Biggs SDA School was established in the year 1975 and got government approval on 20th September 1978. The school was located at Atibie in the Kwahu south district of the Eastern Region adjacent Atibie Kwahu Government Hospital. The first head teacher of the school was Mr. Osei Enock. The school had eleven teachers and two hundred and fifty-five (255) learners under the leadership of Madam Joyce Ofori.

Inspection Judgements

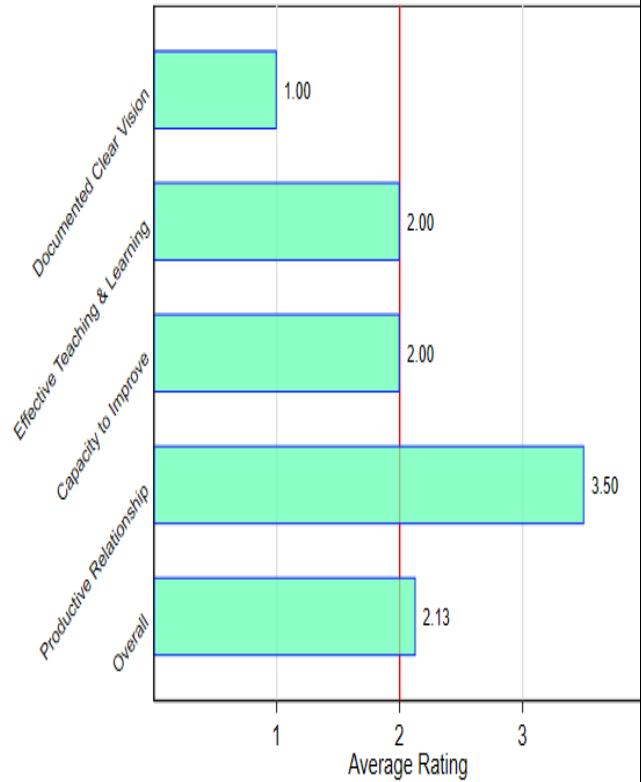
School Leadership

Rating: 2.13

Comment: Satisfactory

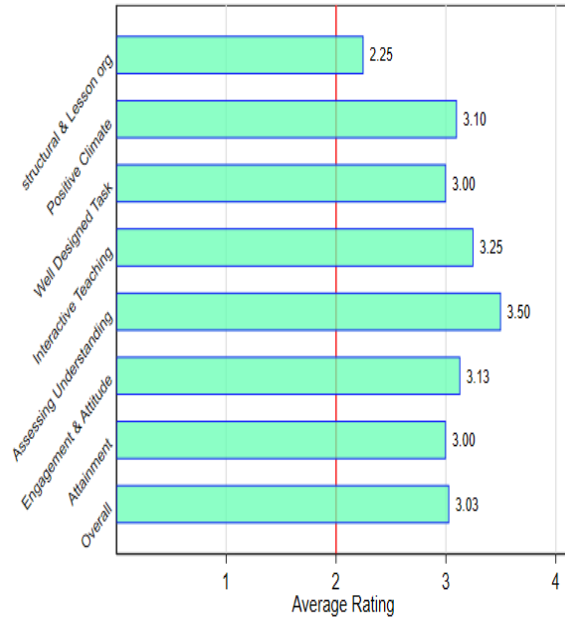
The leadership team provided effective leadership for teaching and learning but rarely organized in-service training programs for teachers. Also, the school leadership systematically tracked learners performance and had plans to improve learning outcomes but there were no records to show.

Similarly, the school leadership, PTA and SMC worked collaboratively to monitor and support the teaching and learning, as well as reported to parents on learners' attainment and progress. However, they had no vision about how to improve the school.



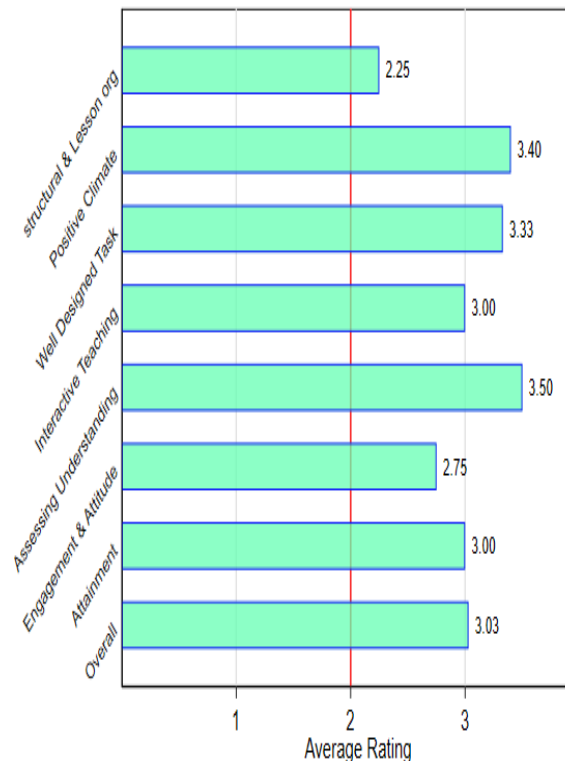
English

Lesson plans provided adequate information but did not cover the relevant indicators. Almost all of them created positive climate for the learners and provided well-designed tasks that were challenging for most of the learners. Most of the teachers demonstrated mastery over the subject matter and their lessons were very interactive. They also checked for learners understanding through oral and written questions. Most of the learners were fully engaged in the lessons by answering questions and also worked collaboratively in their various groups. Most of them were able to complete their tasks successfully on time.



Mathematics

The overall lesson observed in mathematics was good. They provided well-designed tasks for the learners and demonstrated mastery over the indicators they taught and clearly explained the concepts. They always clarified learners’ misconceptions and linking their lessons to other content knowledge. They assessed their learners through oral and written questions during lesson and gave prompt feedbacks. Learners’ engagement was satisfactory because majority of them volunteered to participate in the lessons and completed their tasks successfully on time. However, almost all the teachers taught without lesson plans but created safe environment for their learners.

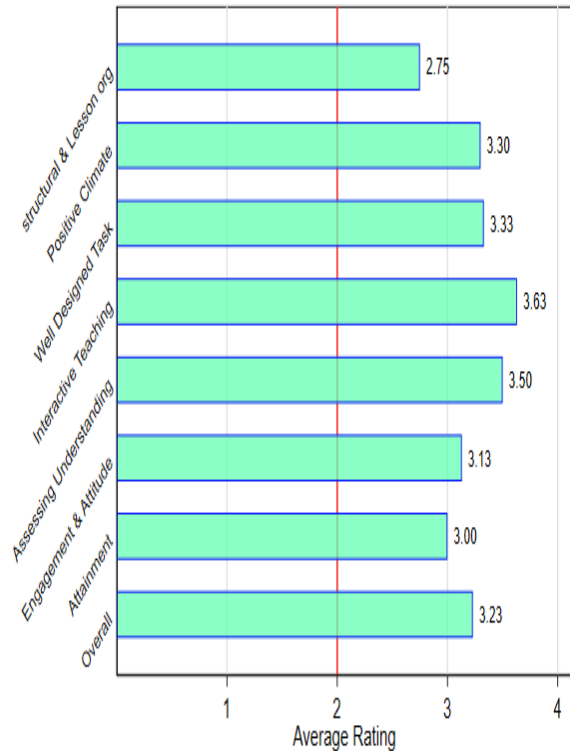


Science

The overall lesson observed in Science was also good.

Most of the teachers created safe environment for their learners. They also provided a well-designed task for the learners. They demonstrated mastery over the indicators they taught and their explanations were clear. Their lessons were very interactive. They always clarified learners' misconceptions and linking their lesson to other content knowledge. They mostly assessed their learners through oral and written questions during lesson and gave prompt feedbacks. Most of the learners participated fully in the lessons. They completed their tasks on time successfully.

However, majority of the teachers taught without lesson plans so lessons were loosely structured.



External Assessment Results

Rating: N/A

Comment: N/A

The school, at the time of inspection, had not presented learners for external assessment exams.

N/A

For further details, refer to 'Appendix 'A'

School Details

Region:	EASTERN	District:	KWAHU SOUTH	Circuit:	MPRAESO
School's Name:	ATIBIE ALYCE BIGGS S.D.A. PRIMARY SCHOOL			GPS:	EI-0123-7326
Head teacher's Name:	JOYCE OFORI				
Head teacher's Email:	Joyto69@gmail.com			Phone:	0206884842
School's Postal Address	P.O. BOX 131 MPRAESO				
Enrolment Details	No. of Boys:	No. of Girls:	Totals:		
<i>(Total no. of learners in the school)</i>	146	109	255		
<i>Total no. present on day of inspection</i>	141	98	239		

Any complaints about this inspection or the report should be made to NIB via email at inspections@inspectorateboard.gov.gh or phone on **0302240819**.

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)

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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>