



NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

AYIGYA M/A PRIMARY 'A' & KINDERGARTENG

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):

03/02/2020

OVERALL QUALITY RATING OF THIS INSPECTION:

UNSATISFACTORY 1.85

School Leadership:

Unsatisfactory 1.63

Lesson Observation:

Satisfactory 2.07

Summary of Key Findings for this School

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

- School leadership had no documented vision for the school.
- School leadership had no plans they followed to enhance teaching and learning activities in the school.
- Most lessons lacked group work and hands-on practical experience for learners.
- Most Learners could not finish assigned tasks in class because they were administered late.

The school has the following strengths

- Teachers provided tasks that challenged most learners.
- Teachers had their lesson plans available.
- There was good rapport between school leadership and Parent Teacher Association (PTA)
- Teachers used oral and written questions to assess for learners' understanding in the course of the lesson.

What does the school need to do to improve further?

- Parents must be encouraged to report all cases to the head mistress instead of interrupting classes during instructional hours.
- Female teachers should not baby-sit during instructional hours.
- The Circuit Supervisor should act in concert with School leadership to revive the School Management Committee (SMC).

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. John Kweku Aggrey (Lead Inspector)
2. Ernest Abu-Sakyi (Team Inspector)

Full Report

Information about the School

Ayigya M/A Primary School was established in the year 1954. It is located at the Zongo part of Ayigya so most of the pupils are Muslims.

It was only a primary school so pupil had to go to Weweso M/A JHS to complete their middle school education at that time.

A JHS was established in 1995. The school was running a shift system due to the number of pupils. Later an additional classroom block was built for the school and the shift system was stopped in 2016. Currently, the school has Ayigya M/A Primary A and B.

An Information Communication Technology (ICT) block was built for the two streams and a Kindergarten in 2009.

Inspection Judgements

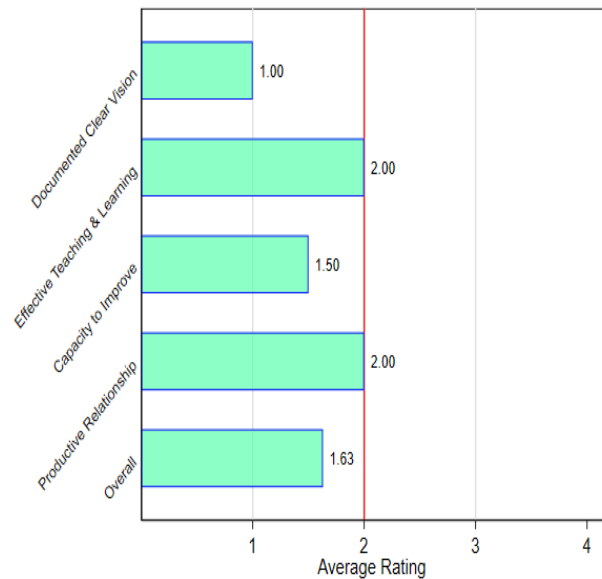
School Leadership

Rating: 1.63
Unsatisfactory

Comment:

School leadership monitored quality of teaching and learning through periodic lesson observations; lessons learnt fed into termly In-Service Education and Training (INSETs) programmes. Good rapport between leadership and the Parent Teacher Association (PTA) had led to the provision of numerous developmental projects.

Nonetheless, school leadership had no plan they followed to improve on teaching and learning activities neither did they keep records on monitored activities. Also, School Management Committee (SMC) was dormant just as leadership had no documented vision.



Lesson Observation

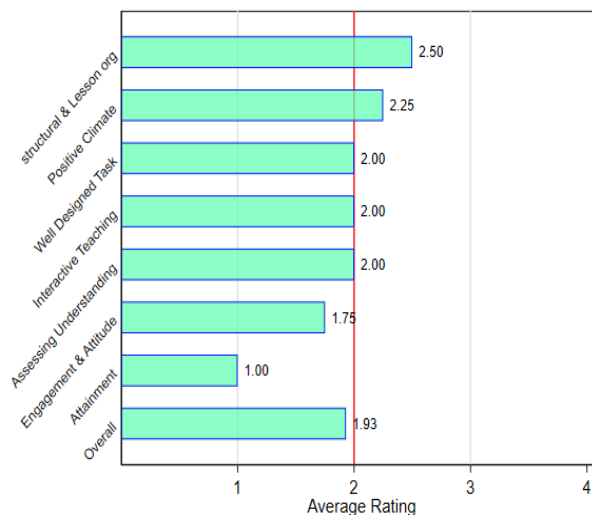
Rating: 2.07
Satisfactory

Comment:

English

Most lesson plans were available, followed the acceptable format and were up to-date. Teachers did not show gender bias but provided a friendly atmosphere for all to learn. Most learners' misbehaviour were effectively re-directed with teacher support. Low ability learners also benefitted from varied teaching methods.

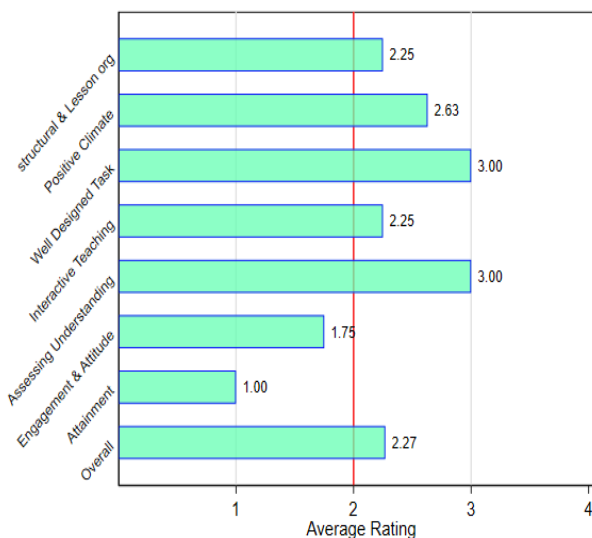
However, most teachers did not model their teaching and some learners' misunderstandings were also not addressed. Almost all learners could not successfully complete the assigned task as teachers administered them very late.

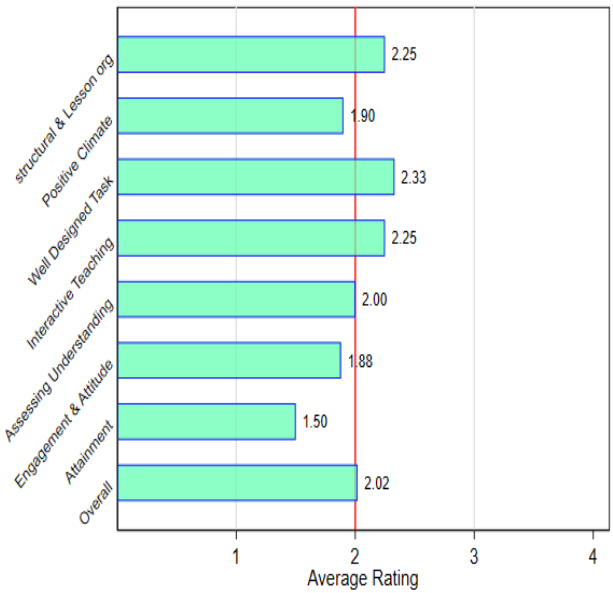


Mathematics

Teachers provided tasks that were sufficiently challenging to most learners with regular prompts to keep them focused. Open-ended questions, both oral and written were used by teachers to monitor learners' understanding during lessons.

On the contrary, teachers provided no group work or hands-on experience for learners. Neither were lessons linked to other content knowledge or culturally relevant examples. Moreover, most learners could not complete the assigned task



because it was administered late.																			
<p>Science</p> <p>Teachers had their lesson plans in class and lessons were coherent. Learners were provided with sufficiently challenging tasks that required them to think and share ideas with prompts to keep them focused. Open-ended questions were posed by teachers and responses were further probed.</p> <p>Notwithstanding the above, most off-task behaviours were largely ignored whilst some teachers also did not vary their teaching methods to benefit slow learners. Also, few learners could complete the assigned task as they were administered late.</p>	 <table border="1"> <thead> <tr> <th>Category</th> <th>Average Rating</th> </tr> </thead> <tbody> <tr> <td>Structural & Lesson org</td> <td>2.25</td> </tr> <tr> <td>Positive Climate</td> <td>1.90</td> </tr> <tr> <td>Well Designed Task</td> <td>2.33</td> </tr> <tr> <td>Interactive Teaching</td> <td>2.25</td> </tr> <tr> <td>Assessing Understanding</td> <td>2.00</td> </tr> <tr> <td>Engagement & Attitude</td> <td>1.88</td> </tr> <tr> <td>Attainment</td> <td>1.50</td> </tr> <tr> <td>Overall</td> <td>2.02</td> </tr> </tbody> </table>	Category	Average Rating	Structural & Lesson org	2.25	Positive Climate	1.90	Well Designed Task	2.33	Interactive Teaching	2.25	Assessing Understanding	2.00	Engagement & Attitude	1.88	Attainment	1.50	Overall	2.02
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External Assessment Results	Rating: 0.00	Comment: N/A
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The school had not yet written an external assessment at the time of inspection.	N/A
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For further details, reference Appendix 'A'

School Details

Region:	Ashanti	District:	Oforikrom	Circuit:	Oforikrom
School's Name:	Ayigya M/A Primary 'A' & KG			GPS:	N/A
Head teacher's Name:	Joyce Effie Brookman				
Head teacher's Email:	joyeffie@gmail.com			Phone:	0244 283 931
School's Postal Address	Box 1918 Kumasi				
Enrolment Details	No. of Boys:	No. of Girls:	Totals:		
<i>(Total no. of learners in the school)</i>	140	122	262		
<i>Total no. present on day of inspection</i>	109	107	216		

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)

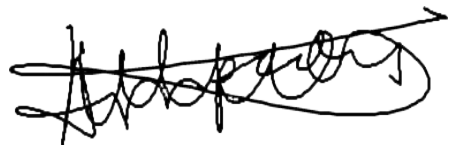
Ministry of Education

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Phone: 0302907589

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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)
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	$\geq 90\%$ of learners had grades 1 to 6 and Out of the total number of	$\geq 60\%$ of learners had grades 1 to 6 and Out of the total number of	Less than 60% of learners had grades 1 to 6 or Out of the total

who had grades 1 to 6, $\geq 75\%$ of them had grades 1 to 3 for the last 3 years	learners who had grades 1 to 6, $\geq 50\%$ of them had grades 1 to 3 for the last 3 years	learners who had grades 1 to 6, $\geq 25\%$ had grades 1 to 3 for the last 3 years	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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