



## National Schools Inspectorate Authority

Enforcing Standards, Ensuring Quality

### BEPOASE METHODIST PRIMARY

#### Type of Inspection – School Performance Plus

(A School Performance Plus Inspection evaluates a school based on a set of indicators that assesses School Leadership including Infrastructure and Food Safety, Lesson observation of English, Mathematics, and Science).

#### What Inspection Judgements Mean

The scale for making judgments.

Inspectors made their evaluations using the four-point key to rating scale:

#### Key to Ratings

Rating	Scale	Description
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 a 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):

31/05/2021

#### Overall Quality Rating of This Inspection:

School Leadership Plus:

Lesson Observation:

Unsatisfactory

1.75

Unsatisfactory

1.67

Unsatisfactory

1.82

## Summary of Key Findings for this School

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

- The school leadership team had no vision statement for the school to guide their efforts.
- School leadership had no documented plan they followed to improve on teaching and learning activities.
- Both the School Management Committee (SMC) and the Parent-Teacher Association (PTA) were dormant.
- The school did not have a staffroom, an ICT laboratory, and science laboratories as well as a library.
- There was no portable water or a canteen or dining hall, so learners ate in the open.
- Learner engagement during lessons was poor as most learners did not ask questions during lessons and most teachers did not also organize group work for the learners to participate in.
- Teachers did not write their lesson plans before going to teach.
- Teachers generally gave classwork so late during lessons that most learners were not able to complete the tasks assigned.

### The school has the following strengths

- The school had a reasonably furnished headmaster's office with an attached storeroom in the school block.
- The school was enrolled in the National school feeding programme with one balanced hot meal a day for the learners.
- The compound was neat and quiet for good academic work.
- There was cordiality amongst the staff.

### What does the school need to do to improve further?

- Teachers must prepare their lesson plans and use them to teach.
- Teachers in the primary department must employ the standards-based methodology in their teaching.
- The headteacher must activate the School Management Committee (SMC) to help in the administration of the school.
- The medium of instruction in the Upper primary must be the English Language.
- The school must be provided with textbooks, furniture a library, and an ICT respectively.

## Information about this Inspection

The inspection of this school was carried out under **Education Act 778 of 2008 as amended by the Education Regulatory Bodies Act 2020 (ACT 1023)**. The National Schools Inspectorate Authority conducts school inspections through the deployment of its Inspection Evaluation Framework (IEF) as documented in the Revised Handbook for the inspection of Public and Private Pre-Tertiary Schools in Ghana, 2019. This inspection was carried out by an Inspection Panel (IP) consisting of one Lead Inspector/Team Lead and a Team Inspector.

During this inspection, the IP 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 and conducted Lesson Observations in English Language, Mathematics, and Science.

Any complaints about this inspection or the report should be made to NaSIA via email at [inspections@nasia.gov.gh](mailto:inspections@nasia.gov.gh) or phone on **0302782318, 0302907589 or 0545732688**

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### Inspection Panel

1. John Kweku Aggrey (Lead Inspector)
2. Godson Emmanuel Kwasi (Team Inspector)

## **Full Report**

### **Information about the School**

The Bepoase Methodist Primary School is situated downhill in Adukrom.

The school was established by the Methodist church in the year 1995 by the then-circuit steward Mr. Appiah from Adukrom. The government took over the school in 1997 with a registered number (AP 125) and its EMIS code: 104320012.

Below are the headteachers who have served the school to date:

Mr. Fred Acquah - September 1997 - September 2013

Me Emmanuel Amponsah Fianko September 2013 till date.

The school currently has a learner population of 92, made up, of 43 boys and 49 girls. The staff strength stands at 10 with 4 males and 6 females.

# Inspection Judgements

## School Leadership Plus

Rating: 1.67

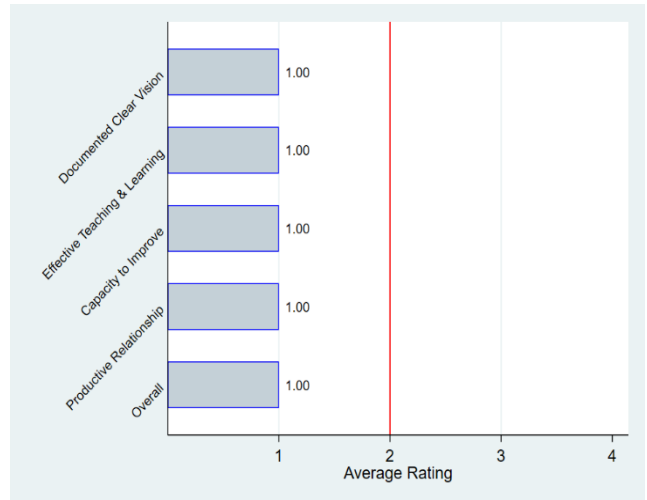
Comment: Unsatisfactory

### School Leadership

Although, the school leadership had established a cordial relationship with the teaching staff, yet they had no vision to direct their efforts to success.

Moreover, leadership had no documented plan they followed to improve on teaching and learning activities.

Furthermore, both the School Management Committee (SMC) and the Parent-Teacher Association (PTA) were not active as they were not being engaged by the school leadership team.



### Infrastructure

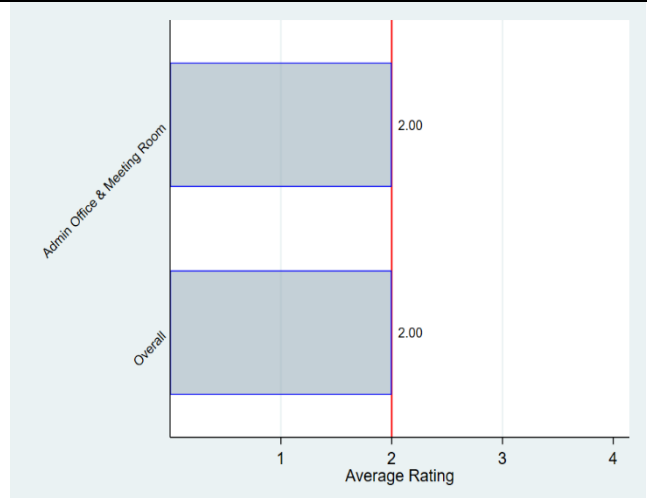
The school had a reasonably furnished headmaster's office with an attached storeroom in the school block.

There were enough classrooms for all the classes, hence no multigrade teaching.

Similarly, the desk to learner ratio of 1.7:1 needs to be improved. The learner to teacher ratio of 10:1 was, however, outstanding.

However, there was no staffroom, no library and computer laboratory. Also, the school was not connected to the National grid.

See Appendix A



### Food Safety

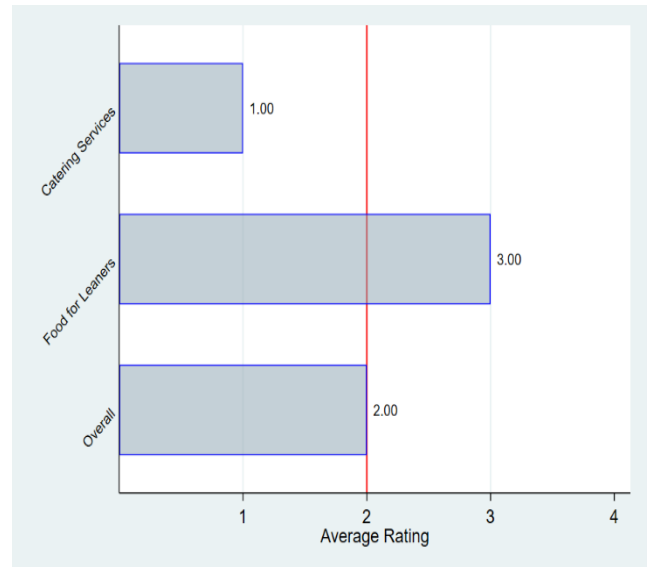
The school was enrolled in the National school feeding programme with one balanced hot meal a day for the learners.

The food items were kept in a hygienic environment whilst the caterer together with the cooks were having valid health certificates which were renewable annually.

Furthermore, there were Veronica buckets filled with water for their water needs before and after meals, although there was no access to potable water.

That notwithstanding, there was no canteen or dining hall, therefore, learners had to eat in the open or in the classrooms.

*See Appendix A*



**Appendix A: Statistics on Infrastructure and Food Safety**

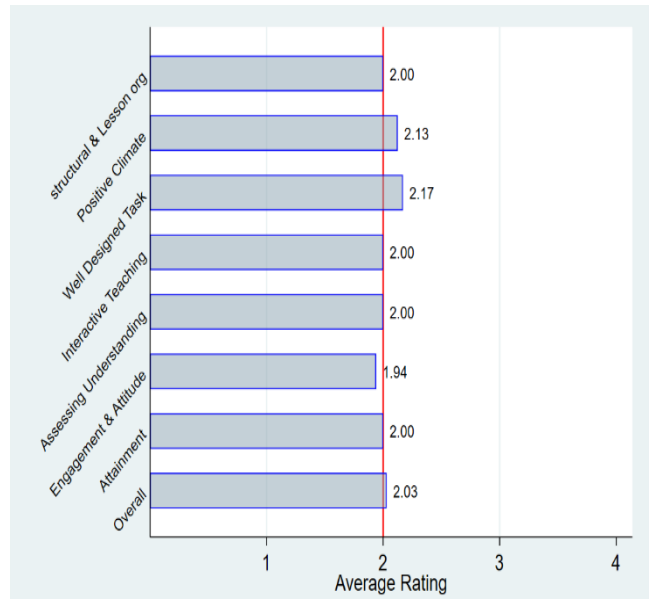
School structure	Cement Block
Available canteen/dining hall	no
Learner fed by school	yes
Free range vendors in school	no
Number of classrooms	8
Number of class without classroom	0
Average class size	12
Number of computers	0
Desk available	160
Teacher accommodation available	0
Desk to learner RATIO	1.7:1
Computer to learner RATIO <i>N=35 class size</i>	0:1
Accommodation to teacher RATIO	0:1
Learner to teacher RATIO	10:1



**English**

Teachers provided well-designed tasks that challenged majority of the learners. They also provided focus and regular prompts to keep learners on the truck. Similarly, majority of the teachers varied their teaching methods to suit the classroom context. Furthermore, a positive atmosphere was created for all learners to participate without intimidation in-class activities.

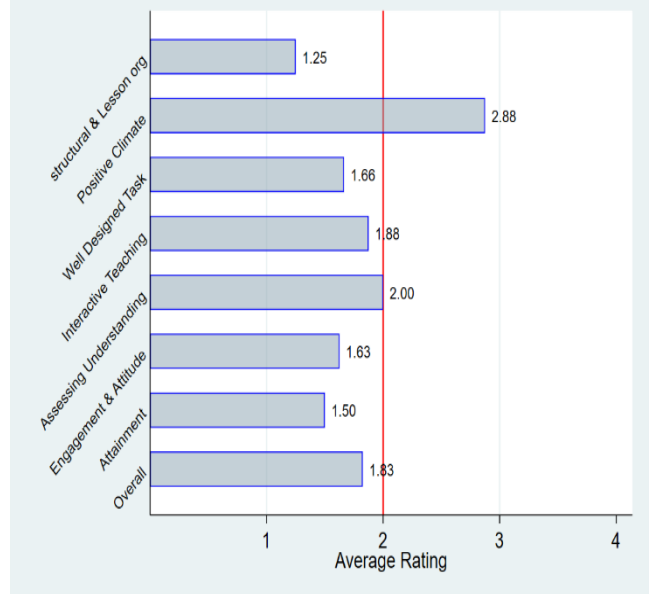
There were no opportunities for learners to do group work so they could collaborate and discuss ideas from the lessons.



**Mathematics**

A positive climate devoid of favoritism, discrimination and gender bias was created for all learners to learn. Teachers effectively redirected misbehaviour by focusing on expected behaviour. Furthermore, Learners' understanding was monitored by teachers with the use of oral and written questions with reasonably prompt responses to aid learners comprehension of the lessons.

However, class exercises were given by teachers so late during lessons therefore most learners were unable to complete the tasks. Lastly, learners were not allowed to do group work to collaborate and share ideas.

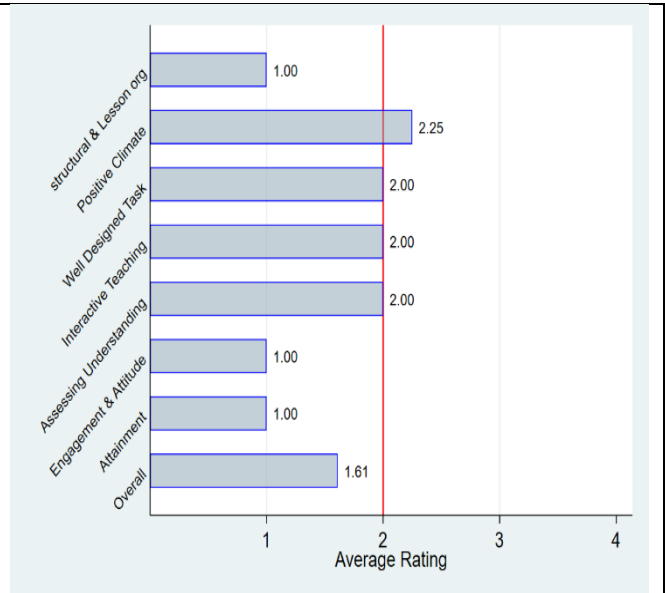


## Science

Teachers demonstrated satisfactory knowledge of the subject matter and addressed learners' misunderstandings. Moreover, teachers provided well-designed tasks that challenged majority of the learners.

Again, regular prompts were given by teachers to keep learners focused on the task.

However, most teachers did not write their lesson plans, this made the various stages of the lesson deliveries not ineffective. Furthermore, most learners did not volunteer to participate in lessons when faced with challenging tasks, nor did they ask questions during lessons.



## School Details

SECTION 1 – SCHOOL INFORMATION			
<b>Region:</b> Eastern	<b>District:</b> Okere		<b>Circuit:</b> Amanfro
<b>EMIS code:</b> 104320012	<b>Term/Semester:</b> 2	<b>Week:</b> 5	<b>Academic Year:</b> 2021
<b>Number of learners enrolled in the school</b>	<b>Boys:</b> 43	<b>Girls:</b> 49	<b>Total:</b> 92
<b>Number of Teaching Staff</b>	<b>Males:</b> 4	<b>Females:</b> 6	<b>Total:</b> 10
<b>Number of Non-Teaching Staff:</b>	<b>Males:</b> 0	<b>Females:</b> 0	<b>Total:</b> 0
<b>Number of toilet facilities in the school</b>	<b>Male/Boys:</b> 0	<b>Female/Girls:</b> 0	<b>Total:</b> 0
SECTION 2 – HEAD TEACHER’S INFORMATION			
<b>Head teacher’s name:</b>	Emmanuel Amponsah Fianko		
<b>Head teacher’s email:</b>	teacheryaw@gmail.com	<b>Phone Number:</b>	0272333599

**The National Schools Inspectorate Authority (NaSIA)**

**Ministry of Education**

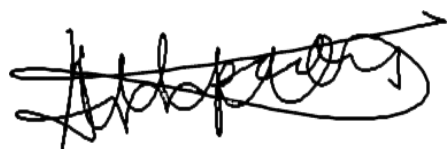
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Armeda St. Yooyi Lane, Roman Ridge, Accra.

GA-089-1361

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Approved and Signed



**HAGGAR HILDA AMPADU, PhD**  
**INSPECTOR GENERAL OF SCHOOLS**