



National Schools Inspectorate Authority
Enforcing Standards, Ensuring Quality

ESASE BONTE METHODIST KG & 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 and 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):	16/06/2021
Overall Quality Rating of This Inspection:	UNSATISFACTORY 1.92
School Leadership Plus:	Unsatisfactory 1.68
Lesson Observation:	Satisfactory 2.16

Summary of Key Findings for this School

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

- The school's vision was not shared by members of the school's community.
- The headteacher and the school leadership had no information about the school's performance and quality of teaching which they used to organize in-service training to promote effective teaching and learning.
- Furniture to learner ratio was unsatisfactory with a ratio of 0.2:1; computer to learner ratio was also 0:1 and the school had no accommodation for the teachers.
- There was no storage facility and food items and cooking utensils were kept in the staff common room under unhygienic conditions.
- Similarly, the school had no canteen/ dining hall and learners eat in the classrooms and open spaces.
- In addition, learner engagement in lessons were unsatisfactory. Teachers did not create the opportunity for learners to ask questions and no opportunity existed for group work among learners.

The school has the following strengths

- Majority of teachers prepared up to date lesson plan followed the acceptable format and also provided relevant information on the indicators being taught.
- There were veronica buckets in vantage points with water and soap for learners to wash their hands regularly.
- Learner to teacher ratio was satisfactory and the school also had inspiring and documented vision and mission statement posted on the wall in the headteacher's office.
- The school had potable water and regular power supply.

What does the school need to do to improve further?

- The school leadership team must share the school's vision with members of the school community and the relevant stakeholders.
- The headteacher and the school leadership must systematically track teaching and learning performance each year, to enable them organize in-service training to promote effective teaching and learning.
- The school leadership team must provide more desks for the learners, to enable them have their lessons in comfort. Also, they must provide a well-furnished computer laboratory with working computers to aid in teaching Information

Communication Technology (ICT). In addition, bungalows must be built for the teachers in the school to ensure they are able to report to school in time for lessons.

- There must be a designated place where food items and utensils are kept under hygienic conditions instead of the staff common room.
- Teachers must be encouraged to allow learners to ask questions during lessons and also work in groups to develop their collaborative skills.

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 or phone on **0302782318, 0302907589 or 0545732688**

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Inspection Panel

1. Esther Avortri (Team Lead)
2. Daniel Dominic Danso (Team Inspector)

Full Report

Information about the School

Esaase Bontefufu Methodist KG and Primary is located in the Esaase Bontefufu in the Amansie West District in the Ashanti region. It was established by the Methodist mission to provide Education to their wards. The school has a population of 356 consisting of 187 boys and 169 girls. The number of teachers in the school was eleven, five males and six females and the teachers present on the day of visit was seven comprising of four males and three females.

Inspection Judgements

School Leadership Plus

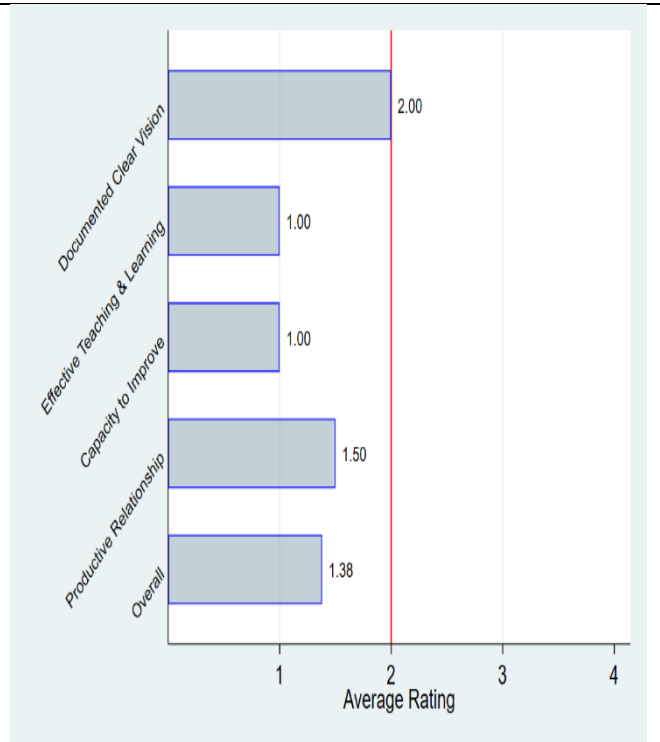
Rating: 1.68

Comment: Unsatisfactory

School Leadership

The school leadership team had a clearly documented vision and mission statement for the school but was not shared with the teachers and the school community.

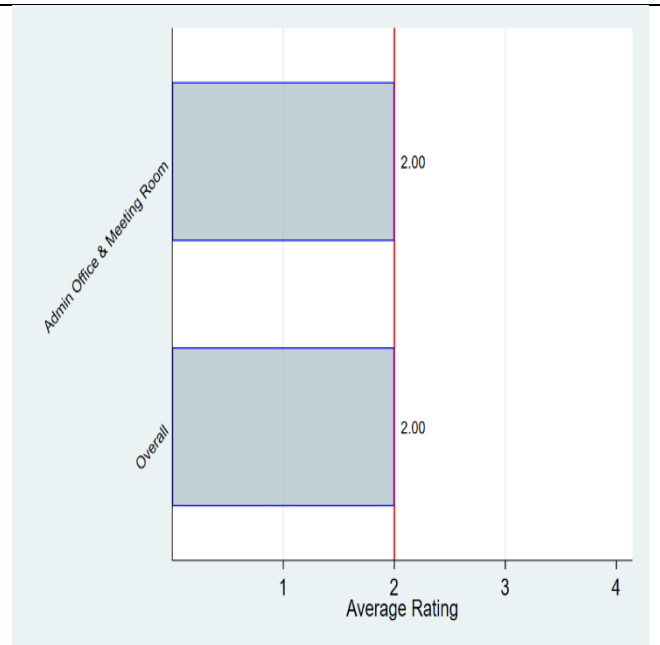
However, there was no collaboration between the school leadership and the PTA to support the development of the school as well as teaching and learning activities even though the school had a Parent Teacher Association (PTA). The headteacher and the senior leadership had no data on performance of teachers and they rarely organize in-service training programmes to support teaching and learning in the school. In addition, the school leadership rarely sit in the teachers lesson to observe teaching and learning and also provide feedback to teachers.



Infrastructure

The desk to learner ratio (0.2:1) was unsatisfactory, for example, the KG1 learners had no standard furniture. There was no teachers' bungalow and all the teachers reside outside the town in which the school is located. Also, the school toilet and urinals were in a deplorable state and not fit for purpose.

Similarly, the school had neither computers nor computer laboratory to promote the teaching and learning of ICT. There was no canteen or dining hall, as a result, learners eat in the classrooms and open spaces. On the other hand, the school had an office for the headteacher with a table and few chairs.

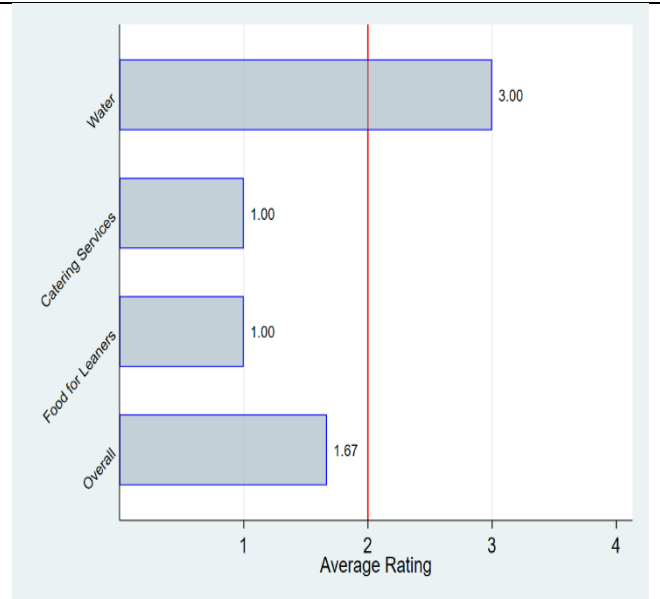


Food Safety

The school had potable water for drinking and veronica buckets in which water was stored for washing of hands.

Food items and cooking utensils were kept in the proposed staff common room because there was no designated store room.

Besides, there was no committee in place to monitor and ensure food safety, quality and the quantity of food served to the learners. In addition, the school had no canteen or dining hall and the learners eat in the classrooms and in the open spaces. The caterers were also not in the prescribed attire and they were holding expired health certificates.



APPENDIX A: INFRASTRUCTURE AND FOOD SAFETY

School structure	Cement block
Available canteen/dining hall	no
Learner fed by school	yes
Free range vendors in school	yes
Number of classrooms	9
Number of class without classroom	0
Average class size	40
Number of computers	0
Desk available	56
Teacher accommodation available	0
Desk to learner RATIO	0.2:1
Computer to learner RATIO <i>N=35 class size</i>	0:1
Accommodation to teacher RATIO	0:1
Learner to teacher RATIO	32:1



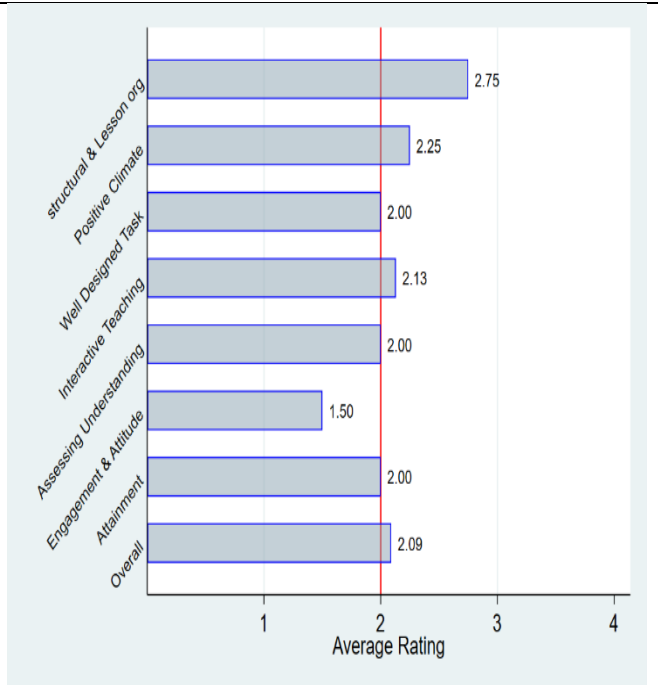
Lesson Observation

Rating:2.16

Comment: Satisfactory

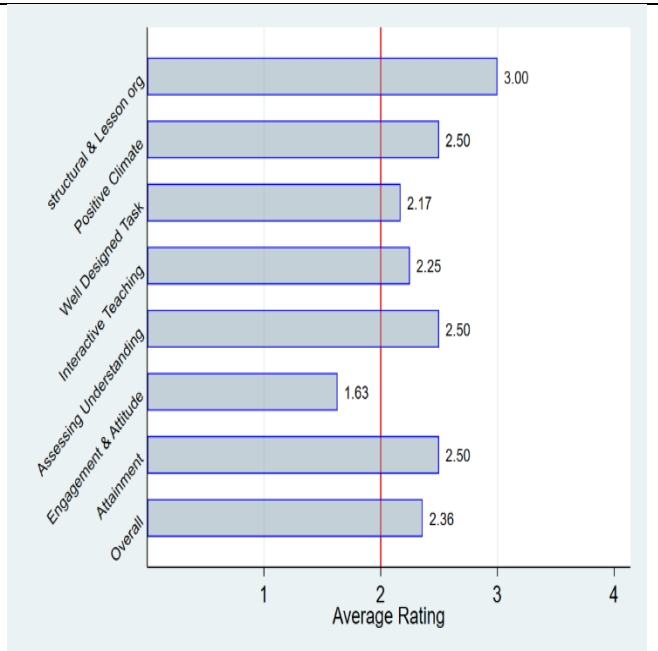
English

Most of the teachers had prepared up to date lesson plans and provided relevant information on the lessons taught. Various stages of the lessons were defined and developed based on the responses of learners. Teachers created equal opportunities to boys and girls during the lessons to participate effectively. Similarly, teachers' instructions and explanations clarified learners misunderstanding. Also, teachers provided focus and regular prompts to guide learners. However, learners did not get the opportunity to ask questions or work in groups.



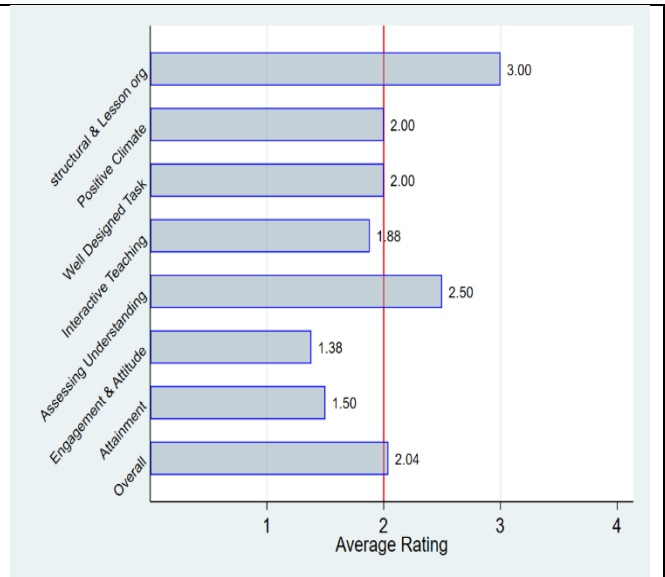
Mathematics

Learners were not adequately engaged in the lessons because there was no opportunity for them to ask questions and also worked in groups. Only few of them willingly participated in the lessons. However, most of the teachers had prepared lesson plans, followed the acceptable format and provided relevant information on the indicators being taught. Also, suitable teaching approaches were used to teach and various stages of the lessons were developed and built on each other at reasonably paced. In addition, teachers created positive environment for all learners to learn and learners were assessed using oral and written questions to test their understanding.



Science

All the teachers had lesson plans and provided up-to-date information that was relevant to the lessons taught. They created a friendly environment for learners to learn and addressed their misunderstandings. In addition, teachers' tasks were sufficiently challenging to some learners and they provided regular prompts to guide and support learners in difficulty. Majority of learners volunteered responses, however teachers did not probe learners' responses for further discussions and learners were also not encouraged to ask questions.



School Details

SECTION 1 – SCHOOL INFORMATION			
Region: Ashanti	District: Amansie West		Circuit: Ahwere
EMIS code: 101080044	Term/Semester: 2	Week: 7	Academic Year: 2021
Number of learners enrolled in the school	Boys: 187	Girls: 169	Total: 356
Number of Teaching Staff	Males: 5	Females: 6	Total: 11
Number of Non-Teaching Staff:	Males: 0	Females: 0	Total: 0
Number of toilet facilities in the school	Male/Boys: 2	Female/Girls: 2	Total: 4
SECTION 2 – HEAD TEACHER’S INFORMATION			
Head teacher’s name:	Ayensu Gregory		
Head teacher’s email:	ayensugregory@gmail.com	Phone Number:	0553470779

The National Schools Inspectorate Authority (NaSIA)

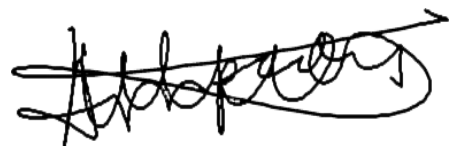
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Approved and Signed



HAGGAR HILDA AMPADU, PhD
INSPECTOR-GENERAL OF SCHOOLS