



## National Schools Inspectorate Authority

Enforcing Standards, Ensuring Quality

### FUMESUA ANGLICAN 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):

09/06/2021

Overall Quality Rating of This Inspection:

**GOOD**

**3.16**

School Leadership Plus:

Good

3.49

Lesson Observation:

Satisfactory

2.83

## Summary of Key Findings for this School

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

- The headteacher and the leadership team had a clear and inspiring vision and mission statement that were aimed at improving teaching and learning activities in the school and is known to all stakeholders.
- The headteacher had a large office which was furnished appropriately.
- Although the school lacked a storeroom for food items, they were stored in a hygienic condition at the caterer's house and learners were served hot balanced meals in a healthy environment. All the caterers had valid health certificates and were wearing prescribed uniforms.
- Furthermore, although the desk to learner ratio of 0.7:1 was unsatisfactory, provisions were made for the learners to sit comfortably in pairs.
- The majority of the teachers prepared well with good and systematic lesson plans and used well-designed tasks that engaged learners which promoted understanding in class.

### The school has the following strengths

- The headteacher and the school leadership team had a vision and development plan that provides information about the school performance and quality of teaching which is used to organize in-service training for the staff.
- Likewise, the leadership had a good relationship with the Parent-Teacher Association (PTA).
- Also, the school had a good relationship among teacher-teacher and teacher-learner, which created a good climate for effective teaching and learning in the school.

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

- Accommodation must be provided for teachers in the school to enable them report on time to school for learners.
- The school leadership team must provide a well-stocked library and a well-furnished computer laboratory to enhance teaching and learning activities.
- The leadership team must seek support from other organizations to provide educational materials to support teaching and learning.
- The school must get more teachers to promote effective teaching and learning.

## 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**

To receive regular updates about NaSIA's activities, new publications, including survey reports and inspection reports, please visit our website at [www.nasia.gov.gh](http://www.nasia.gov.gh)

### Inspection Panel

1. Samuel Kwasi Mensah (Team Lead )
2. Gifty Kessey (Team Inspector)

## **Full Report**

### **Information about the School**

Fumesua is a community in Ejisu Municipality. The school was established by the Anglican church to serve Fumesua community and other smaller communities around. It was later taken over by the government as a government public school. It has a total enrolment of eight hundred and twenty-five (825) learners of which four hundred and ninety-seven (497) are boys and three hundred and ninety-eight are girls. It has a staff strength of twenty-one with three males and eighteen (18) females.

# Inspection Judgements

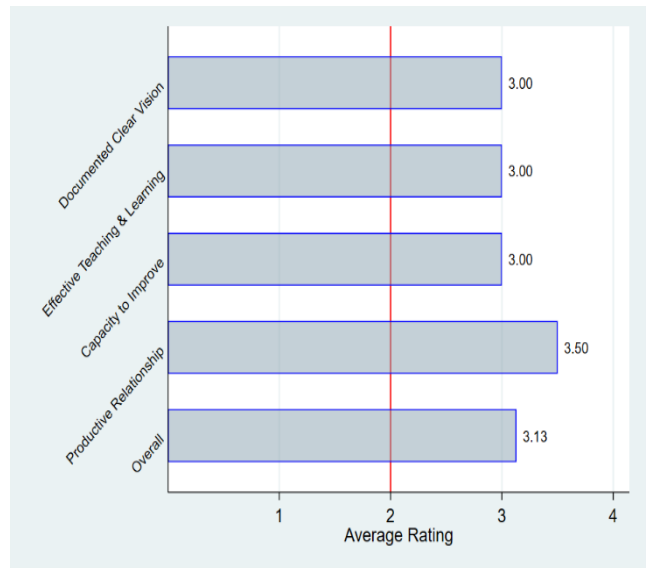
## School Leadership Plus

Rating: 3.49

Comment: Unsatisfactory

### School Leadership

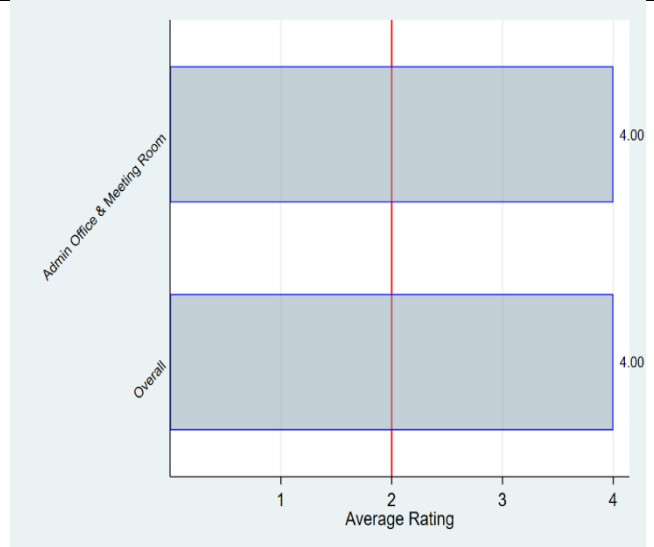
The headteacher and the school leadership team had a vision and developmental plan for the school which is known to all stakeholders aimed at improving teaching and learning of the school. Also, the school had a system used to check the performance of the school. They also systematically track the quality of teaching and learning organize in-service training for the teachers to improve teaching outcomes.



### Infrastructure

The school had a well-furnished staff common room. However, the school lacked a well-stocked library and computer laboratory to enhance teaching and learning activities. Additionally, there was no accommodation for the teachers in the school to enable them to report early to school. Furthermore, there was an unsatisfactory desk to learner of 0.7:1.

See Appendix A



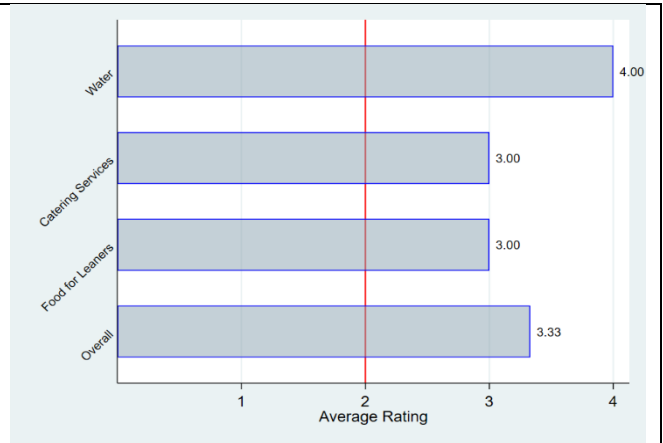
### Food Safety

The school had access to potable water and veronica buckets were available to learners for hand washing. Also water was stored in hygienic tanks for emergencies.

To add to the above, the food was prepared in a hygienic open space and food items were stored hygienically at the caterer's home. The learners were served with hot balanced meals at a designated area.

All the caterers had recognized health certificates.

*See Appendix A*



## 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	20
Number of class without classroom	1
Average class size	41
Number of computers	0
Desk available	572
Teacher accommodation available	0
Desk to learner RATIO	0.7:1
Computer to learner RATIO	0:1
Accommodation to teacher RATIO	0:1
Learner to teacher RATIO	39:1



## Lesson Observation

Rating: 2.83

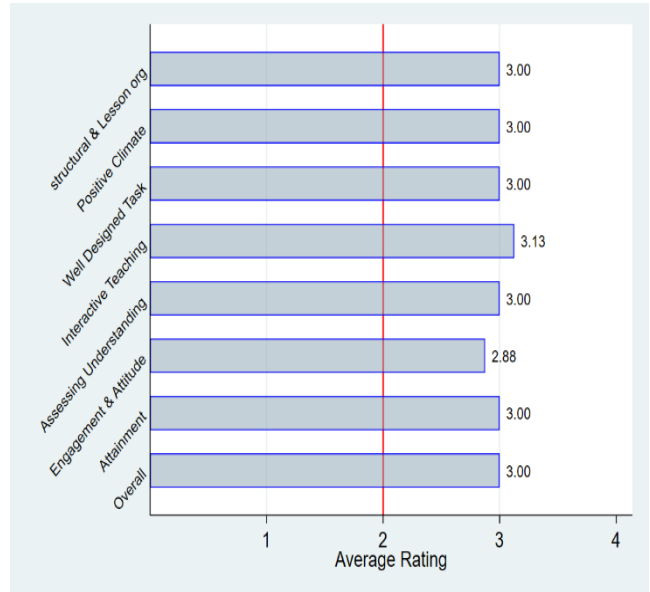
Comment: Satisfactory

### English

The teachers prepared good and detailed lesson plans which made their teaching systematic.

Even though the class size was large, teachers were able to control the class with well-distributed questions that engaged most of the learners to participate fully in the lesson.

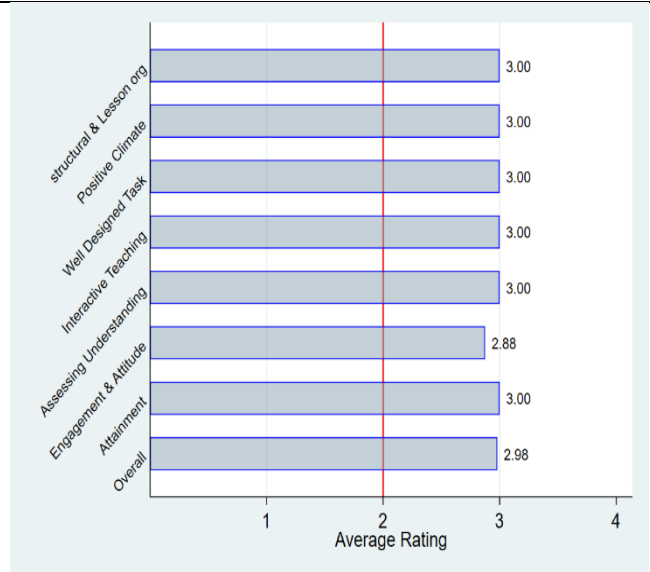
The systematic way the teacher used clear communication, made the lesson interesting and enjoyable that made the learners contributed with good feedback. Teachers were advised to encourage learners to ask questions.



### Mathematics

The lesson plans were well-prepared and were systematically used by the teachers. The teachers engaged the class with questions that were distributed to both genders that made the lesson challenging and interesting.

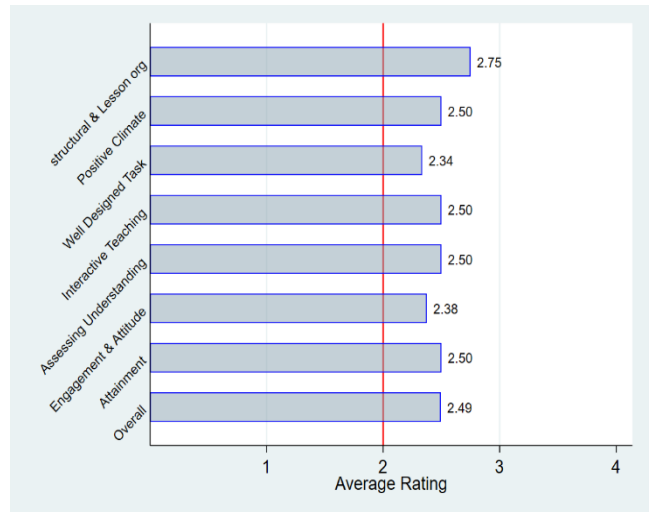
Class control was good as the teacher used questions to control the class which made learners give good feedback.



## Science

Majority of the teachers had well-prepared lesson plans which made their lesson delivery systematic.

The teachers distributed questions well and involved most of the learners in the class. However, the teachers did not use teaching and learning materials to make the lesson real and practical for learners to see exactly what the teacher described. Additionally, learners did not ask questions in class.



## School Details

SECTION 1 – SCHOOL INFORMATION			
<b>Region:</b> Ashanti	<b>District:</b> Ejisu		<b>Circuit:</b> Ejisu
<b>EMIS code:</b> 171140121	<b>Term/Semester:</b> 2	<b>Week:</b> 6	<b>Academic Year:</b> 2021
<b>Number of learners enrolled in the school</b>	<b>Boys:</b> 427	<b>Girls:</b> 398	<b>Total:</b> 825
<b>Number of Teaching Staff</b>	<b>Males:</b> 3	<b>Females:</b> 18	<b>Total:</b> 21
<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> 1	<b>Female/Girls:</b> 1	<b>Total:</b> 2
SECTION 2 – HEAD TEACHER’S INFORMATION			
<b>Head teacher’s name:</b>	Comfort Kwao		
<b>Head teacher’s email:</b>	ckwao72@gmail.com	<b>Phone Number:</b>	0246050996

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

**Ministry of Education**

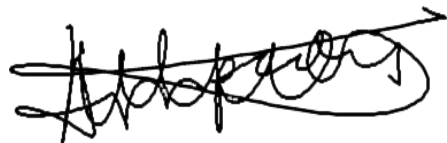
Private Mail Bag 18, Ministries Post Office,

Armeda St. Yooyi Lane, Roman Ridge, Accra.

GA-089-1361

[info@nasia.gov.gh](mailto:info@nasia.gov.gh)

Approved and Signed



**HAGGAR HILDA AMPADU, PhD**

**INSPECTOR-GENERAL OF SCHOOLS**