



# NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

## JOHN WESLEY METHODIST BASIC

### 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

<b>Outstanding</b>	3.50 – 4.00	Exceptionally high quality, exceeding the level at which every school in Ghana is expected to perform.
<b>Good</b>	2.50 – 3.49	The level at which every school in Ghana should perform. Achieving this level of performance should be realistic goal for every school.
<b>Satisfactory</b>	2.00 – 2.49	The minimum level of performance for schools in Ghana. Every school's performance should reach or exceed this level.
<b>Unsatisfactory</b>	1.00 – 1.99	Not at an acceptable level for schools in Ghana.

Inspection dates:

07/10/2019

### OVERALL QUALITY RATING OF THIS INSPECTION:

**SATISFACTORY**

**2.19**

School Leadership:

**Good**

**3.00**

Lesson Observation:

**Satisfactory**

**2.58**

External Assessment Results:

**Unsatisfactory**

**1.00**

## Summary of Key Findings for this School

### The school's overall rating is SATISFACTORY because:

- The school leadership team had clear and inspiring vision for the school aimed at improving learning outcomes.
- English Lesson Observations revealed that teachers assessed learners using oral and written questions, provided prompt feedback which resulted in high attainment.
- Mathematics Lessons Observation indicated that teachers used teaching approaches suitable to the level of some learners and involved learners in learning activities.
- Science Lessons Observation showed that attainment was high. Teachers used correct terminologies and vocabularies in teaching and also monitored learners' understanding by asking oral and written questions.
- External Assessment Results for the last three years (2017 – 2019) showed that the school's performance was unsatisfactory in the three core subjects (English, Mathematics and Science)

### The school has the following strengths:

- The school leadership team had a clear documented and inspiring vision, which was shared with the school community.
- Most of the teachers prepared up to date lesson plan.
- There was a cordial relationship between the school and the school community.
- Most of the teachers observed demonstrated satisfactory content knowledge in the subjects taught.
- Most of the teachers used appropriate teaching and learning material during lesson delivery.

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

- The headmistress and the school leadership team should intensify monitoring of teaching and learning in order to improve learning outcomes.
- The school leadership should ensure judicious use of instructional time.
- Teachers should provide prompt feedback to learners and also assess their understanding during lessons.
- School leadership team should report regularly to parents on learner attainment, progress and engage them in areas of improvement.

## Information about this Inspection

The inspection of this school was carried out under **Education Act 778 of 2008**. The National Inspectorate Board (NIB) conducts school performance inspection by using Part A of the Inspection Evaluation Framework (IEF) as documented in the Revised Handbook, 2019 for inspection of Public and Private Pre-Tertiary Schools in Ghana. The sub-elements which were looked at under the main element School Performance in the IEF included School Leadership, Lesson Observations and External Assessment Results. This inspection was conducted by an inspection panel consisting of one lead inspector and a team inspector.

Prior to the inspection, the panel assessed learners' attainment through the analysis of three years of external examination results. Inspectors then observed lessons in the three core subject areas of English, Mathematics and Science.

Inspectors interviewed school leadership, staff, learners, parents and School Management Committee (SMC).

The Inspection Panel observed the School's work and looked at a wide range of relevant documentation.

### Inspection Panel

1. Esther Sena Avortri (Lead Inspector)

2. Ernest Asare Bediako (Team Inspector)

## Full Report

### Information about the School

John Wesley Methodist Primary school was established in 1972 by the Methodist Church. In 2010, the JHS was opened to provide continuous education to the pupils from the primary school. The school is located at Palladium inside the Wesley Methodist Cathedral Compound in Accra Metropolitan in the Greater Accra region. The school started with 50 pupils and currently had a population of 952 comprising of 482 boys and 470 girls. The first headteacher appointed by the Ghana Education Service was Rev Grace A, Fakah. The school is now headed by Mrs. Dora Naa- Darkua with staff strength of 23, five males and 18 females. It is a mixed sex school

# Inspection Judgements

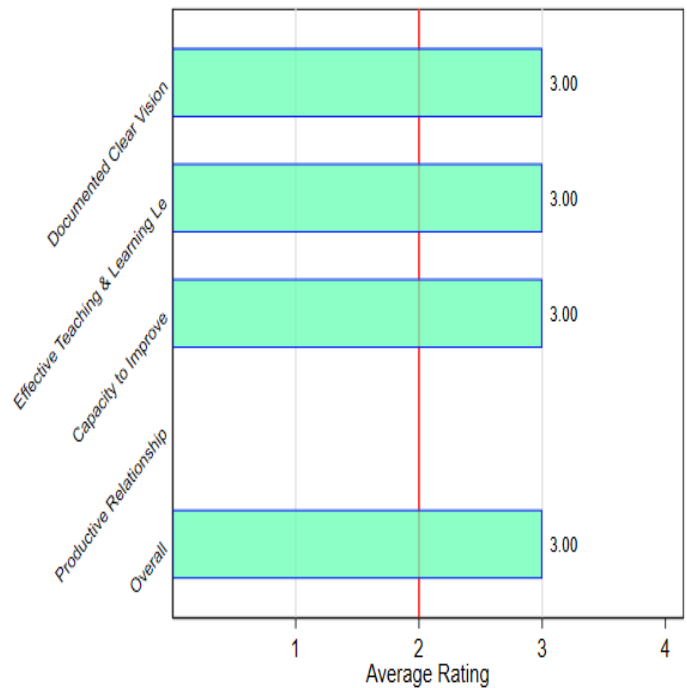
## School Leadership

Rating: 3.00

Comment: Good

The school leadership had clear and inspiring vision for the school aimed at improving learning outcomes and the headteacher occasionally organised in-service training programmes for teachers based on data gathered on school performance and quality of teaching. Also, there was evidence that the headteacher provided constructive feedback to support the needs of teachers.

Additionally, there was productive relationship between the school and the parents as they had regular meetings to discuss matters on how to support the school. The school leadership also demonstrated capacity to improve teaching and learning in the school.



## Lesson Observation

Rating: 2.59

Comment: SATISFACTORY

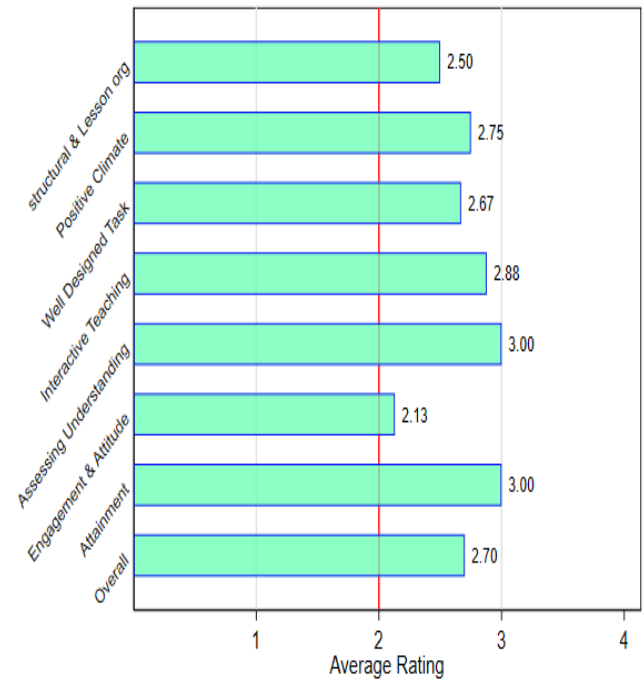
### English

Lessons Observation revealed that there were up-t- date lesson plans which followed acceptable format and various stages of lessons were clearly defined and developed.

Also, most of the learners completed teachers' tasks successfully.

Teachers used teaching approaches suitable to the level of some learners and provided tasks that were sufficiently challenging to some learners.

Some learners volunteered to participate in lessons and teachers created opportunities for group work but not all learners collaborated with each other.



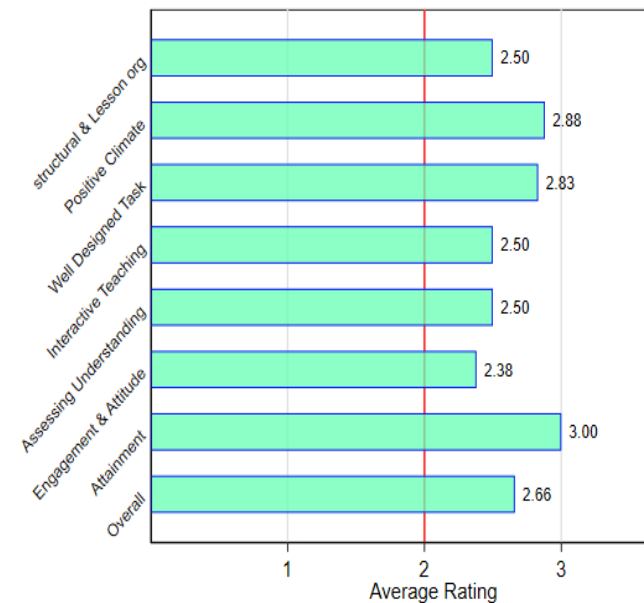
### Mathematics

Lessons Observation revealed that teachers prepared up-to-date lesson plans and various stages of the lessons were clearly defined and the lessons were presented step by step.

Also, teachers provided equal learning opportunities for boys and girls.

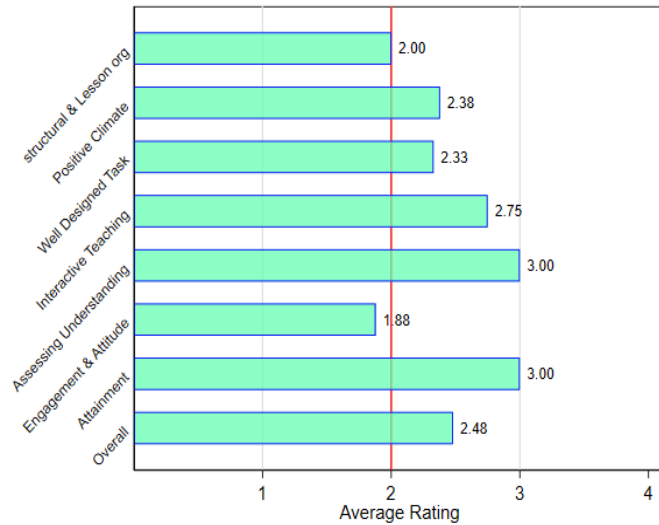
Teachers demonstrated mastery over the indicators taught and addressed learners misunderstanding asking oral and written questions to assess learners' understanding

Some learners volunteered to participate in lesson and willingly received feedback from both teachers and peers.



### Science

Lessons Observations indicated that most of the learners completed the task assigned. Teachers assessed learners understanding throughout the lesson and provided focus after assigning tasks to learners to keep them on task. Although teachers created conducive environment for learners to participate in lessons, few of them volunteered to contribute to discussions. Teachers' demonstrated mastery over the indicators taught and monitored learners' understanding. They probed learners' responses.

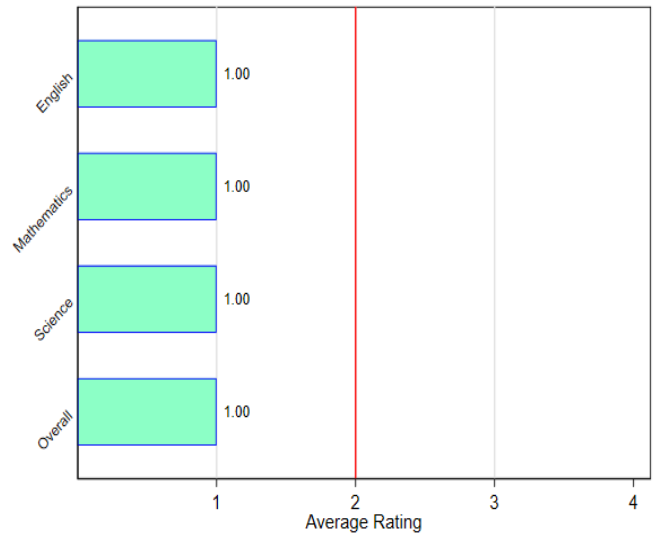


### External Assessment Results

**Rating: 1.00 Comment: UNSATISFACTORY**

The performance of the school in English, Mathematics and Science in the Basic Education Certificate Examination (BECE) for the past three years 2016-2019 was unsatisfactory as indicated on the graph.

This is because, 99% of the total candidates presented for the three years attained grades 1 to 6 in English, 77% in Mathematics and 66% in Science. In addition 17% of candidates, who had grades 1-6, had 1-3 in English, 16% in Mathematics and 9% in Science.



**For further details, reference Appendix 'A'**

## School Details

Region:	Greater Accra	District:	Accra Metro	Circuit	13
School:	John Wesley Methodist School		GPS Location of school	GA-224-1238	
Number of Learners enrolled:	950	Headteacher	Dora Naa Darkua Dodo		
Head teacher's Telephone Number:	0242371614		Email Address	johnwesleymethodistbasic@gmail.com	

Any complaints about this inspection or the report should be made to NIB via email at [inspections@inspectorateboard.gov.gh](mailto: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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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, <math>\geq 75\%</math> of them had grades A1 to B3 for the last 3 years</p>	<p><math>\geq 90\%</math> 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, <math>\geq 50\%</math> of them had grades A1 to B3 for the last 3 years</p>	<p><math>\geq 60\%</math> 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, <math>\geq 25\%</math> 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, <math>\geq 75\%</math> of them had grades 1 to 3 for the last 3 years</p>	<p><math>\geq 90\%</math> 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, <math>\geq 50\%</math> of them had grades 1 to 3 for the last 3 years</p>	<p><math>\geq 60\%</math> 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, <math>\geq 25\%</math> 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>