



## National Schools Inspectorate Authority

Enforcing Standards, Ensuring Quality

### KOJOKROM D/A 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):

23/06/2021

#### Overall Quality Rating of This Inspection:

**UNSATISFACTORY 1.73**

School Leadership Plus:

Unsatisfactory 1.33

Lesson Observation:

Satisfactory 2.12

## Summary of Key Findings for this School

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

- The headteacher and the senior leadership team had no vision about how to improve the school
- They rigorously tracked learner performance but had no real plan to improve teaching and learning activities across the school and also did not evaluate or support teachers in the school
- The school had not made provision for the headteacher's office, staff common room, general office, storeroom, school library, canteen/dining hall, Information & Communication Technology (ICT) laboratory, teachers' bungalow, and there were more learners to a desk, hence the unsatisfactory ratio of 0.4:1
- Although there was a designated storeroom to store food items, they were not properly checked for quality and safety
- The teachers observed had not prepared their lesson plan/notes and various stages of lessons were unstructured. Also, no learner completed the task assigned during lessons
- The learners did not ask questions and did not receive feedback from their teacher or peers. Few learners volunteered to participate in lessons even when faced with challenging tasks and opportunities did not exist for learners to work in groups

### The school has the following strengths

- The school's compound was calm, neat and good for teaching and learning
- The teachers observed provided equal opportunities to all the learners
- The school had a collaborative relationship with the Parent-Teacher Association (PTA)
- The learners volunteered to take part in lessons

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

- The headteacher and senior leadership team must have a clear vision for the school aimed at improving learning outcomes for learners and must be known by most individuals of the school's community.
- Secondly, the headteacher and senior leadership team must have data about the school's performance and quality of teaching which they can use to organize in-service training for teachers using the information gathered

- Furthermore, the headteacher and senior leadership team must liaise with Sene East Education Directorate for the provision of headteacher’s office, staff common room, general office, storeroom, school library, canteen or dining hall, information and communication technology laboratory, teachers’ bungalow, and furniture.
- Moreover, the headteacher and senior leadership team must ensure that teachers prepare their lesson plan/notes up-to-date and include Teacher Resource Materials (TRMs). The teachers must also ensure that learners complete the task assigned during lessons and create opportunities for learners to work in groups and ask open-ended questions in lessons
- Addedly, the headteacher and leadership team must ensure that there is a spacious and well-ventilated storeroom for cold and dry food.

## 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 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. SAMUEL OPOKU (Lead Inspector)
2. PHILIP AKABISA GARIBA (Team Inspector)

## **Full Report**

### Information about the School

Kojokrom D/A KG/Primary School was established in 1958 by the then Atebubu-Amantin District. The school is located in Kojokrom in the Sene East District in the Bono East of Ghana. It began with the enrolment of sixty-two (62) learners. Currently, there are a total enrolment of four hundred and seventy-one (471) learners with ten (10) regular teachers

# Inspection Judgements

## School Leadership Plus

Rating: 1.33

Comment: Unsatisfactory

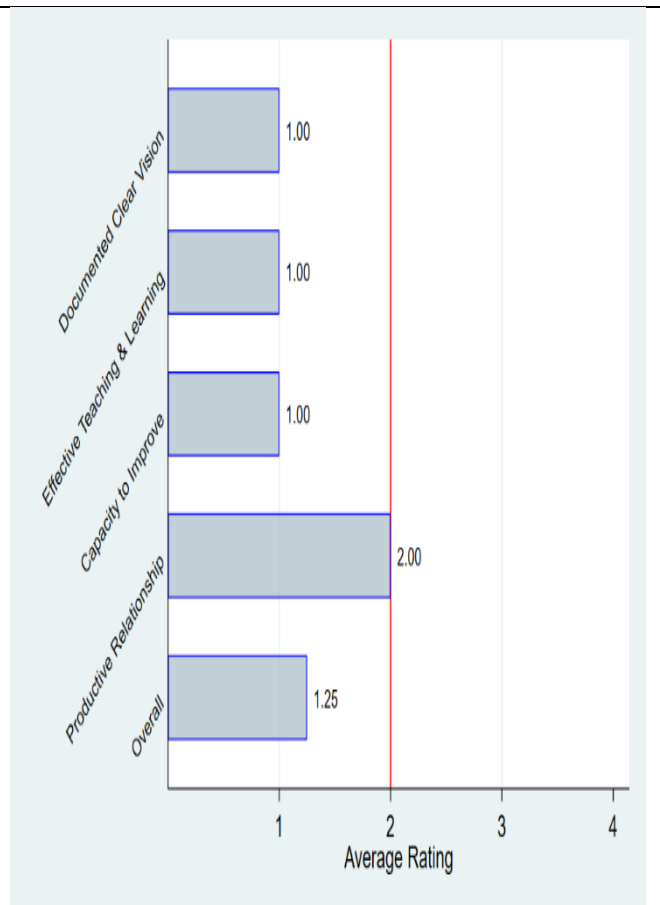
### School Leadership

The headteacher and senior leadership team encouraged an active School Management Committee (SMC) and sometimes work collaboratively to monitor and support teaching and learning across the school. Leadership also reported to parents on learner attainment and progress on regular basis.

Even so, the headteacher and senior leadership team had no school vision about how to improve the school

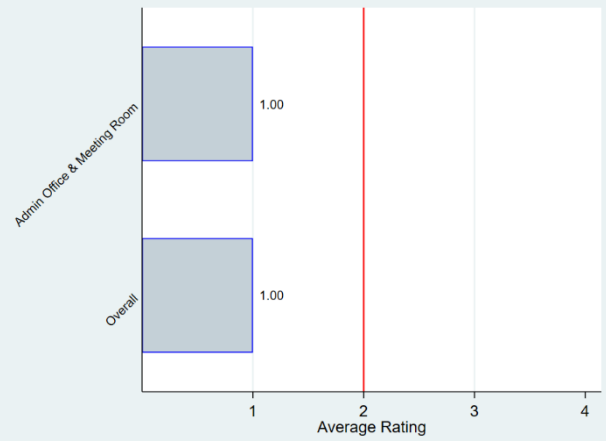
Also, the headteacher and senior leadership team had no school development plan to support teaching and learning activities in the school.

Additionally, the headteacher and senior leadership team consistently tracked learner performance but had no real plan to improve learning outcomes. Leadership team reporting to parents on learner attainment and progress was rare



### Infrastructure

The school had not made provision for head teachers office, staff common room, general office and storeroom. Also, they lacked a library, ICT laboratory, Canteen/dining hall and teachers' bungalows. Moreover, there were more learners than desks available.



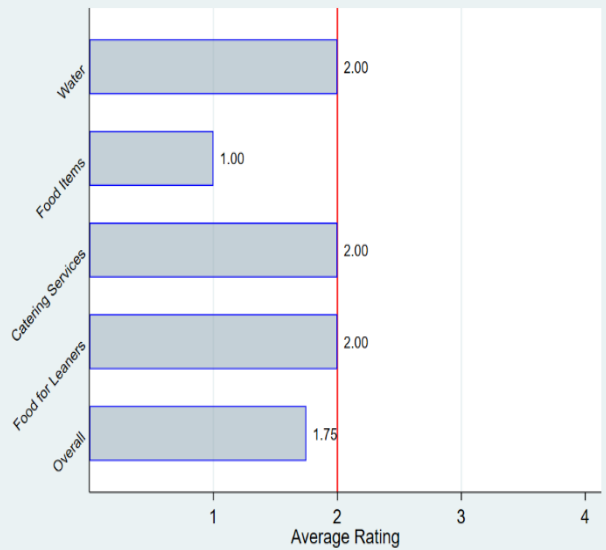
### Food Safety

There was potable water, some of which was stored in large containers for washing hands and drinking

Also, most of the cooks had valid Food Handlers Test certificates and were wearing appropriate uniforms

Again, learners were served hot balanced meals in a washed and rinsed utensil.

Although, there was a designated storeroom for food items, they were not properly checked for quality and safety



**Table 1: 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	yes
Number of classrooms	8
Number of class without classroom	0
Average class size	59
Number of computers	0
Desk available	178
Teacher accommodation available	4
Desk to learner RATIO	0.4:1
Computer to learner RATIO	0:1
Accommodation to teacher RATIO	0.4:1
Learner to teacher RATIO	47:1



## Lesson Observation

Rating: 2.12

Comment: Satisfactory

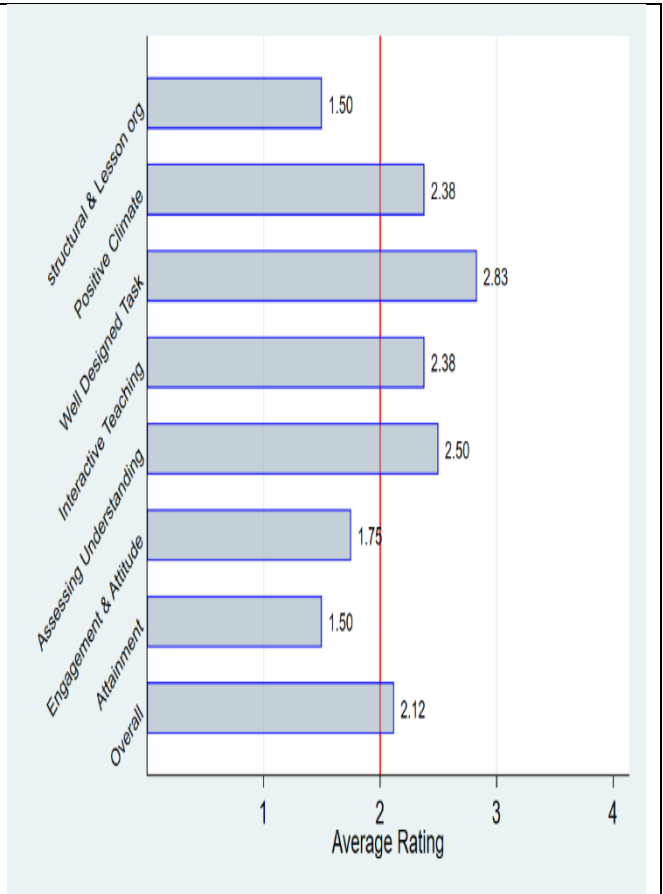
### English

Most of the teachers observed provided focus after assigning tasks to learners and gave regular prompts to keep them on task. Teachers asked few open-ended questions but did not build on learner response

More so, most teachers demonstrated high expectations for the behavior of some of the learners and provided equal opportunities to all the learners

All the same, teachers observed had not prepared their lesson plan/notes and various stages of lessons were not structured. Also, no learner successfully completed the task assigned

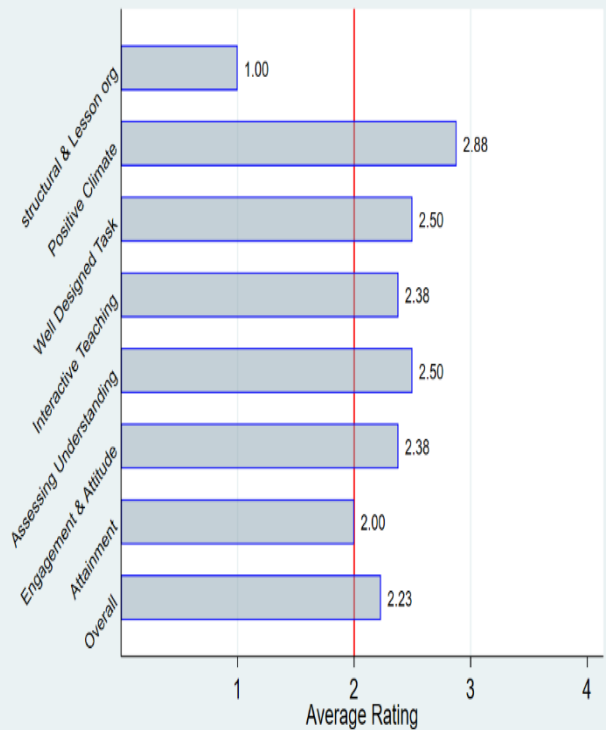
In addition to what has been said, learners did not receive feedback from their teachers or peers and did not ask questions in lessons observed. Few learners volunteered to take part in lessons even when faced with challenging tasks and teachers did not create the opportunities for learners to work in groups



### Mathematics

Most teachers observed effectively redirected misbehavior but did not focus on expected behavior. Teachers used teaching approaches suitable to the level of some learners, but did not vary teaching approach. Similarly, teachers provided tasks that required learners to think but sufficiently challenging to a few of them and the teachers asked few open-ended questions but did not build on learner response.

Conversely, teachers observed had not prepared their lesson plan/notes and various stages of lessons were not structured. Few learners completed the task assigned in lessons.



### Science

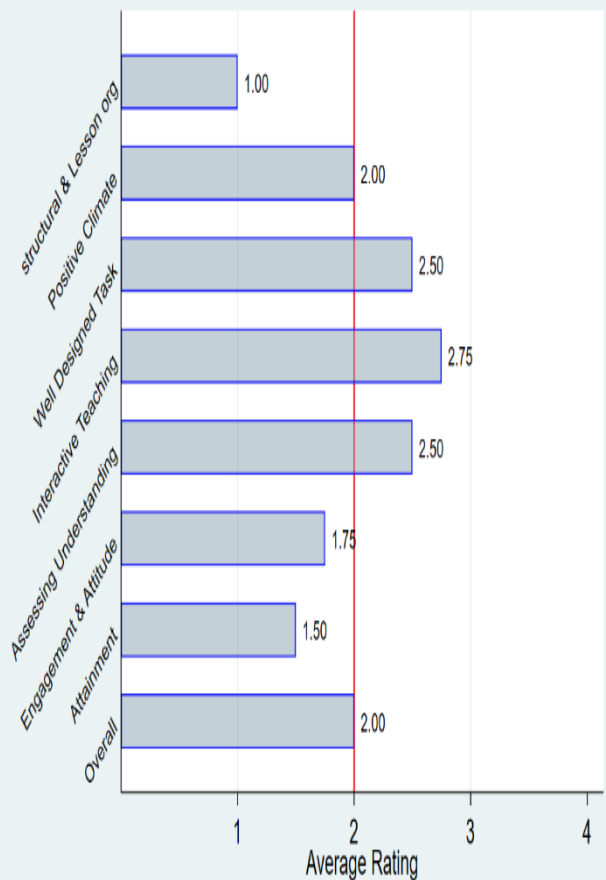
Most of the teachers observed addressed learners misunderstanding using superficial comments and rarely encouraged discussions about misunderstandings.

Also, Teachers monitored for learners understanding using oral and written questions during the lessons, but did not provide prompt feedback to guide learners own learning.

All the same, teachers observed had not prepared their lesson plan/notes and various stages of lessons were not structured.

Besides, few learners took part in the lessons even when faced with challenging tasks and did not ask questions during lessons. Learners had no opportunities to work in groups and did not receive feedback from their teachers or peers.

In addition, no learner successfully completed the task assigned during the lessons.



## School Details

SECTION 1 – SCHOOL INFORMATION			
<b>Region:</b> Bono East	<b>District:</b> Sene East		<b>Circuit:</b> Kojokrom
<b>EMIS code:</b> 102260030	<b>Term/Semester:</b> 2	<b>Week:</b> 8	<b>Academic Year:</b> 2021
<b>Number of learners enrolled in the school</b>	<b>Boys:</b> 228	<b>Girls:</b> 243	<b>Total:</b> 471
<b>Number of Teaching Staff</b>	<b>Males:</b> 5	<b>Females:</b> 5	<b>Total:</b> 10
<b>Number of Non-Teaching Staff:</b>	<b>Males:</b> 0	<b>Females:</b> 1	<b>Total:</b> 1
<b>Number of toilet facilities in the school</b>	<b>Male/Boys:</b> 2	<b>Female/Girls:</b> 2	<b>Total:</b> 4
SECTION 2 – HEAD TEACHER’S INFORMATION			
<b>Head teacher’s name:</b>	Baah Kwaku Daniel		
<b>Head teacher’s email:</b>	<a href="mailto:baadkb@gmail.com">baadkb@gmail.com</a>	<b>Phone Number:</b>	0206249877

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

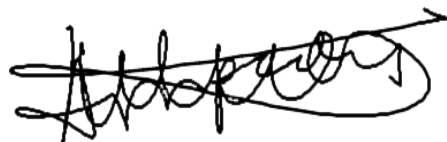
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Approved and Signed



**HAGGAR HILDA AMPADU (PhD)**

**INSPECTOR-GENERAL OF SCHOOLS**