



National Schools Inspectorate Authority

Enforcing Standards, Ensuring Quality

KOJOKROM 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 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):

08/06/2021

Overall Quality Rating of This Inspection:
School Leadership Plus:
Lesson Observation:

SATISFACTORY	2.88
Satisfactory	2.78
Satisfactory	2.97

Summary of Key Findings for this School

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

- The School Leadership team had a clear and inspiring vision aimed at improving learning outcomes however, it was not known by members of the school community.
- They regularly tracked teaching and learning activities and had a real plan, data, and information in relation to teacher development activities.
- Also, the school had an active School Management Committee (SMC) and Parent Teacher Association (PTA) and the progress of learners' attainment was regularly reported to parents.
- The school had two sufficiently furnished offices for the headteacher, a common room for staff, and a store, however, there were more learners than desks available, no library facility, computer laboratory, and bungalows for teachers.
- The school was enrolled on the School Feeding Programme daily hot meals served to learners daily, but the food quality was not apt and learners were served under an open space and classrooms.
- Teachers employed different questioning techniques to enhance learners' level of understanding during lesson delivery.

The school has the following strengths

- They had two sufficiently furnished offices for the headteacher, a common room for staff, and a store Parents and the PTA/SMC had been a development partner to the school in the provision of needed amenities.
- The school was enrolled on the School Feeding Programme daily hot meals served to learners daily

What does the school need to do to improve further?

- The School Leadership team must formulate a clear and inspiring documented vision aimed at improving learning outcomes with members of the school community.
- The school must provide enough desks, a well-stocked library facility, a computer laboratory, and bungalows to aid teaching and learning activities.
- The purpose-built canteen or dining hall should be utilized by ensuring learners do not take their meals in the classrooms or the open space.
- The teachers must prepare and use relevant teaching and learning resources in lesson presentations.

- The school must be provided with furniture for both teachers and learners.
- The timetable must be adjusted to suit the shift system. Also, the school must be fenced as a matter of urgency.
- The Metropolitan Assembly must provide the school with adequate toilets and urinal facilities.

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. Joycelyn Gomado (Lead Inspector)
2. Emmanuel Gordon (Team Inspector)

Full Report

Information about the School

Kojokrom Methodist Primary was established in the year 1945 in church premises and later moved to the current building.

The school in 1966 was split into stream 'A' and stream 'B'. The location of the school is sited at Mpentsemnserew in the kojokrom community.

The school has an enrolment of eight hundred and twenty-five learners which comprise of four hundred and thirty-one boys and three hundred and ninety-four girls. Staff enrolment currently is twenty-four including the headteacher. The staff enrolment is made up of three males and twenty-one females.

Inspection Judgements

School Leadership Plus

Rating: 2.78

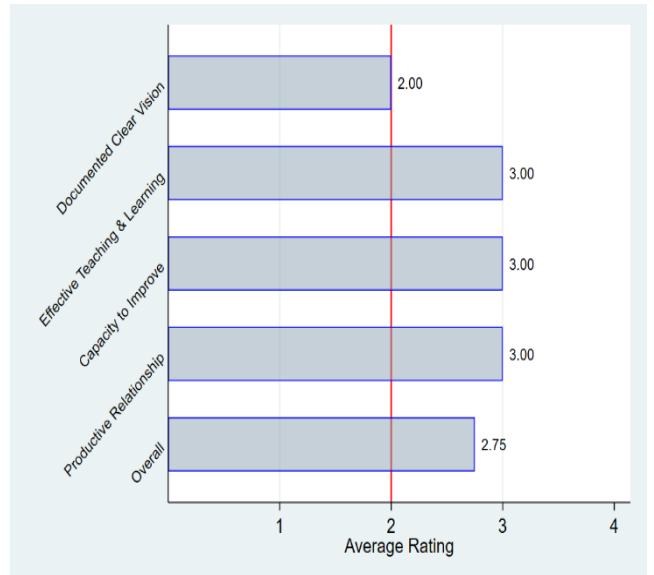
Comment: Satisfactory

School Leadership

Even though the school leadership team had a clear and inspiring vision aimed at improving learning outcomes, the vision was unpopular amongst the stakeholders of the school.

Equally, they had a plan, data, and information about teacher development activities, and effective tracking of teaching and learning activities was regularly carried out by them.

Also, the school had an active SMC and PTA where the progress of learner attainment was regularly reported to.

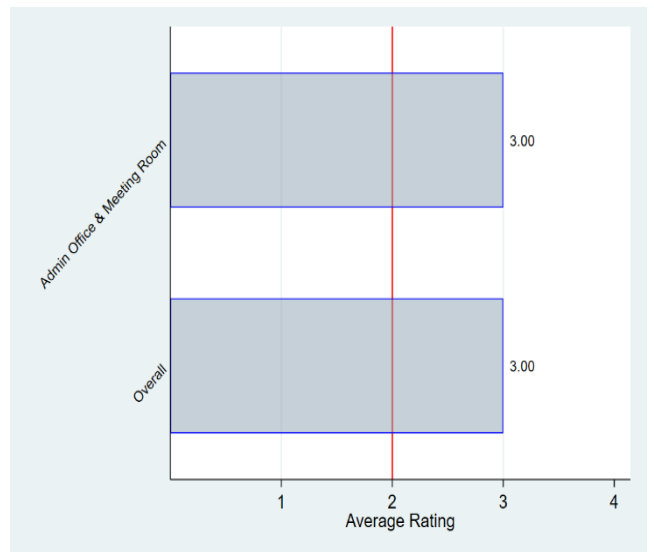


Infrastructure

The school had two sufficiently furnished offices for the headteacher, a common room for staff, and a store.

However, there were more learners than desks available in the school, had no library facility, computer laboratory, and bungalows for teachers.

See Appendix A

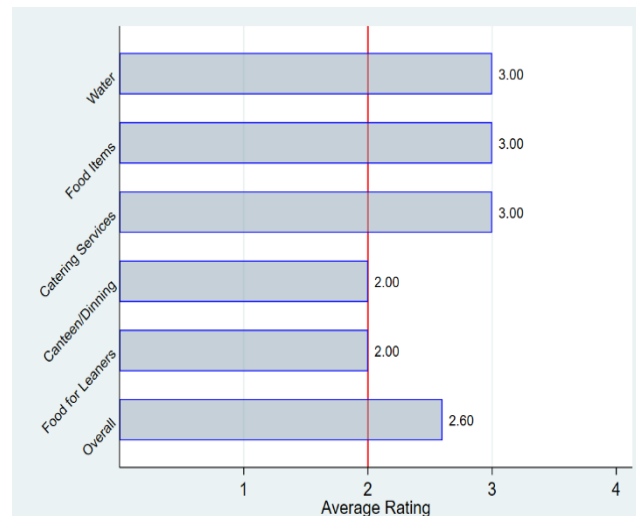


Food Safety

The school is on the School Feeding Programme, and a hot meal is served daily for learners although the food quality was not apt.

Even though, the school had a purpose-built canteen or dining hall learners were made to eat under an open shed, open space, and classrooms.

See Appendix A



Appendix A: School Infrastructure and Food Safety

Summary Statistics

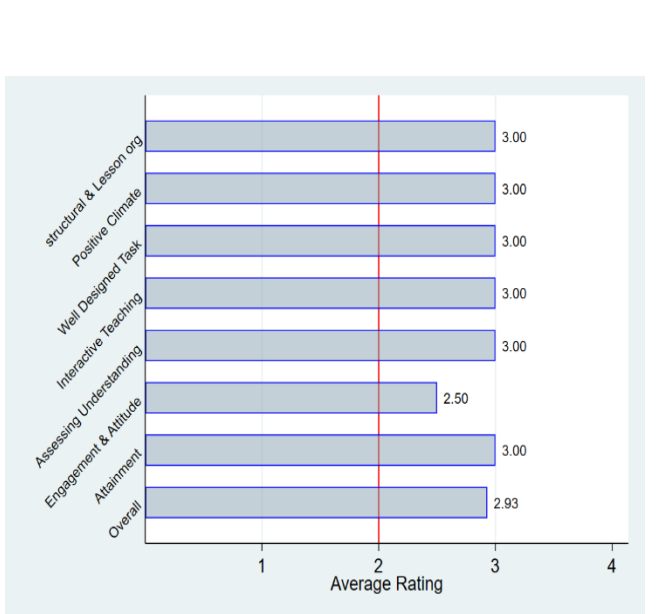
School structure		1
Available canteen/dining hall		yes
Learner fed by school		yes
Free range vendors in school		yes
Number of classrooms		12
Number of class without classroom		12
Average class size		68.75
Number of computers		0
Desk available		666
Teacher accommodation available		0
Desk to learner RATIO	Unsatisfactory	0.8:1
Computer to learner RATIO <i>N=35 class size</i>	Unsatisfactory	0:1
Accommodation to teacher RATIO	Unsatisfactory	0:1
Learner to teacher RATIO	Satisfactory	34:1



English

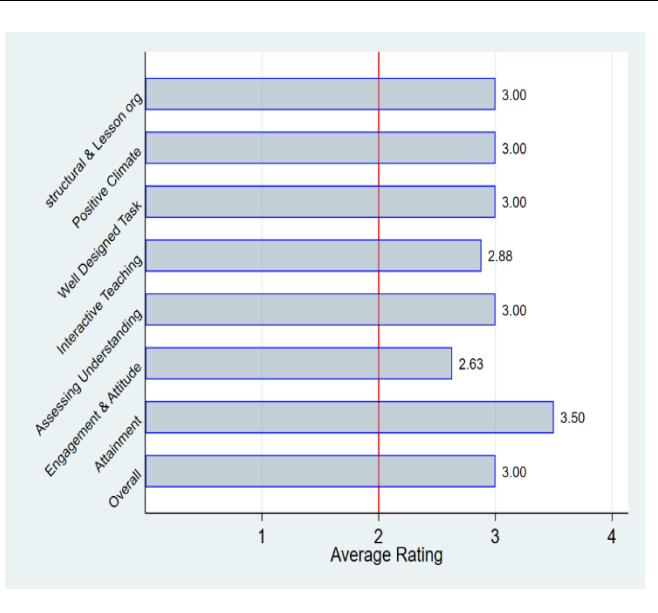
The teachers provided series of experiences through which skills to be developed emerged. Similarly, lessons were well articulated and systematically delivered to enhance understanding in relation to the indicators being taught.

Although teachers employed different questioning techniques to enhance learners' level of understanding, learners did not ask questions relating to the lesson.



Mathematics

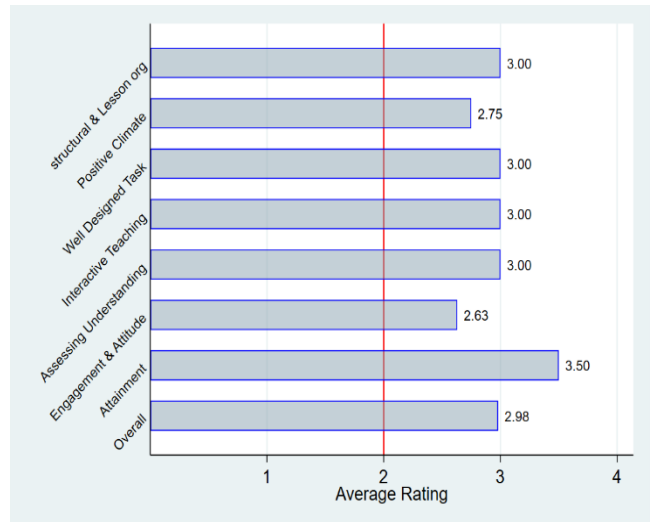
The lessons were well-paced and sequentially knitted to the component of the lesson being taught. Teachers also varied their teaching methods in the delivery of the lessons for effectiveness. Teachers also focused on learners and managed to keep the classroom under control through timely promptings however teachers could not adequately engage learners in any form of group work. Learners, on the other hand, did not willingly seek clarification where they had misconceptions.



Science

Efficiently, teachers assigned learners tasks that were challenging and adequately linked lessons to learner's relevant previous knowledge and other content areas.

Inadequate opportunities, however, existed for group work and minimal attention was paid to feedbacks, learners on the whole did not ask questions during the lesson delivery.



School Details

Section 1 – School Information			
Region: Western	District: Sekondi-Takoradi Metropolitan		Circuit: Kojokrom
EMIS code: 110120166	Term/Semester: Second	Week: 6	Academic Year: 2021
Number of learners enrolled in the school	Boys: 431	Girls: 394	Total: 825
Number of Teaching Staff	Males: 3	Females: 21	Total: 24
Number of Non-Teaching Staff:	Males: 0	Females: 0	Total: 0
Number of toilet facilities in the school	Male/Boys: 1	Female/Girls: 1	Total: 2
SECTION 2 – HEAD TEACHER’S INFORMATION			
Head teacher’s name:	Genevieve Opare-Addo		
Head teacher’s email:	genevieveaddo55@gmail.com	Phone Number:	0243276863

The National Schools Inspectorate Authority (NaSIA)

Ministry of Education

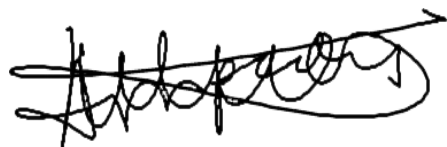
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Approved and Signed.



HAGGAR HILDA AMPADU, PhD
INSPECTOR GENERAL OF SCHOOLS