



National Inspectorate Board
Enforcing standards, ensuring quality

KOTOBABI '2' JUNIOR HIGH SCHOOL

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 means

The scale for making judgements

Inspectors will make their evaluations using a four-point scale:

Key to Ratings

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 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 dates:

08/10/2019

OVERALL QUALITY RATING OF THIS INSPECTION:

Unsatisfactory 1.63

School Leadership:

Unsatisfactory 1.5

Lesson Observation:

Satisfactory 2.40

External Assessment Results:

Unsatisfactory 1.00

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Summary of Key Findings for this School

The school's overall rating is unsatisfactory because:

- School leadership had tracked learners' performance but had no substantive plan to improve learning outcomes.
- Low ability learners were not encouraged and given maximum support by teachers.
- Though most learners completed their class assignments, their overall performance was not encouraging because they were not given enough take-home assignments to motivate them to learn well.
- The school's average Basic Education Certificate Examination (BECE) results had stagnated at Unsatisfactory for the 3 years under review.

The school has the following strengths:

- Learners were punctual to school and classes.
- Teachers had good relationship with their learners.
- Class control was generally good.

What does the school need to do to improve further?

- The school should create a blueprint to improve teaching and learning activities. This will help the school to improve upon its external assessment results.
- Teachers should prepare and use Teaching and Learning Resources (TLRs) in lesson presentations.
- The Head teacher should ensure lesson plans are prepared and submitted for vetting before commencement of lessons for the week.
- Teachers should try and report to work early.

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Information about this Inspection

The inspection of this school was carried out under **Education Act 778 of 2008**. The NIB conducts school inspections through the deployment of its Inspection Evaluation Framework (IEF) as documented in the Ghana National Inspections Handbook, 2019. This inspection was carried out by an inspection panel consisting of one lead inspector and a team inspector.

Prior to the inspection, the panel assessed student attainment through the analysis of 3 years of external examination results. Inspectors then observed lessons in the 3 core subject areas of English, Mathematics and Science.

Inspectors 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.

Inspection Panel

1. Joycelyn Azumah-Gomado (Lead Inspector)
2. Ernest Bediako Asare (Team Inspector)

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Full Report

Information about the School

Kotobabi '2' Junoir High School is located at kotobabi in the Ayawaso Central Municipality of the Greater Accra region. Kotobabi '2' which was established in the year 1958 is a public and mixed educational facility with learner population of 211 which is made up of 90 boys and 121 girls. The school has a staff strength of 9 teachers which comprises of six males and 3 females.

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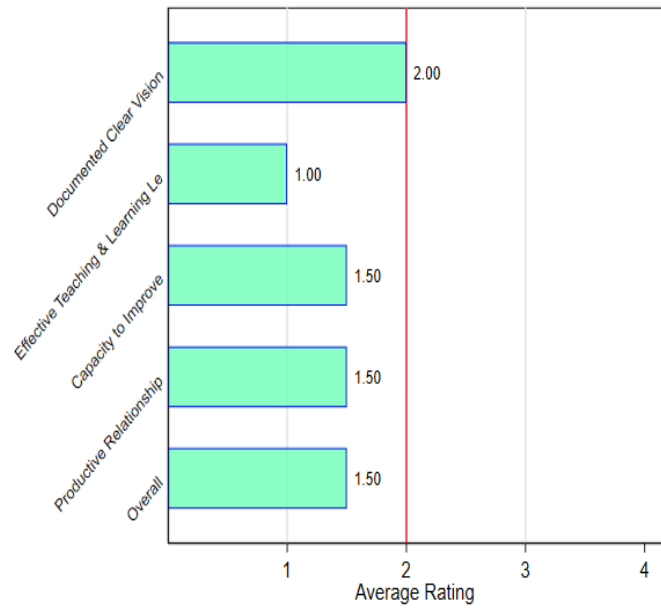
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Inspection Judgements

School Leadership

Rate: 2.00 Comment: Satisfactory

School leadership had a vision for the school which was aimed at improving learning outcomes. However, school leadership had poor collaboration with SMC and PTA. Aside, school leadership rarely evaluated teachers' performance in the school.



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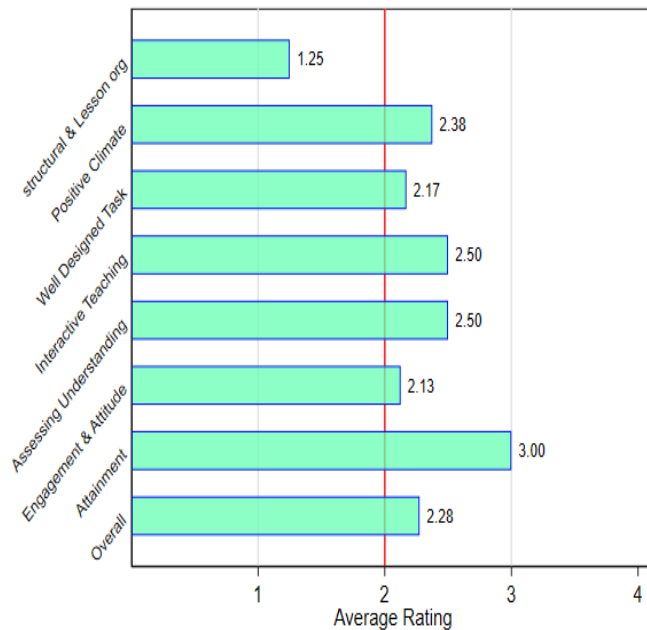
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Lesson Observation

Rate:2.28 Comment: Satisfactory

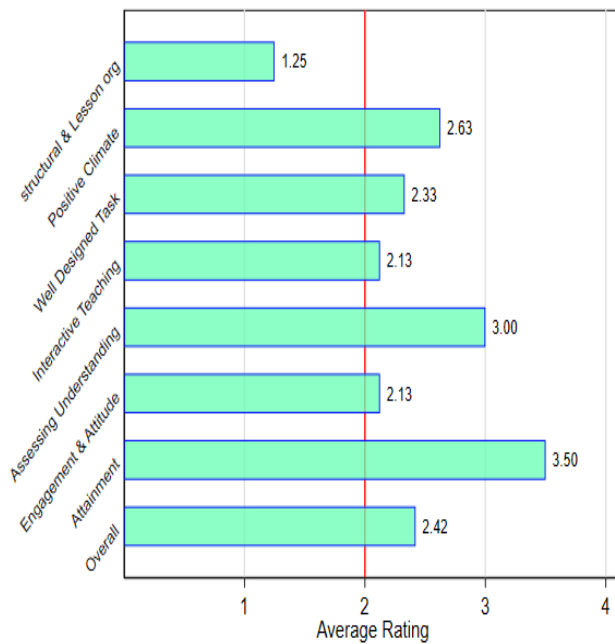
English

Most learners were able to complete the task assigned within the allocated time. Also, teachers focused on learners and supported them with regular prompts to keep them on task. However, teachers did not employ suitable teaching methods which could have enhanced the development of the various skills to be acquired. Moreover, the various stages of the lessons were loosely structured.



Mathematics

Teachers used appropriate methods to deliver their lessons. Additionally, regular prompts to keep learners on tasks were sufficiently utilised by teachers. Hence, most Learners their assignments as assigned. However, teachers had not prepared an up-to-date lesson plans and steps to develop the lessons were not properly defined.



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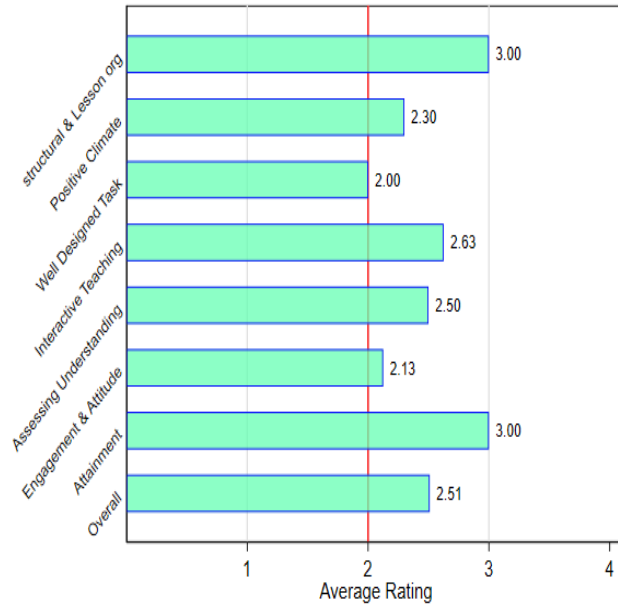
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Science

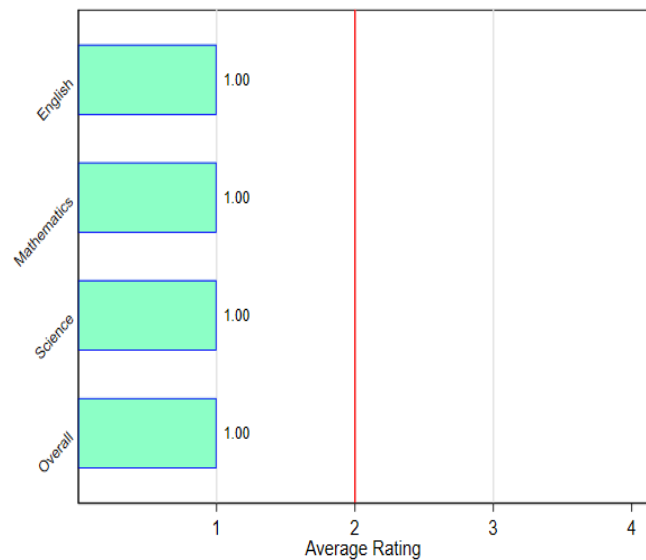
Various stages of lessons were clearly defined and developed. Also, teachers used teaching methods suitable to the level of learners and sometimes varied teaching methods pertaining to classroom context. Additionally, teachers exhibited mastery over content knowledge and provided some relevant explanations to concepts being taught relating them to real-life experiences. However, teachers did not give much attention to low ability learners.



External Assessment Results

Rate: 1.00 Comment: Unsatisfactory

Of the 74% of learners who had grades 1 to 6 in English, only 15% had grades 1 to 3. Similarly, out of the 40% of learners who obtained grades 1 to 6 in Mathematics, only 7% had grades 1 to 3. Analysis of Science results showed that out of the 58% of learners who obtained grades 1 to 6, only 10% obtained grades 1 to 3.



For further details, reference Appendix 'A'

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School Details

Region:	Greater Accra	District:	Ayawso Central		
School:	Kotbabi '2' Junior High		GPS Location of school		
Number of Learners enrolled:	211	Headteacher	Sylverster Akyea-Mensah		
Telephone Number:			Email Address	Akyeamensah30@yahoo.com	

Any complaints about this inspection or the report should be made to NIB via email at 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

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APPENDIX 'A'

EXTERNAL ASSESSMENT RESULTS RATING

WASSCE			
OUTSTANDING (4)	GOOD (3)	SATISFACTORY (2)	UNSATISFACTORY (1)
All (100%) learners had grades A1 to C6 and Out of the total number of learners who had grades A1 to C6, $\geq 75\%$ of them had grades A1 to B3 for the last 3 years	$\geq 90\%$ of learners had grades A1 to C6 and Out of the total number of learners who had grades A1 to C6, $\geq 50\%$ of them had grades A1 to B3 for the last 3 years	$\geq 60\%$ of learners had grades A1 to C6 and Out of the total number of learners who had grades A1 to C6, $\geq 25\%$ had grades A1 to B3 for the last 3 years	Less than 60% of learners had grades A1 to C6 or 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
BECE			
OUTSTANDING (4)	GOOD (3)	SATISFACTORY (2)	UNSATISFACTORY (1)
All (100%) learners had grades 1 to 6 and Out of the total number of learners who had grades 1 to 6, $\geq 75\%$ of them had grades 1 to 3 for the last 3 years	$\geq 90\%$ of learners had grades 1 to 6 and Out of the total number of learners who had grades 1 to 6, $\geq 50\%$ of them had grades 1 to 3 for the last 3 years	$\geq 60\%$ of learners had grades 1 to 6 and Out of the total number of learners who had grades 1 to 6, $\geq 25\%$ had grades 1 to 3 for the last 3 years	Less than 60% of learners had grades 1 to 6 or 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

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