



National Inspectorate Board
Enforcing standards, ensuring quality

KUKURANTUMI PRESBY KG/PRIMARY 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	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.
Satisfactory	2.00 – 2.49	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: 10/10/2019

OVERALL QUALITY RATING OF THIS INSPECTION: **Unsatisfactory 1.43**

School Leadership:	Unsatisfactory	1.13
Lesson Observation:	Unsatisfactory	1.72
External Assessment Results:	Comment	Rating

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Summary of Key Findings for this School

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

- The School Leadership and the headteacher had no vision for the school aimed at improving learning outcomes for learners and no plan shared with the Parent Teacher Association (PTA) and the School Management Committee (SMC).
- Lessons observed did not demonstrated high expectation of learners' behaviour and teachers did not provided tasks that were challenging for majority of the learners. Most of the teachers did not have lesson plans that followed the new curriculum and lessons were loosely structure.

The school has the following strengths

- Majority of learners were punctual to school.
- The Kindergarten (KG) class demonstrated reasonable commitment to work.

What does the school need to do to improve further?

- A new body of leadership should be recruited or posted to take the mantle of leadership in the school.
- The leadership should balance the all-female staff should with some male to enable staff perform other functions.
- The SMC should be reconstituted and a vibrant PTA put in place to support the agenda of the school.
- Teachers should be given regular In-Service Training (INSET) on teaching techniques to improve their pedagogical skills.
- Stakeholders should craft a realistic and attainable vision to guide the school.

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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 by an inspection panel consisting of one lead inspector 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. Wisdom Kumah (Lead inspector)
2. John Appiah (Team Inspector)

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Full Report

Information about the School

The Kukurantumi Presbyterian primary was established on 11th April 1862 by four young men. Andrea Ewi, George Pabi, Benjamin Anokwaa and Samuel Ohemeng were released to the missionaries.

Formal education was started by the church to which classes were held inside the chapel. The first head teacher of the school was Mr. Philip Kwabi from Akuapem Akropong

On 29th May 1914, the standard pupils (upper primary) were moved to Begoro leaving the sub-standard behind

On 6th June 1915, standard one (p4) emerged from the substandard classes (lower primary) and all the inspectors during that era, were appointed from the Christiansburg to inspect the schools. Academically, Kukurantumi Presbyterian primary school has not fared badly. The school is rated among ten public schools in the Kukurantumi Township.

Currently the school is headed by Madam Vera Amoako, a Presbyterian.

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Inspection Judgments

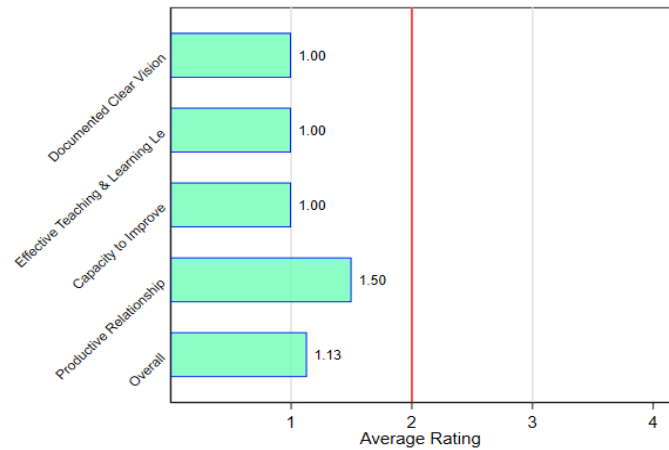
School Leadership

Rating: 1.13. Comment: Unsatisfactory

The headteacher and the school leadership team had no vision for guiding the development of the school. Also, the Leadership did not have any plan or strategies to provide effective teaching and evaluate teachers.

Again, the Leadership did not have the competencies to improve teaching and learning and track learners' performance.

Similarly, the school did not have a functional SMC. There was a PTA in place but not vibrant.



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Lesson Observation

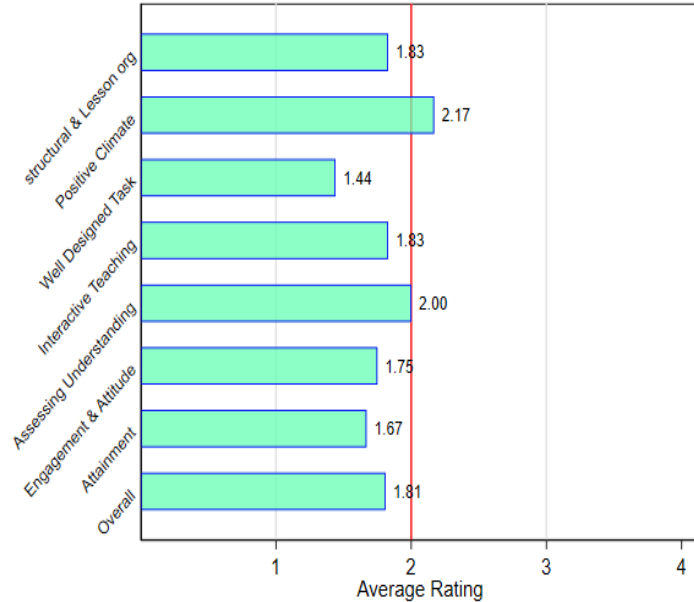
Rating: 1.72. Comment: Unsatisfactory

English Language

Most teachers failed to prepare schemes of learning and lesson plans, therefore could not present lessons in coherent manner but created positive climate during the lesson. Also, most teachers did not present well-designed tasks and could not teach interactively.

Moreover, most learners were not engaged and could not complete tasks within scheduled time.

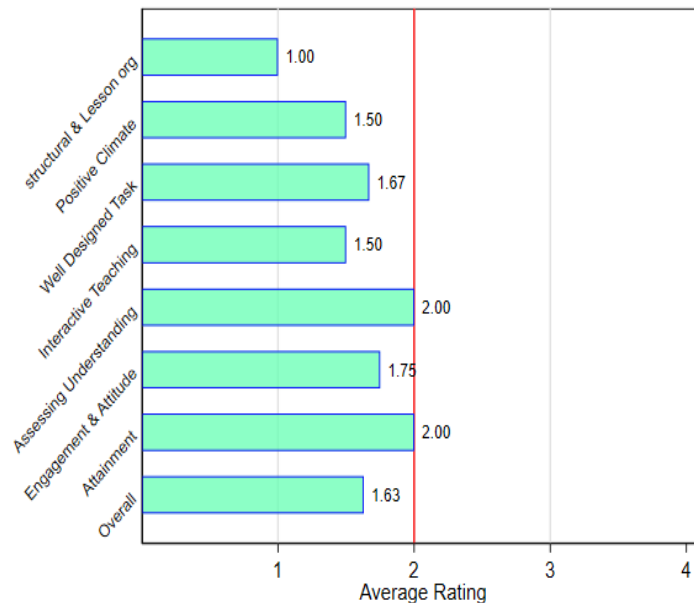
However, majority of teachers used questions to assess learners' understanding.



Mathematics

Most teachers did not have lesson plans, therefore could not present lessons coherently and could not create positive learning atmosphere. To add to the above, most teachers did not present well-designed tasks and teaching was not interactive.

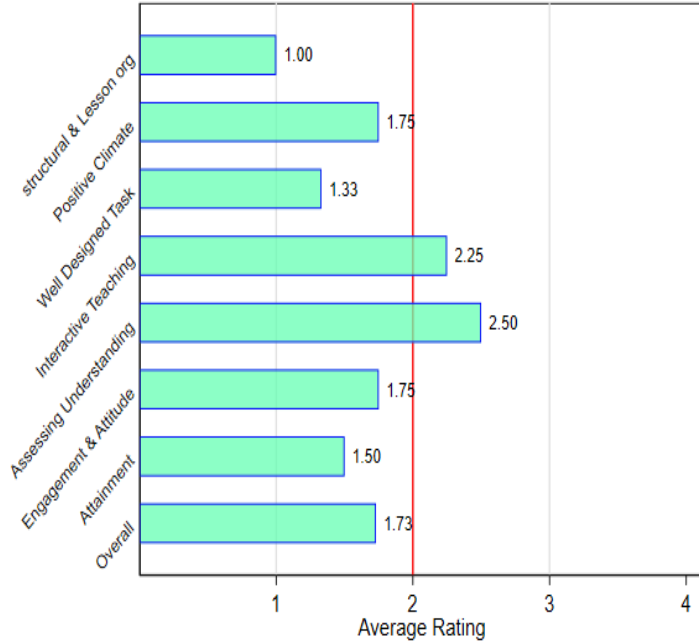
Majority of teachers used questions to assess learners' understanding and most learners were engaged even though most learners were not able to complete exercises successfully.



Science

Teachers did not have lesson plans that followed the accepted format and could not present lessons in a sequential manner. Also, most teachers could not create positive climate and did not present well designed tasks but managed to teach interactively.

Moreover, majority of teachers used questions to assess learners' understanding but most learners were not engaged during the lesson. Also, most learners could not complete their exercises during the lesson.



External Assessment Results

Rating: N/A Comment: N/A

The school at the time of the inspection was yet to write an external assessment.

For further details, reference Appendix 'A'

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School Details

Region:	Eastern	District:	Abuakwa North		
School:	Kukurantumi Presby Primary			GPS Location of school	
Number of Learners enrolled:		Headteacher	Mary Fenyin		
Telephone Number of Headteacher:				Email Address	

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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National Inspectorate Board (NIB)

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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 total number of learners who had grades A1 to C6, ≥75% of them had grades A1 to B3 for the last 3 years	≥90% of learners had grades A1 to C6 and Out of total number of learners who had grades A1 to C6, ≥50% of them had grades A1 to B3 for the last 3 years	≥60% of learners had grades A1 to C6 and Out of total number of learners who had grades A1 to C6, ≥ 25% had grades A1 to B3 for the last 3 years	Less than 60% of learners had grades A1 to C6 or Out of 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, ≥75% of them had grades 1 to 3 for the last 3 years	≥90% of learners had grades 1 to 6 and Out of the total number of learners who had grades 1 to 6, ≥50% of them had grades 1 to 3 for the last 3 years	≥60% of learners had grades 1 to 6 and Out of the total number of learners who had grades 1 to 6, ≥ 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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