



NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

NAMONG METHODIST PRIMARY SCHOOL AND KINDERGARTEN

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

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 date(s):

17/02/2020

OVERALL QUALITY RATING OF THIS INSPECTION:

SATISFACTORY

2.93

School Leadership:

Good

3.00

Lesson Observation:

Satisfactory

2.85

External Assessment Results:

N/A

N/A

Summary of Key Findings for this School

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

- The school had vision and mission statements pasted at vantage points, e.g. Headteacher's office and shared with majority of members in the school's community.
- Headteacher had put in place Action Plan which was followed by the school.
- Lesson delivery was interactive in most classes observed.
- There was cordial relationship and commitment among school leadership, School Management Committee (SMC), parents and Parents Teachers Association (PTA) in supporting the school to school.

The school has the following strengths:

- Members of the school's community worked in partnership to achieve the vision of the school.
- Headteacher had an Action Plan which was followed by the school.
- The teaching of English, Mathematics and Science was generally good.
- The school leadership, SMC and PTA committed resources to support and improve the school.

What does the school need to do to improve further?

- Headteacher must do sit-in lesson observation, give feedback to teachers and keep records.
- Headteacher must improve upon records keeping.
- Teachers must encourage learners to ask questions during lessons.
- School leadership and PTA/SMC must pay attention to the numerous minor repairs in the school.

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. Hans Christian Anderson (Lead Inspector)
2. Daniel Osae (Team Inspector)

Full Report

Information about the School

The School was located at Namong in the Offinso Municipality in the Ashanti region of Ghana.

It was established on 1st September, 1952 to provide quality basic education to the children in the community and the surrounding villages.

It was a mixed sex educational facility with a total pupil population of 382; made up of 196 boys and 186 girls. At the time of inspection, there were 353 learners present in school which were made up of 182 boys and 171 girls.

The teaching staff strength was 15, consisting of five males and ten females.

Inspection Judgements

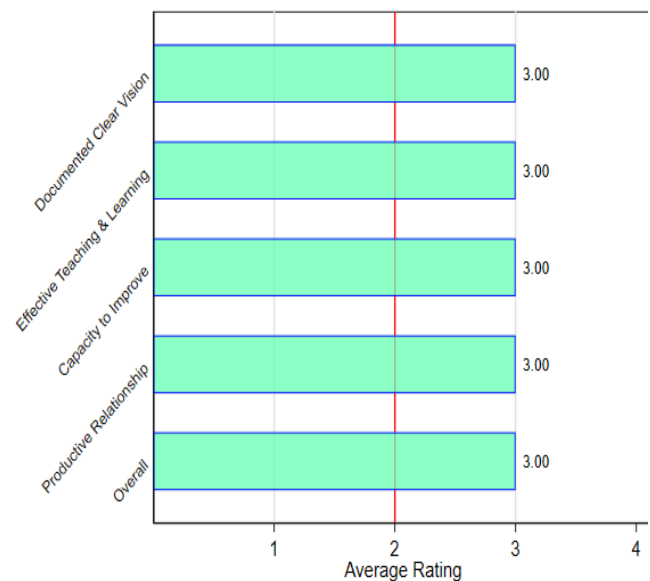
School Leadership

Rating: 3.00
Good

Comment:

The school had vision and mission statements available, displayed at the Head teacher's office and had been communicated to majority of members of the school's community. Also, School leadership provided effective support for teaching and learning, had action plan to follow, organised periodic INSET for teachers and monitored teachers work output. In addition, learners' performance was also tracked and records kept.

Furthermore, the school leadership worked collaboratively with PTA and SMC and they commit resources to improve the school and showed the capacity to improve the school.



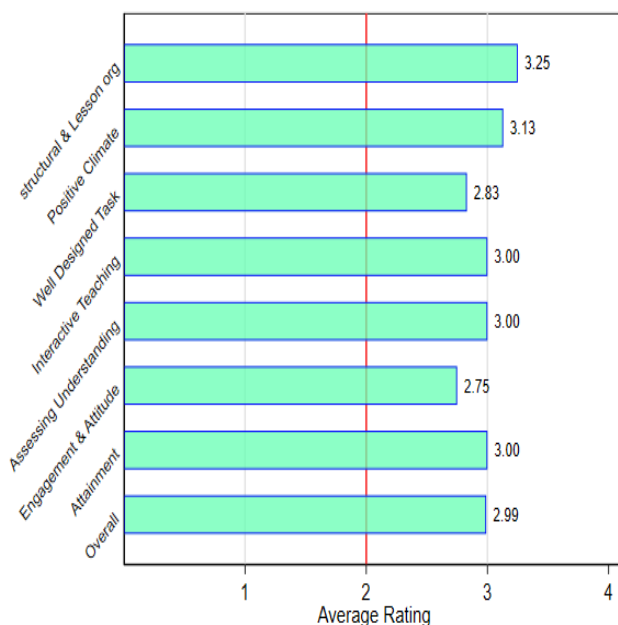
Lesson Observation

Rating: 2.85
Satisfactory

Comment:

English

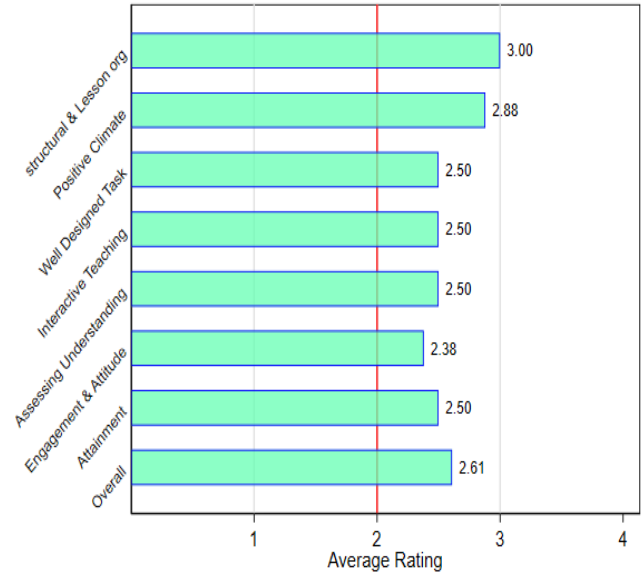
Teachers provided modelling that were supportive of the learning for most learners. They also used approaches suitable to the level of some learners and sometimes varied the teaching approach in response to classroom context. Similarly, teachers used oral and written questions to monitor learners understanding during lessons and provided prompt feedback. Yet, when learners asked open-ended questions, teachers responded superficially.



Mathematics

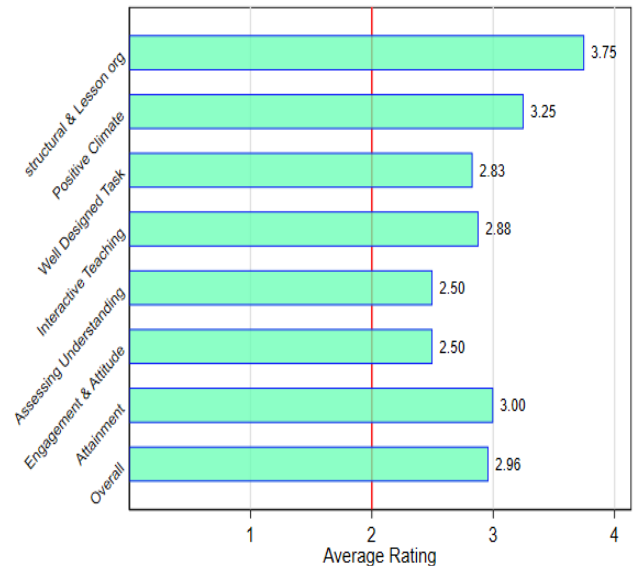
Lesson plans were available, followed acceptable format and covered the relevant subtopics. Also, teachers recognised specific learners with special educational needs and sometimes provided additional support to meet their needs. Similarly, teachers used oral and written questions to monitor learners understanding during lessons and provided prompt feedback. However, few learners

willingly received feedback from both teachers and peers, and used the feedback received to guide and monitor their own learning progress.



Science

Lesson plans were available, followed acceptable format and covered the relevant subtopics. Teachers effectively redirected misbehavior but occasionally focused on expected behaviour. Most of the learners were able to complete the task assigned. However, opportunities existed for group work but few learners worked collaboratively in their groups.



External Assessment Results

Rating: N/A Comment: N/A

At the time of inspection, the school had not written any external examination	N/A
--	-----

For further details, reference Appendix 'A'

School Details

Region:	Ashanti	District:	Offinso Municipality	Circuit:	Offinso Circuit 'D'
School's Name:	Namong Methodist Primary and Kindergarten		Ghana Post Digital Address:	A7-0091-4276	
Head teacher's Name:	Afrane Emmanuel				
Head teacher's Email:	eafrane52@gmail.com		Phone:	0242132817	
School's Postal Address	P. O. Box 38, Namong-Offinso				
Enrolment Details	No. of Boys:	No. of Girls:	Totals:		
<i>(Total no. of learners in the school)</i>	196	186	382		
<i>Total no. present on day of inspection</i>	182	171	353		

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

via email at inspections@inspectorateboard.gov.gh or phone on **0302907589**.

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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website at www.inspectorateboard.gov.gh

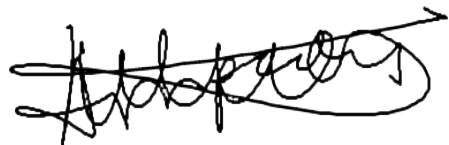
**National Inspectorate Board (NIB)
Ministry of Education**

Address: Yooyi Lane, Roman Ridge

Phone: 0302907589

Email: inspections@inspectorateboard.gov.gh

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)
All (100%) learners had grades A1 to C6	≥90% of learners had grades A1 to C6	≥60% of learners had grades A1 to C6	Less than 60% of learners had grades A1 to C6

and and and or
 Out of the total Out of the total Out of the total Out of the total
 number of learners number of learners number of learners number of learners
 who had grades A1 to who had grades A1 who had grades A1 who had grades A1

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, ≥75% of them had grades 1 to 3 for the last 3 years</p>	<p>≥90% 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, ≥50% of them had grades 1 to 3 for the last 3 years</p>	<p>≥60% 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, ≥25% 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>