



NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

SUNTRESO-PATASI M/A PRIMARY/KINDERGARTEN 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 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):

18/02/2020

OVERALL QUALITY RATING OF THIS INSPECTION:

UNSATISFACTORY 1.92

School Leadership:	Unsatisfactory	1.50
Lesson Observation:	Satisfactory	2.33
External Assessment Results:	N/A	N/A

Summary of Key Findings for this School

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

- School Leadership had no vision for the school.
- Both the School Management Committee (SMC) and the Parent Teacher Association (PTA) were not functioning at the time of visit.
- Teachers posed close-ended questions and did not assign challenging tasks to learners.
- Teachers did not use Teaching and Learning Resources (TLR) to teach.

The school has the following strengths

- Both teachers and learners respond promptly to bell after break.
- Acting head was did her best to keep the school running.
- Most of the classrooms had Teaching Learning Materials.
- Feedback from lesson observations were used in In-Service training for teachers.

What does the school need to do to improve further?

- Teachers must use the Teaching and Learning Resources (TLR) in their lesson deliveries.
- Teachers must organize group work in their lessons and supervise its effectiveness.
- Teaching of Science must be practically based.
- The Circuit Supervisor should spearhead the following a) enrolment drive b) revitalization of SMC and PTA.

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. John Kweku Aggrey (Lead Inspector)
2. Ernest Abu-Sakyi (Team Inspector)

Full Report

Information about the School

Suntreso Patasi M/A Primary School formerly, South Suntreso M/A Primary was established in 1962 with a magnificent two storey 12- unit classroom block.

It began as a Primary and Middle Schools to serve the immediate communities of South Suntreso and its environs. It is situated at North Patase within the stooland of Patasehene.

The Middle school was moved to South Suntreso as the Primary School expanded to have two streams. The Middle School in 1987 turned to Junior High School which is being fed mostly from here.

Statesmen, like Prof. Kwamena Ahwoi, Kwasi Ahwoi, Mr. Owusu Sekyere (of famous Kumasi Mall) and others had their Basic school education here. As at the time of inspection the learner population was 174.

The school is under the Kumasi Metro Education Directorate and it is within the Patasi Education Circuit. It had a well constituted PTA and SMC which operated actively in line with the GES guidelines, but has become dormant for the past two years when there was a rumor that the school is to be ceded to the Kumasi Senior Secondary Technical.

The school has nine teachers including the headteacher for the Primary and Kindergarten Sections. The KG has been without attendants. The school has one PTA-paid watchman.

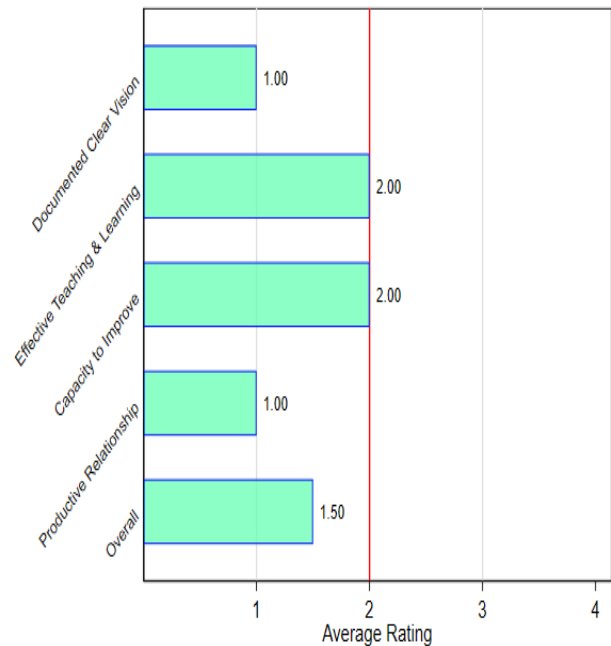
Inspection Judgements

School Leadership

Rating: 1.50
Unsatisfactory

Comment:

School leadership did random lesson observations and gave feedback to teachers, they also used some of the information to organise In-Service Education and Training (INSET) programmes. Leadership had also introduced early morning reading for all classes and was used the Professional Learning Community (PLC) to enhance teacher quality. Nevertheless, school leadership had no vision for the school and both the School Management Committee and the Parent Teacher Association (PTA) were dormant.



Lesson Observation

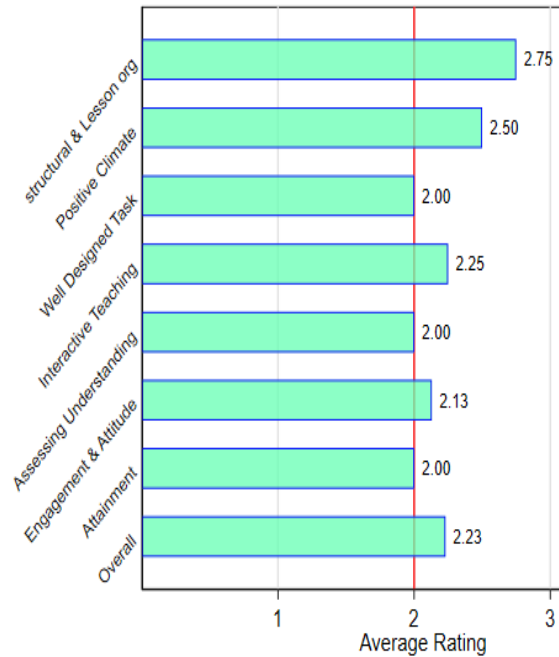
Rating: 2.33
Satisfactory

Comment:

English

Teachers had their lesson plans and taught with them with various stages of lessons clearly defined and well developed. A friendly atmosphere was also created for all to enable them learn without intimidating or gender bias. However, whilst some teachers provided task that were challenging to most learners, others never provided and task for learners to attempt.

Furthermore, even for those that administered the task, the exercise came late in the lesson thus only a few of the learners were able to successfully complete the task

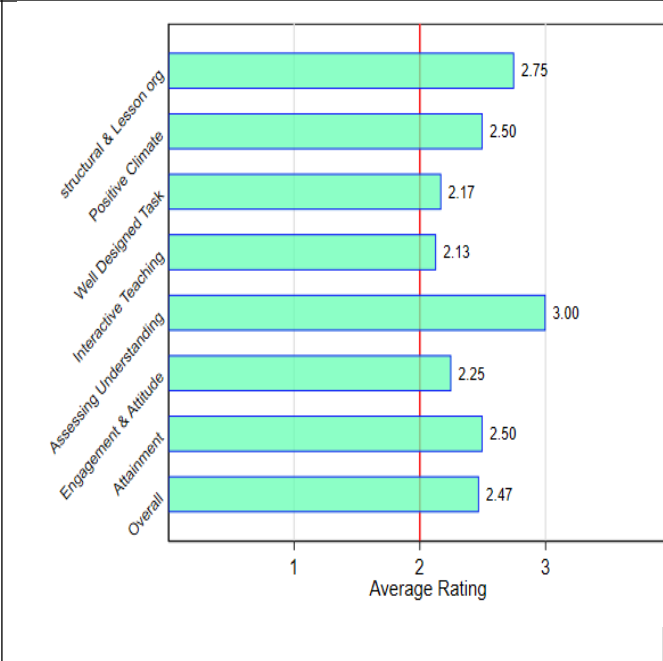


Mathematics

Lesson plans were available, detailed and up to-date with various stages of lessons being largely coherent. Learners' understanding of lessons were monitored by the use of both oral and written questions with prompt feedback by teachers.

That notwithstanding, teachers did not model their teaching and nor did they link their lessons to real- life and culturally relevant examples. Furthermore, teachers did not ask open-ended questions.

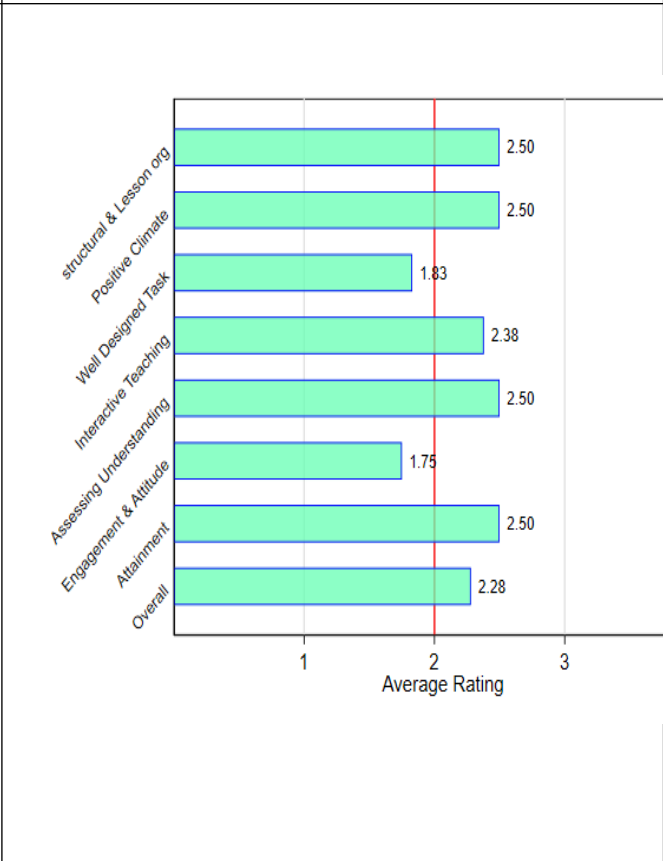
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Science

Teachers had their lesson plans available on official format and were up to-date with various stages of lessons being largely coherent. Most learners were able to successfully complete their final assessment task because they were administered early enough before end of lessons.

Nonetheless, task provided for learners to assess their level of understanding during lessons were not challenging enough for most of them. Moreover, teachers did not ask open ended questions neither did they regularly prompt learners to keep them focused on task.



External Assessment Results

Rating: N/A **Comment: N/A**

The school at the time of the inspections was yet to present learners for the external assessment.	N/A
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For further details, reference Appendix 'A'

School Details

Region:	Ashanti	District:	Kumasi Metro	Circuit:	Patasi
School's Name:	Suntreso-Patasi M/A Primary/KG School		GPS:	AK-127-4923	
Head teacher's Name:	Nana Yaa Addo				
Head teacher's Email:	N/A		Phone:	0548 059 219	
School's Postal Address	Box 3226, Kumasi				
Enrolment Details	No. of Boys:	No. of Girls:	Totals:		
<i>(Total no. of learners in the school)</i>	28	42	70		
<i>Total no. present on day of inspection</i>	28	42	70		

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.

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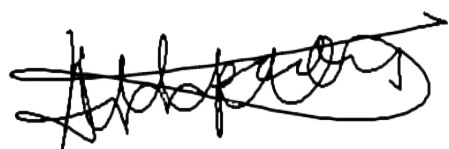
**National Inspectorate Board (NIB)
Ministry of Education**

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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 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	UNSATISFACTORY

		(2)	Y (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