



National Schools Inspectorate Authority

Enforcing Standards, Ensuring Quality

NKONYA NTUMDA E/P PRIMARY SCHOOL

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):

09/06/2021

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

SATISFACTORY	2.52
Unsatisfactory	1.88
Good	3.16

Summary of Key Findings for this School

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

- The headteacher and senior leadership team demonstrated capacity to improve the teaching and learning outcomes and evaluated all the teachers once during the school year
- Similarly, the headteacher had productive relationships with the parents/ Parent-Teacher Association (PTA) and regularly reported to parents on learner attainment and progress
- The school was on the National School Feeding program with all the caterers having valid Food Handlers Test certificate and wearing uniforms but had no store room to keep food items
- The teachers created positive climate by demonstrating approximately high expectations of most learners' behaviour but some failed to prepare their lesson plans

The school has the following strengths

- Learners were served hot balanced meals in properly washed, rinsed, and dried utensils under the National School Feeding program with all the caterers having valid Food Handlers Test certificate and wearing uniforms
- The teachers used oral and written questions to assess learners' understanding and always gave prompt feedback to guide their own learning
- Similarly, the teachers demonstrated mastery over the indicators taught with clear explanations using the correct vocabulary and terminology

What does the school need to do to improve further?

- The school leadership team must develop a clearly documented inspiring vision aimed at improving the learning outcomes for learners and share with all relevant stakeholders
- The headteacher and senior leadership team must regularly organise in-service training programs for teachers in the school using the information gathered on school's performance and quality of teaching
- Also, the school must provide an office for the headteacher, staff common room for the teachers, a store and a general office that are appropriately furnished

- Similarly, the school must provide enough accommodation for teachers and be accessible to all of them
- Again, the school must be provided with a computer laboratory, computers, library, and desks to ensure effective teaching and learning
- The headteacher and school leadership team must request for more teachers to be posted to the school as well as 2 additional classrooms to abolish the multi-grade system of teaching being practised in the school
- Additionally, they must be provided with toilet and urinary facilities for both staff and learners to use
- The headteacher must ensure teachers prepare their lesson plans with up-to-date information that covered the relevant subtopics to be taught

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 both 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. Fianyehia Emmanuel Kwasi (Lead Inspector)
2. Mortey John (Team Inspector)

Full Report

Information about the School

Nkonya Ntumda E.P. Primary School located in the Biakoye district in the Oti Region of Ghana started in 1943 at Nkonya-Tepo by the E.P. Church. When the Ewe Presbyterian and Ghana Presbyterian separated, the school collapsed at Tepo. It was however re-established in Nkonya-Ntumda in the Roman Catholic Chapel.

The school then moved from the Roman Catholic Chapel to its permanent site owned by the E.P Church at Ntumda in 1947.

Currently, the school is headed by Madam Aglubi Grace and has total enrollment of 190 learners, comprising of 99 boys and 91 girls with a teaching staff strength of 5, made up of 2 males and 3 females.

Inspection Judgements

School Leadership Plus

Rating: 1.88

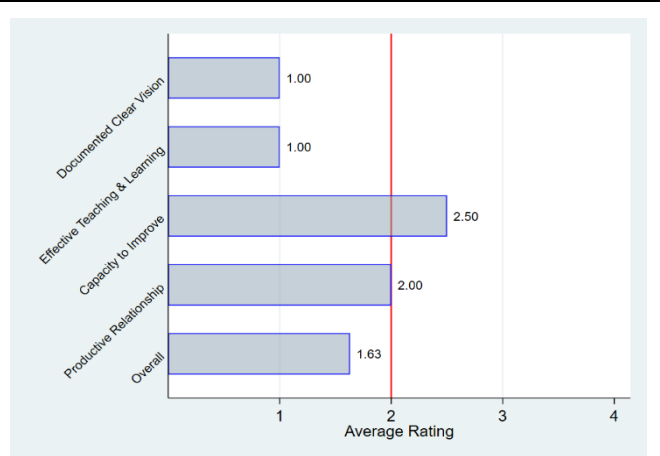
Comment: Unsatisfactory

School Leadership

The headteacher and senior leadership team demonstrated capacity to improve the teaching and learning outcomes and evaluated all the teachers once during the school year.

Similarly, the headteacher had productive relationships with the parents/PTA and regularly reported to parents on learner attainment and progress.

However, the leadership team had no vision on how to improve the school neither did they have a plan to follow to support teaching and learning in the school.



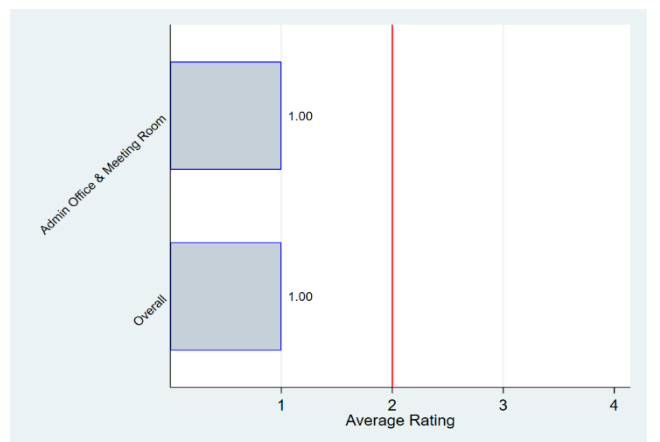
Infrastructure

The school building was not concrete structure but a pavilion.

The school also had no desks available for learners to sit on. Similarly, there were no ICT laboratory, computers and library for learners to use.

Additionally, the school had no accommodation for teachers

Again, the school practiced the multi-grade system of teaching due to lack of teachers and two classes not having classrooms



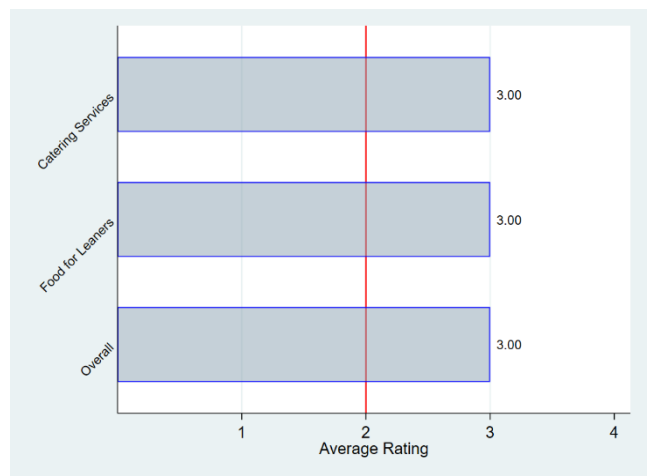
See Appendix A

Food Safety

Learners were served hot balanced meals in properly washed, rinsed, and dried utensils under the National School Feeding program with all the caterers having valid Food Handlers Test certificate and wearing uniforms.

However, the food was prepared outside the school because there was no canteen and learners also ate in their classrooms or open spaces because the school had no dining hall. Furthermore, the school had no store to keep the food items.

See Appendix A



APPENDIX A: Infrastructure and Food Safety

Summary Statistics

School structure	
Available canteen/dining hall	NO
Learner fed by school	YES
Free range vendors in school	NO
Number of classrooms	6
Number of class without classroom	2
Average class size	32
Number of computers	-
Desk available	0
Teacher accommodation available	1
Desk to learner RATIO	0:1
Computer to learner RATIO <i>N=35 class size</i>	0:1
Accommodation to teacher RATIO	0:1
Learner to teacher RATIO	38:1



Lesson Observation

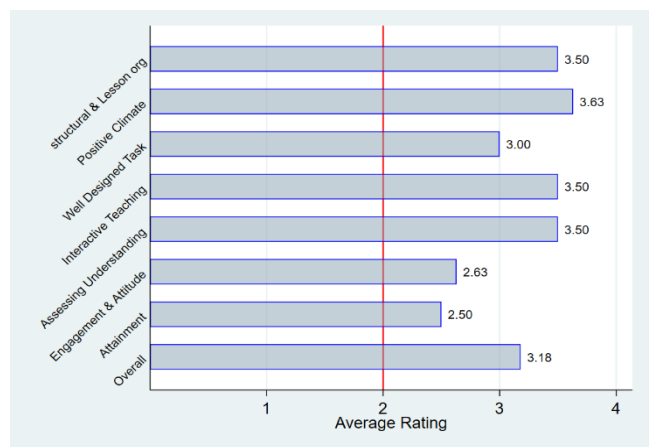
Rating: 3.16

Comment: Good

English

Lesson plans were available with up-to-date information which partially covered the relevant subtopics. Also, the teachers demonstrated approximately high expectations of most learners' behaviour.

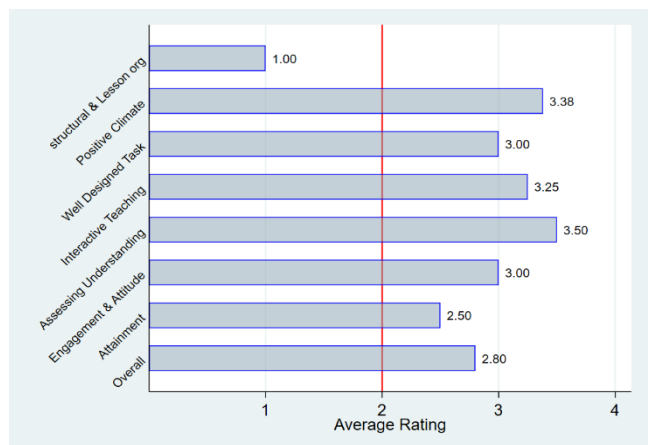
However, some learners who participated in the lessons and asked open-ended questions, were answered superficially by the teachers. As a result, only few learners were able to complete the tasks assigned them.



Mathematics

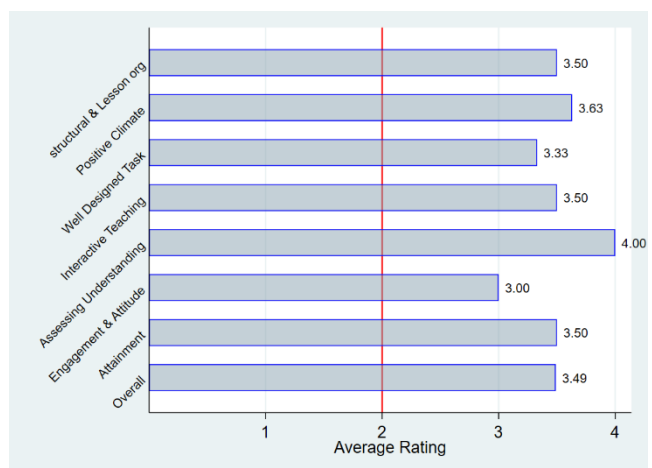
The teachers provided tasks that challenged most of the learners and in assessing learners' understanding, the teachers used oral and written questions and sometimes gave prompt feedback to guide their own learning.

However, only few learners completed the tasks assigned them and the teachers loosely taught lessons because there were no lesson plans available.



Science

In assessing learners' understanding, the teachers used oral and written questions and always gave prompt feedback to guide their own learning. The teachers demonstrated mastery over the indicators taught with clear explanations using the correct vocabulary and terminology. Similarly, most learners who volunteered to participate in the lessons, asked open-ended questions and were answered in a meaningful way by the teachers. As a result, most of the learners completed the tasks assigned them.



School Details

SECTION 1 – SCHOOL INFORMATION			
Region: Oti	District: Biakoye		Circuit: Nkonya Central
EMIS code: 115060021	Term/Semester: 2	Week: 6	Academic Year: 2021
Number of learners enrolled in the school	Boys: 99	Girls: 91	Total: 190
Number of Teaching Staff	Males: 2	Females: 3	Total: 5
Number of Non-Teaching Staff:	Males: 0	Females: 0	Total: 0
Number of toilet facilities in the school	Male/Boys: 0	Female/Girls: 0	Total: 0
SECTION 2 – HEAD TEACHER’S INFORMATION			
Head teacher’s name:	Aglubi Grace		
Head teacher’s email:	sitsob@gmail.com	Phone Number:	0543970187

The National Schools Inspectorate Authority (NaSIA)

Ministry of Education

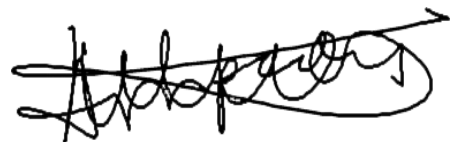
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Approved and Signed



HAGGAR HILDA AMPADU, PhD

INSPECTOR GENERAL OF SCHOOLS

