



# NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

## OBO ANGLICAN KG/PRIMARY 'A' & 'B' EXPERIMENTAL JHS

### 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 made their evaluations using a four-point scale:

#### Key to Ratings

<b>Outstanding</b>	3.50 – 4.00	Exceptionally high quality, exceeding the level at which every school in Ghana is expected to perform.
<b>Good</b>	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.
<b>Satisfactory</b>	2.00 – 2.99	The minimum level of performance for schools in Ghana. Every school's performance should reach or exceed this level.
<b>Unsatisfactory</b>	1.00 – 1.99	Not at an acceptable level for schools in Ghana.

Inspection date(s):

27/11/2019

### OVERALL QUALITY RATING OF THIS INSPECTION:

**SATISFACTORY 2.83**

School Leadership:

**Good 3.25**

Lesson Observation:

**Good 3.24**

External Assessment Results:

**Satisfactory 2.00**

## Summary of Key Findings for this School

### The school's overall rating is SATISFACTORY because

- The school leadership in general was good. They had a clear vision for the school aimed at improving learning outcomes for learners which was known to most of the stakeholders of the school's community.
- Learners' attitudes, engagements and attainment in English lesson were very low.
- Teacher preparedness in English and Science was not encouraging. However, the teaching was very interactive.
- The school was rated satisfactory in English, unsatisfactory in Mathematics and good in Science.

### The school has the following strengths

- The school leadership was good and had the capacity to improve teaching and learning.
- The regularity and punctuality of the teachers were highly encouraging.
- Teaching of Science and Mathematics was good.
- The SMC and PTA were very active.

### What does the school need to do to improve further

The school leadership should:

- Ensure that the vision and mission statements are documented and pasted on the walls.
- Encourage teachers to prepare their lesson plans up to date.
- Ensure that sit-in lesson observations are documented.
- Improve the external assessment results in Mathematics from unsatisfactory to good.

## 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. Agbessi John Kennedy (Lead inspector)
2. Aglago Emmanuella Grace (Team Inspector)

# Full Report

## Information about the School

The school was established by the Ghana Education Service in September 1939. It was located at Obo in the Kwahu South district in the Eastern region. The school started with twenty-eight pupils (28) from the K.G. the first head teacher was Mr. Quarcoo Edwin and two lady teachers at the K.G. School went through various reforms to the primary and the then middle school.

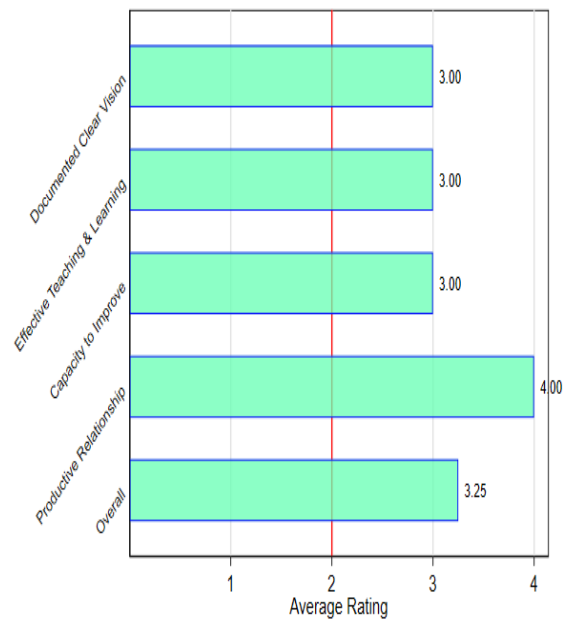
# Inspection Judgements

## School Leadership

Rating: 3.25

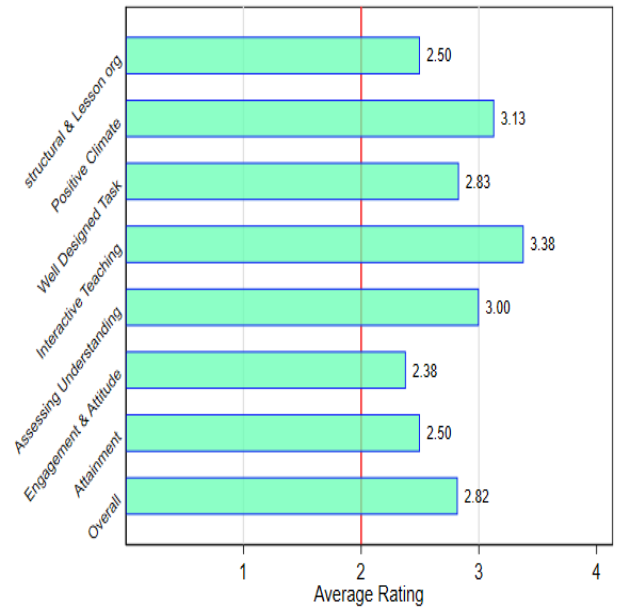
Comment: Good

They had clear and inspiring vision and mission statements were pasted in the head teacher's office known to all stakeholders of the school's community and they committed resources to ensure its attainment. The leadership team had data about the school performance and quality of teaching which they used to organize in-service training programs twice a year for teachers. The leadership team systematically tracked learner's performance and had in place plans to improve learning. The School Management Committee (SMC) and Parents Teachers Association (PTA) were available, active and supportive. There was a productive relationship between parents and the leadership team but there was no proper documentation to support claim.



**English**

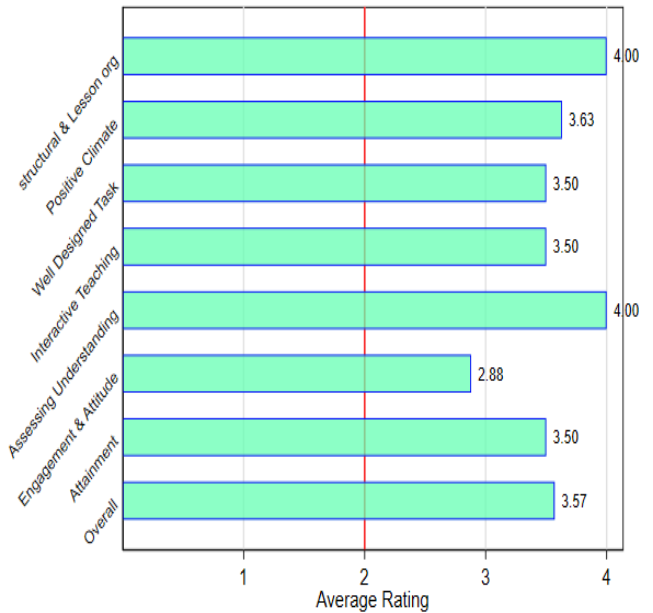
Most of the teachers provided safe learning environment for the learners. They demonstrated mastery over the subject matter, distributed questions equitably, fairly and encouraged learners to ask questions. They also checked for the level of learners understanding through oral and written questions. Majority of the learners were fully engaged in the lessons by answering questions and also worked collaboratively in their various groups. They were able to complete their tasks successfully on time. However, majority of the teachers taught without lesson plan.



**Mathematics**

All the teachers taught with detailed lesson plans and various stages of their lessons were clearly defined and developed at reasonable pace.

They created safe environment for their learners. They also provided well-designed tasks for the learners. They mostly assessed their learners' level of understanding through oral and written questions during lesson and gave prompt feedbacks. Almost all the learners completed their tasks successfully. However, majority of the learners asked few questions and showed interest during the lessons.



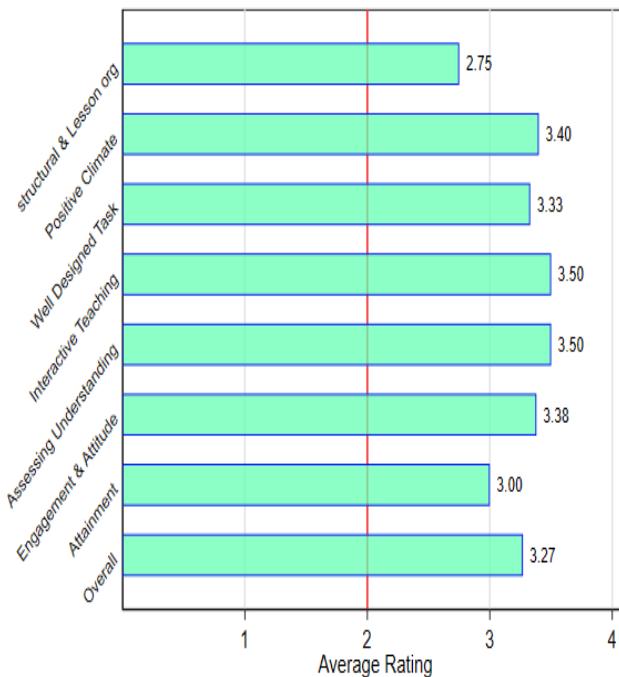
## Science

Most of the teachers created safe environment for learners by treating all learners equally irrespective of gender, class and ethnicity. They provided meaningful tasks which were challenging for most learners and gave regular prompts to keep them on tasks.

Almost all the teachers demonstrated mastery over the subject matter and made their teaching very interactive. They addressed learners' misconceptions using specific comments.

Most of the learners participated fully in the lessons by answering questions. They also worked collaboratively in their various groups and received feedbacks from both teachers and their peers. They completed their tasks successfully on time.

However, structural and lesson organization were just satisfactory.



## External Assessment Results

Rating: 2.00

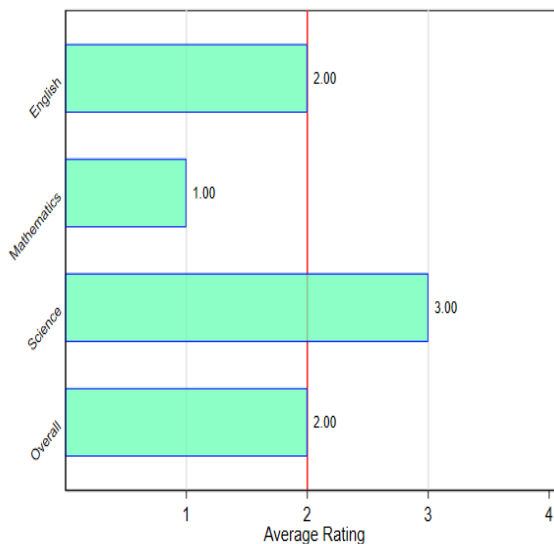
Comment: Satisfactory

The external assessment in general was rated satisfactory

The school was rated satisfactory in English because 100% of learners had grades 1 to 6 and 34% of learners had higher grades 1 to 3 in addition.

The school was rated unsatisfactory in Mathematics because 96% of learners had grades 1 to 6 and in addition 23% had higher grades 1 to 3.

The Science was rated good because 100% of learners had grades 1 to 6 and in addition 60% of learners had higher grades 1 to 3.



**For further details, refer to Appendix A**

## School Details

Region:	EASTERN	District:	KWAHU SOUTH	Circuit:	OBO CIRCUIT
School's Name:	OBO ANGLICAN KG/ PRIMARY 'A' & 'B' / EXPERIMENTAL JHS		Ghana Post Digital Address:	EI-0740-6828	
Head teacher's Name:	EMMANUEL KWAME SARPONG				
Head teacher's Email:				Phone :	0244826632
School's Postal Address	P.O. BOX 49 OBO KWAHU				
<b>Enrolment Details</b>	No. of Boys:	No. of Girls:	Totals:		
(Total no. of learners in the school)	238	230	468		
Total no. present on day of inspection	227	222	449		

Any complaints about this inspection or the report should be made to NIB via email at [inspections@inspectorateboard.gov.gh](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website at [www.inspectorateboard.gov.gh](http://www.inspectorateboard.gov.gh)

### 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)
<p>All (100%) learners had grades A1 to C6</p> <p>and</p> <p>Out of the total number of learners who had grades A1 to C6, <math>\geq 75\%</math> of them had grades A1 to B3 for the last 3 years</p>	<p><math>\geq 90\%</math> of learners had grades A1 to C6</p> <p>and</p> <p>Out of the total number of learners who had grades A1 to C6, <math>\geq 50\%</math> of them had grades A1 to B3 for the last 3 years</p>	<p><math>\geq 60\%</math> of learners had grades A1 to C6</p> <p>and</p> <p>Out of the total number of learners who had grades A1 to C6, <math>\geq 25\%</math> had grades A1 to B3 for the last 3 years</p>	<p>Less than 60% of learners had grades A1 to C6</p> <p>or</p> <p>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</p>
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, <math>\geq 75\%</math> of them had grades 1 to 3 for the last 3 years</p>	<p><math>\geq 90\%</math> 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, <math>\geq 50\%</math> of them had grades 1 to 3 for the last 3 years</p>	<p><math>\geq 60\%</math> 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, <math>\geq 25\%</math> 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>