



**National Schools Inspectorate Authority**

Enforcing Standards, Ensuring Quality

**OFOASE KOKOBIN R/C 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
<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 a 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):**

01/06/2021

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

<b>SATISFACTORY</b>	<b>2.21</b>
Unsatisfactory	1.65
Satisfactory	2.76

## Summary of Key Findings for this School

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

- The headteacher and senior leadership team had a documented vision for the school which aimed at improving learning outcomes even though was known to a few stakeholders.
- The school leadership had a productive relationship with the SMC and PTA with the PTA supporting the plastering of the school building.
- In addition, teachers' lesson delivery included group work which enabled learners to collaborate and participate actively and share ideas.
- Teachers used appropriate Teaching and Learning Resources during lesson delivery which made learners understand the concepts better.
- Again most teachers adopted learner-centered approaches in lesson delivery which made learners actively participate in the lessons

### The school has the following strengths

- Teachers used appropriate Teaching and Learning Resources in their lesson delivery.
- Teachers adopted group work as part of their lesson delivery and this enabled learners to actively collaborate, participate and share ideas.
- The school and its surroundings were neatly kept.
- Teachers used learner-centered approaches in the delivery of their lessons which led to the active participation of learners in the lesson they were regular and punctual to school.

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

- The school leadership should ensure that the school's vision is shared among all stakeholders of the school
- The school leadership should ensure that all school records are properly documented and kept.
- The headteacher should conduct regular sit-in lesson observations and keep records on them to be used for in-service training for teachers.
- The school leadership should constitute an active School Management Committee for the school to collaborate and improve teaching and learning in the school.

## 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 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](mailto:inspections@nasia.gov.gh) or phone on **0302782318, 0302907589 or 0545732688**

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### Inspection Panel

1. Augustine Kyeremeh (Team Lead)
2. Joseph Yaw Osei (Team Inspector)

## **Full Report**

### **Information about the School**

Ofoase Kokoben R/C KG and Primary School is a public basic school established in 1951 by the Catholic Educational Unit. It is situated at Ofoase Kokoben in the Bekwai Municipality of the Ashanti region and is located within Anweankwanta Educational Circuit.

The school currently has a learner population of 412, consisting of 210 boys and 202 girls. It is made up of 2 departments, KG and Primary, and has a staff strength of 14, made up of 2 males and 12 females.

Currently, the school is headed by Ms. Elizabeth Amoako, who is supported by the chairpersons of the SMC and PTA to constitute the school leadership. In total, the school has 14 teaching staff.

The school currently benefits from the government-sponsored School Feeding programme and occasionally receives support from the Municipal Education directorate on how to develop and improve the school.

# Inspection Judgements

## School Leadership Plus

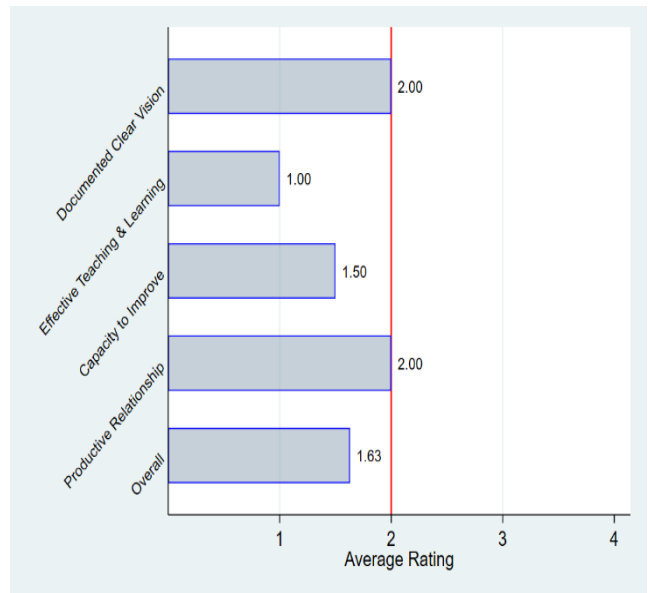
Rating: 1.65

Comment: Unsatisfactory

### School Leadership

The headteacher and senior leadership team had a vision for the school aimed at improving learning outcomes but was known to only a few of the school community members.

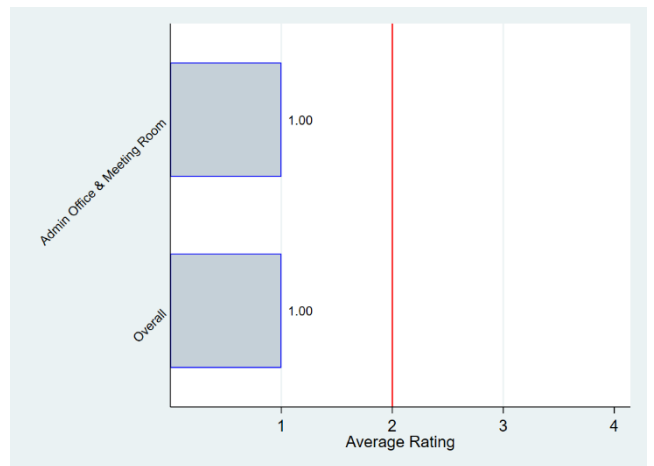
Even though the school had a working relationship with the SMC and PTA, there was no documented plan to improve teaching and learning and they rarely evaluated the teachers in the school.



### Infrastructure

Even though there was the headteacher's office which served as the administration, the school does not have a library and there are no computers nor a computer laboratory.

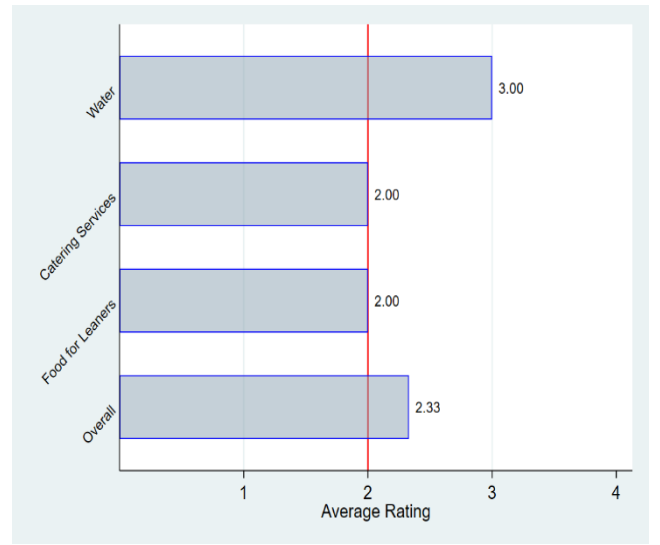
Also, there were fewer desks for learners with a ratio of 0.8:1. Likewise, there was no accommodation for teachers in the school.



### Food Safety

The school had a borehole for learners to use and water was stored in hygienic tanks for emergencies.

In addition, the school had a designated storeroom where food items were stored under hygienic conditions, and learners were served hot balanced meals at a designated area. Majority of the caterers had valid Food Handlers Test certificates and wore uniforms.



## APPENDIX A: Infrastructure and Food Safety

### Summary Statistics

School structure	Cement block
Available canteen/dining hall	no
Learner fed by school	yes
Free range vendors in school	no
Number of classrooms	9
Number of class without classroom	0
Average class size	46
Number of computers	-
Desk available	344
Teacher accommodation available	0
Desk to learner RATIO	0.8:1
Computer to learner RATIO	na
Accommodation to teacher RATIO	0:1
Learner to teacher RATIO	29:1



## Lesson Observation

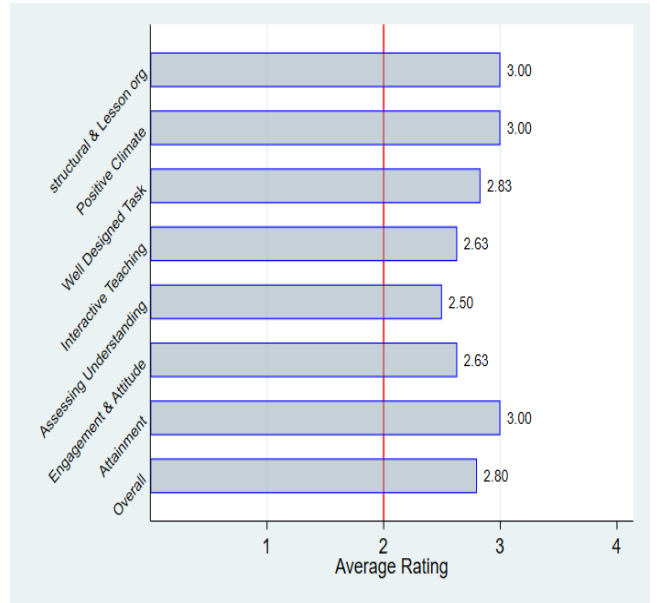
Rating: 2.76

Comment: Satisfactory

### English

Majority of learners were able to complete teachers' assigned tasks before the end of the lessons because the tasks were assigned to learners in good time within the lesson duration. In addition, teachers created a positive climate in the lessons observed by demonstrating high expectations of learners' behaviour while equal opportunities were given to both boys and girls to participate in the lessons.

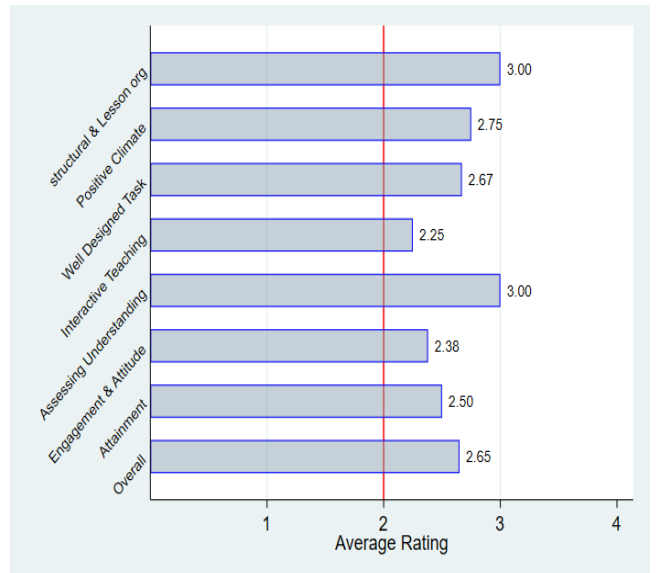
However, teachers did not effectively probe for learners' understanding during lesson delivery.



### Mathematics

Majority of teachers used oral and written questions to probe learners' understanding of the lessons and encouraged feedback from learners to guide their learning. Again, teachers used prepared lesson plans drawn from the new curriculum to provide relevant information that covered relevant indicators in their lesson delivery.

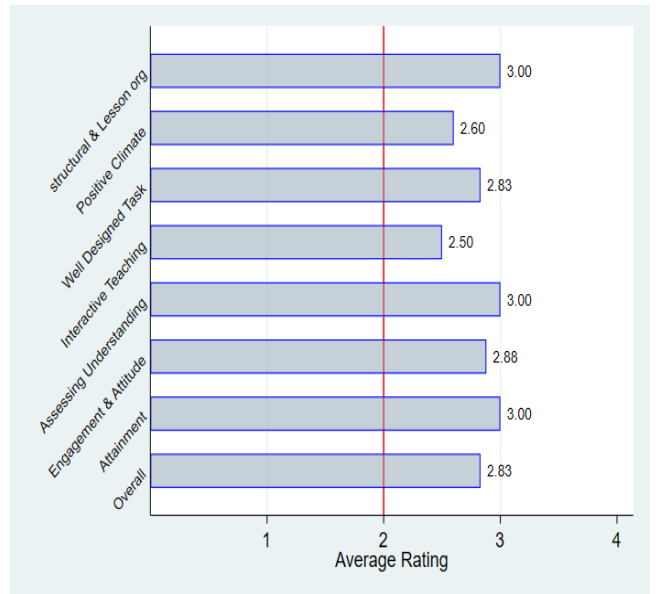
However, linkage of lessons to learners' daily lifestyles was not given much prominence while learners could not ask questions during the lesson delivery.



## Science

Majority of teachers used lesson plans which followed the acceptable format and contained information relevant to the lessons taught. Again, most learners were able to complete the tasks assigned by teachers before the end of the lesson as the tasks were assigned within the scheduled lesson duration.

However, teachers only provided some form of scaffolding that supported the learning of some learners.



## School Details

SECTION 1 – SCHOOL INFORMATION			
<b>Region:</b> Ashanti	<b>District:</b> Bekwai Municipal		<b>Circuit:</b> Anwiankwanta
<b>EMIS code:</b> 101070140	<b>Term/Semester:</b> Second	<b>Week:</b> 5	<b>Academic Year:</b> 2021
<b>Number of learners enrolled in the school</b>	<b>Boys:</b> 210	<b>Girls:</b> 202	<b>Total:</b> 412
<b>Number of Teaching Staff</b>	<b>Males:</b> 2	<b>Females:</b> 12	<b>Total:</b> 14
<b>Number of Non-Teaching Staff:</b>	<b>Males:</b> 0	<b>Females:</b> 0	<b>Total:</b> 0
<b>Number of toilet facilities in the school</b>	<b>Male/Boys:</b> 0	<b>Female/Girls:</b> 0	<b>Total:</b> 0
SECTION 2 – HEAD TEACHER’S INFORMATION			
<b>Head teacher’s name:</b>	Elizabeth Amoako		
<b>Head teacher’s email:</b>	<a href="mailto:elizabethamoako244@gmail.com">elizabethamoako244@gmail.com</a>	<b>Phone Number:</b>	0244086817

**The National Schools Inspectorate Authority (NaSIA)**

**Ministry of Education**

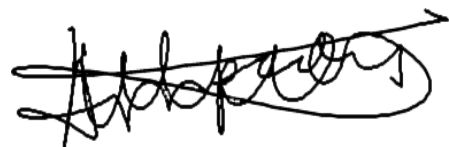
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Approved and Signed



**HAGGAR HILDA AMPADU (PhD)**

**INSPECTOR GENERAL OF SCHOOLS**