



NATIONAL INSPECTORATE BOARD

Enforcing standards, ensuring quality

SERWAA NYARKO GIRLS' SENIOR HIGH 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):

26/02/2020

OVERALL QUALITY RATING OF THIS INSPECTION:

UNSATISFACTORY 1.78

School Leadership:

Satisfactory 2.38

Lesson Observation:

Unsatisfactory 1.95

Summary of Key Findings for this School

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

- The school had no Board of Governors to take major decisions affecting the school, thus making school leadership handicapped
- Leadership had no documented plan they followed to improve on teaching and learning activities
- Most teachers did not teach with prepared lesson notes
- Teaching of science was very theoretical and teacher centered
- The average BECE results for the 3-years (2016 to 2018) under review was Unsatisfactory for all the 3 subjects (English language, Mathematics and Science)

The school has the following strengths

- School leadership had boldly displayed the school's vision statement at the entrance of the school
- Teaching of English language was commendable
- The Parent Teacher Association (PTA) had very cordial relationship with school leadership and was helping in infrastructural development.
- Teachers demonstrated mastery over the indicators they taught.

What does the school need to do to improve further?

- Teachers must have their lesson notes and teach with them during lessons delivery.
- Teaching should be learner centered and activity based.
- Inauguration of the new Board of Governors should be given the needed attention.
- Executives of PTA should encourage its members to help their wards come to school on time.

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

Serwaa Nyarko Girls' Senior High School was established in October, 2004. The school derived its name from the late Asante Queen Mother, Nana Serwaa Nyarko after deliberations with Asantehene, Otumfuo Osei Tutu II. The school was one of the outstanding schools in the Ashanti Region. The school had a student population of 1891, with ninety-eight (98) teachers and forty-six (46) non-teaching staff.

The school operates under the advisory guidance of the Board of Governors whose membership is made up of various people with relevant professional expertise necessary for the management of an educational institution.

The vision of the school is to provide Holistic and Quality Education meant to train Girls to be God fearing and morally upright, imbued with self-confidence to enable them be useful to themselves and the nation at large.

The is;

- Creating the conducive environment for the spiritual and moral development of each girl.
- Provision of relevant inputs that will enhance teaching and learning to attain the highest academic standard.
- To ensure that students comply with school rules and regulations to develop in each girl the quality of creative thinking which will enable her adjust to demands of current and fast changing world system.

MOTTO OF THE SCHOOL: "ADWUMADEN WIE NKONIMDIE"

SLOGAN: ROYAL LADIES: WE CARE.

Inspection Judgements

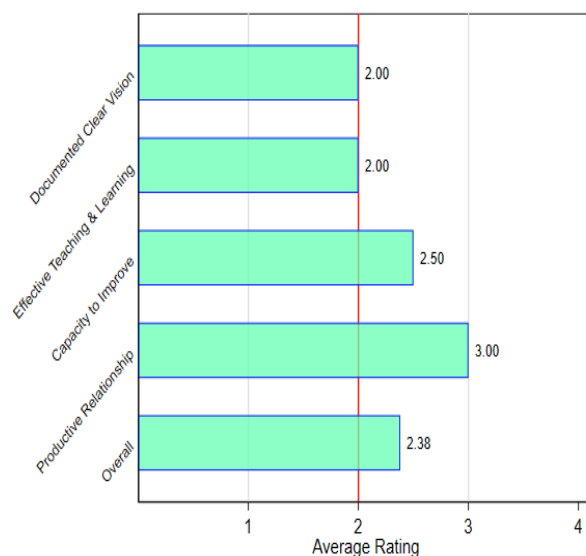
School Leadership

Rating: 2.38
Satisfactory

Comment:

School leadership had very fruitful relationship with the Parent Teacher Association (PTA). This is evident in the building of a dormitory and an infirmary. PTA had recruited personnel for security and infirmary and paid them. They also instituted an award scheme for hard working staff. Leadership had some records on staff monitoring from lesson observations.

The above notwithstanding, Leadership was yet to review the vision statement inherited and effectively communicate to new members of staff and PTA. The reconstituted Board of Governors was yet to be inaugurated. This rendered major decision taking impossible.



Lesson Observation

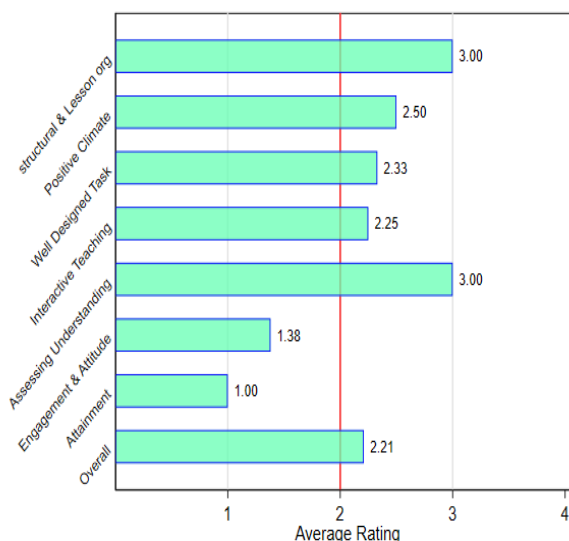
Rating: 1.95
Unsatisfactory

Comment:

English

Teachers had written their lesson notes and taught with them. Various stages of lessons were clearly defined and well developed. Learners understanding of topics being taught was monitored by teachers with the use of both written and open-ended questions and prompt feedback was given.

Nonetheless, learners seldom asked questions during lessons and teachers did not also include group work in lessons. Moreover, some teachers did not provide any final assessment task for learners and for those who did, tasks were administered so late that only few learners were able to complete successfully.

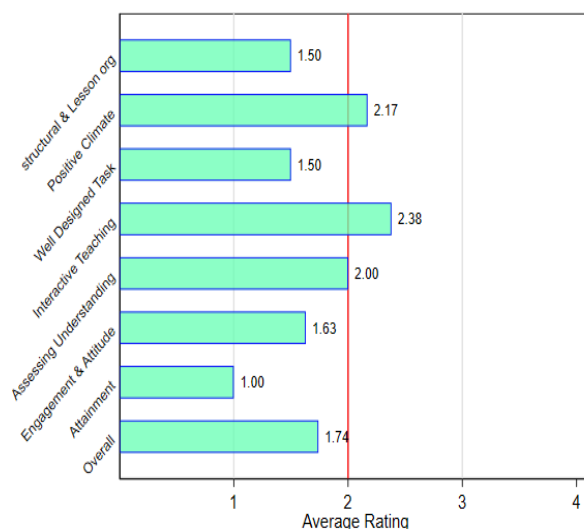


Mathematics

Teachers had mastery over subject matter, giving clear explanations and relevant examples and addressing the misunderstandings of learners. They also created friendly atmospheres for all to learn unhindered.

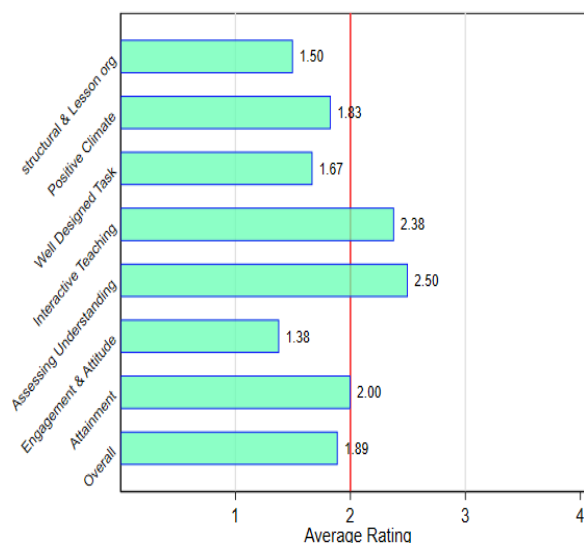
Nevertheless, most teachers did not have their Lesson notes available and lessons were loosely structured. Furthermore, as some teachers did not provide any final assessment task

for learners to attempt, others did, but administered attainment task so late that most of the learners could not complete the task.



Science

Teachers showed mastery over the subject matter, addressed learners understanding with clear explanations and examples using correct vocabulary and terminologies. They also monitored the understanding of learners using mostly oral questions during lessons. However, most teachers did not have their lesson notes available thus lessons were generally not coherent. Additionally, they did not encourage group work for learners to share ideas and learners also did not ask questions throughout lessons.

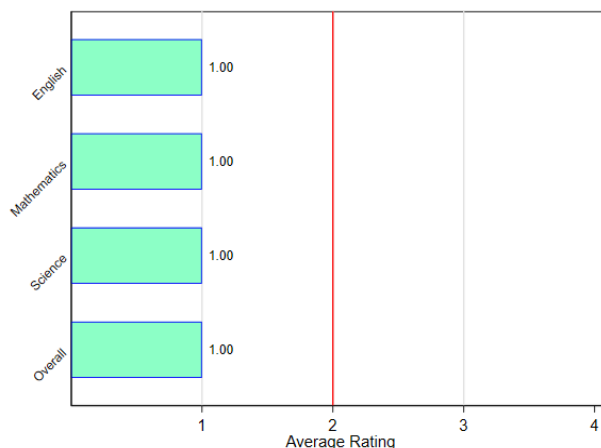


External Assessment Results

Rating: 1.00
Unsatisfactory

Comment:

Out of the 71% of learners that had grades 1 to 6 in English, only 19% had grades 1 to 3. Similarly, of the 25% that had grades 1 to 6, in Mathematics, just 21% had grades 1 to 3. Additionally, for the 47% of learners that had grades 1 to 6 in Science, only 19% had grades 1 to 3.



For further details, reference Appendix 'A'

School Details

Region:	Ashanti	District:	Kumasi Metro	Circuit:	Dichemso
School's Name:	Serwaa Nyarko Girls' Senior High School			Ghana Post Digital Address:	AK-002-7529
Head teacher's Name:	Rosina Turkson				
Head teacher's Email:	Rosinaturkson60a2gmail.com			Phone:	0208199706
School's Postal Address	Box NT 1, New Tafo, Kumasi				
Enrolment Details	No. of Boys:	No. of Girls:	Totals:		
<i>(Total no. of learners in the school)</i>	N/A	1891	1891		
<i>Total no. present on day of inspection</i>	N/A	1565	1565		

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

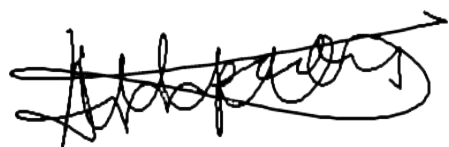
National Inspectorate Board (NIB)
Ministry of Education

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)
All (100%) learners had grades 1 to 6 and 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	≥90% of learners had grades 1 to 6 and 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	≥60% of learners had grades 1 to 6 and Out of the total number of learners who had grades 1 to 6, ≥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