

# Kodeni School Report – End of year 2023/24



**In 100 words, what is the school's vision?**

**Our vision:**

- School is a means of sharing God's love around us.
- School is a channel to lead the child to integral salvation (body, soul and Spirit.)

And to achieve this, we have as our Objective: To transmit to the child an intellectual, physical, social and spiritual education allowing him to be balanced in society, but also to have an intimate relationship with his GOD.

**In short, give us information about the school.**

**Where is it located:**

The Excellence Evangelical Private Primary School in Sabaribougou is located in Burkina Faso, Bobo-Dioulasso. Arrondissement N°6 in an undeveloped district of sector 28 called "SABARIBOUGOU"

**How many children attend?**

| CP1 |    |    | CP2 |    |    | CE1 |    |    | CE2 |    |    | CM1 |    |    | CM2 |    |    |
|-----|----|----|-----|----|----|-----|----|----|-----|----|----|-----|----|----|-----|----|----|
| B   | G  | T  | B   | G  | T  | B   | G  | T  | B   | G  | T  | B   | G  | T  | B   | G  | T  |
| 31  | 19 | 50 | 26  | 24 | 50 | 26  | 24 | 50 | 25  | 24 | 49 | 19  | 31 | 50 | 24  | 26 | 50 |

Total: 299 students, including 151 boys and 148 girls.

**Do you have specialized staff?**

Yes, all teachers have their teaching diploma. Not to mention the in-service training of teachers every year.

**How many buildings do you have?** We have 4 buildings.

**What are they used for?** Two (2) of these buildings are used as classrooms. One (1) serves as accommodation for the management and one (1) serves as a meeting place (worship – conference – or any other activity)

**What other areas or spaces do you use and what are they for?** We have an undeveloped field for sports

**Do you welcome children before and after school?** Yes

**Do you work with community groups?** No

**Self-evaluation**

|                             |                             |                            |                             |
|-----------------------------|-----------------------------|----------------------------|-----------------------------|
| Quality of education        | Behaviour and attitudes     | Personal development       | Leadership and management   |
| Good, but Needs Improvement | Good, but Needs Improvement | Good but Needs Improvement | Good, but Needs Improvement |

**Data Summary**

Regarding the quality of education, behaviour and attitudes, personal development as well as leadership and management we think that all of this is "Good" but "Needs Improvement"

What is your latest data?

| Classes      | Actual |    |    | Composed |    |    | Have the Average |    |    | Success rate |        |      | Strong Avg. | Low Avg. | Avg. Class |
|--------------|--------|----|----|----------|----|----|------------------|----|----|--------------|--------|------|-------------|----------|------------|
|              | G      | F  | T  | G        | F  | T  | G                | F  | T  | G            | F      | T    |             |          |            |
| CP1          | 31     | 19 | 50 | 31       | 19 | 50 | 30               | 19 | 49 | 96,17        | 100%   | 98%  | 8,81        | 4,62     | 6,71       |
| CP2          | 26     | 24 | 50 | 26       | 24 | 50 | 24               | 24 | 48 | 92,30%       | 100%   | 96%  | 9,4         | 4,18     | 6,79       |
| CE1          | 26     | 24 | 50 | 26       | 24 | 50 | 22               | 21 | 43 | 84,62%       | 87,5   | 96%  | 9,39        | 3,23     | 6,31       |
| Third grade  | 25     | 24 | 49 | 25       | 24 | 49 | 22               | 23 | 45 | 88%          | 95,23% | 90%  | 9,08        | 4,59     | 6,83       |
| Fourth grade | 19     | 31 | 50 | 19       | 31 | 50 | 19               | 26 | 45 | 100%         | 83,87% | 90%  | 8,35        | 4,02     | 6,18       |
| Fifth grade  | 24     | 26 | 50 | 24       | 26 | 50 | 24               | 26 | 50 | 100%         | 100%   | 100% | 9,15        | 5,06     | 7,10       |

**Can you briefly explain what this means?** In view of these results we conclude that the level of the school is good.  
**Do most children realize what they should?** Yes, at least 80% of students manage to achieve what they should do.

**What is being put in place to help those who do not comply with the standards?** We always organize tutoring classes, tutoring classes and extension activities.

**Inspections**

|                                |  |
|--------------------------------|--|
| <b>Date of last inspection</b> | 02 June 2024   |
|                                | <b>What are the results of your last inspection? The results are acceptable.</b> The inspectorate appreciated the quality of the work. |

## Our vision for the whole-school curriculum

| INTENTION  | IMPLEMENTATION   | IMPACT   |
|--|--|--|
| <p><b>What do you want children to accomplish when they leave school?</b></p> <p>Rep: As educators we want our children after school to be able to realize themselves, to be able to apply the teachings they have received</p>        | <p>What are you going to put in place as a school to achieve your intention?</p> <p>Rep:</p> <ol style="list-style-type: none"> <li>1. We will first teach by example, that is, be models ourselves</li> <li>2. Then we will instill these values in them through civic and religious education.</li> <li>3. Finally, we will ask for reception centres for professional training</li> </ol> | <p>If you succeed with your intent and implementation, what will it look like?</p> <p>Rep: Total Success</p> |
| <p><b>What kind of people do you want them to be?</b></p> <p>We want them to be well-rounded men and women. That is, people who are useful to themselves, their families, the church and the for society as a whole</p>                |  |  |
| <p><b>What attributes do you intend to give them for the next stage of their lives and to be a Burkinabe citizen?</b></p> <p>As Attributes we intend to give them: integrity; the audacity, courage and qualities of good workers.</p> |  |  |

## Intent of the Curriculum

Leaders adopt or build an ambitious program designed to give all students, especially disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.

### Barriers to learning

#### What are the barriers to children's learning? What will affect their learning?

Answer: The inadequacy of teaching materials (reading and arithmetic books), the lack of premises for study, the lack of follow-up by some parents.

#### How do you remedy this?

1) Provide sufficient teaching materials; 2) Provide sufficient premises; 3) Raising awareness among parents of pupils.

#### What do you need to do to continue to remove barriers for children?

First, we pray because the one who founded the school is able to remove obstacles. Secondly, we always submit grievances to the managers

The school's curriculum is coherently planned and sequenced based on sufficient knowledge and skills for learning and employment.

• **What do you do as a school to keep up to date with the latest teaching methods?**

Answer: the school participates in annual educational conferences and above all the teachers do refresher courses. It is connected to the basic constituency.

• **How do you choose what you teach?**

Answer: This is a program imposed by the Burkinabe state, except for the spiritual program which is developed by the school chaplain.

• **How is the program planned to prepare children for their future?**

Answer: it is planned according to the pedagogical level 1, 2, 3. That is to say, preparatory course, elementary course, intermediate course.

• **How could you improve what you're already doing?**

Answer: To improve, we plan to increase the number of teacher training sessions and implement improvement plans

• **How is the programme planned to support children with educational needs?**

Answer: In reality, the programme has not provided anything to support children with educational needs, but let us apply tutoring and group work

• **How can this be improved?**

Answer: Be much more attentive to them.

Learners study the full curriculum. To ensure this by teaching a full range of subjects for as long as possible, specialising only when necessary.

• **How do you ensure that all subjects are taught well?**

Answer: Through class visits and the daily visa of the preparation notebooks

• **How can this be improved?**

**Implementation of the curriculum**

**The implementation of the curriculum is GOOD with outstanding features.**

Teachers have a good knowledge of the subject(s) and the courses they are teaching.

○ **How do you ensure that teachers have a good knowledge of the subjects?**

Answer: Through their delivery, the results of the evaluations and the children's lesson books

○ **How do you monitor teachers?**

Answer: By making unannounced class visits

○ **What is being done to improve teachers' knowledge of the subjects?**

Answer: What is being put in place is training and retraining sessions for teachers.

○ **How can this be improved?**

Answer: We organize meetings to present model lessons.

Teachers present the subject clearly, encouraging appropriate discussion about the subject being taught. They systematically check students' understanding, accurately identify misconceptions, and provide clear and direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualized approaches.

○ **How do you access what children know?**

Answer: Through evaluations

○ **How do you provide feedback to children in order to develop their learning and understanding?**

Answer: Schedule additional sessions, check corrections to develop their learning and understanding.

○ **How can this be further developed?**

Answer: Encourage the most deserving teachers and students if possible

Teachers create a student-centred environment.

○ **How are classrooms set up to help children learn?**

Answer: The configuration is well suited.

○ **Do children have access to equipment to help them learn?**

Answer: Yes, but still in insufficient quantities.

○ **How can this be further improved?**

Answer: If possible, provide sufficient equipment.

A rigorous and sequential approach to the reading program develops students' fluency, confidence and enjoyment of reading. At all stages, reading scores are assessed and gaps are addressed quickly and effectively for all students. Reading books is closely related to the phonetic knowledge that students learn when they learn to read.

○ **How do you make sure that children read regularly?**

Answer: Through the use of the reading book provided by the government.

○ **How could this be improved?**

Answer: Provide each child with reading books. Create if possible a library adapted to their level and organize a reading contest

Answer: Multiply the number of class visits.

Impact on the curriculum

Students are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where appropriate, they acquire qualifications that allow them to travel to destinations that meet their interests and aspirations and the intent of their program of study. Students with SEND achieve the best possible results.

○ **How do you know that children are ready for their next step in education?**

Answer: Through the results of end-of-year evaluations and exams.

○ **How do you help prepare children for their next step in education?**

Answer: with practical advice.

○ **How can this be improved?**

Answer: It is also possible to improve this by organizing preparatory courses for the next steps.

Behaviour and attitudes

Behaviour and attitudes are GOOD with outstanding features

The school has high expectations for student behaviour and conduct. These expectations are generally understood and applied consistently and fairly. This is reflected in the positive behaviour of the students. Low-level disruption is not tolerated and student behaviour does not disrupt lessons or daily school life. Leaders help all staff manage student behaviour. Staff ensure that students follow proper routines.

- **What is the behaviour at school?**  
Answer: Behaviour is acceptable
- **How are disruptive children treated?**  
Answer: Generally, they are questioned and advised, then sanctioned if they reoffend according to the school's internal rules. We often call on parents
- **What is put in place to develop good behaviour?**  
Answer: Civic and Religious Education.
- **How can this be improved?**  
Answer: By organizing prayer sessions

- **What are children's attitudes towards learning?**  
Answer: They're good
- **Are they resilient? How?**  
Answer: Yes, by improving their behaviour
- **Could this be improved?**  
Answer: Yes, by creating honour rolls

The students have a high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, prompt and effective action. Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded students upon their return and effectively manages their behaviour. Permanent exclusions are used appropriately as a last resort.

- **What does attendance look like?**  
Answer: Good attendance - 98%
- **How is low attendance handled?**  
Answer: Raise awareness among parents, seek to understand the causes of low attendance in order to provide efficient solutions
- **Could this be improved?**  
Answer: RAS

Student-staff relationships reflect a positive and respectful culture; Students are safe and they feel safe.

- **What are the relationships between staff and students?**  
Answer: They have a good relationship.
- **How do you know?**  
Answer: Through the peace that reigns within the school.
- **Do students feel safe?**  
Answer: YES
- **How do you know?**  
Answer: By seeing the confidence they have in themselves.
- **Could this be improved?**  
Dir: RAS

## Personal development

### Personal development is GOOD with great features

The program extends to beyond education, vocational or technical training and provides for a broader development of students. The school's work to improve the spiritual, moral, social and cultural development of students is of high quality.

- **How school helps?**  
Answer: She makes the children proud of themselves
- **How does school help children to be proud of themselves?**  
Answer: By teaching them about personal development.
- **Does the school celebrate success? How?**  
Yes! The school celebrates success and rewards the best students each year
- **What does the school do beyond the classroom?**  
For the moment, we have socio-cultural activities outside of classrooms.
- **How does school help children to be tolerant and respectful towards those who are different from themselves?**  
Through civic and religious education courses.
- **Does the school help the community?**  
Yes! Through the drilling and the sports field.
- **How can this be improved?**  
By developing the sports field and fencing the area.

## Leadership and management

The leaders have a clear and ambitious vision to provide a high-quality education for all students. This is achieved through strong and shared values, policies and practices.

- **As a leader, how do you share your vision with your staff, students, and parents?**  
Answer: As a leader, I explain to staff, students and parents my vision for who and those of the leaders.
- **How do you ensure that the education provided is of high quality?**  
Answer: Student performance in harmonized assessments and end-of-year results. Can this be improved?

Dir: RAS

Leaders effectively engage with students and others in their community, including, where appropriate, parents, employers, and local services. Engagement opportunities are targeted and purposeful.

- **How do you engage with the community?**  
Answer: The school is committed to the community by participating in activities organized by the municipality.
- **Can this be improved?**  
Answer: Yes if we are given more resources.

Leaders engage with their staff and are aware of and take into account the key pressures on them. They are realistic and constructive in how they manage staff, including their workload.

○ **How do you make sure teachers are valued?**

Answer: Through the certificates of congratulations and encouragement addressed to certain teachers, the appreciations of parents and students.

○ **How do you hold teachers accountable?**

Answer: by verbal interpellations and by letters of explanation.

○ **Is the workload of teachers manageable?**

Answer: Yes! it is manageable.

○ **Can this be improved?**

Yes with more resources.

Those responsible for governance understand their role and carry it out effectively. Governors ensure that the school has a clear vision and strategy, that resources are well managed, and that leaders are held accountable for the quality of education.

○ **• To whom are the school leaders accountable?**

Answer: the foundation and the State.

○ **• How are school leaders monitored?**

Answer: Through visits and inspections by educational advisers, inspectors and the State.

## School Improvement Plan

**Look at your areas to develop, how are you going to develop them?**

Reponse:

- ✓ As areas to be developed, we see: the acquisition of adequate teaching equipment, the in-service training of teachers, the development of the sports field, and the fencing of the estate, not to mention the lighting of the school, which must always be improved.
- ✓ To develop them, we will approach the parents' office and or the foundation.

**Do you need finance to develop them? If you do, make it clear how much you need, what you'll use the money for, and how it will affect student outcomes.**

- ✓ **Partial answer:** We think that the school needs the finances to develop the areas mentioned above. The amount of funding is determined with the help of the foundation.

Done in Sabaribougou on July 15, 2024

The Director

FELIX DAKIO