The World Bank in collaboration with the Government of Ghana is implementing a five-year project titled the “Ghana Accountability for Learning Outcomes Project (GALOP)” targeting ten thousand (10,000) low or least performing public basic schools (Kindergarten, Primary, and Junior High Schools). The GALOP has the project development objective to improve the quality of education in low-performing basic education schools and strengthen education sector equity and accountability in Ghana.

The National Schools Inspectorate Authority (NaSIA) conducted these inspections with a sample of one thousand (1,000) schools in all sixteen (16) regions of Ghana to establish a baseline on teaching practices in the targeted schools, using the Part 'A' of NaSIA's Inspection Evaluation Framework (IEF). The Part 'A' sets out the evaluation that Inspectors will make during a school inspection about a school's performance. It focuses on three (3) areas namely School Leadership, Lesson observation, and External Assessment Results. However, additional two (2) areas were added to this Inspection, namely Infrastructure and Food Safety hence, the School Performance Plus Inspection.

**INTRODUCTION**

**GHANA SCHOOL PERFORMANCE PLUS INSPECTION AGGREGATE REPORT FOR 2021 ACADEMIC YEAR**

Figure 1: Key to Ratings
Schools are evaluated based on this four-point scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>3.50 - 4.00</td>
<td>Exceptionally high quality, exceeding the level at which every school in Ghana is expected to perform.</td>
</tr>
<tr>
<td>Good</td>
<td>3.00 - 3.49</td>
<td>The level at which every school in Ghana should perform. Achieving this level of performance should be a realistic goal for every school.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2.00 - 2.99</td>
<td>The minimum level of performance for schools in Ghana. Every school's performance should reach or exceed this level.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>1.00 - 1.99</td>
<td>Not at an acceptable level for schools in Ghana.</td>
</tr>
</tbody>
</table>

Figure 2: Distribution of Public Schools Inspected

TOTAL NUMBER OF PUBLIC SCHOOLS INSPECTED 1000
Overall, the quality of School Performance (teaching and learning) for the 1000 schools inspected was rated Unsatisfactory with an average score of 1.74 out of 4.00. Of the 1000 schools, 66.8% rated Unsatisfactory for School Leadership, Lesson observation and External assessment while 33.2% were rated Satisfactory, or Good, suggesting that the majority of the schools failed to meet the acceptable level of performance for teaching and learning.

The average School Leadership rating for all schools inspected was Unsatisfactory (1.77). Almost one-third of the schools inspected (32%) were rated Satisfactory, Good, or Outstanding for school leadership while two-third (68%) were rated Unsatisfactory, suggesting that majority of schools failed to meet the acceptable level of performance for school leadership.

The average rating for the indicator - 'Sets Clear and Inspiring School Vision' was Unsatisfactory (1.49), indicating that the school leadership mostly has no documented and shared vision on how to improve teaching and learning outcomes for learners. The indicator 'Provide Effective Leadership for Teaching and Learning' was rated Unsatisfactory (1.65) for all schools. The 'Capacity to Improve the School' indicator was rated Unsatisfactory (1.79) as well. The ability of leadership to have a Productive Relationship with Parents, SMC, and PTA was rated Satisfactory (2.14) (Figure 4.0).

Overall, 64.3% (643) of the schools inspected rated Unsatisfactory for Infrastructure and Food Safety combined. Of the total number of school 55.2% (552) Unsatisfactory for infrastructure and 44.1% rated Unsatisfactory for food safety in schools.

30.4% of schools practiced multi-grade teaching as a result of deficits in classrooms, teachers, furniture, or low enrolment. However, classroom deficit stands out with 23.7% (237).

Also, of the 1000 schools, 87.6% (876) have a desk deficit and 74.1 % do not have available accommodation for teachers.
The quality of teaching and learning of English, Mathematics, and Science in pre-tertiary schools was observed using seven elements with 20 indicators. These elements include Structuring and Organizing lessons, Creating a Positive Climate, Providing Well-designed Tasks, Teaching Interactively, Assessing Understanding, Learners' Engagement and Attitudes, and Learners' Attainment.

At Kindergarten (KG) level, the quality of teaching and learning was observed using seven elements, which include: Structuring and Organizing lessons, Methodology, Learner Engagement and Attitudes, Learner Attainment, Classroom Behavior Management, Learning Environment, and Teacher Attitude.

About one-fifth (20.9%) of lessons observed (excluding Kindergarten) were rated Unsatisfactory for quality of teaching and learning whereas about one-third (37.5%) of lessons observed at kindergarten were rated Unsatisfactory for quality of teaching and learning.

Majority of pre-tertiary schools (75.8%) inspected were rated Satisfactory for quality of teaching and learning whereas only three out of every one hundred (3.3%) schools were rated Good or Outstanding. About half of the schools (excluding Kindergarten) performed unsatisfactorily on lesson organization and structuring (44.3%) as well as learners' engagement and attitudes (48.2%).

Approximately two-thirds (61.5%) of KG schools were rated Satisfactory for the quality of teaching and learning. Approximately two-thirds (61.5%) of the KG schools were rated Unsatisfactory for Classroom Behavior Management, and Teacher Attitude (Figure 5.0).

Of the 5376 lessons observed (excluding KG), 20.9% rated Unsatisfactory for the quality of teaching and learning, and 37.5% out of the 208 lessons observed in KG also rated Unsatisfactory. 44.3% of the schools (excluding KG) performed Unsatisfactory on lesson organization and structuring as well as learner engagement and attitudes with 48.2%.

Out of the 1000 schools, 12.5% (125) had External Assessment Results available. 92.8% (116) of the schools rated Unsatisfactory with only 7.2% rating either Satisfactory or Good. 60% of the learners had grades one (1) to six (6), out of which less than 25% had grades 1 to 3.

Overall, 5376 lessons (English - 1792, Mathematics - 1792, Science - 1792) were observed from 896 public Primary/JHS and 208 lessons (KG1 - 93, KG2 - 115) from 104 kindergarten schools.

Teacher time on task was conducted during lesson observations to measure the commitment of teachers to teaching or providing learning activity for most learners in the first 5 minutes, 10 minutes and 15 minutes into the lessons.
For the first snapshot, it was observed that 86.4% (i.e., English - 86.0%, Mathematics - 86.8%, and Science - 86.0%) of teachers observed were on task for the first 5 minutes into the lesson. This subsequently increased over time in the second snapshot (92.4%) and third snapshots (95.4%) (Figure 8.1). Similarly for KG, it was observed that 86.5% (KG-1 90.3%, KG-2 - 82.6%) of teachers observed were on task for the first 5 minutes into the lesson and subsequently increased in the second snapshot (96.3%) and third snapshots (97.3%) (Figure 8.2). This indicates that, in 4.6% and 2.7% of the lessons observed in the basic and kindergarten schools respectively, teachers were still not on task 15 minutes into the start of the lesson.

In assessing the teaching of English, Mathematics, and Science through Lesson Observations which seeks to assess the act of teaching on the part of the teacher and the act of learning on the part of the learners, of the 1000 schools, 668 (66.8%) were rated Unsatisfactory for the overall quality of teaching and learning. Of the 896 schools inspected (excluding KG), Mathematics rated the highest with 716 (79.9%), followed by Science with 670 (74.8%) and English at 658 (73.4%) approximately.

Conclusion:
In extrapolating the findings of the 1000 sampled schools over the 10,000 GALOP schools, NaSIA concludes that, of the 10,000 schools, 6680 are rated Unsatisfactory for the quality of teaching and learning practices through the lesson observations of Mathematics, English and Science using the Harmonized Lesson Observation Tool.

KEY FINDINGS
- Of the 1000 schools inspected, overhalf, i.e. 552 (55.2%) of the schools inspected were rated Unsatisfactory for Infrastructure whereas 441 (44.1%) were rated Unsatisfactory for Food Safety.

- The 1000 schools inspected operated in various structures; 756 (75.6%) cement blocks, 31 (3.1%) mud, 6 (0.6%) wooden, 2 (0.2%) fully under trees, 1 (0.1%) in a tent, 9 (0.9) in thatched shed or open pavilion and 195 (19.5%) in a mixture of the aforementioned structures. However, most of the structures were found to be in various stages of deterioration and were not conducive for effective teaching and learning.

- Of the 1000 schools, 425 (42.5%) did not have enough classrooms, 876 (87.6%) did not have enough desks resulting in multi-grade teaching and learners sitting on the floor respectively. Further analysis revealed that, lack of teachers and low enrolment also contributed to multi-grade teaching.

RECOMMENDATIONS
- Ministry of Education (GETFUND and FPMU): Must provide fit-for-purpose infrastructure for the (756) 75.6% of schools found operating in deplorable conditions mostly without classroom blocks and food canteens.

- School Leadership: The leadership of schools should be encouraged to take periodic stock of infrastructural deficits for all involved stakeholders, to help lawmakers make informed decisions about support and budget allocation.

- Ministry of Education (GETFUND and FPMU): Must provide desks to the (876) 87.6% of schools found operating without them leading to multi-grade teaching and the shift-system in schools.

- Ghana Education Service (GES): GES should deploy enough teachers to schools that are practicing multi-grade teaching because of the teacher deficit to bridge the teacher-learner ratio shortfall.
Of the 1000 schools, 10.5% (105) had libraries while only 11% had an Information and Communications Technology (ICT) laboratory.

Of the 1000 schools, 534 (53.4%) did not have potable water. Out of the 534 schools, 42.4% relied on other sources of water outside the school such as community borehole and bringing water bottles to school, 16.1% resort to rivers/streams while 21.5% buy water from vendors, 16.1% relied on rainwater.

Of the 1000 schools, 365 (36.5%) were not enrolled in the National School Feeding Programme while 63.5% were on self-arranged School Feeding Programme funded by donor partners or Parent Teacher Associations (PTA).

Of the 1000 schools, 280 (28%) did not have toilet facilities on the school compound. Of the 720 (72%) who had toilets, there were more learners than there were toilet seats.

Of the 1000 schools, 741 (74.1%) did not have teachers' accommodation. Of the 259 (25.9%) who had accommodation, 230 of such schools could not accommodate all their teachers.

Of the 1000 schools, 952 (95.2%) did not have canteens where learners sit to have their meals during break times.

Of the 10,842 teachers across the 1000 schools inspected, 2496 (23%) were absent from school at the time of the Inspection.

In assessing School Leadership which is a measure of how a school is managed; 680 (68%) of the schools inspected rated Unsatisfactory.

**Ministry of Education (GETFUND and FPMU):**
Must provide ICT laboratories to the 895 (89.5%) of schools that lacked it and the 890 (89%) of schools that lacked libraries.

**Ministry of Education (GETFUND and FPMU):**
Must provide access to some form of potable water to the 534 (53.4%) of the schools that lacked it. This will help ensure the safety of learners and the school community.

**Ministry of Education (GETFUND and FPMU):**
Must ensure the enrolment of the 635 (63.5%) of the schools who are currently not on the National Schools Feeding Programme leading to the schools relying on unreliable sources of funding such as from donor partners and the PTA to feed the learners.

**Ministry of Education (GETFUND and FPMU):**
Must provide adequate toilet facilities for the 280 (28%) that did not have toilet facilities in their schools at all and improve the number of toilet seats for the 720 (72%) of the schools that had toilet facilities on their compound but were not in good condition.

**Ministry of Education (GETFUND and FPMU):**
Must provide teacher accommodation for the 74.1% that did not have available accommodation for teachers to ensure that teachers live closer to the schools’ report to school on time and serve as incentive for teachers that are posted to such schools.

**Ministry of Education:**
Must ensure the 952 (95.2%) that did not have canteens at the time of inspection have comfortable canteens where learners can be served healthy meals daily.

**Ghana Education Service (GES) and National Teaching Council (NTC):**
Must strengthen its mechanism for checking teacher absenteeism. In a 2020 study by NaSIA, where we assessed teacher absenteeism of 609 teachers across the country, it was found that absence from school was self-reported by 11% of teachers across all levels. Some of the key reasons were attending meetings on behalf of school leadership and having second jobs. A no-teacher absenteeism policy will ensure that teachers who knowingly absent themselves will be made to face the necessary sanctions.

**GES & School Improvement Support Officers (SISOs):**
The Leadership of the GES must ensure that SISOs are regularly conducting evidence-based routine Inspections using NaSIA’s Inspection Evaluation Framework (IEF) to ensure headteachers and their senior leadership teams are enforcing the standards and guidelines set by NaSIA.
In assessing the teaching of English, Mathematics, and Science through Lesson Observations which seeks to assess the act of teaching on the part of the teacher and the act of learning on the part of the learners, 668 (66.8%) of the schools inspected were rated Unsatisfactory for the overall quality of teaching and learning.

Of the 208 lessons observed at Kindergartens (Kgs), 78 (37.5%) rated Unsatisfactory for quality of teaching and learning.

National Teaching Council (NTC): Must implement Continuous Professional Development (CPD) strategies for the effective teaching of Science and English at the basic level of the education system.

National Teaching Council (NTC): Must implement specifically CPDs targeted at kindergarten teachers to equip them with the necessary knowledge and skills to teach at this level of the education system.

Information about this Inspection
The inspection of these schools 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 Inspection Panels (IPs) consisting of Lead Inspectors / Team Leads and Team Inspectors. During the inspection, the IPs interviewed school leadership, staff, learners, parents, School Management Committee (SMC)/ Board of Governors, and 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 the inspection or the report should be made to NaSIA via email at inspections@nasia.gov.gh or phone on 0302782318, 0302907589 or 0545732688. To receive the full details of this inspection report, please visit our website at www.nasia.gov.gh.

Approved and Signed

HAGGAR HILDA AMPADU, PhD
INSPECTOR-GENERAL OF SCHOOLS
NATIONAL SCHOOLS INSPECTORATE AUTHORITY (NaSIA)