



National Inspectorate Board
Enforcing standards, Ensuring quality



Ministry of Education
REPUBLIC OF GHANA

EXECUTIVE SUMMARY

Ghana Pre-Tertiary School Performance Inspection Report

This release contains:

- the 2019/2020 academic year first term school performance inspection
- provisional data for inspections completed between 7th October 2019 and 5th December 2019
- inspection in only two regions (Eastern and Greater Accra)

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.

Overall, the quality of School Performance is **Satisfactory** with an average score of 2.22. This was based on evaluation of schools on 3 key sub-elements and indicators of the NIB Inspection Evaluation Framework (IEF), namely School Leadership, Lesson Observation and External Assessment Results.

448 (Public – 230, Private – 218) pre-tertiary schools were inspected between 7th October 2019 and 7th December 2019. Overall **7.4%** of pre-tertiary schools were rated **Good** or **Outstanding**. **60.2%** (that is 6 out of every 10 schools) were rated **Satisfactory** or better. **39.8%** of schools (n=178: **Public = 88, and Private = 90**) were rated **Unsatisfactory**. Comparatively, **38.3%** of all **Public** schools inspected rated **Unsatisfactory** while **41.4%** of **Private** schools inspected rated **Unsatisfactory**.

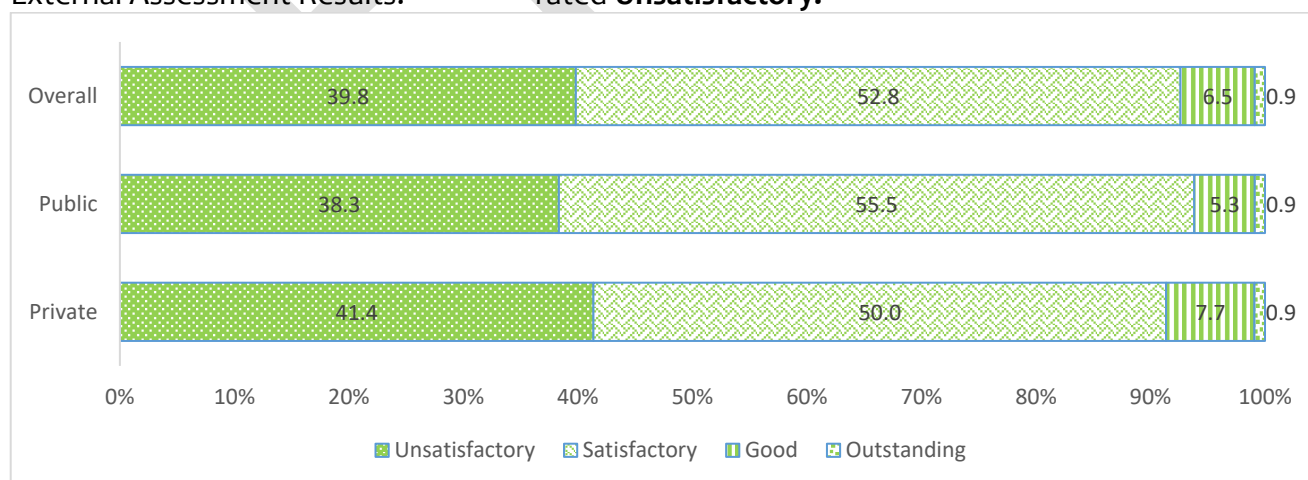


Figure 1: Overall School Performance for the first term of 2019/2020 academic year inspections

The average School Performance was **Satisfactory**:
School Leadership =2.12,
Lesson Observation =2.45
External Assessment Results =1.76.

Analysis of each sub-element was done to ascertain the performance per sub-element. For School Leadership **15.1%** of schools were rated **Good** or **Outstanding** whereas **44.4%** of them were rated **Unsatisfactory**. In assessing the quality of teaching and learning of English, Mathematics and Science, it was observed that **12.7%** of schools inspected rated **Good/Outstanding** whereas **14.3%** rated **Unsatisfactory**. For External Assessment Results, **17.5%** rated **Outstanding/Good** whereas **65.7%** of the inspected schools rated **Unsatisfactory**.



Figure 2: Overall School Performance of pre-tertiary schools per sub-element

Key Findings:

1. School leadership of most private schools did not have a clearly documented vision shared by all stakeholders unlike those in public schools. Nonetheless, private schools had better learning outcomes compared to public schools. It appears public school leadership spend much time planning for their schools but barely follow through on these plans or supervise its implementation.
2. Leaders of most schools either did not have or rarely used progress reports on schools' performance and quality of teaching to plan in-service trainings or review meetings. Lesson observations were not properly documented, thus in-service trainings at the school level may not have focused on addressing the real needs of teaching and learning.
3. Most schools had a satisfactory productive relationship with their stakeholders, including Parent – Teacher Associations (PTAs), School Management Committees (SMCs) and the community. In comparison, the situation was better in public schools than in private. Strong relationships set a good ground for school leaderships' capacity to improve the quality of teaching and learning.
4. Most teachers observed had not prepared lesson plans. Even the few lesson plans available did not cover relevant subtopics. Hence, the various stages of lessons were loosely structured and contained outdated information making lessons incoherent and difficult to follow.
5. The teaching approach used by most teachers in the schools inspected was more suitable for high and medium ability learners than low ability ones. This may result in some learners not benefiting from lessons taught.

6. While learners participated in lessons by answering questions, the lessons were more unilateral because learners hardly asked questions during lessons. This may result in gaps in knowledge, hindering of self-esteem and reinforcing bad habit for future learning. Learners who do not ask questions are at risk of losing valuable academic information that is relevant to their future success.
7. About 4.2 percent of teachers were absent during school inspections, Public schools recorded twice this figure. Although on-the-spot absenteeism of teachers seemed better than the 14% recorded in 2014/15, school activities may be greatly affected by irregular attendance when not managed.
8. Class population seem manageable across the two regions (with a median class size of 24) compared to the national average of 38 to 48 in public pre-tertiary schools (2015 – 2017). This is however better in private schools. While the median class size for private schools was 17 that of public schools was 32.
9. Fifty percent of all classes observed had at most **8.8%** of learners absent from school. The percentage was **3.0%** higher in Public schools than Private schools (**Public - 10.8% and Private - 7.4%**). This is about half of what was recorded nationwide in 2014/15.
10. Although, English was the main language of instruction for both Public and Private schools, **2.8%** of lessons observed were taught in local dialects.
11. The overall 3-year assessment of BECE/WASSCE/TVET examinations results was rated **Unsatisfactory**. For Public schools, performance on the average was **Unsatisfactory** while that of the Private schools was rated **Satisfactory**.

Information from “other evidence” Form

1. Some schools were practicing multi-grade teaching which made teaching and learning difficult.
2. Some teachers had to reference the new curriculum on their phones during lessons.
3. Some private schools were operating from their living rooms and lessons were interrupted by the activities of the occupants.
4. Some schools had no place of convenience for learners hence resorted to the use of chamber pots.

Recommendations:

1. Leadership of schools should take steps to develop a vision for their school together with all relevant stakeholders. This will build a sense of ownership among stakeholders and help generate the needed support and unify efforts towards implementation of the vision.
2. To ensure in-service training and schools’ efforts to improve teaching and learning are well targeted, school leaders should be trained to gather data on teaching and

learning periodically, and effectively use them to develop appropriate in-service training and school level reviews.

3. Train District and Municipal Education Oversight Committees (DEOCs and MEOCs) as well as SMCs to participate in the implementation of the accountability framework, to monitor the delivery of quality educational resources, and to assess learning achievement in their zones of authority. Empower PTAs to demand social accountability – especially in disadvantaged communities.
4. In-service Training (INSET) on preparing lesson plans should be organized for teachers to sharpen their skills. Also, there should be constant monitoring of lessons by school leadership and School Improvement Support Officers (SISOs) to ensure that lesson plans are current and in the acceptable format.
5. The National Teaching Council (NTC) / Ghana Education Service (GES) should ensure that all teachers are trained in the practice of differential teaching to cater for all types of learners. This will help maximize learners' absorption of content in lessons taught.
6. Teachers have a great responsibility to draw every student out of his/her shell and nurture their confidence through the sharing their thoughts. Teachers are encouraged to create enabling environment and time for questioning, praise all questions and most importantly teach/guide learners on how to ask/form questions.
7. School leaders must put measures in place to reduce teacher absenteeism to the barest minimum by ensuring that the teacher attendance book is assigned to a supervisory staff to ensure daily attendance review and propose appropriate measures to be employed when necessary. Schools must also strategize to ensure irregular teacher attendance does not leave gaps in its academic activities for their school term.
8. To ensure standardization and maintenance of quality in teaching and learning, it is important that schools use authorized textbooks for their lessons. Policies should be put in place to withdraw textbooks that are not recommended by National Council for Curriculum and Assessment (NaCCA). Measures should also be put in place to ensure sufficient distribution of standard textbooks in schools to discourage use of unauthorized publications.
9. NaCCA should provide a help desk in the form of remote support for teachers in teaching based on the new curriculum.

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

DRAFT

Full Report

Purposes of School Inspection

Inspection of schools in Ghana serves several purposes. Importantly:

- They promote educational improvement by providing each inspected school with a clear indication of its strengths and weaknesses, which it can then use to help plan and implement improvements.
- Provide the Ministry of Education with reliable, evidence-based data, which can be used to review and develop policy and allocate resources and support.

Introduction

The 2019/2020 academic year national school inspection is a modified, updated and standardized version of the previous school inspections. The main objective of the 2019/2020 academic year inspection is to establish a baseline on School Performance across the country. The NIB conducts school inspections through the deployment of its Inspection Evaluation Framework as documented in the Ghana National Inspections Handbook, 2019. NIB rates the standard of schools based on three different sub-elements. The sub-elements include school leadership, lesson observation and external assessment results. (For details, see NIB Inspection Handbook).

The school inspection will cover 2,381 pre-tertiary schools across the traditional ten regions. Currently, schools in two regions (Eastern – 223 and Greater Accra – 225) with thirty-two (32) districts have been inspected. Among the schools inspected, 51.2% (n=230) were Public and 48.8% (n=218) were Private. The inspection was carried out from 7th October 2019 to 5th December 2019.

School performance is measured with an overall school performance score which is calculated by an average of the two/three sub-elements (School leadership, lesson observation, external assessment results). These sub-elements are also measured by averaging the various corresponding indicators/items under their domain.

School Leadership

Per each school visited, half of them had at least 13 teachers while the remaining half had less than 13 teachers (males- 6, females 7). However, 4.2% (0 to 15.4%) of them were absent at the time of the inspection. The median number of teachers on payroll in the Public schools was 12. In analysing the percentage of teachers who were absent in Public schools at the time of inspections, it was deduced that 1 out of 12 were absent (median: 8.3%, interquartile range: 0 – 19.2%). However, Private schools had a median of 13 teachers on payroll with none of them being absent (median: 0%, interquartile range: 0 – 10%). In assessing the level of quality of School Leadership in pre-tertiary schools, Inspectors made judgements about School Leadership in relation to four indicators as seen in Figure 3.

Figures 3 to 5 provide information on the rating of the individual indicators. The average Leadership rating for all the 448 inspected schools was **Satisfactory (2.12)**. However, that of the Private schools was rated **Unsatisfactory** with an average rating of **1.94**. The proportion of schools with **Outstanding** rating was **15.1%** while about four in every ten (**44.4%**) schools inspected were rated **Unsatisfactory**. More than half (**56.4%**) of the Private schools inspected had **Unsatisfactory** rating for School Leadership while about one - third (**32.9%**) of the Public schools inspected rated **Unsatisfactory** on School Leadership (Figure 4).

The average rating for the indicator – Documented Clear Vision (Sets clear and inspiring school vision) was **1.87 (Unsatisfactory)** indicating that the school leadership team mostly have no documented clear and shared vision on how to improve the school. The indicator – Effective Teaching and Learning Leadership was rated **Satisfactory (2.00)** for all schools. For this indicator, on the average Private schools rated **Unsatisfactory (1.92)** while Public schools rated **Satisfactory (2.07)**. The Capacity to Improve School was rated **Satisfactory** for both Private (**2.02**) and Public (**2.32**) schools. The ability of leadership to have a productive relationship with Parents, SMC and PTA rated **Satisfactory** for both Private (**2.08**) and Public (**2.39**) schools.

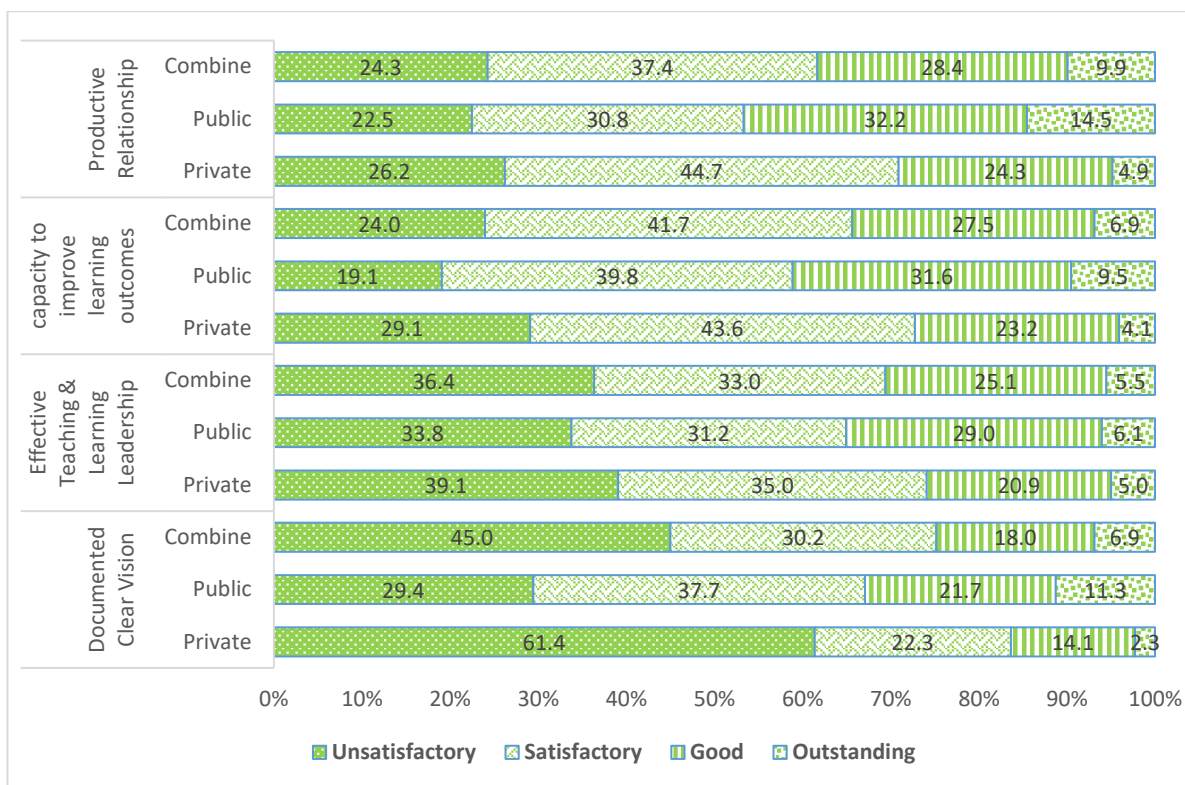


Figure 3: Level of School Leadership per indicator

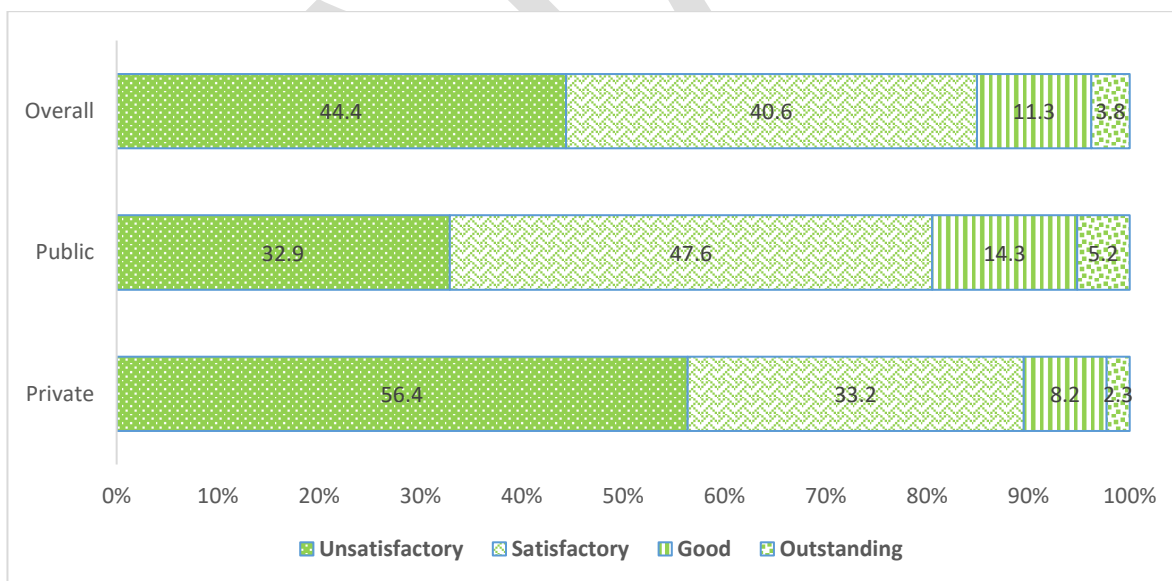


Figure 4: Quality of School Leadership by ownership

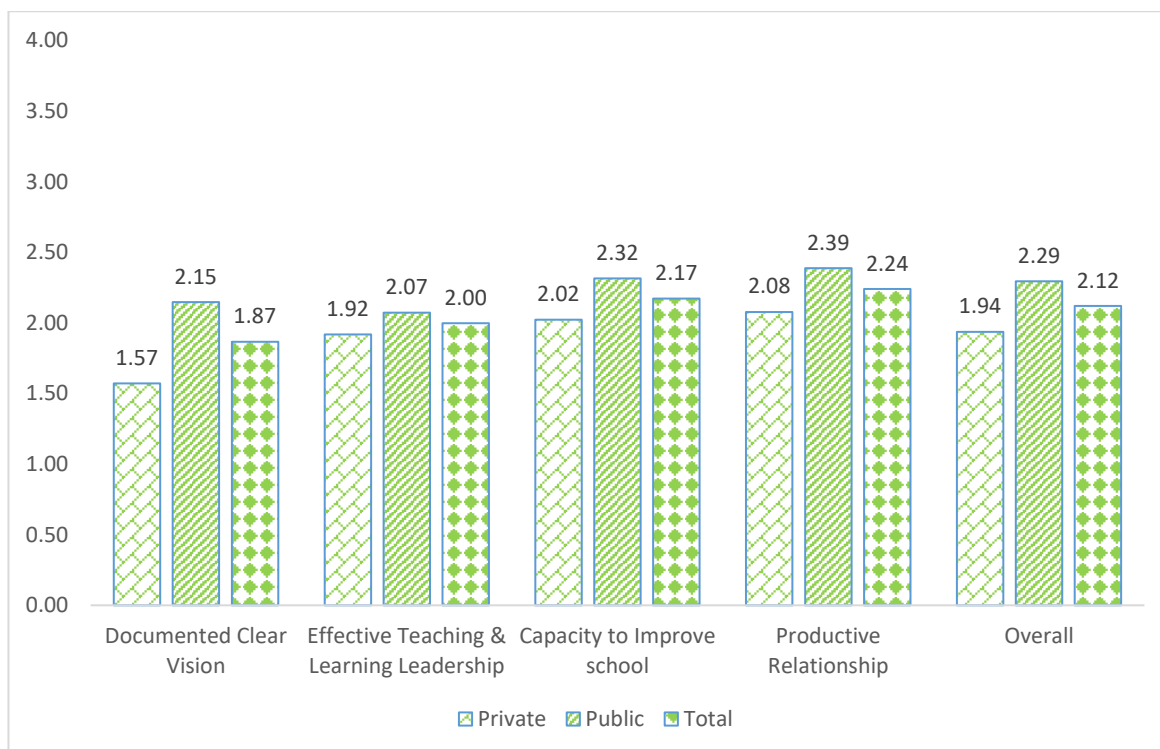


Figure 5: Average ratings of School Leadership indicators

Lesson Observation

The quality of teaching and learning of English, Mathematics and Science in pre-tertiary schools was observed using seven Indicators with 20 sub-indicators. The indicators include; Structuring and organizing lessons, Creating a positive climate, Providing well-designed tasks, Teaching interactively, Assessing understanding, Learners' Engagement and Attitudes, and Learners' Attainment.

The median class size for the schools inspected was **24** learners (**males - 12, Females - 12**). Public schools had a median class size of **32** learners (interquartile range: 22 – 47) with about and an average 3 absentees per class (**10.8%**). Private schools had a median of **17** learners per class of which an average **1 (7.4%)** learner was absent. Although, the main language of instruction during most of the lessons was English, 2.8% of the 2,679 lessons observed had teachers use local dialects (Twi, Ewe, Ga, Adanbge) as the main language of instruction. English and science lessons could not be observed for 2 school as they had no designated teachers for the subjects.

In all, 2679 lessons (English – 895, Mathematics – 896, Science – 888) were observed from 448 schools inspected. To measure the teachers' time on task in the first 5minutes, 10minutes and 15minutes into the lessons. For the first snapshot, It was observed that only 88.5% (English – 87.0%, mathematics - 89.6% and science – 89.0%) of teachers observed were on task for the first 5minutes into the lesson, this subsequently increased over time in the second (93.6%) and third (95.2%) snapshots. Thus in 4.8% of the lessons observed, the teachers were still not on task 15minutes into the start of the lesson.

As shown in figure 8, the overall rating of quality teaching and learning in the 448 pre-tertiary school was **Satisfactory (2.45)**. The proportion of schools with **Good/Outstanding** rating was **13.8%** while about seven in every ten (**68.2%**) schools inspected were rated to have **Satisfactory** level of quality teaching and learning (shown in figure 6). Among the three subjects observed, mathematics was the most well taught subject with an overall rating of 2.50. On the other hand, science was the least well taught with the rating of 2.42. The average quality of teaching and learning across all the seven indicators was rated **Satisfactory**. Regarding the type of school inspected, about 9 in every 10 Public schools inspected had at least **Satisfactory** level of quality teaching and learning while 8 schools among every 10 Private schools inspected had at least **Satisfactory**. Figures 6 to 8 depicts the distribution of quality teaching and learning of English, Mathematics and Science in schools inspected.

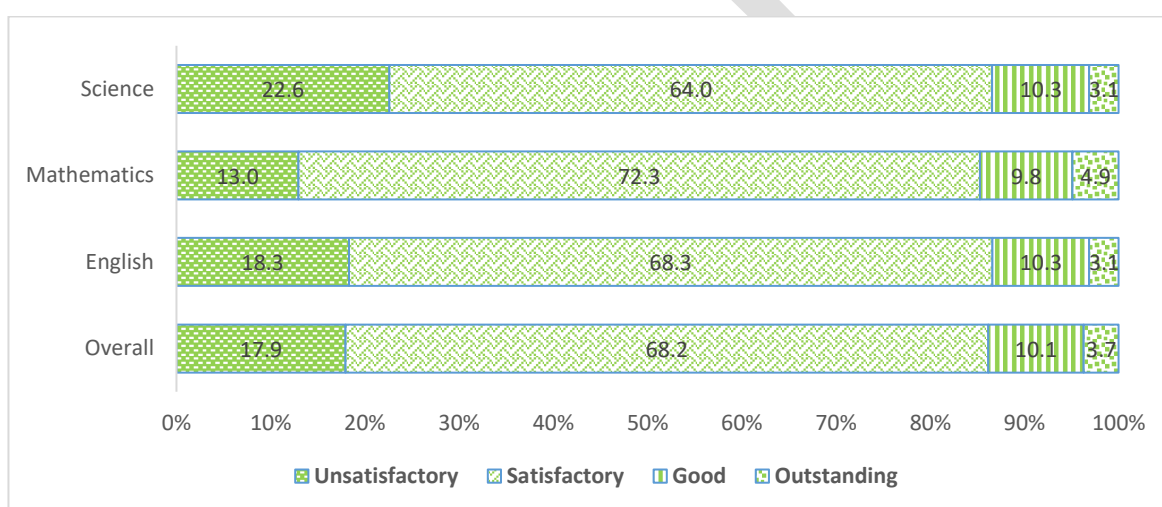


Figure 6: Quality of teaching and learning by subject

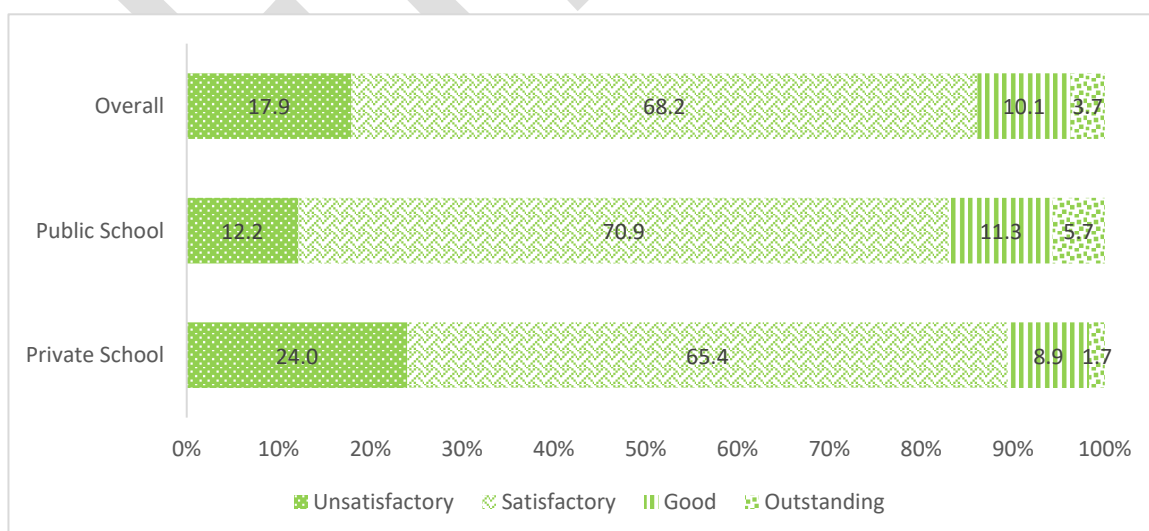


Figure 7: Quality of teaching and learning by ownership

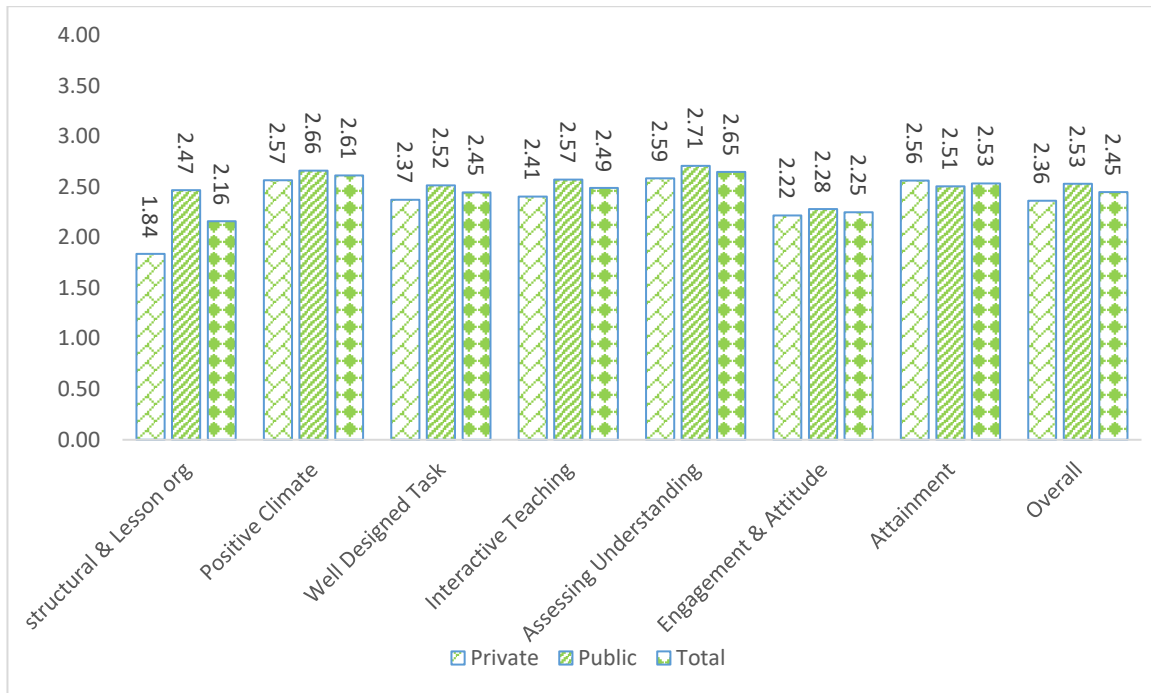


Figure 8: Average ratings of quality of teaching and learning indicators

External Assessment Results (BECE/WASSCE/TVET)

BECE/WASSCE/TVET results for the past 3 years on the three core subjects – English, Mathematics and Science was used as a means of externally assessing the schools. Among the 448 schools inspected, only 262 of them had external assessment results available. The overall rating was **Unsatisfactory** with an average score of 1.76. Out of the schools inspected, **17.5%** were rated **Good/Outstanding**, **16.8%** were rated **Satisfactory** while 6 out of every 10 (**65.7%**) schools assessed were rated **Unsatisfactory**. The performance of Public schools was averagely rated **Unsatisfactory** while that of the Private schools was rated **Satisfactory** (Figures 9 to 11). For further details on External Assessment Results ratings, see Appendix ‘A’

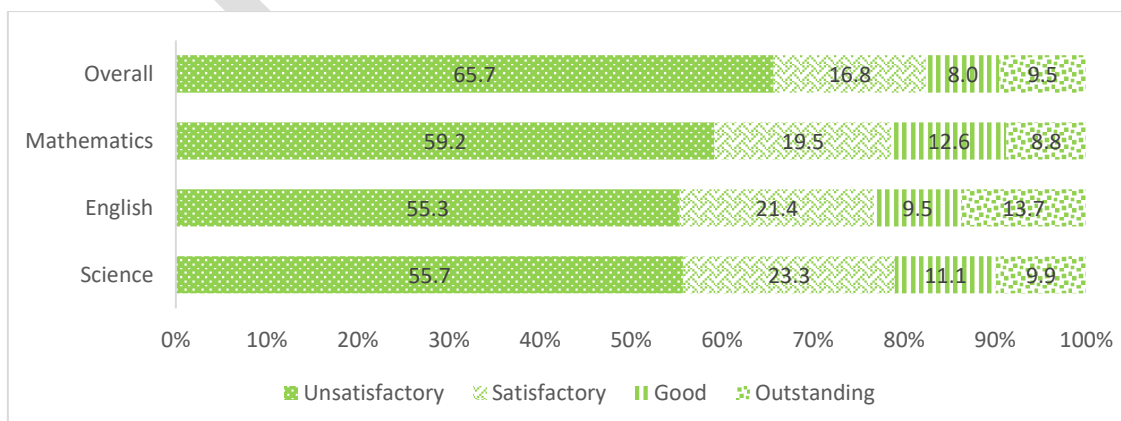


Figure 9: Quality of External Assessment Results

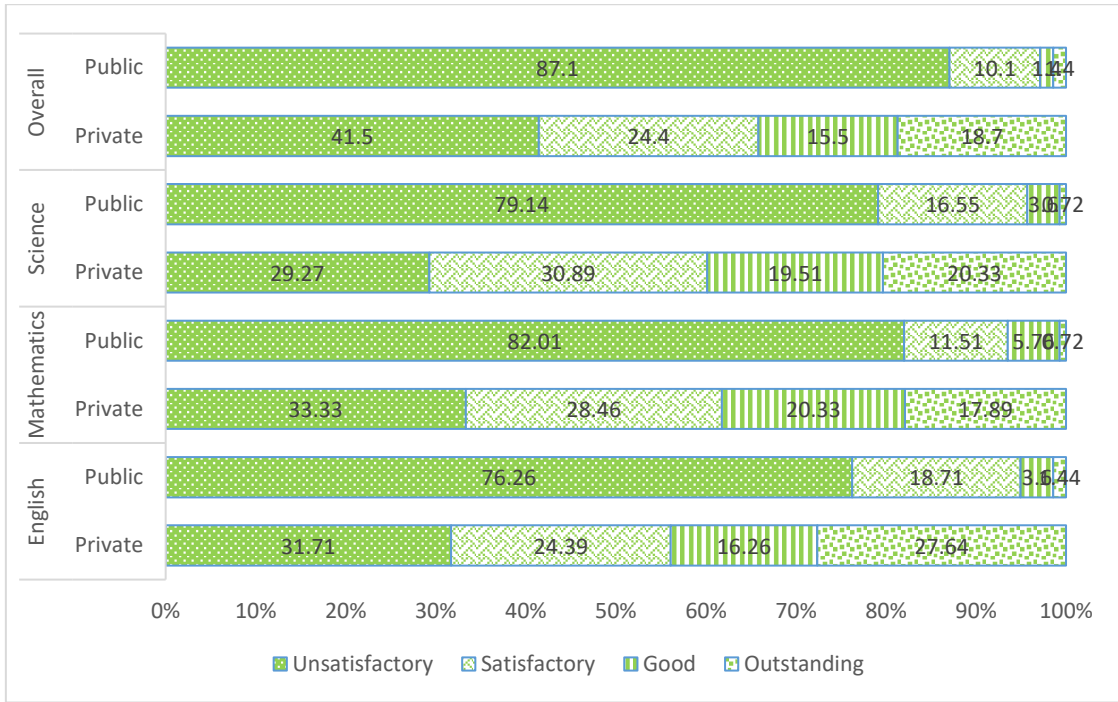


Figure 10: Quality of External Assessment Results by ownership

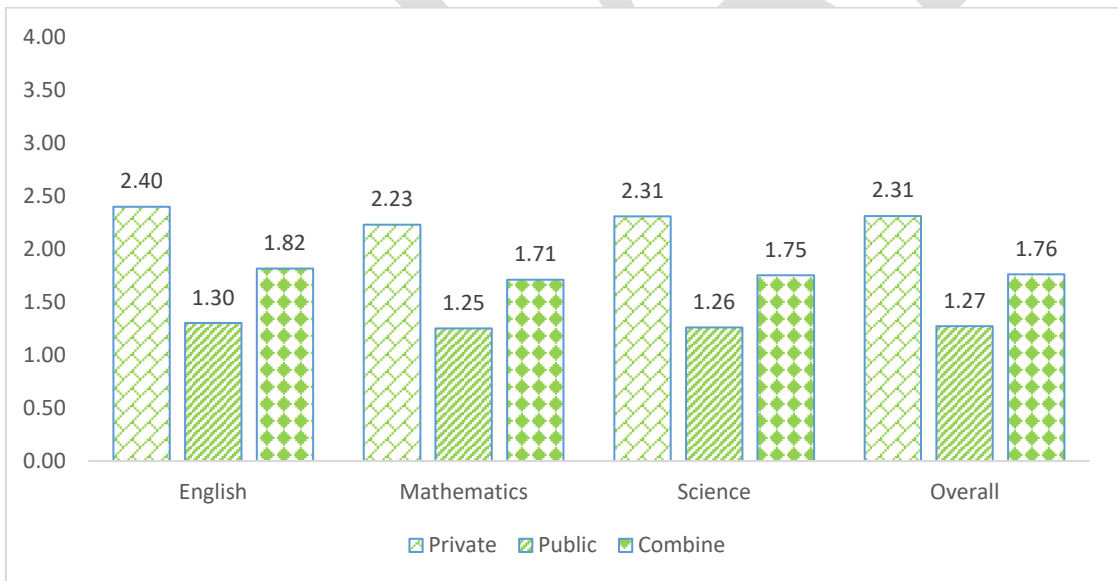


Figure 11: Average ratings of External Assessment Results

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.

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 and Out of total number of learners who had grades A1 to C6, at least 75% of them had grades A1 to B3 for the last 3 years	At least 90% of learners had grades A1 to C6 and Out of total number of learners who had grades A1 to C6, at least 50% of them had grades A1 to B3 for the last 3 years	At least 60% of learners had grades A1 to C6 and Out of total number of learners who had grades A1 to C6, at least 25% had grades A1 to B3 for the last 3 years	Less than 60% of learners had grades A1 to C6 or Out of 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
BECE			
OUTSTANDING (4)	GOOD (3)	SATISFACTORY (2)	UNSATISFACTORY (1)
All(100%) learners had grades 1 to 6 and Out of the total number of s who had grades 1 to 6, at least 75% of them had grades 1 to 3 for the last 3 years	At least 90% of learners had grades 1 to 6 and Out of the total number of s who had grades 1 to 6, at least 50% of them had grades 1 to 3 for the last 3 years	At least 60% of learners had grades 1 to 6 and Out of the total number of s who had grades 1 to 6, at least 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 s who had grades 1 to 6, less than 25% of them had grades 1 to 3 for the last 3 years or both

NB: TVET results are converted to the WASSCE standard before they are used in the rating.