Ghana Pre-Tertiary School Performance Inspection Report for the First Term of 2019/2020 Academic Year - Preliminary Results (Greater Accra and Eastern Region)

Introduction
The National Inspectorate Board (NIB) 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. The main objective of the 2019/2020 academic year’s inspection is to establish a baseline on School Performance across the country.

The 2019/2020 academic year national school inspection uses an objective based approach to rate schools on a 4-point scale (Figure 1). The NIB rates School Performance based on three sub-elements with accompanying indicators and sub-indicators. The sub-elements include School Leadership, Lesson Observation and External Assessment Results. School Performance is measured with an overall score which is calculated as an average of the two or three sub-elements. These sub-elements are also measured by averaging the various corresponding indicators under their domain.

The 2019/2020 school inspections will cover 2,381 Pre-tertiary schools across the former ten regions (now 16 regions). Currently, schools in thirty-two (32) districts across two regions (Eastern - 223, Greater Accra - 225) have been inspected. Among the schools inspected, 230 (51.2%) were Public and 218 (48.8%) were Private. The inspection was carried out from 7th October 2019 to 5th December 2019.

NIB Keys to Rating
Schools are evaluated based on this four-point scale

<table>
<thead>
<tr>
<th>Key</th>
<th>Score</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 realistic goal for every school.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2.60 - 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>1.60 - 1.99</td>
<td>Not at an acceptable level for schools in Ghana.</td>
</tr>
</tbody>
</table>

Background of Schools Inspected
Distribution of Schools Inspected

![Map showing distribution of schools inspected](image)

Fig. 1

Distribution of First Term Inspections for 2019/2020 Academic Year

<table>
<thead>
<tr>
<th>Region</th>
<th>No. of Districts</th>
<th>Public</th>
<th>Private</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater Accra</td>
<td>17</td>
<td>72</td>
<td>153</td>
<td>225</td>
</tr>
<tr>
<td>Eastern</td>
<td>15</td>
<td>158</td>
<td>65</td>
<td>223</td>
</tr>
</tbody>
</table>
Overall School Performance

- Overall, the quality of School Performance was Satisfactory with an average score of 2.22/4.00.
- 60% of the 448 schools were rated Satisfactory or better while only 1% were rated Outstanding.

Quality of School Leadership

- 55% (246/448) of School Leadership had documented vision that guided the improvement of teaching and learning outcomes. However, 55% (136/246) of them had not shared it among all relevant stakeholders and had no implementation strategies to actualize their visions.
- 41.7% of head teachers and school leadership teams demonstrated capacity to improve teaching and learning outcomes. However, they did not have adequate technical resources (i.e. computers, classrooms, tablets, libraries, teaching and learning materials etc) to support its implementation.
- Most School Leadership neither evaluated all teachers for each academic year nor systematically tracked learners’ performance. However, those who evaluated or tracked learners’ performance, did not share plans to improve teaching and learning outcomes with the school’s community.
- Overall, 44% of School Leadership was Unsatisfactory.

Quality of teaching and learning by Subjects (English, Mathematics, Science)

- In all, 2679 lessons were observed from 448 schools inspected (English – 895, Mathematics – 896, Science – 888).
- Most teachers observed had not prepared lesson plans. Even the few lesson plans available did not cover relevant sub-units. Hence, the various stages of lessons were loosely structured and contained outdated information making lessons incoherent and difficult to be followed by learners.
- Lessons were more unilateral as most learners failed to ask questions and teachers also did not encourage discussions among learners or used strategies to create a conducive atmosphere for learners to ask questions.
- Comparatively, Mathematics was the most well taught subject while Science was the least.

External Assessment Results (Basic Education Certificate Examination (BECE), West African Senior School Certificate Examination (WASSCE), Technical and Vocational Education and Training (TVET)).

BECE/WASSCE/TVET results for the past 3 years (2016-2018) on the three core subjects – English, Mathematics and Science was used as a means of externally assessing the schools.

Out of the 448 schools inspected, 262 had External Assessment Results with an overall rating of Unsatisfactory with an average rating of 1.76/4.00. The performance of Public schools was averagely rated Unsatisfactory. Thus, less than 60% of learners had grades 1 to 6 (BECE) or A1 to C6 (WASSCE) or out of the total number of learners who had grades 1 to 6 (BECE) or A1 to C6 (WASSCE), less than 25% of them had grades 1 to 3 (BECE) or A1 to B3 (WASSCE) for the last 3 years or both. On the other hand the performance of Private schools was averagely rated Satisfactory (at least 60% of learners had grades 1 to 6 (BECE) or A1 to C6 (WASSCE) and of the total number of learners who had grades 1 to 6 (BECE) or A1 to C6 (WASSCE), at least 25% had grades 1 to 3 (BECE) or A1 to B3 (WASSCE) for the last 3 years) (See Appendix 'A')

![Graphs and charts illustrating the overall, English, Mathematics, and Science performance of schools.](image-url)
Quality of School Leadership

Fig. 8

Quality of Teaching and Learning

Fig. 9

External Assessment Performance

Fig. 10

Contrasting School Performance By Region

School Performance - Eastern Region

School Performance - Greater Accra

Fig. 11

Fig. 12

Key Findings

- 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.

- Leaders of most schools either did not have or rarely used progress reports on schools’ performance and quality of teaching to plan In-Service Education Training (INSET) or review meetings. Lesson observations were not properly documented, thus INSET at the school level may not have focused on addressing the real needs of teaching and learning.

- 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.

- 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.

- The teaching approach used by most teachers in the schools inspected was more suitable for high and medium ability learners and not lower ability ones. This may result in some learners not benefiting from lessons taught.

- 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.

Recommendations

- 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.

- 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.

- 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.

- 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.

- 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.

- Teachers have a great responsibility to draw every learner out of his/her shell and nurture their confidence through the sharing of 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.
About 4.2% 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.

It was observed that, during lessons some teachers referred to their phones and other gadgets to update themselves about the sub strands to teach in accordance with the new curriculum.

It was observed that some unapproved textbooks were being used during lessons.

Though, Mathematics was comparatively the most well taught subject while Science was the least, the External Assessment Results showed that it was the least performed subject while English was the best performed subject.

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.

50% 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.

Although, English was the main language of instruction for both Public and Private schools, 2.8% of lessons observed were taught in local dialects.

**EXTERNAL ASSESSMENT RESULTS RATING (Appendix ‘A’)***

### WASSCE

<table>
<thead>
<tr>
<th>OUTSTANDING (4)</th>
<th>GOOD (3)</th>
<th>SATISFACTORY (2)</th>
<th>UNSATISFACTORY (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of the total all (100%) learners had grades A1 to C6 and out of the 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</td>
<td>Out of the total at least 90% of learners had grades A1 to C6 and out of the 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</td>
<td>Out of the total at least 60% of learners had grades A1 to C6 and out of the total number of learners who had grades A1 to C6, at least 25% of them had grades A1 to B3 for the last 3 years</td>
<td>Out of the total less than 60% of learners had grades A1 to C6 or out of the 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</td>
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### BECE

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<tr>
<td>Out of the total all (100%) learners had grades 1 to 6 and out of the total number of learners who had grades 1 to 6, at least 75% of them had grades 1 to 3 for the last 3 years</td>
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NB: TVET results are converted to the WASSCE standard before they are used in the rating.