The National Schools Inspectorate Authority (NaSIA), as mandated by the Education Regulatory Bodies Act 2020 (Act 1023), is the Agency under the Ministry of Education (MoE) tasked to develop, publish, promote, license, and enforce the highest quality standards and guidelines for quality education in both public and private Pre-tertiary schools in Ghana. To achieve this objective, the Authority sets up Inspection Panels (IPs) to conduct periodic Inspection using its Inspection Evaluation Framework (IEF) to assess the performance and compliance of schools. This ensures educational improvement by providing each school with an independent evaluation of its performance. The IPs use clear indicators to highlight the strengths and weaknesses of the school and ultimately provide the MoE and key stakeholders with reliable, evidence-based data to enable them to review and develop policies and channel support where it is most needed.

This Inspection covered a sample of four hundred (400) public basic schools across all sixteen (16) regions of Ghana 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 which focuses on three (3) areas namely School Leadership, Lesson Observation, and External Assessment Results (which is optional for only schools who write external examination/assessment). However, an additional two (2) areas were added to this Inspection, namely Infrastructure and Food Safety, hence the School Performance Plus Inspection.

### Table: Key to Ratings

<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
The overall performance for the areas of quality measured (i.e., School Leadership, Lesson observation, Infrastructure, and Food Safety) was Unsatisfactory with an estimated score of 1.92 (Figure 3.1b). More than half (51.25%) of the 400 schools inspected rated Unsatisfactory and less than half (48.75%) rated either Satisfactory or better for the overall quality of performance (Figure 3.1a).

School Leadership & Management

The overall performance of School Leadership, which is a measure of how well schools are managed by their headteachers and senior leadership teams, was Unsatisfactory with an average score of 1.7 (Figure 4.2). This is depicted in figure 4.1 where three (3) out of every four (4) (75.25%) schools inspected rated Unsatisfactory. In terms of the average rating for each of the four (4) main indicators, 'Sets Clear and Inspiring School Vision' was rated Unsatisfactory (1.42), indicating that the headteacher and senior leadership team for most (65.75%) of the schools inspected have no documented and shared vision on how to improve their schools. The indicator 'Provide Effective Leadership for Teaching and Learning' was rated Unsatisfactory (1.57), suggesting that leadership in most (54.75%) of the schools visited had no plan on how to support teaching and learning activities in their schools. The 'Capacity to Improve the School' indicator was rated Unsatisfactory (1.72) as well. On the other hand, the ability of leadership to have a Productive Relationship with Parents, SMCs, and PTAs was rated Satisfactory (2.08).

Lesson Observation

The quality of teaching and learning of English, Mathematics, and Science in pre-tertiary schools was measured on seven (7) indicators using 20 sub-indicators. These 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 least well taught with a rating of 2.22.

Overall Performance

The overall performance for the areas of quality measured (i.e., School Leadership, Lesson observation, Infrastructure, and Food Safety) was Unsatisfactory with an estimated score of 1.92 (Figure 3.1b). More than half (51.25%) of the 400 schools inspected rated Unsatisfactory and less than half (48.75%) rated either Satisfactory or better for the overall quality of performance (Figure 3.1a)
In assessing teacher time on task, which measures the commitment of teachers to teaching or providing learning activity for most learners in the first 5 minutes, the next 10 minutes, and subsequent 15 minutes into lessons, a total of 2400 lessons (English – 800, Mathematics – 800, Science – 800) were observed.

For the first snapshot, it was observed that 86.6% (i.e., English – 86.4%, Mathematics – 87.9%, and science – 85.6%) of teachers observed were on task for the first 5 minutes into the lesson. This subsequently increased over time in the second snapshot (92.5%) and third snapshots (96.0%). This indicates that 4.0% of teachers were still not on task 15 minutes into the start of their lessons.

Similarly, a Satisfactory climate for teaching and learning is created by teachers in majority (67.2%) of the inspected schools. Teachers demonstrate high expectations for the behavior of some learners and use teaching approaches suitable to the level of some learners but do not vary the teaching approach.

In terms of the infrastructure, the inspection focused on the physical structure where teaching and learning activities occur i.e. if the schools had cement block buildings, mud structures, tents, under trees, wooden structures, or others. Also, data were collected on the number of classrooms, desks, teacher bungalows, administrative office and meeting rooms, ICT, library, and power supply.

Three in every four (76.75%) inspected schools were operating in cement block structures. However, these schools were observed to be in various degrees of deterioration and therefore not deemed fit for teaching and learning purposes.

A few (17.5%) of these schools were also operating in mixed structures made of either Cement block, Mud, tent, or Under tree/shed.

Out of the 400 schools inspected, 4% of them were operating completely in mud structures while 1.25% had no physical structures to facilitate teaching and learning. Schools that were operating entirely under trees and in wooden structures constituted 0.25%.
The availability and accessibility of libraries and ICT laboratory to learners in schools play an indispensable role in the development of education in any country and also enhance the various aspect of national development. For this reason, the inspection tool was designed to collect information on these variables.

Assessing the availability of libraries and ICT laboratory infrastructure as well as electricity and internet connectivity, most of the schools inspected had no library (89.25%) or ICT (86.75%) facilities to support teaching and learning activities. Again, most (89.25%) schools lacked internet connectivity. However, more than half (53.25%) of the schools inspected were connected to electricity.

Toilet facility considered in this inspection is the number of functional toilet seats available to each inspected school. Out of the 400 schools, 28.25% did not have toilet facilities in their schools while majority (69.34%) of the schools (who have toilet facilities) had more learners to a toilet seat than the World Health Organization (WHO) recommended threshold on Water, Sanitation and Hygiene (WASH) Standards for schools in low-cost settings of 38 learners to a seat. Most (83.81%) of the schools could not meet the minimum requirement of one (1) toilet seat to twenty-five (25) girls and the majority (58.39%) likewise did not meet the one (1) seat to fifty (50) boys as well.

Out of the 400 schools inspected, 63% were fed by the schools, however, 95.25% did not have canteen or dining facilities for both learners and teachers. This has led to learners being compelled to eat mostly in open spaces (32.8%), classrooms (7.6%), under shed (2.1%), and majority in various places (40.4%). Majority (69.25%) of inspected schools lack food storage facilities where perishable food items can be stored. Also, majority (51%) of the schools allow free-range vendors on their premises.
KEY FINDINGS

In assessing the quality of School Leadership, it was found that three in every four (75.25%) inspected schools were rated Unsatisfactory. Of the 400 schools, only 0.25% (1) of the schools was rated Outstanding for the quality of school leadership which sets out to evaluate how well school managements have created and shared inspiring vision for the school and have ensured its implementation, provided support in teaching and learning and upheld quality relationship with its stakeholders. The proportion of schools that were rated Good constitutes 2.25% (9) whereas 22.25% (89) of inspected schools were rated Satisfactory.

Of the 400 schools inspected, the indicators; 'Set clear and inspiring school vision', 'Provide effective leadership for teaching and learning, and 'Capacity to improve the school', schools were rated Unsatisfactory with an average rating of 1.42, 1.57, and 1.72 respectively.

Of the 400 schools inspected, 85.75% lacked sufficient desks for learners and 39% had a shortfall in classrooms which largely contributes to the multi-grade teaching in 29.75% of the schools inspected.

Library and ICT facilities were lacking in 89.25% and 86.75% of the inspected schools respectively, and the majority (96.23%) of these schools had no internet connectivity. Almost all (96.23%) the schools with ICT laboratories had a shortfall in computers for accommodate and average class size. However, majority (53.25%) of these schools were connected to electricity.

Of the 400 schools, the majority 252 (63%) were enrolled in the National School Feeding Programme, however, almost all the schools (95.25%), did not have canteen or dining facilities for both learners and teachers.

Out of the 400 schools, 28.25% did not have toilet facilities in their schools while the majority (69.34%) who had toilet facilities, had more learners to a toilet seat than the recommended threshold.

Again, of the 400 schools inspected, only 10.49% of teachers were accommodated by their schools across all 16 regions. Greater Accra Region had the lowest number of teachers (0.53%) accommodated by their schools whereas the Upper West region had the highest number of teachers (29.88%) accommodated.

For the sources of water, the majority 220 (55%) of the schools inspected did not have access to potable water. Of these, 43.2% relied on water from the community such as boreholes, taps, etc. About one in every five schools (19.5%) without access to potable water relied on water vendors or a combination of different sources including rivers, rainwater, and water vendors (17.7%). 15.5% of schools relied on streams and river bodies for their source of

RECOMMENDATIONS

Ghana Education Service (GES): The GES must continue to organize leadership and school management training for headteachers and other school leaders to equip them on how to support effective teaching and learning.

School Leadership: Must avail themselves and take advantage of training organised by GES and NTC to adequately equip themselves to manage their schools. They must also conduct in-service training for teachers on modern methods of engaging learners and strategies to meet the benchmark for teacher time on task.

Ministry of Education (GETFUND and FPMU): The ministry must provide standard desks to the 85.75% (343) schools that lacked sufficient desks for learners to reduce the multi-grade teaching in schools and the shift-system challenges.

Ministry of Education (GETFUND and FPMU): Again, the ministry must support the 89.25% (357) schools with library materials and other learning resources and facilitate the provision of appropriate ICT facilities to the 86.75% (347) schools that do not have this infrastructure.

Ministry of Education (GETFUND and FPMU): Similarly, the ministry must provide canteens or dining facilities for at least the 63% (252) schools that are on the National Feeding Programme.

Ministry of Education (GETFUND and FPMU): To improve the health and safety of learners in schools, the ministry must improve on the number of toilet seats for the 71.75% (287) schools that lacks the adequate quantity of required toilet seats and replace seats that are deplorable conditions, as well as provide appropriate toilet facilities for the 28.25% (113) schools who do not have this facility.

Ministry of Education (GETFUND and FPMU): In addition, the ministry must ensure the availability of sufficient and decent teacher accommodation for schools that lack accommodation for teachers.

Ministry of Education (GETFUND and FPMU): Must work with the Ghana Water Company Limited(GWCL) to connect taps to reachable schools and provide treated boreholes in hard-to-reach areas to help mitigate the plight of the 55% (220) schools that have challenges accessing potable water for drinking and other important uses.
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)

Ministry of Education and the Ministry of Gender, Children and Social Protection: Must ensure that the 37% (148) schools are enrolled onto the National School Feeding Programme.

Ministry of Education (GETFUND and FPMU): The ministry must support the refurbishment of the 76.75% (307) schools that are operating in deplorable structures, and most importantly provide appropriate buildings for the 23.25% (93) schools that are lacking standard classroom blocks for conducive teaching and learning.

Ghana Education Service (GES) and National Teaching Council (NTC): Must enforce the in-school and district mechanisms for checking teacher absenteeism and lost teaching time.

Of the 400 schools, the majority 252 (63%) were enrolled in the National School Feeding Programme, while 148 (37%) were not.

Three in every four (76.75%) schools inspected were operating in cement block structures. Of the 400 schools, 17.5% were operating in mixed structures made of either cement block, mud, tent, or under tree/shed. 4% were operating completely in mud structure while 1.25% had no physical structures to facilitate teaching and learning. Schools that were operating entirely under trees and in wooden structures constituted 0.25% respectively.

The rate of teacher absenteeism in the 400 inspected schools was 26.2%, with the Greater Accra region recording the highest rate of 40.7% and the Eastern region recording the lowest with 14.8%. The rate of teacher absenteeism among males was observed to be higher than the females (male – 29.7%, female – 22.5%).

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