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 was scheduled to cover a sample of five hundred and fifty (550) pre-tertiary schools across the former ten (10) regions of Ghana. Currently, NaSIA has conducted Inspections in four hundred and fifty-eight (458) schools across all sixteen (16) regions of Ghana using the Part A of its 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. However, an additional two (2) areas were added to this Inspection, namely Infrastructure and Food Safety, hence the School Performance Plus Inspection.

**2021 SCHOOL PERFORMANCE PLUS INSPECTION AGGREGATE REPORT ON 458 INSPECTED BIGWIN SCHOOLS**

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 was scheduled to cover a sample of five hundred and fifty (550) pre-tertiary schools across the former ten (10) regions of Ghana. Currently, NaSIA has conducted Inspections in four hundred and fifty-eight (458) schools across all sixteen (16) regions of Ghana using the Part A of its 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. However, an additional two (2) areas were added to this Inspection, namely Infrastructure and Food Safety, hence the School Performance Plus Inspection.

**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 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**

- Greater Accra: 458
- Upper West: 35
- Upper East: 28
- Northern: 21
- Savannah: 21
- Brong Ahafo: 51
- Bono East: 21
- Volta: 45
- Western North: 12
- Western: 18
- Central: 48
- Ashanti: 43
- Eastern: 51
- Western: 29
- Eastern: 10
- Upper East: 12
- Northern: 14
- Greater Accra: 36
- Upper West: 32
- Upper East: 29
- Northern: 21
- Savannah: 31
- Brong Ahafo: 42
- Bono East: 20
- Volta: 28
- Western North: 11
- Western: 18
- Central: 31
- Ashanti: 43
- Eastern: 27
- Western: 29
- Eastern: 10
- Western North: 11
- Upper East: 12
- Greater Accra: 36

**Total: 458 Public Schools Inspected**
The average score for the areas of quality (School Leadership, Lesson observation, Infrastructure, and Food Safety) was estimated as 2.00. Approximately 43.52% of the schools inspected were rated Unsatisfactory for overall quality of performance while a majority (56.48%) were rated Satisfactory or better, suggesting that majority of schools have met the acceptable level of performance for teaching and learning.

The average School Leadership rating for all schools inspected was Unsatisfactory (1.95) (Figure 3.1). More than half of the schools inspected (53.49%) rated Unsatisfactory while the remaining schools rated Satisfactory or better, suggesting that majority of the inspected schools failed to meet the acceptable level of performance for School Leadership. Majority of the schools inspected (66.2%) were rated satisfactory or better for the indicator ‘Sets Clear and Inspiring School Vision’ while 53% of the schools were rated satisfactory or better for the indicator ‘Provided Effective Leadership’. Also, for the ‘Capacity to Improve the school’ and the ‘Productive Relationship with Parent, SMC & PTA’ indicators, the inspected schools were rated satisfactory or better.

With the outcomes of availability of library and Information Communication Technology (ICT) laboratory infrastructure, most of the schools inspected had no library or ICT facilities to support teaching and learning activities, whereas almost all (93.2%) schools lacked internet connectivity. However, more than half (66.2%) of the schools inspected were connected to electricity. Almost all the schools inspected (who have ICT laboratory) had a shortfall of computers for an average class size of their schools.

Assessing the condition of food items, 12.14% of the 173 schools assessed were rated Unsatisfactory.
Quality of Teaching & Learning

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.

The quality of teaching and learning in majority of the schools inspected (67.7%) was Satisfactory or better. However, lesson structure and organization as well as learner engagement and attitude were observed to be Unsatisfactory in majority of the inspected schools. This means that, active learner participation during lessons was low and lesson plans were not available or did not follow the acceptable format about the relevant sub-topics.

Assessing understanding of learners was Satisfactory in most (69.0%) of the schools inspected, as teachers were observed to monitor for learners’ understanding using oral and written questions in the course of the lesson but did not provide prompt feedback to guide learners’ own learning.

Similarly, a Satisfactory climate for teaching and learning is

Assessing Multi-grade Teaching

Multi-grade teaching is a system in which two or more classes are combined for teaching and learning. More than a quarter of the schools inspected (26.4%) practice multi-grade teaching. The practice of multi-grade teaching in majority (51.2%) of these schools is as a result of either deficits in classrooms, teachers or furniture.

One in every five schools (21.5%) that practice multi-grade teaching do so as a result of classroom deficits, while teacher deficit accounts for 27.3%. A combination of insufficient classrooms, teachers and furniture in majority of inspected schools (51.2%) prompted the implementation of multi-grade teaching.

Desk and Classroom Deficit

A little over a third of schools inspected (34.4%) have a deficit in classrooms resulting in classes without classroom(s) to conduct effective teaching and learning. Hence, teachers combine two grade-level learners in one classroom for teaching and learning activities. Most schools inspected 403 (87.99%) have an undersupply of desks, thus there are not enough desks available for the total number of learners in these schools.
**Teacher Absenteeism**

Of the 458 schools inspected, the rate of teacher absenteeism was (14.6%). North East Region recorded the highest rate (40.3%) of teacher absenteeism followed by the Northern Region (27.7%) whereas schools in the Western North recorded the lowest rate of 6.6%. The rate of absenteeism among females was observed to be higher as compared to their male counterpart (male – 13.2%, female – 15.8%).

![Figure 8. Teacher Absenteeism](image)

**KEY FINDINGS**

- Of the 458 schools, 203 (44.32%) were rated Unsatisfactory for Infrastructure. The schools inspected operate in various structures. 4 (0.87%) had mud buildings, 2 (0.44%) had no physical structure, 379 (82.75%) had cement block and 73 (15.94%) operated in a mixture of cement block/mud/wood/tent/under trees. Most of the structures were found to be at different levels of deterioration and were not conducive for effective teaching and learning.

- Of the 458 schools, 403 (87.99%) had insufficient desks, 98 (21.5%) had inadequate classrooms and 33 (27.3%) had a shortfall in teachers, leading to multi-grade teaching in 121 (26.4%) of the schools inspected.

- Of the 458 schools, 382 (83.4%) had no library and 389 (84.9%) had no ICT facilities to support teaching and learning activities, and almost all, i.e. 427 (93.2%) schools had no internet connectivity. Similarly, 445 (97.1%) had inadequate number of computers for the total number of learners enrolled. However, more than half 303 (66.2%) of the schools were connected to electricity.

- Again, of the 458 schools inspected, 218 (47.6%) do not have access to potable water. Out the 218 schools, 93 (42.7%) rely on water from the community such as boreholes, taps, etc. 51 (23.4%) either rely on water vendors or a combination of different sources including rivers, rainwater, or vendors. A few schools 23 (10.5%) resort to rainwater or rivers and/or streams for their water supply.

**RECOMMENDATIONS**

- **Ministry of Education (GETFUND and FPMU):** Must provide adequate and well-suited infrastructure for the 203 (44.32%) schools found to be operating in deplorable conditions especially schools without classroom blocks and food canteens.

- **Ministry of Education (GETFUND and FPMU):** Must provide desks to the 403 (87.99%) schools found operating with inadequate number of desks to mitigate challenges such as multi-grade teaching.

- **Ministry of Education (GETFUND and FPMU):** Must provide reading and reference books and shelves to setup libraries for the 382 (83.4%) schools that lacked this infrastructure to support teaching and learning.

- **Ministry of Education (GETFUND and FPMU):** Must provide potable water to the 218 (47.6%) schools that have challenges accessing potable water for drinking and other basic operational needs.
Out of the 458 schools, 98 (21.4%) do not have toilet facilities in their schools at all while 288 (80.0%) of the schools had more learners to a toilet seat than the recommended threshold.

Of the 458 schools inspected, over half 245 (53.4%) were rated Unsatisfactory, 191 (41.70%) were rated Satisfactory, 21 (4.59%) were rated Good and 1 (0.22%) was rated Outstanding for School Leadership which sets out to evaluate how well the school leadership has created an inspiring vision and ensuring its implementation, provided support in teaching and learning, and the quality of the relationship with its stakeholders.

The average teacher absenteeism was 14.6%. North East Region recorded the highest rate (40.3%) of teacher absenteeism followed by the Northern Region (27.7%). The rate of teacher absenteeism among females was observed to be higher than males (male – 13.2%, female – 15.8).

In assessing the teaching of English, Mathematics, and Science through Lesson Observations which seek to assess the act of teaching on the part of the teacher and learning on the part of the learners, 310 (67.7%) of the schools inspected were rated Satisfactory or Better.

Ministry of Education (GETFUND and FPMU): Must ensure that the 98 (21.4%) schools lacking toilet facilities are catered for as well as improve on the number of toilet seats for the 288 (80%) schools that had toilet facilities in their premises but were not in good conditions and/or had more than 38 learners to a toilet seat.

Ghana Education Service (GES): In collaboration with the relevant agencies, the GES must organize professional development training on school leadership and management to fully equip head teachers and school leaders on how to effectively support teaching and learning and build productive relationships with stakeholders.

Ministry of Education (GETFUND and FPMU): Must ensure the availability of sufficient and decent teacher accommodation for schools that lack accommodation for teachers to serve as incentives for teachers posted to such schools.

National Teaching Council (NTC): Must implement Continuous Professional Development (CPD) programmes for the effective teaching of English Language, Mathematics and Science at the basic 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

Approved and Signed

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

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