



National Schools Inspectorate Authority
Enforcing Standards, Ensuring Quality

REVISED

HANDBOOK

**FOR THE INSPECTION OF PUBLIC AND
PRIVATE PRE-TERTIARY SCHOOLS IN GHANA**

2019



Ministry of Education
REPUBLIC OF GHANA

ACKNOWLEDGEMENT

The revision of the inspection manual was necessitated by the new inspection approach being implemented by NIB. In the new inspection approach, all data is collected at the school using tablets. All data collected will lead to data analysis for decision making at the school level, district level, regional or national level. The existing inspection system was analysed leading to the development of the revised Inspection Evaluation Framework (IEF) which will drive all data analysis.

The NIB IEF has been digitized and piloted by inspecting eighty-seven (87) pre-tertiary schools across 8 regions within twenty-one (21) days by NIB trained Lead Inspectors and Team Inspectors. The feedback from the piloting was used to perfect the IEF leading to the development of a data management plan and a data analysis plan.

The revision was made possible thanks to the kind courtesy of Professor Eric Magnus Wilmot (NIB Board Chairman), Dr Forster Ntow, Dr Might Abreh, all of the College of Education, University of Cape-Coast and Ms. Joyce Jumpah of Innovations for Poverty Action (IPA).

Special thanks to all the NIB Lead Inspectors and Administration Support Team who provided valuable inputs and also tested and supported the new inspection approach.

To Mr. Ernest Antwi (IT Officer, NIB) thanks for typing and editing all the changes, you are the best.

A special thank you to the Honourable Minister of Education, Dr Matthew Opoku Prempeh for all his support thus far.

I am immensely grateful.



Dr. Haggard Hilda Ampadu
Executive Secretary (ag.)

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INTRODUCTION

The National Inspectorate Board (NIB) was established under the Education Act 778 of 2008 Education reforms. The Act mandates the board to set up inspection panels to undertake inspection of schools, to evaluate teaching and learning periodically in the schools, to set and enforce quality standards in public and private pre-tertiary institutions in Ghana. The inspection panels will provide independent external evaluation of the quality and standards in pre-tertiary institutions by focusing on:

- The quality of leadership and management of the school
- The quality of teaching and learning and the standard of academic attainment
- Facilities available in the school, and the relationship between the school and the community in which it is located.

Consequently, NIB carries out periodic inspections of schools to collect credible data in the areas of teaching and learning, school leadership the school's environment. This handbook therefore serves as a guide by which school inspections would be carried out.

The manual is made available to schools, district and regional educational directorates; regional and district managers of faith-based pre-tertiary institutions, to get them informed on issues that pertain to school inspection which include the following

- areas of inspection
- method of collecting data
- analysing, evaluating data and drawing conclusions
- how to conduct school self-assessment.

This handbook is five sections:

1. An introduction, which describes **Types, Purposes** and **Principles of school inspection in both public and private schools in Ghana.**

2. Inspector's Responsibility and **Conduct**, which sets the professional standards of attitudes and behaviour expected of school Inspectors while performing their duties.

3. The Process of Inspection, which sets out the activities before, during and after an inspection.

4. The Inspection Evaluation Framework (IEF), which is in two parts. Part A sets out the judgements that Inspectors will make during a school inspection about a school's performance. It is structured around a set of indicators which evaluate School Leadership, Lesson Observations of English, Mathematics and Science teaching and analysis of External Assessment Results. Part B also sets out the judgements that Inspectors will make about how a school meets the Ministry of Education's Compliance Requirements. It is structured around a set of indicators which evaluate a school's Curriculum & Planning, School Management and Resources.

5. Templates of all the Forms for **inspection**

The handbook is not considered a set of inflexible rules. Its purpose is to ensure that inspections are fair, rigorous, reliable and valid.

Inspectors must thus be circumspect and professional when carrying out their duties.

Section 1

THE PURPOSES OF SCHOOL INSPECTIONS
IN GHANA

1.1. Purposes of School Inspection

Inspection of schools in Ghana serves several purposes. Importantly:

- They promote educational improvement by providing each school inspected 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 target resources and support.

Inspections may;

- Involve sampling a range of schools to gain an understanding of the standards and quality of education provided, either across Ghana as a whole or in a particular region or district.
- Be thematic, focusing on a specific subject or aspect across a group of schools, such as, Mathematics, Science English, school performance and compliance with Ministry of Education requirements.
- Target particular schools where evidence suggests that they are either providing an outstanding quality of education or an unsatisfactory quality of education. These inspections may be triggered by: an analysis of Basic Education Certificate Examination (BECE) or West African Senior School Certificate Examination (WASSCE) test results; the outcomes of any informal visits by Inspectors or Ministry of Education Agencies; requests from district and regional directorates; feedback from parents; a request from a school and other stakeholders in education; any other significant evidence that is brought to the attention of the NIB.

These inspections focus on the core subjects of Mathematics, Science and English evaluating school leadership, lesson observations of teaching of core subjects, analysis of external assessment results, curriculum & planning, school management and resources. Consequently, the findings from an inspection will generate a one page summary report for each school, together with a comprehensive inspection report.

1.2. Types of Inspections

NIB conducts four types of Inspections.

1. **Whole School Inspection** which are comprehensive and employs both Part A and B of the IEF to evaluate a school's overall performance
2. **School Performance Inspection** which employs only Part A of the IEF to assess a school's performance
3. **Compliance Inspection** which employs only Part B of the IEF to evaluate Ministry of Education compliance requirements
4. **Investigative Inspections** which can employ any part of the IEF

1.3. Principles of inspection in Ghana

Inspections in Ghana are based on the following six principles:

1. Inspections are carried out in partnership with schools.

Inspections involve a continual dialogue between school staff and Inspectors. As a result, it is expected that school staff would understand and respect the inspection judgements and the reasons for them since the inspection provides a valuable contribution to the school's strategy for improvement.

2. Inspections take account of parents' and learners' perspectives.

Inspectors respect and acknowledge the perspectives and feedback of parents and learners. Inspectors actively pay attention and reflect on these perspectives throughout the inspection period.

3. Inspections are objective.

Inspectors make objective and impartial judgements based on valid and reliable first-hand evidence. This evidence is obtained by direct personal observation of the work of learners, teachers and headteachers. Inspections present accurate, honest, fair and reliable report of the performance of a school, taking due account of school context.

4. Judgements and reporting are explanatory.

Inspections explain the relationships between the input of teaching and learning outcomes (learner attainment, engagement and attitudes).

5. Evidence gained from an inspection is used to feedback and feed forward.

Inspections provide valuable feedback to schools for internal improvements. Inspections also equip the Ministry of Education with credible data to inform policy review in education. Additionally, they serve as a basis for identifying and setting future priorities and goals in educational practice. i.e. teaching, learning and school decision-making.

6. There is rigorous quality assurance and consistency.

There is high-quality training for Inspectors. Inspections are quality assured for fairness, rigour, reliability and validity.

Section 2

INSPECTOR PROFESSIONALITY AND CONDUCT

2.1 Responsibilities

Inspectors have the responsibility of collecting, analysing and summarizing data to inform policy and practice. They are therefore to work as a team in consonance with the guidelines stated in the manual. To ensure inspectors will hold various meetings to ensure that reports presented are actually occurred in the school visited.

2.1.1 Inspectors' Pre-Inspection Meeting

All Inspectors taking part in the inspection will meet to confirm responsibilities and discuss the process of the inspection.

The Lead Inspector will:

- Highlight briefly the purpose, principles and of conduct of the inspection giving the inspection team the opportunity to clarify any issues.
- Outline what will happen during the inspection, including the responsibility of different Inspectors and the lesson observation schedule.
- Lead discussion of how all the inspection forms and templates will be used.
- Emphasise that all judgements should be made collectively and objectively.

The Lead Inspector will then lead a discussion about all the information that has been collected before the inspection visit, including any key issues that were identified during the pre-inspection discussion with the school. The main foci of this discussion are likely to be:

- External Assessment Results of English, Mathematics and Science.
- School leadership.
- The Lead Inspector will record any evidence or initial judgements in the External Assessment Results and School Leadership section of Part A.

2.1.2 Other Team Meetings

Frequent and regular meetings between Inspectors are essential to develop a common sense of purpose and to arrive at unanimous decisions. Inspectors will meet together at the end of each day of an inspection visit to review the information that they have collected up to that point and discuss tentative findings and recommendations. These meetings are vital and the different sections of the Record of Inspection Findings Part A and Part B will form the agenda for these meetings.

During this meeting, Inspectors synthesise and summarise key information and examples from *Lesson Observation Forms* or *Other Information Forms*. The Lead Inspector will record any evidence or tentative judgements and recommendations for the Record of Inspection Findings, *Part A and Part B*.

There will be a final meeting of Inspectors at the end of the inspection visit when the team will review all the evidence they have collected and synchronize their various findings and recommendations. This meeting will take place before the final oral feedback meeting to the Headteacher, school leadership and district directors.

2.1.3 Professionality

- a. Inspectors must demonstrate professionalism in the conduct of their work.
- b. Inspectors must be punctual for and attentive in all inspection sessions, including meeting sessions.
- c. In all instances, mobile phones must be switched off or left on silent mode during the course of the school inspection.
- d. Evaluation must be objective, based on robust and credible information, e.g. conclusions drawn on teaching must be based on direct observation, referring to National Teaching Standards documents and the quality indicator descriptions.
- e. Respect the confidentiality of the information they receive, particularly about individuals and their work. e.g., Inspectors must not report personal statements made by a parent about a teacher to that teacher.
- f. Not disrupt lessons in any way and should only intervene if there is a risk to the health and safety of any learner or teacher.
- g. Inspectors should talk to teachers only after a lesson is delivered, asking questions for further clarification where necessary and providing balanced feedback appropriately
- h. Maintain purposeful and constructive dialogue with all those in a school, testing out and communicating judgements clearly but sensitively.
- i. Inspectors, as much as possible, should detach their personal feelings from the interview process while at the same time maintaining rapport with participants.

2.1.4 Conduct

Inspectors must:

1. At all times demonstrate the highest standards of personal conduct in everything they say and do.
2. Always act with the best interests and wellbeing of learners and school staff in mind.
3. Establish effective working relationship with the staff of every school, based on respect for and sensitivity to their concerns and the circumstances in which they work.
4. Do all they can throughout an inspection to calm any worries and anxieties among the members of the staff of a school?
5. Respond appropriately and considerately to reasonable requests.

Section 3

THE PROCESS OF INSPECTION

This section is in two main sections. The first part discusses preparations before the inspection commences, providing a summary of activities and time frame in table form indicating who is responsible for an activity. The second section is a description of the inspection process and mode of data collection.

3.1 Before an Inspection Visit

The following are key things that are done

- The Inspectors are selected and a schedule for the inspection agreed upon.
- Inspectors are prepared for the inspection visit.
- The Lead Inspector ensures that headteacher understands the purpose of the inspection, the process of the inspection and provides information that is needed prior to the inspection visit.
- A set of materials is prepared for each inspector.

3.1.1 Initial telephone contact with key stakeholders

The Headteacher of the school, District Director, and the Manager of schools, if the school is Faith-based would be contacted and informed about the proposed dates for the inspection visit. The Lead Inspector will ensure that these officials each has a copy of this handbook, or arrange for them to receive copies if they had not already got copies.

3.1.2 Meeting with School before Inspection

This will be a face-to-face meeting between the lead Inspector and School Leadership. It could however be by telephone if it is not possible to meet face-to-face. . Irrespective of whether it is face-to-face or by telephone, the meeting must take place before any inspection commences. This discussion is important in continuing to build relationships between the school and the inspection team. This pre-inspection discussion will provide the opportunity for the Headteacher and the Lead Inspector to discuss any questions or issues about the inspection visit.

The Lead Inspector will:

- Highlight briefly the purpose, principles and Code of Conduct of the inspection described in this handbook, giving the headteacher the opportunity to discuss these.
- Outline what will happen during the inspection, including the activities that will take place and the number of Inspectors who will be involved. This will include a discussion about lesson observations.
- Ask the headteacher to arrange:
 - The meeting with SMC/Board, PTA and parents, which will take place during the inspection. The following representatives should be invited to the meeting:
 - SMC chair or representative – PTA chair or representative
 - School Board chair or representative (in the case of second cycle schools)
 - At least two parents who are not members of the SMC or PTA.

It is important to communicate that the representatives should be diverse in gender, ethnic group, socio-economic status and relevant to the school community and religion.

The Lead Inspector will request the following information/documents (if these exist) and agree on a date for them to be submitted:

- Learners' examination and test results
- Year / class timetables
- Headteacher analysis of examination results
- Repetition, promotion, and completion rates
- School vision statement
- School improvement plan
- Records from recent Circuit Supervisor visits (for basic schools)
- Information from district and regional managers of Faith-based schools.

The school will not be expected to write any documents for the inspection if these do not already exist. The Lead Inspector will follow up the initial telephone contact to confirm all details in writing.

This first contact is vital in setting the right tone for the inspection, particularly the first principle that, 'inspections are carried out in partnership with schools.

Table 1

List and sequence of activities

When	Activity	Who
Beginning of the term	District Director and school contacted and informed about the inspection	NIB
Within 2 weeks of initial notice	Pre-inspection visit information submitted by the school	Headteacher
Within 3 weeks of initial notice	Examination results and other pre-inspection information obtained from Ministry of Education and District Directorate, Managers of Faith-based institutions	Ministry of Education District Director District/Regional Manager of Unit schools
1 week before the visit	Identification of Inspectors and inspection planning	Lead Inspector
Just before the visit	Pre-inspection discussion with school	Lead Inspector
1 st morning of visit	Pre-inspection meeting	Inspection team

3.1.3 Pre-inspection Discussion with the School

Inspection planning

The Lead Inspector will use basic information about the school (number of learners, year groups and classes; numbers of teachers of English and Mathematics) to determine the number of inspectors and days needed to carry out an efficient and effective inspection visit. This will be based on the following principles:

- If possible, every teacher of English, Mathematics and Science should be observed teaching at least once.
- English, Mathematics and Science lessons should be observed in every year group, and if possible, every class should be observed at least once.
- Whole lessons will be observed through and through. In exceptional cases, a lesson may be observed for at least thirty minutes.

The Lead Inspector will draw up a schedule of lesson observations, based on the timetables submitted by the school. **It is vital that the school submits accurate and reliable timetables.** The Lead Inspector will also identify which inspector(s) will participate in the:

- School leadership meeting, and also collect evidence in relation to School leadership.
- Meeting with PTA, SMC/Board and parents
- Meeting(s) with learners
- Conduct a walk around the school to collect data of the surroundings. The findings will be recorded in the *Record of Inspection Findings, Part B*.

Table 2

List and sequence of activities

When	Activity	Who
Beginning of the visit	Introductory meeting	Inspectors School senior leadership team
Throughout the visit	Lesson observations Formal meetings/interviews Informal discussions and observations Inspection team meetings Oral feedback to the headteacher	Inspection team
End of the visit	Oral feedback on the inspection findings	Lead Inspector School senior leadership team

3.2 During an Inspection Visit

This section describes how the inspection will be conducted. It describes what is expected of the schools during the inspection period. All stakeholders are required to follow the guidelines to ensure a successful inspection. It aims to ensure that Inspectors, schools, district, regional teams and unit managers are clear about the processes of school inspection and provide any information required to aid the work of the inspection team.

Significantly:

- The school staff will provide both appropriate access to the school and the resources that will facilitate the inspection process.
- The Inspectors collect, review and analyse data in order for evaluation.
- The Inspectors and school staff maintain a purposeful and constructive dialogue.

3.2.1 Meetings with Various Stakeholders

Meetings will be held with various groups of stakeholders to ensure that information gathered validated and credible. In all instances, meeting should last no more than 45 minutes. The meetings include:

Introductory Meeting:

The purpose of this meeting is to get the inspection team and the staff introduced. The Lead Inspector shall state the objectives of the meeting once all participants are introduced. This first meeting is important as it is meant to create rapport between the inspection team and the staff of the school and to state staff responsibility in the conduct of the inspection.

Specifically, School staff should:

1. Be professional and courteous, treating Inspectors with respect.
2. Provide appropriate access to the school, enabling Inspectors to carry out their work openly.
3. Provide information that will enable Inspectors to report honestly, fairly and reliably.
4. Maintain a purposeful and constructive dialogue with Inspectors.
5. Report any concerns about the inspection to the Inspectors promptly and appropriately

Meeting with School Leadership

There are two main objectives of this meeting:

To give the headteacher and school leadership team an opportunity to share their views and feel engaged in the inspection process.

To gather data on school leadership, focusing on the quality indicators of school leadership. Any answers or examples given would later be verified through other sources.

Meeting with SMC, PTA and parents.

There are four main objectives of this meeting:

1. To give parents an opportunity to share their views and recognise that their opinions are respected and valued.
2. To obtain parents' views on teaching, learning and leadership in the school.
3. To obtain parents' views on the relationships between the community, accountability organisations and the school.
4. To obtain parents' views on the school's relationship with the Circuit Supervisor.

This meeting should include parents that are not members of the SMC, PTA or School Board and be as representative as possible of the wider school community.

The headteacher, other school staff and Circuit Supervisor should not be present, to encourage parents to speak freely. If none of the inspectors can speak the local language, the school should provide an interpreter, who is not a staff, from the local community, to support translation when needed. After initial introductions, the Lead Inspector should briefly introduce the purpose of the inspection and state the objectives of the meeting. They should explain that they are going to ask questions and make notes. They should explain also that parents will be able to see a copy of the report that is written after the inspection. During the meeting, it is important to create an open discussion where parents feel comfortable to share their views honestly, feel that they are listened to and feel respected.

Meeting with learners

The meeting(s) with learners will also take place during the inspection period.

There are four main objectives of this meeting:

1. To give learners an opportunity to share their views and recognise that their opinions are respected and valued.
2. To obtain learners' views on how much they enjoy school and the behaviour and attendance of learners.
3. To obtain learners' views on learning and teaching.
4. To obtain learners' views on school leadership.

Depending on the size of the school, meetings will be held with different groups of learners. For example, conference meetings or focus group discussions will be held for lower primary and upper primary learners separately. In this instance also, school should provide an interpreter (not a school staff) to support translation when required; particularly at the lower primary level. Each meeting should have an appropriate gender balance and include a balance of lower-, average- and higher-attaining learners, including those with special educational needs. All year groups should be represented. In the case of Senior High Schools, (SHS) there will be meetings with the Students' Representative Council (SRC), which has representation of all year groups; and focus group discussions or group interviews with selected students from the various year groups.

To ensure anonymity and confidentiality of learners, the headteacher, other school staff and Circuit Supervisor will not attend any meetings between learners and Inspection team. Furthermore, Inspectors will not reference names or grades of learners either in subsequent meetings with staff or in the *Record of Inspection Judgements (Findings)*. They must also not mention names or grades of learners during the post inspection meeting with school authority. Inspectors must ensure that any information recorded is validated and confirmed.

After initial introductions, the Lead Inspector should state the purpose of the meeting, stressing students' confidentiality and anonymity in the notes they are taking. During the meeting, it is important to create an open discussion where learners feel safe to share their views honestly without any fear of being intimidated later. The inspectors should adapt the questions depending on the age of the learners.

3.3 Collecting and Reviewing Information

Information will be collected from various sources including these key sources:

- Information provided by the Ministry of Education.
- Information provided by each school.
- Information from the District and Regional education offices in which the school is located
- First-hand information collected during inspection visits.

Table 3*Sources and Types of information for Part A of the IEF*

Key Issue	Source & Type of Information	Data collection method
Learner attainment	Learners' examination and test results Headteacher analysis of examination results Promotion, repetition and completion rates	Learners' written and oral work in lessons Meeting with SMC/Board, PTA and parents Meeting with learners
Learner engagement and attitudes	The classroom Parents Learners SMC/Board, PTA	Lesson observations Meeting with SMC, PTA and parents Meeting with learners Observation of behaviour around the school
Teaching	The classroom Parents Learners SMC/Board, PTA	Lesson observations Learners' written and oral work in lessons Meeting with SMC/Board, PTA and parents Meeting with learners
School leadership	School vision statement School improvement plan Headteacher analysis of examination results Records from recent Circuit Supervisor visits (for basic schools)	School leadership meeting Meeting with SMC/Board, PTA and parents Meeting with learners Headteacher lesson observation records Records of teacher professional development Examples of learner reports SMC/Board and PTA minutes of meetings Examples of letters to parents

Table 4**Sources of information for Part B of the Evaluation Framework**

	Before the inspection	During the inspection
Curriculum and planning	• Year / class timetables	Schemes of work Lesson observations Teachers' lesson plans
School management – Information management – Resource management		Meeting with SMC/Board, PTA and parents School calendar Notices and duty rosters Examples of letters to parents Log book entries Teacher recruitment information Teacher appraisal records Records of teacher professional development Financial records Walk around the school
Resources – Teaching & learning resources – Accommodation – Environment – Health and safety – Teachers		Lesson observations Walk around the school Lesson observations Walk around the school Walk around the school short conversations with staff and students Walk around the school Health notices and records Lesson observations Teacher attendance records

3.4 Observing the Teaching and learning of a Lesson

An inspection visit does not grade individual lessons, nor does it grade or make assessment of individual teachers but rather the teaching and learning of Mathematics, Science and English Language. Inspectors will therefore observe the teaching of many, if not all, of these subjects during the visit. This will be the main activity during an inspection visit. Inspectors must therefore concentrate on these subjects and not spend time observing other subjects or engage in other activities.

Teachers will not be informed in advance when their lessons will be visited. Lessons will be observed full time; where this is not possible, a lesson will be observed for at least thirty minutes.

When an Inspector arrives in a classroom before the start of a lesson, they will introduce themselves to the teacher, request for the lesson plan and sit back. It is important that they do not delay the start of a lesson. Alternatively, they should request for the lesson plan at the end of the lesson.

Inspectors must not disrupt lessons in any way and will only intervene if there is a risk to the health and safety of any learner or teacher. Inspectors may however, talk to individual learners about their work and look at their books whenever the need arises.

Inspectors will enter observations directly into the data management system. Inspectors will make notes during lessons using the Inspection notes forms. They will make diagnostic judgements on how teaching is impacting on learners' learning, noting evidence from a lesson to explain their judgements. Lesson Observation Forms are confidential and will not be shared with the teacher, headteacher or Circuit Supervisor /Deputy Director of Supervision (DD Sup.).

Inspectors will talk to teachers after a lesson is completed, asking questions for further clarification and providing balanced feedback. In most cases, Inspectors will highlight one strength of the lesson they observed, and one area that needs further development.

3.5 Observing the School Environment

Inspectors should be conducted round the school compound to get first-hand information on facilities and general cleanliness. They may ask questions on environmental health issues and where available examine records on how those issues are managed.

3.6 End of inspection Meeting

There will be a meeting between the inspection team and the school leadership at the end of each day of an inspection visit. The purpose of the meeting is to discuss the findings and evaluations made on key areas of inspection and to allow the school leadership to clarify or present their perspectives and concerns of the inspection. The Lead inspector will chair the meeting, while another member of the inspection team (where available) takes notes using the *Other Evidence Form*.

Significantly, the end-of inspection meeting is to ensure that:

- The school leadership understand the three summary evaluations that have been made in relation to Part A of *the IEF* and the key findings that have led to them.
- The headteacher and school leadership have the opportunity to ask questions and seek clarification about the evaluations.
- The headteacher and school leadership understand the recommendations and have the opportunity to discuss them.
- The headteacher and school leadership understand the most important required actions that have been made in relation to Part B of *the IEF* and the key findings/evaluations that informed the evaluations.
- The Lead Inspector will then explain the three summary findings from the *Part A of the IEF*, explaining each of them supporting evaluations with data collected during the inspection. Lead Inspectors will use their inspection notes in the *IEF, Part A* as prompts, rather than reading through them. They will attempt to make connections between the different areas rather than describing separate disjointed judgements. Strengths and areas for development will be given appropriate emphasis. The Lead inspector will then explain the overall summary IEF Parts A and B depending on the type of inspection followed by the key recommendations for each section.
- The school leadership will then have the opportunity to ask questions and make comments.

It is important to note that the school will receive a one page signed summary report after the inspection. The conclusions drawn on this one page summary report are however only tentative but aimed at leaving the school with written recommendations based on priority findings that they can start working on immediately. The school will receive a comprehensive report of all the findings and recommendations within four weeks of the inspection visit. The headteacher and school leadership are encouraged to make their own notes however

3.7 After an Inspection Visit

Purposes and outcomes:

- The Lead Inspector ensures all inspection data is entered into the data management system.
- Data is cleaned, validated and analysed
- The *comprehensive inspection report* is quality assured and published.

The Lead Inspector will complete the inspection report, taking the evaluations about what the school does well and the key recommendations directly from the *IEF Part A or B or both depending on the type of inspection*. The Lead Inspector will share the completed Inspection Report with the inspection team.

The Lead Inspector will then submit the inspection report to the Quality Assurance team the Quality Assurance team will look for consistency, challenge the judgements, comments and recommendations and assess the strength of the evidence on which each is based.

Following approval of the inspection report by the Chief Inspector of Schools, the NIB shall publish the inspection report on the NIB website. The inspection report will be sent to the school and the District Director, as well as the School Management Committee or Board of Governors for second cycle schools. The School will make the inspection report available to parents. The NIB shall send copies of the *inspection report* to the Ministry of Education. The NIB shall file and store all documents related to an inspection.

Section 4

THE INSPECTION EVALUATION FRAMEWORK (IEF)

4.1 Part A: The Quality of a School's Performance

Introduction

The purposes of the quality indicators are to:

- ensure consistency in evaluations made by different Inspectors;
- ensure consistency in evaluations made about different schools;
- identify clearly the key factors of successful schools; and
- provide schools, parents and the education system with a clear view of the range of education performance.

The quality indicators describe outstanding performance, to which all schools **should** aspire and also describe unsatisfactory performance that must be improved. Each indicator has 4 descriptors explaining how the indicator can be rated on the 4 point scale of Outstanding, Good, Satisfactory and Unsatisfactory.

The scale for making judgements

Inspectors will make their evaluations using a four-point scale:

Key to Ratings

Outstanding	4	Exceptionally high quality, exceeding the level at which every school in Ghana is expected to perform.
Good	3	The level at which every school in Ghana should perform. Achieving this level of performance should be realistic goal for every school.
Satisfactory	2	The minimum level of performance for schools in Ghana. Every school's performance should reach or exceed this level.
Unsatisfactory	1	Not at an acceptable level for schools in Ghana.

The Part A of the IEF sets out the evaluations that Inspectors will make during a school inspection about a school's performance. It focuses on 3 sub-elements namely School Leadership, Lesson Observation and External Assessment Results as seen in Figure 1.

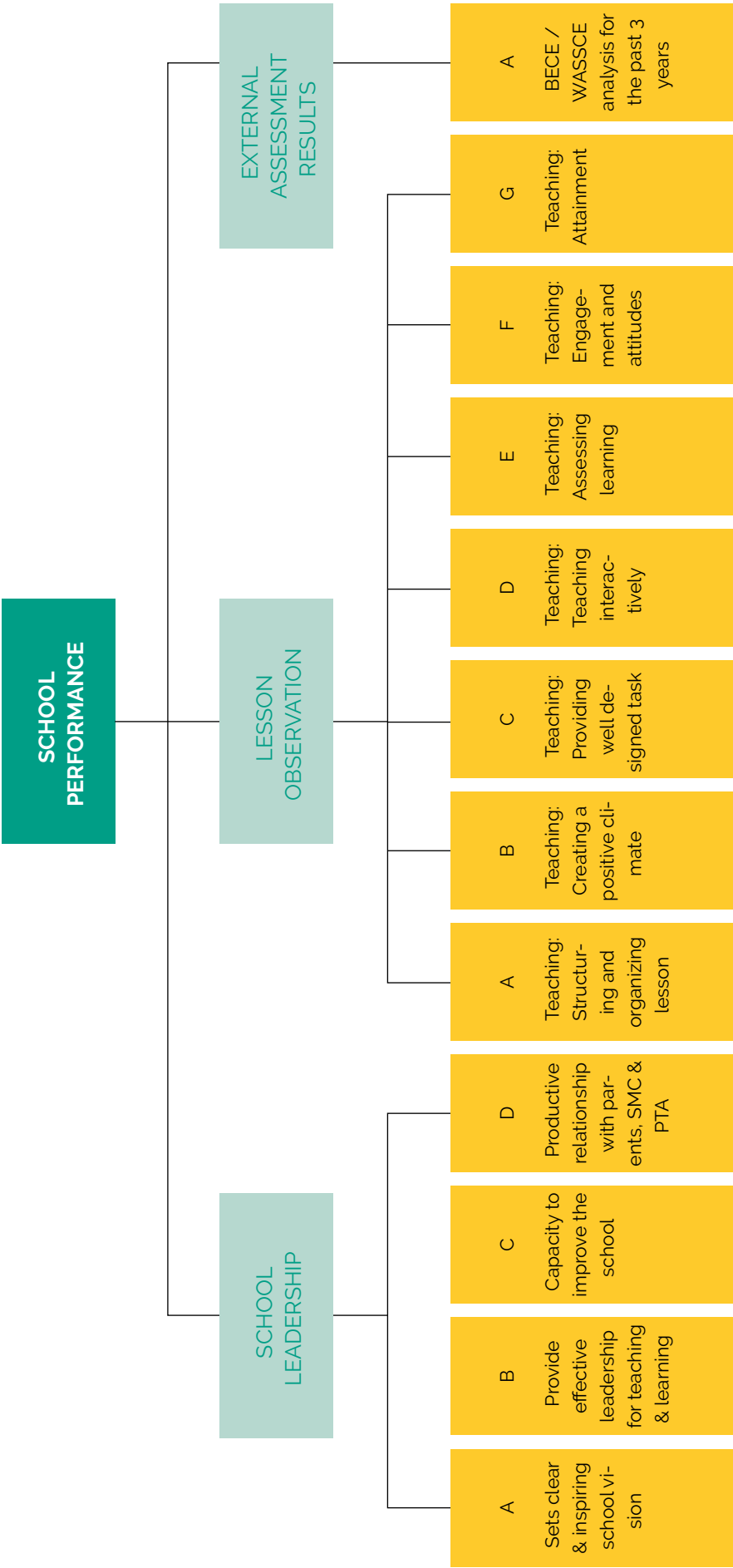
The School Leadership sub-element has 6 indicators.

The Lesson Observation sub-element has 7 indicators and 20 sub-indicators of quality across learner outcomes and teaching.

The External Assessment Results sub-element has 3 indicators.

The various evaluation forms for *Part A of the IEF* are presented below in Figure 1.

Figure 1
schematic diagram of part a of the inspection evaluation framework



4.2 School Leadership

Inspectors will make a judgement about school leadership in relation to four indicators: how well the school leadership has created a clear and inspiring school vision; how well the school leadership provides support in teaching and learning; the actions and methods adopted by the school to improve the school; the quality of the relationships with the School Management Committee (SMC)/Board and Parent Teacher Association (PTA). Each indicator either has one or two quality sub-indicators.

Where necessary, Inspectors will make judgements about each of the four indicators of school leadership and/or base their evaluations on the average of all the sub-elements under school leadership.

Inspectors will use the *Quality Indicator Descriptions* alongside the information collected during meetings to make their judgements.

School Leadership Form **SLF number**

Region:		District:		Circuit:	
School:				GPS Location of school	
EMIS code:		Term/Semester:		Week:	Date:
Headteacher's name:			Headteacher's ID number:		
Inspector's Name:		Inspector's ID number:			

Key ratings

Outstanding	Good	Satisfactory	Unsatisfactory
4	3	2	1

S/N	Indicator	Rating			
A. Sets clear and inspiring school vision					
1.	The headteacher and senior leadership team have documented a clear vision for the school which is known by all stakeholders	4	3	2	1
B. Provide effective leadership for teaching and learning					
2.	The headteacher and senior leadership team have a plan they follow to support the teaching and learning activities in the school	4	3	2	1
C. Capacity to improve the school					
3.	The headteacher and senior leadership team have demonstrated a capacity to improve learning outcomes	4	3	2	1
4.	The headteacher and senior leadership team have demonstrated a capacity to improve teaching	4	3	2	1
D. Productive relationship with parents, SMC and PTA					
5.	The headteacher has productive relationships with School's Management Committee (SMC)/Board	4	3	2	1
6.	The headteacher has productive relationships with the parents and the Parent Teacher Association.	4	3	2	1
Total Score					
Average Score					

4.2.1 Quality Indicator Descriptions for School Leadership

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
1. The headteacher and senior leadership team have documented a clear vision for the school which is known by all stakeholders	The headteacher and senior leadership team have a clear vision for the school aimed at improving learning outcomes for learners which is known by most individuals of the school's community and has committed resources to ensure its attainment	The headteacher and senior leadership team have a clear vision for the school aimed at improving learning outcomes for learners which is known by most individuals of the school's community	The headteacher and senior leadership team have a vision for the school aimed at improving learning outcomes for learners but known to only a few individuals of the school's community	The headteacher and senior leadership team have no vision about how to improve for the school.
2. The headteacher and senior leadership team have a plan they follow to support the teaching and learning activities in the school	The headteacher and school leadership team have data or information about school's performance and quality of teaching which they use to organise in-service training programmes (twice each school year) for teachers using the information gathered	The headteacher and school leadership team have data or information about school's performance and quality of teaching which they use to organise in-service training programmes (one per school year) for teachers using the information gathered	The headteacher and school leadership team have data or information about school's performance and quality of teaching but rarely organise in-service training programmes for teachers using the information gathered	The headteacher and senior leadership team have no plan to support the teaching and learning activities in the school
3. The headteacher and senior leadership team have demonstrated a capacity to improve the learning outcomes	The headteacher and school leadership team systematically track learner performance and have in place plans to improve learning outcomes which is shared by all members of the school's community	The headteacher and school leadership team systematically track learner performance and have in place plans to improve learning outcomes which is shared by some members of the school's community.	The headteacher and school leadership team systematically track learner performance, have some plan to improve learning outcomes but is not shared by most members of the school's community	The headteacher and school leadership team systematically track learner performance but have no real plan to improve learning outcomes
4. The headteacher and senior leadership team have demonstrated a capacity to improve teaching	The headteacher and school leadership team evaluate all teachers every term including sit-in lesson observation; provide constructive feedback and the support needed by them to improve their teaching.	The headteacher and school leadership team evaluate all teachers every term including sit-in lesson observation; provide constructive feedback and sometimes provide the support they need to improve their teaching.	The headteacher and school leadership team evaluate all teachers once during the school year, including sit-in lesson observation; provide constructive feedback but rarely provide the support they need to improve their teaching.	The headteacher and school leadership team rarely or never evaluate teachers in the school
5. The headteacher has productive relationships with School's Management Committee (SMC)/Board	The headteacher and senior leadership team encourage an active SMC and work collaboratively to monitor, challenge and support the teaching and learning across the school	The headteacher and senior leadership team encourage an active SMC and most often work collaboratively to monitor and support the teaching and learning across the school	The headteacher and senior leadership team encourage an active SMC and sometimes work collaboratively to monitor and support the teaching and learning across the school	The headteacher and senior leadership team does not encourage an active SMC and hardly or never work collaboratively to monitor and support the teaching and learning across the school
6. The headteacher has productive relationships with the parents or the Parent Teacher Association.	The headteacher and senior leadership team reporting to parents on learner attainment is regular, includes areas for improvement and the next steps they should take to support their child	The headteacher and senior leadership team reporting to parents on learner attainment, progress and engagement is regular and includes areas for improvement	The headteacher and senior leadership team reporting to parents on learner attainment and progress is regular.	The headteacher and senior leadership team reporting to parents on learner attainment and progress is rare

4.3 Lesson Observation

The 7 Indicators that the 20 sub-indicators seek to measure include the following:

- 1. Teaching: Structuring and organizing lessons** - This seeks to quality assure coherency of lesson and its planning.
- 2. Teaching: Creating a positive climate** – This indicator checks how the teacher creates conducive classroom environment for effective learning by paying attention to individual needs of learners. These include teacher sensitivity to gender stereotyping, how learners' expectations are managed and use of varied teaching methods to address different learning needs and in response to class dynamics.
- 3. Teaching: Providing well-designed tasks** – This checks the teacher's ability to stimulate learners reasoning ability.
- 4. Teaching: Teaching interactively** – Inspectors will make judgements about how effectively teachers teach in ways that ensures that selected indicators/topics are fully addressed and learners are offered prompt feedback to guide their next learning.
- 5. Teaching: Assessing understanding** – Inspectors will make a judgement about how teachers effectively use assessment information to support learning outcomes.
- 6. Learner: Engagement and Attitudes** – Inspectors will make a judgement about the quality of learner engagement and attitudes.
- 7. Learner: Attainment** – This indicator assesses the proportion of learners who understood what was taught.

Lesson Observation Form (LOF) LOF number

Region:		District:		Circuit:	
School:				GPS Location of school	
Number of Teachers	Male:	Female:	Number of teachers present on Day 1 of inspection	Male: ___	Female: ____
EMIS code:		Scheduled start time:	Actual start time:		
Date:		Scheduled end time:	Class enrolment	Boys:	
				Girls:	
Teacher's Name:			Teacher's ID number:	No. of boys present:	
Subject:					No. of girls present:
Content Standard/ Topic:	Indicator(s) / Sub-topic:		Term/ Semester:		Week:
Inspector's Name:		Inspector's ID number:			
Language(s) of instruction:		Grade(s)/ Class(es):			
	No. of learners with pens/pencils	No. of learners with notebooks	No. of learners with textbooks		
Boys					
Girls					
Types of special education needs existing in the classroom		No. of boys		No. of girls	
Textbook(s) in use:					

Key to Ratings

Outstanding	Good	Satisfactory	Unsatisfactory	Not Applicable
4	3	2	1	99

	Time on Task	1st snapshot (4-5 min)		2nd snapshot (9-10 min)		3rd snapshot (14-15 min)	
T1	Teacher is teaching or has provided a learning activity for most students	Yes	No	Yes	No	Yes	No

S/N	Indicator	Rating				
A. Teaching: Structuring and organizing lessons						
1.	Lesson plan: Available and provides up-to-date information relevant to the lesson being taught.	4	3	2	1	
2.	Coherence of lesson: Various stages build on each other and reasonably paced.	4	3	2	1	
B. Teaching: Creating a positive climate						
3.	Teacher expectations: Demonstrates high expectation of learners' behaviour.	4	3	2	1	
4.	Gender sensitivity: Teacher challenges gender stereotypes and provides equal opportunities to boys and girls.	4	3	2	1	N/A
5.	Classroom management: Teacher redirects misbehaviour and focuses on the expected behaviour, rather than the undesired behaviour.	4	3	2	1	
6.	Special needs: Teacher recognises learners with special educational needs and provides them with relevant support.	4	3	2	1	N/A
7.	Targeted Instruction: The teacher adjusts teaching to the level of the students	4	3	2	1	
C. Teaching: Providing well-designed tasks						
8.	Thinking tasks: Teacher provides tasks that engage and challenge learners.	4	3	2	1	
9.	Time on task: Learners are on task	4	3	2	1	
10.	Critical thinking: Teacher asks open-ended questions	4	3	2	1	
D. Teaching: Teaching interactively						
11.	Lesson content: Teacher instructions and explanations are clear.	4	3	2	1	
12.	Teacher's feedback: Clarifies learners' misunderstandings, encourages discussion among them and helps identify their successes.	4	3	2	1	
13.	Teacher facilitation: Teacher models by enacting or thinking aloud	4	3	2	1	
14.	Lesson facilitation: Teacher links lessons to other content knowledge, students' daily life or culturally relevant situations.	4	3	2	1	
E. Teaching: Assessing Understanding						
15.	Checks for understanding: Teacher uses questions, prompts or other strategies to determine and guide learners' level of understanding.	4	3	2	1	
F. Learner: Engagement and Attitudes						
16.	Learners' attitude: Learners volunteer to participate in the lesson.	4	3	2	1	

17.	Active engagement: Learners ask questions during lesson.	4	3	2	1	
18.	Active engagement: Learners work collaboratively with each other during lesson	4	3	2	1	
19.	Attitude towards feedback: Learners accept feedback from peers and teacher and work with them.	4	3	2	1	
G. Learner: Attainment						
20.	Learner attainment: Proportion of learners successfully completing teacher's task during the lesson.	4	3	2	1	
Total Score						
Average Score						

☐ End of lesson observation

Actual end time

4.3.1 Quality Indicator Descriptions for Lesson Observation

The quality indicator descriptions are illustrative rather than exhaustive: they do not provide a complete description of quality at each level. They are not a checklist of quality but are designed to prompt discussion and support Inspectors in making good assessments.

The descriptions are progressive. For example, the characteristics described in 'Good' are assumed to be present or improved in 'Outstanding'. Inspectors will:

- Consider the evidence they have collected against each indicator and compare it against the descriptions for 'Outstanding', 'Good', 'Satisfactory' or 'Unsatisfactory' before making a judgement.
- Select the 'best fit' quality description that most closely matches the evidence that they have collected.

The following tables contain descriptions of the observable standards at each of these levels for all of the elements and contributing quality indicators.

T1. Time on Task

Instruction

During the lesson observation, at the 5th, 10th and 15th minute capture whether or not the teacher is on task, where on-task is defined as teacher is teaching or has provided a learning activity for most students.

Key Issue	Yes	No
Teacher is teaching or has provided a learning activity for most students	<p>Learning activity: This includes any activity that is related to class content, independent of its quality.</p> <p><i>For example, learning activities can include a teacher lecturing, small group/team work, or students working on a worksheet or reading independently.</i></p> <p><i>Note that if the teacher leaves the classroom, but has provided students with a learning activity, this would still count as a learning activity.</i></p>	<p>Non-learning activity: This includes any activity that is not related to class content, including activities related to classroom management such as taking attendance or disciplining students or any other activity that leaves students waiting.</p> <p><i>For example, when the teacher is silently writing on the board without asking students to copy. Other examples of non-learning activities include: when a teacher takes attendance, s/he may read the children's names individually; when there are misbehavior, s/he may stop the lesson to redirect student misbehavior; when there are outside disruptions, s/he may stop teaching to see what is going on; when checking homework, s/he may check each student's homework individually, while the other students wait with nothing to do. In addition, basic classroom processes may be prolonged, such as transitioning to a new activity, getting materials ready for a lesson, or completing administrative tasks.</i></p>

A. Teaching: Structuring and organizing lessons

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
1. Lesson plan: Available and provides up-to-date information) relevant to the lesson being taught 2. Coherence of lesson: Various stages build on each other and reasonably paced	Lesson plan is available, follows the acceptable format, provides adequate information and covers the relevant subtopic(s)/ indicator(s) Various stages of lesson are clearly defined with lesson developed at a reasonable pace	Lesson plan is available, follows the acceptable format, provides adequate information but only partially covers the relevant sub-topic (s)/ indicator(s) Various stages of lesson are clearly defined and developed but pacing is inappropriate	Lesson plan is available, follows the acceptable format, but does not cover the relevant subtopic (s)/ indicator(s) Various stages of lesson are loosely structured	Lesson plan is unavailable or lesson plan is available, does not follow the acceptable format and contains inconsistencies about the relevant subtopic (s)/ indicator(s) Various stages of lesson are unstructured

B. Teaching: Creating a positive climate

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
3. Teacher expectations: Demonstrates high expectation of learner behaviour.	Teacher demonstrates appropriately high expectations for the behaviour of all learners irrespective of gender, class, ethnicity, SEN.	Teacher demonstrates appropriately high expectations for the behaviour of most learners	Teacher demonstrates high expectations for the behaviour of some learners	Teacher demonstrates no/ low expectations of the behaviour of learners.
4. Gender sensitivity: Teacher challenges gender stereotypes and provides equal opportunities to boys and girls	Teacher's actions or words challenge gender stereotypes and always provides equal learning opportunities to boys and girls	Teacher's actions or words challenge gender stereotypes and sometimes provides equal learning opportunities to boys and girls	Teacher's actions or words challenge gender stereotypes but rarely provides equal learning opportunities to boys and girls	Teacher's (in)actions or words reinforce gender stereotypes or teacher exhibits gender bias in opportunities to participate in classroom activities
5. Classroom management: Teacher redirects misbehaviour and focuses on the expected behaviour, rather than the undesired behaviour.	Teacher effectively redirects misbehaviour by focusing on expected behaviour; or students are all well behaved throughout the class	Teacher effectively redirects misbehaviour but occasionally focuses on expected behaviour	Teacher effectively redirects misbehaviour but does not focus on expected behaviour	Teacher either ignores or is ineffective in redirecting misbehaviour; or teacher shouts at, criticizes and sometimes ridicules students
6. Special needs: Teacher recognises learners with special educational needs and provides them with relevant support	Teacher recognises specific learners with special educational needs, has individual education plans for all learners with special educational needs, and regularly assesses their progress in relation to those plans.	Teacher recognises specific learners with special educational needs, routinely provides additional support to meet their needs but has no individual education plan to monitor their progress.	Teacher recognises specific learners with special educational needs and sometimes provides additional support to meet their needs.	Teacher acknowledges that some learners have special educational needs, but does not provide any support to specific learners.
7. Targeted instruction: Teacher adjusts teaching to the level of learners	Teacher uses teaching approaches suitable to the level of learners and routinely varies the teaching approach in response to classroom context	Teacher uses teaching approaches suitable to the level of some learners and sometimes varies the teaching approach in response to classroom context	Teacher uses teaching approaches suitable to the level of some learners but does not vary the teaching approach	Teacher uses teaching approaches not suitable to the level of most learners

C. Teaching: Providing well-designed tasks

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
8. Thinking tasks: Teacher provides tasks that engage learners and challenge learners	Teacher provides tasks that challenges all learners which leads to the need to build strategies for doing the tasks	Teacher provides tasks that challenges most learners and sometimes leads to the need to build strategies for doing the tasks	Teacher provides tasks that require learners to think but sufficiently challenging to a few of them.	Teacher does not provide thinking tasks and students either simply listen or perform routine tasks (like copying examples from the board)
9. Time on task: Learners are on task	Teacher provides focus after assigning tasks to learners, gives regular prompts to keep them on task, encourages peer feedback and indicates what is expected of them.	Teacher provides focus after assigning tasks to learners, gives regular prompts to keep them on task and encourages peer feedback	Teacher provides focus after assigning tasks to learners and gives regular prompts to keep them on task	Teacher does not keep learners on tasks
10. Critical thinking: Teacher asks open-ended questions.	The teacher asks several open-ended questions and builds on learners' response	The teacher asks few open-ended questions and builds on student response	The teacher asks few open-ended questions but does not build on student response	The teacher does not ask open-ended questions

D. Teaching: Teaching interactively

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
11. Lesson content: Teacher instructions and explanations are clear	Teacher demonstrates mastery over the indicator(s) being taught provides explanations that are clear using correct vocabulary and terminology citing multiple and varied examples.	Teacher demonstrates mastery over the indicator(s) being taught and provides explanations that are clear using correct vocabulary and terminology.	Teacher demonstrates satisfactory subject knowledge in relation to the indicator(s) being taught but explanations are sometimes unclear.	There are some significant gaps in teachers' subject knowledge and pedagogical knowledge in relation to the indicator(s) being taught.
12. Teacher feedback: Clarifies learners' misunderstandings, encourages discussion among them and helps identify their successes	Teacher addresses learners' misunderstandings using specific comments/prompts, encourages discussions about misunderstandings and always highlights their successes	Teacher addresses learners' misunderstandings using specific comments/prompts, but rarely encourages discussions about misunderstandings or only sometimes highlights their successes	Teacher addresses learners' misunderstandings using general or superficial comments/prompts and rarely encourages discussion about misunderstandings	Teacher does not respond to learners' misunderstandings or simply states that a response is incorrect
13. Teacher facilitation: Teacher models by enacting or thinking aloud	Teacher provides modelling that are supportive of the learning for all learners	Teacher provides modelling that are supportive of the learning for most learners	Teacher provides some form of scaffolding that are supportive of the learning for some learners	Teacher does not provide any form of modelling
14. Teacher facilitation: Teacher links lessons to other content knowledge, students' daily life or culturally relevant	Teacher frequently provides learners with real-life and culturally relevant examples meaningfully linking lessons to other content knowledge and inviting similar examples from learners.	Teacher sometimes provides learners with real-life and culturally relevant examples meaningfully linking lessons to other content knowledge and inviting similar examples from learners.	Teacher sometimes provides 'real-life' and culturally relevant examples but linkages to content knowledge is superficial or unclear/confusing.	Teacher relies mostly on textbook questions and does not link lesson to other content knowledge or learners' daily life

E. Teaching: Assessing understanding

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
15. Checks for understanding: Teacher uses questions, prompts or other strategies to determine and guide learners' level of understanding.	Teacher monitors for learners' understanding using oral and written questions in the course of the lesson, always provides prompt feedback and encourages peer feedback that guides their own learning	Teacher monitors for learners' understanding using oral and written questions in the course of the lesson, sometimes provides prompt feedback and encourages peer feedback to guide their own learning	Teacher monitors for learners' understanding using oral and written questions in the course of the lesson but does not provide prompt feedback to guide learners' own learning	Teacher does not ask questions or prompt students at all and does not monitor learners' understanding

F. Learner: Engagement and attitudes

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
16. Learners' attitude: Learners volunteer to participate in the lesson.	All learners volunteer to participate in the lesson even when faced with challenging tasks	Most learners volunteer to participate in the lesson even when faced with challenging tasks	Some learners volunteer to participate in the lesson even when faced with challenging tasks	Few or no learners volunteer to participate in the lesson even when faced with challenging tasks
17. Active engagement: Learners ask questions during lessons	Learners ask open-ended questions and teacher encourages discussion from other students	Students ask open-ended questions and teacher responds in a meaningful way	Students ask open-ended questions and teacher responds superficially	Students do not ask questions
18. Active engagement: Learners work collaboratively with each other during lessons	Opportunities exist for group work and all learners work collaboratively in their groups	Opportunities exist for group work and most learners work collaboratively in their groups	Opportunities exist for group work but learners work collaboratively in their groups	There are no opportunities for group work
19. Attitude towards feedback: Learners accept feedback from peers and teacher and work with them	All learners willingly receive feedback from both teachers and peers. They use the feedback received to guide and monitor their own learning progress	Most learners willingly receive feedback from both teachers and peers. They use the feedback received to guide and monitor their own learning progress	Few learners willingly receive feedback from both teachers and peers. They use the feedback received to guide and monitor their own learning progress	Learners either respond negatively to or do not receive feedback from teachers or peers

G. Learner Outcomes: Attainment

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
20. Learner attainment: Proportion of learners successfully completing teacher's task during the lesson.	All (100%) students completed the task assigned	Most students (75%-99%) completed the task assigned	Only few (50% - 74%) students completed the task assigned	No student completed the task assigned

4.4 External Assessment Results (BECE/WASSCE)

Inspectors will make a judgement about External Assessment Results based on BECE/WASSCE analysis for the past 3 years on the three core subjects – English, Mathematics and Science.

S/N	Indicator	Rating			
BECE/WASSCE analysis for the past 3 years					
1	Percentage average score for the last three years of external assessment for English	4	3	2	1
2	Percentage average score for the last three years of external assessment for Mathematics	4	3	2	1
3	Percentage average score for the last three years of external assessment for Science	4	3	2	1

4.4.1 Quality Indicator Descriptions for External Assessment Results

BECE

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
1. Percentage average score for :	All (100%) Learners had grades 1 to 6 and in addition to that 85% or more had grades 1 to 3 for the last 3 years	75% to 99% of Learners had grades 1 to 6 and in addition to that 65% to 84% had grades 1 to 3 for the last 3 years	50% to 74% of Learners had grades 1 to 6 and in addition to that 35% to 64% had grades 1 to 3. Examination results show a steady or rising trend for the last 3 years	Less than 50% of Learners had grades 1 to 6. Examination results show a downward trend. for the last 3 years

WASSCE

Key Issue	Outstanding	Good	Satisfactory	Unsatisfactory
1. Percentage average score for :	All (100%) Learners had grades A1 to C6 and in addition to that 85% or more had grades A1 to B3 for the last 3 years	75% to 99% of Learners had grades A1 to C6 and in addition to that 65% to 84% had grades A1 to B3 for the last 3 years	50% to 74% of Learners had grades A1 to C6 and in addition to that 35% to 64% had grades A1 to B3. Examination results show a steady or rising trend for the last 3 years	Less than 50% of Learners had grades A1 to C6. Examination results show a downward trend. for the last 3 years

Overall quality

Inspectors will make an assessment on the overall performance of a school by considering each of the evaluations for the sub-elements under School leadership, Lesson Observation and External Assessment Results.

Outstanding	Good	Satisfactory	Unsatisfactory
<p>All the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are at least good and a majority are excellent.</p> <p>Apart from in exceptional circumstances, learner attainment and teaching will have been judged as outstanding.</p>	<p>Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are good or better.</p> <p>Apart from in exceptional circumstances, learner attainment and teaching will have been judged as good or better.</p>	<p>Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are satisfactory.</p> <p>Apart from in exceptional circumstances, learner attainment and teaching will have been judged as satisfactory or better.</p>	<p>The majority of judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are unsatisfactory.</p> <p>Any of the judgements for learner attainment, learner engagement and attitudes or teaching have been judged as unsatisfactory.</p>

The use of proportions in the quality indicator descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

Rating Tools for Quality Indicators

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

4.5 Part B: Compliance with Ministry of Education Requirements

The second part of the evaluation framework sets out the judgements that Inspectors will make during a school inspection about how compliant a school is with basic Ministry of Education requirements. The scope of the evaluation is three areas: curriculum planning, school management and resources.

Part B of the evaluation framework focuses on eight core aspects of compliance in these three areas in diagram below.

Part B of the IEF focuses on 3 core elements of a school's compliance with Ministry of Education requirements namely Curriculum Planning, School Management, and Resources.

Curriculum and Planning: Inspectors will make judgements about Curriculum and Planning in relation to one indicator with four core indicators. .

School Management: Inspectors will make judgements about Management in relation to two indicators with four core indicators. .

Resources: Inspectors will make judgements about Resources in relation to five indicators with 18 core indicators.

1. Teaching and learning resources
2. Accommodation
3. Environment
4. Health and safety
5. Teachers

Inspectors will evaluate whether for most of the 27 core indicators, the school:

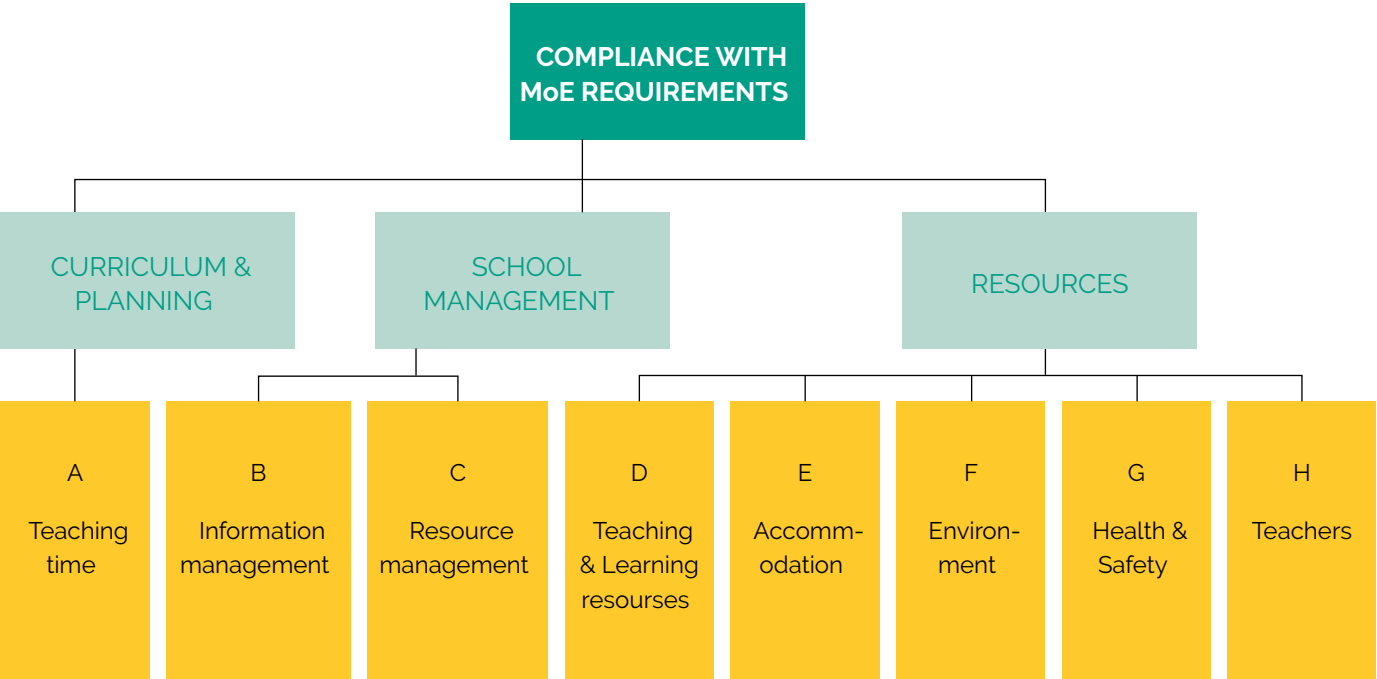
- **Exceeds** expectations;
- **Meets** expectations;
- **Partially meets** expectations; or
- **Fails to meet** expectations.

For a few elements, Inspectors will only judge whether the school 'Meets', 'Partially meets', or 'Fails to meet' expectations.

There are compliance descriptions for each element that describe provision in relation to these four judgements. The purposes of the descriptions are to:

- ensure consistency in judgements made by different Inspectors; and ensure consistency in judgements made about different schools

Figure 2
schematic diagram of part b of the evaluation framework



SCHOOL COMPLIANCE (FORM B)

Key ratings

Exceeds	Fully meets	Partially meets	Fails to meet
4	3	2	1

School Compliance Form (SCF) **SCF number**

Region:		District:		Circuit:	
School:				GPS Location of school	
Year Established				Date of Last GES Intensive Inspection	
EMIS code:		Term/Semester:		Week:	Date:
School Ownership			School Type:	Day	Boarding
Headteacher's name:			Headteachers Registration number:		
Email:			Phone:		
Inspector's Name:		Inspector's ID number:			
Enrolment Details	No. of Boys	No. of Girls	Totals		
Teaching Staff:					
	No. of Males	No. of Females	Total		
Professionals					
Non-Professionals					
Non-Teaching Staff:	No. of Males	No. of Females	Total		
(Not applicable to Basic Schools)					

S/N	Indicator	Rating			
CURRICULUM AND PLANNING					
A. Teaching time					
1.	Teaching time for English (Consider: total time and balance across all grades/classes)	4	3	2	1
2.	Teaching time for Mathematics (Consider: total time and balance across all grades/classes)	4	3	2	1
3.	Teaching time for Science (Consider: total time and balance across all grades/classes)	4	3	2	1
4.	Schemes of learning (Consider: each grade; level of detail)	4	3	2	1
5.	Lesson planning (Consider: each grade; level of detail; teachers' review notes)	4	3	2	1
SCHOOL MANAGEMENT					
B. Information management					
6.	External communication (Consider frequency and effectiveness of information flow to and from parents)	4	3	2	1
7.	Internal communication (Consider frequency and effectiveness of channels of communication within the school)	4	3	2	1
C. Resource management					
8.	Human resource management (For SHS consider subject specialists. For non-teaching staff consider relevant qualifications)	4	3	2	1
9.	Financial resource management	4	3	2	1
RESOURCES					
D. Teaching and learning resources					
10.	Textbooks & purchased resources	4	3	2	1
11.	Teacher prepared resources	4	3	2	1
12.	ICT (Consider: quantity and quality of computers, printers, software; internet access; use of ICT resources)	4	3	2	1
E. Accommodation					
13.	Classrooms & furniture (Consider: quantity; space; walls; light; desks / tables and chairs; writing board; decoration and display)	4	3	2	1
14.	Library facilities (Consider: space; furniture; books and any other library resources; use of space & resources)	4	3	2	1
15.	Office, meeting rooms and residences (Consider teachers' and students' accommodation)	4	3	2	1
16.	Sick bay / first aid	4	3	2	1

F. Environment					
17.	Ambience	4	3	2	1
18.	Playing / sports facilities	4	3	2	1
19.	School boundaries	4	3	2	1
G. Health and safety					
20.	Waste disposal	4	3	2	1
21.	Safe water	4	3	2	1
22.	Safe catering facilities (Consider: quantity and range of options; quality; cleanliness; registration)	4	3	2	1
23.	Toilet & Urinary facilities (For each gender consider: quantity; state of repair; cleanliness)	4	3	2	1
24.	Health care & immunisation	4	3	2	1
H. Teachers					
25.	Teacher-learner ratios (Consider: the school as a whole and in lessons observed. Note any differences between subjects)	4	3	2	1
26.	Teacher attendance (Consider: to school and in lessons)	4	3	2	1
27.	Teacher punctuality (Consider: to school and to lessons)	4	3	2	1
Total Score					
Average Score					

Quality Indicator Descriptions for Compliance with MOE Requirements

A. Curriculum and planning

Key Issue	Exceeds	Fully meets	Partially meets	Fails to meet
1. Teaching time for English (Consider: total time and balance across all grades/classes)	The school creates extra opportunities outside of curriculum time (before or after the school day) for targeted teaching of English. Almost all targeted learners attend these extra lessons.	All classes in the same grade receive the same teaching time for English. The teaching time for English in all grades meets the expected national weekly standard.	Not all classes in the same grade receive the same teaching time for English. The teaching time for English in almost all classes meets the expected national weekly standard.	Not all classes in the same grade receive the same teaching time for English. The teaching time for English in many classes is below the expected weekly standard.
2. Teaching time for Mathematics (Consider: total time and balance across all grades/classes)	The school creates extra opportunities outside of curriculum time (before or after the school day) for targeted teaching of mathematics. Almost all targeted learners attend these extra lessons.	All classes in the same grade receive the same teaching time for mathematics. The teaching time for mathematics in all grades meets the expected national weekly standard.	Not all classes in the same grade receive the same teaching time for mathematics. The teaching time for mathematics in almost all classes meets the expected national weekly standard.	Not all classes in the same grade receive the same teaching time for mathematics. The teaching time for mathematics in many classes is below the expected weekly standard.
3. Teaching time for Science (Consider: total time and balance across all grades/classes)	The school creates extra opportunities outside of curriculum time (before or after the school day) for targeted teaching of Science. Almost all targeted learners attend these extra lessons.	All classes in the same grade receive the same teaching time for Science. The teaching time for Science in all grades meets the expected national weekly standard.	Not all classes in the same grade receive the same teaching time for Science. The teaching time for Science in almost all classes meets the expected national weekly standard.	Not all classes in the same grade receive the same teaching time for Science. The teaching time for Science in many classes is below the expected weekly standard.
4. Schemes of Learning (Consider: each grade; level of detail)	All teachers make use of syllabus, textbooks, teachers' guide and other resources to complete all of the schemes of work. These are submitted for checking at the end of the first day of school reopening.	All teachers make use of syllabus, textbooks and teachers' guide to complete all of the schemes of work. These are submitted for checking during the first week of school re-opening.	The majority of teachers use the textbook and/or syllabus to complete sections of the schemes of work for relevant grades and subjects. These are submitted for checking during the second week of school re-opening.	The majority of teachers do not prepare their schemes of work for relevant grades and subjects.
5. Lesson Planning (Consider: each grade; level of detail; teachers' review notes)	All teachers complete all relevant sections of lesson plans. Each section is clear and contains sufficient details to inform teaching. All teachers review their lessons. Lesson plans are monitored weekly.	Most teachers complete all relevant sections of lesson plans. Each section is clear and contains sufficient details to inform teaching. Most teachers review their lessons. Lesson plans are monitored weekly.	The majority of teachers do not complete all relevant sections of lesson plans. A minority of teachers do not write lesson plans. Monitoring of lesson plans is infrequent.	The majority of teachers do not write lesson plans.

B. Information management

Key Issue	Exceeds	Fully meets	Partially meets	Fails to meet
6. External communication (Consider frequency and effectiveness of information flow to and from parents)	The school leadership communicates with parents regularly using the full range of channels. There are also visits to the homes of learners facing particular challenges. Parents are actively encouraged to communicate with the school.	The school leadership communicates with parents via termly reports, meetings, letters, the school calendar, notices on boards, newsletters, telephone calls and text messages.	The school leadership communicates with parents via termly reports and meetings, but not on a regular basis.	The school leadership only communicate with parents via termly reports or on an irregular basis.
7. Internal communication (Consider frequency and effectiveness of channels of communication within the school)	The school leadership communicates regularly and frequently with staff and learners using the full range of channels. Staff and learners are actively encouraged to contribute their ideas, voice any concerns and raise any issues. The school leadership provides frequent opportunities for such dialogue.	The school leadership communicates regularly and frequently with staff and learners through scheduled meetings, notices on boards, committee reports, telephone calls and text messages.	The school leadership communicates with staff via meetings with teachers and the SRC, but these are infrequent.	The school leadership only communicates with staff and learners through ineffectively issuing occasional instructions.

C. Resource management

Key Issue	Exceeds	Fully meets	Partially meets	Fails to meet
8. Human Resource Management (For SHS consider subject specialists. For non-teaching staff consider relevant qualifications)	All members of staff are working in areas that they are qualified in. School leadership reports any overstaffing to the district promptly. The school leadership keeps accurate and detailed records of each member of staff.	All teachers are teaching subjects they are qualified in. All non-teaching staff are working in areas that they have been trained in. School leadership reports any overstaffing to the district promptly.	Most teachers are teaching subjects that they are qualified in. The majority of non-teaching staff are working in areas that they have been trained in.	The majority of teachers are not qualified in. The majority of non-teaching staff are working in areas that they have not been trained in.
9. Financial Resource Management	All financial records such as cashbooks, cash analysis book, IGF are sufficiently detailed and kept up-to-date. Second cycle schools prepare annual financial reports. First and second cycle schools implement any audit recommendations.	Most financial records such as cashbooks, cash analysis book, IGF are sufficiently detailed and kept up-to-date. Second cycle schools prepare annual financial reports. First and second cycle schools implement any audit recommendations.	The school maintains financial records but these are insufficiently detailed or not kept up-to-date. Auditing is weak and any recommendations are not always implemented	The school does not keep accurate financial records. Auditing is infrequent.

D. Teaching and learning resources

Key Issue	Exceeds	Fully meets	Partially meets	Fails to meet
10. Textbooks & purchased resources	There are adequate supplies of stationary, TLMs, exercise and textbooks for all grades in. Parents buy textbooks as required. The library is stocked with relevant books.	There are adequate supplies of stationary, TLMs, exercise and textbooks for most grades in. Parents buy textbooks as required. The library is stocked with relevant books.	There are inadequate supplies of some items of stationary, TLMs, exercise books or textbooks for some grades in. The library contains some relevant books but it is not adequately stocked.	There are inadequate supplies of stationary, TLMs, exercise books and textbooks for all grades in. There is either no library or it is poorly stocked. Parents do not meet the educational needs of their children.
11. Teacher prepared resources	All teachers prepare their own TLMs. All classrooms have adequate displays that are used in lessons. These are regularly replaced and updated. All teachers use TLMs in most lessons.	All teachers prepare their own TLMs, mostly from local materials. All classrooms have adequate displays that are sometimes used by teachers and learners in lessons. All teachers use TLMs in most lessons.	The majority of teachers prepare their own TLMs, mostly from local materials. A majority of classrooms have displays. The majority of teachers use TLMs in lessons.	Most teachers do not prepare their own TLMs. Nearly all classrooms have no display. The majority of teachers do not use TLMs in lessons.
12. ICT (Consider: quantity and quality of computers, printers, software; internet access; use of ICT resources)	There is at least one well equipped ICT laboratory, including up-to-date computers, printers and an LCD projector. Teachers and learners use ICT frequently in lessons and outside of lessons.	There is a fully furnished ICT laboratory with internet, access, an adequate number of working computers and a printer. There is an appropriate range of available software. The laboratory is available throughout the school day and beyond and is frequently used by teachers and learners.	There is a reasonably furnished ICT laboratory that contains a few computers in working order. It is only accessibly during school hours. Some teachers occasionally use their own laptops in lessons.	There is either no ICT laboratory or the computers in the laboratory are either not working or very few in number. Teachers rarely use their own laptops in lessons.

E. Infrastructure

Key Issue	Exceeds	Fully meets	Partially meets	Fails to meet
13. Classrooms & furniture (Consider: quantity; space; walls; light; desks / tables and chairs; writing board; decoration and display)	All classrooms are of a good size, accessible to learners with disabilities, have appropriate flooring, are well lit and air-conditioned. There are whiteboards and adequate age-appropriate furniture. The classroom environment is attractive and clearly promotes learning.	All classrooms are safe, appropriately sized and are accessible to learners with disabilities. They have appropriate flooring, are well lit and well ventilated. Writing boards and classroom furniture are adequate. They adequately support learning.	A few classrooms are inadequate. These classrooms are fairly safe, but are too small, poorly lit and/or ventilated. The writing boards are sometimes inadequate and there is a lack of age-appropriate classroom furniture. These classrooms do not adequately support learning.	Many classrooms are temporary structures. They have inadequate flooring and roofing, are poorly lit and/or ventilated and are unsafe. Furniture is inadequate.
14. Library facilities (Consider: space; furniture; books and any other library resources; use of space & resources)	The library has a wide range of fiction and non-fiction texts and other resources that are appropriate for the full age-range in the school. A fulltime librarian manages the library. It is accessible during and outside of school hours.	The library is stocked with relevant books. It is well-lit, spacious and has appropriate furniture. A dedicated librarian manages the library and books are classified and sorted appropriately. Learners are able to borrow books. It is accessible during school hours and is often in use during the school day.	The library contains some relevant books but it is not adequately stocked. Books are grouped according to grade level and are stored in containers. Teachers distribute these to learners during library periods for reading.	There is neither no library or it is poorly stocked. A few books, stored in containers, are brought into some classrooms during library time. This is managed either by a class teacher or an English teacher.
15. Office, meeting rooms and residences	All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture. The headteacher's office is air-conditioned and is spacious enough to hold small meetings. The school has a bigger conference room that is fully furnished and air-conditioned.	All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture. The headteacher's office is spacious enough to hold small meetings. There is another space in the school that is adequate for larger meetings.	The headteacher and maybe the deputies have adequate offices that are well lit and well ventilated. However, any offices are small and not suitable for holding meetings. Other staff either share or have no workspace.	Only the headteacher and maybe the deputies have offices. Other staff either share or have no workspace. Any offices are poorly lit and poorly ventilated. They are cramped and have inadequate furniture.
16. Sick bay / first aid	The school has separate rooms with washrooms attached that are used as sick bays for both sexes. There are at least three beds available in each. A full-time registered nurse is in attendance and there is a referral hospital. There is a wide range of medical supplies.	The school has separate rooms with washrooms attached that are used as sick bays for both sexes. There are at least three beds available. A registered nurse is in attendance during some school hours. There is an appropriate range of medical supplies. First aid and treatment records are completed and maintained appropriately.	There is either no dedicated sick bay or only one inadequate sick bay. The school has an appropriately stocked first aid box however.	There is no dedicated sick bay. The school has a poorly stocked first aid box in the headteacher's office. First aid records are not kept adequately.

F. Environment

Key Issue	Exceeds	Fully meets	Partially meets	Fails to meet
17. Ambience	A fully landscaped and well-maintained compound with lawns, flower beds and well-marked footpaths. There are number of shaded rest areas with seating underneath.	The school compound has a quiet and calm atmosphere. There are some trees with a few seats underneath to provide a shaded rest area. Erosion is checked. There are areas of grass, hedges, flowers and footpaths.	The environment is almost grassless with few trees. Although the compound is not a thoroughfare, the atmosphere is noisy at certain times of the day.	The school compound has become a thoroughfare with hawkers frequently present. The atmosphere is always noisy. No planted flowers, hedges, lawns or clear footpaths
18. Playing / sports facilities	All sporting facilities for all indoor and outdoor games are available. All sports fields are standard size and well maintained. There are appropriate supplies of sports equipment for both boys and girls, which are well managed by a physical education instructor.	Sporting facilities for most indoor and outdoor games are available. Sports fields are standard size and mostly well maintained. There are appropriate supplies of sports equipment for both boys and girls, which are well managed by a physical education instructor.	The school has one sports field on which all sporting events are held. It is not of the required size and not marked however. Sports equipment is in short supply and there is no physical education instructor.	The school has no sports fields and virtually no sports equipment. There is no physical education instructor.
19. School boundaries	The school is fenced with a manned gate and has secure boundaries. There is a land title deed and copies have been lodged with the district and regional offices.	The school is fenced with a manned gate and has secure boundaries. There is a land title deed but no copies have been lodged with the district or regional offices.	The school is partly fenced but is without a manned gate. There is a land title deed but no copies have been lodged with the district or regional offices.	The school is not fenced and has no well-defined boundaries. Encroachers have invaded the compound. There is no land title deed available.

G. Health and safety

Key Issue	Exceeds	Fully meets	Partially meets	Fails to meet
20. Waste disposal	There are an adequate number of large waste bins in the compound. Every classroom and office also have small waste bins. Workers are assigned to gather and empty all refuse into the bigger waste bins. Arrangements have been made with a private contractor to dispose of the waste at the weekend.	There are an adequate number of large waste bins in the compound. Every classroom and office also have small waste bins. Learners are assigned to gather and empty all refuse into the bigger waste bins during break times. Refuse is properly disposed off.	There are a few big waste bins in the compound where all waste is disposed. These are not always sufficient for the quantity of waste however. All waste is burned or buried. There are no waste bins in classrooms	There are no waste bins in the school. A pit has been dug where all waste is deposited. The waste is not normally burned.
21. Safe water	There is pipe borne water. Each office and classroom have water dispensers. There are bore-holes and hygienic water storage tanks for emergencies.	There is pipe borne water. Veronica buckets are available for learners to use. There is a bore-hole with water stored in hygienic tanks for emergencies.	There is pipe borne water, some of which is stored in large containers. Bottled water is also available for sale. There is no bore-hole.	There is no pipe borne water or bore-hole. Learners collect water from the stream or river for washing hands.
22. Safe catering facilities (Consider: quantity and range of options; quality; cleanliness; registration)	Registered caterers are contracted to cook and sell in canteen. Caterers are made to wear prescribed uniform. There is a committee in place to ensure food safety and quality. Valid health certificates are inspected on schedule.	Registered caterers are contracted to cook and sell in a dedicated canteen. There is a committee in place to ensure food safety and quality. Valid health certificates are inspected and monitored.	Food vendors are invited to sell food in school, under an open shed. A teacher is appointed to ensure food safety. Valid health certificates are sometimes inspected. No one checks food quality or range.	Food vendors are invited to sell food in school, mostly under trees. No one is appointed to check food quality and safety. Health certificates are not inspected.
23. Toilet & Urinary facilities (For each gender consider: quantity; state of repair; cleanliness)	There are an adequate number of water closets and urinals with running water that are safe, easily accessible and gender-friendly. There are sinks for hand washing with soap, hand dryers and air fresheners. The toilets and urinals are frequently cleaned with detergents to ensure cleanliness.	There are a reasonable number of KVIP toilets and urinals available. These are at a reasonable distance from school and are gender friendly. They are maintained with detergents and disinfectants. There are adequate numbers of veronica buckets for hand washing with soap.	There are a reasonable number of KVIP toilets available. These are at a reasonable distance from school and are gender friendly. They are maintained with detergents but not with disinfectants. There is a container with water for hand washing but soap is not always available.	There are no toilet facilities or they are of inadequate number or not in working order.
24. Health care & immunisation	The school allows government-sponsored immunisation and other health talks. The school only admits learners who have received all the early childhood vaccinations and advises parents to acquire the NHIS cards. The school arranges for those who have not been immunised to have them.	The school allows government-sponsored immunisation and other health talks. The school only admits learners who have received all the early childhood vaccinations and advises parents to acquire the NHIS cards.	The school allows government-sponsored immunisation and other health talks. The school sometimes admits learners without ensuring that early childhood vaccinations have been completed.	The school allows government-sponsored immunisation. The school admits learners without checking for immunisation records however.

H. Teachers

Key Issue	Exceeds	Fully meets	Partially meets	Fails to meet
25. Teacher-learner ratios (Consider: the school as a whole and in lessons observed. Note any differences between subjects)	The teacher-learner ratio in the school is slightly below the national standard at school level, subject level and in all classes.	The teacher-learner ratio in the school meets the national standard at school level, subject level and in all classes.	The teacher-learner ratio is higher than the national standard in either English or mathematics, or in a minority of classes.	The teacher learner ratio is higher than the national standard for the whole school and in a majority of classes.
26. Teacher attendance (Consider: to school and in lessons)	All teachers consistently attend school and all their lessons. Any lack of attendance is caused by a justifiable reason. The teacher attendance book and lesson monitoring forms are used effectively.	Most teachers consistently attend school and their lessons. Any lack of attendance is caused by a justifiable reason. The teacher attendance book and lesson monitoring forms are used effectively.	Although most teachers attend school and lessons appropriately, a few either fail to turn up to school completely or miss individual lessons. Although the teacher attendance book and lesson monitoring forms are used, this does not improve attendance.	At least a significant minority of teachers fail to turn up to school and/or individual lessons. The school leadership either do not record or do not deal with these problems of attendance.
27. Teacher punctuality (Consider: to school and to lessons)	All teachers are consistently punctual to school and to all their lessons. Any occasional lateness is caused by a justifiable reason. The teacher attendance book and lesson monitoring forms are used effectively.	Most teachers are consistently punctual to school and to most of their lessons. Any occasional lateness is caused by a justifiable reason. The teacher attendance book and lesson monitoring forms are used effectively.	Although most teachers are punctual, a few arrive late to school and to lessons. Although the teacher attendance book and lesson monitoring forms are used, this does not improve punctuality.	At least a significant minority of teachers arrive late to school and to lessons. The school leadership either do not record or do not deal with these problems of punctuality.

The use of Proportions in the Compliance Descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the compliance descriptions

The compliance descriptions are illustrative rather than exhaustive: they do not provide a complete description of the levels of compliance.

Inspectors will:

- Consider the information they have collected for each element and evaluate it using the compliance descriptions for 'Exceeds', 'Meets', 'Partially meets' or 'Fails to meet' before making a judgement.
- Select the 'best fit' compliance description that most closely matches the data that they have

Inspectors will record their evaluations in the *Record of Inspection Judgements, Part B*, together with required actions. Any immediate or urgent actions will be highlighted.

Prompts for School Leadership Meeting

It is important to note that these are guides. Questions asked will be mostly informed by the data collected on the school. Record the answers to the questions, ask follow-up questions where appropriate and probe for examples. Where possible, identify **first-hand evidence** for any answers given to these questions.

School Vision

- What is the school's vision?
- How was this school vision developed?
- How is the school vision communicated to the school community (learners, teachers, parents and local community)?
- How do you and the rest of the school community work towards this vision?

Effective Leadership of Teaching and Learning

- «Briefly tell us your experiences of the teaching of Mathematics, Science and English Language?
- How do you monitor and track learners' attainment and progress?
- How do you monitor and evaluate the quality of teaching?
 - What is your main focus when monitoring teaching?
 - How frequently do you observe lessons?
 - What records do you keep of lesson observations?
 - What feedback do you provide to your teachers?
 - What support do you provide to your teachers to help them improve their practice?

Capacity to Improve the School

- What do you think are the key areas for improvement in the school?
- What do you think are the key steps that are needed to make improvements in these areas?
- How are you and the rest of the school leadership team supporting these key steps?
- What are the main problems that impact on learner outcomes in your school?
 - What are you doing to address these?
 - What do you think future problems are likely to be?
- Is there a plan that captures and structures the improvements necessary for the school?
- How does your Circuit Supervisor support the improvement of the school?

Productive Relationships with Parents, SMC/Board and PTA

- What information do you provide to parents regarding their children's attainment, progress and engagement?
- How frequently do you provide this information?
- How active are the SMC/Board and PTA?
 - In what ways are they involved and how do they support the school?
 - In what ways do you actively seek to involve them in the school?

Prompts for meeting with SMC, PTA and parents

Record the answers to the questions using the *Other Evidence Form*

Probe with follow-up questions, asking for examples. Where possible, identify **first-hand evidence** for any answers given to these questions.

Parents' views on teaching, learning and leadership in the school

- What are some of the things your ward told you about school? What are the most interesting stories they told you about school?
- What is the funniest/saddest story they told you?
- How do you find the academic performance of your ward?
- How do you get information from the school regarding your ward(s)'s performance?
- What other information do you receive?
- What do your children tell you about the other children in the school?
- What do your children tell you about the teachers in the school?
- Do you know about the vision of the school?
- How do you think the school is working towards this?
- What are your views of the school regarding teaching and children's learning?

Parents' views on relationships between the community accountability organisations and the school

- How frequent are the SMC/Board, PTA and School Board meetings?
- What happens in these meetings?
- What do you do to support school improvement activities?
- How does the school encourage individual parents to be involved in the school?
- Have you ever made a complaint to the school? How did the school respond to your complaint?
- What kind of financial support, if any, do you provide to the school?
- How does the school handle parents' non-payment of financial contributions?

Parents' views on the school's relationship with the Circuit Supervisor/DD Sup

- Have you ever contacted the Circuit Supervisor/DD Supt, for example if there is a problem in the school that the senior leadership team haven't dealt with?
- What are your general impressions about the school?

Prompts for meeting with learners

Record the answers to the questions using the *Other Evidence Form*.

Ask follow-up questions where appropriate and probe for examples where possible, identify **first-hand evidence** for any answers given to these questions.

Enjoyment and attitudes

- What do you like about the school?
- Which subjects do you like studying most? What are some of the things other children in your school do that you don't like?

Learning and teaching of English Language/Mathematics/ Science

- Which subjects do you like studying most? Why is it the subject you study most?
- How often do you study English Language/Mathematics/Science?
- Tell us one interesting event during the lesson being taught class?
- What do you do if you don't understand something during the lesson? How does your English/Math/ Science teacher help you to understand the issue?
- How often do you ask for assistance from your teacher on a particular topic?

School Leadership

- How can you tell if other parents and other people accept the views of the school authority?
- What are your general impressions about the school?

4.6 Conclusion:

The NIB Inspection Manual is designed to provide relevant information to all stakeholders engaged in school inspections. The manual discussed a number of important issues regarding school inspections. Key among them are information provided on types of inspections, Inspection process, the inspection process and what is expected of both the inspectors and the school and the evaluation framework.

The manual is a guide, information provided is not exhaustive. Inspection teams should be guided by their professionalism and expertise in performing their duty.

The elements stated in the schematic diagrams provide a good source of information to guide school leadership in working towards improving their school. It is hoped that schools will take advantage of the information in the manual to guide in improving teaching and learning and leadership issues in the school.

Section 5

APPENDICIES

APPENDIX A



One Page Summary Report

School

Date of inspection

What the school does well

Key recommendations

Name of Lead Inspector		Name of Headteacher	
Signature		Signature	
Date		Date	

APPENDIX B



PART A

(LOF) Inspection Notes

School

Indicator
A Teaching: Structuring and organizing lessons
B Teaching: Creating a positive climate
C Teaching: Providing well-designed tasks
D Teaching: Teaching interactively

Continues overleaf

E Teaching: Assessing Understanding
F Learner: Engagement and Attitudes
G Learner: Attainment

Name of Lead Inspector	
Signature	
Date	

(SLF) Inspection Notes



School

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Indicator

A. School leadership

Lead Inspector		Headteacher	
Signature		Signature	
Date		Date	

APPENDIX C

PART B

(SCF) Inspection Notes



School

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Indicator
A Curriculum and planning
B Information management
C Human resource management
D Teaching and learning resources
E Accommodation

Continues overleaf

F Environment
G Health and Safety
H Teachers

Name of Lead Inspector	
Signature	
Date	

Other Evidence Form (OEF)

Inspector		OEF number		Date	
Activity					

Evidence Form

ACRONYMS AND TERMINOLOGIES

ACRONYMS	DEFINITIONS
BECE	Basic Education Certificate Examination
EDT	Education Development Trust
GOG	Government of Ghana
ICT	Information and Communications Technology
IGF	Internally Generated Funds
JHS	Junior High School
KVIP	Kumasi Ventilated-Improved Pit
LOF	Lesson Observation Form
LRS	Learners Representative Council
OEF	Other Evidence Form
NHIS	National Health Insurance Scheme
PE	Physical Education
P-T-A	Parent -Teacher- Association
SHS	Senior High School
SMC	School Management Committee
SPIP	School Performance Improvement Plan
SRC	Student Representative Council
TLM	Teaching Learning Material
TLR	Teaching Learning Resource
WASSCE	West African Senior School Certificate Examination

TERMINOLOGIES	DEFINITIONS
Attainment	Achievement of learning objectives validated through the assessment of acquired knowledge, skills and competencies
Basic School	A school system comprising Kindergarten, Primary and Junior High School.
Closed Ended Questions	Questions that elicit definite answers.
Circuit Supervisor	An Education Officer in charge of learning and teaching in a number of schools within a particular area.
Chorus	The sound of pupils expressing approval or disapproval at the same time or a group of students repeating the same sound or answers together
Core Subjects	Compulsory subjects for all students e.g. Mathematics, English and Science
Community	Is a small or large social unit that has something in common, such as norms, religion, values or identity e.g. a school community
Flash Inspections	These are brief inspections conducted in a school on specific issues and usually take a day or less. For example, checking on teacher's punctuality and regularity
Generic	Characteristics relating to a class or group of things; not specific.
Headteacher	An educator who has executive authority for a school.
High Performing Schools	Schools with high scores. If a substantial number of students, usually 80% or more are proficient in English and Mathematics for two or more years.
Junior High School	A school intermediate between a Primary and a Senior High School (Basic 7, 8 and 9).
Lesson Plan	A detailed step by step guide that outlines a teacher's lesson presentation.
Low Performing School	Schools with low test scores. If a substantial number of students, usually 20% or more are not proficient in English and Mathematics for two or more years.
Off-task	Disengagement of students from the learning environment
Open Ended Questions	Questions that do not elicit definite answers.
Pedagogy	Methods and practice of teaching.

Periodic Inspections	Inspections conducted at intervals to identify deficiencies in teaching and learning in schools
Pre-tertiary Education	Education below Post-Secondary Education.
Primary School	A school for children from about six to twelve years of age.
Quality Indicators	Standardized evident-based methods of collecting quality data to measure and track academic performance and outcomes.
Senior Leadership Team	A group of front-line supervisors of teaching and learning who actively participate in the day to day administration of a school. (headteacher, assistant headteachers, senior house masters/mistresses and accountant)
School Inspection Score Cards	A sheet in which inspection scores are entered.
Scheme of Learning	A plan that defines work to be done in a school.
Scheme of Work	A guideline that defines the structure and the content of an academic course
Targeted Questions	Questioning technique use to engage all students especially students who are off-task.
Talking Walls	Classrooms with teaching and learning resources displayed on the walls.
Veronica Bucket	A bucket attached with a tap to provide running water.
Whole School Inspection	A comprehensive inspection that focuses on all aspects of school life.

1. Prompts for interviewing school leadership

School Vision

- Does your school have a vision?
- How was the vision of the school developed?
- How is the school's vision communicated to the school community (learners, teachers, parents and local community)?
- How do you and the rest of the school community work towards this vision?

Effective Leadership of Teaching and Learning

- Briefly tell us your professional background
- What is your view on the teaching and learning of English language, Mathematics and Science in this school?
- How do you monitor and evaluate teaching and learning in your school?
- What is your focus when monitoring teaching?
- How frequently do you carry out monitoring exercises including lesson observation?
- What records do you keep on monitoring including lesson observation?
- What feedback do you provide to your teachers?
- What support do you provide to your teachers to help them improve their practice?

Capacity to Improve the School

- What are the key areas for improvement in this school?
- What are the key steps needed for improvement in the afore mentioned areas?
- How is the leadership team of the school supporting these key steps?
- What are the main problems that impact on learner outcomes in your school?
- What are you doing to address these?
- What do you think future problems are likely to be?
- Is there a plan that captures and structures the improvements necessary for the school?
- How does your Circuit /District or Regional Directorate support the improvement of your school?

Productive Relationships with Parents, SMC/Board and PTA

- What information do you provide to parents/guardians regarding their children's /wards?
- How do you communicate vital information to parents/guardians?
- How frequently do you provide this information?
- How active are the SMC/Board and PTA?
- In what ways are they involved and how do they support the school?

2. Prompts for interviewing SMC/Board, PTA and Parents

Record the answers to the questions using the *Other Evidence Form*

Probe with follow-up questions, asking for examples. Where possible, identify **first-hand evidence** for any answers given to these questions.

Parents' views on teaching, learning and leadership in the school

- What is your general impression about the school?
- What are your views regarding teaching and learning in this school?
- How do you get information from the school regarding your child's/ward's performance?
- What other information do you receive?
- What do your children tell you about the behavior of other children in this school?
- What do your children tell you about the teachers in the school?
- Do you know about the vision of the school?
- What is your view about the leadership of this school?

Parents' views on relationships between the school and the community

- How frequently are the SMC, PTA and School Board meetings held?
- What do you do to support school improvement activities?
- How responsive has the school been to your ideas and concerns?

Parents' views on the school's relationship with the Circuit Supervisor/DD Sup

- Have you ever contacted the Circuit/District/ Regional office of education on a problem in the school that the senior leadership team couldn't deal with?

3. Prompts for interviewing learners

Record the answers to the questions using the *Other Evidence Form*.

Ask follow-up questions where appropriate and probe for examples. Where possible, identify **first-hand evidence** for any answers given to these questions.

School vision and Learners' attitude

- Do you know about your school's vision?
- What does it communicate?
- How is the vision communicated to students?
- What do you like about the school?
- What are some of the things other children in your school do that you like or do not like?

Learning and teaching of English Language/Mathematics/ Science

- Which subjects do you like studying most?
- Why is it the subject you like to study most?
- What do you do if you don't understand something during the lesson?
- How does your English/Math/ Science teacher help you to understand the issue?
- How do students in this school support each other in studies?

Leadership and Student welfare

- How do you channel your views to the leadership of the school?
- Do you feel that the adults in the school are interested in your views?
- Do you think that the headteacher and teachers are doing a good job?
- Explain your answer
- Is there any other thing you would like to share?

4. Prompts for interviewing teachers

Supporting the school 's vision and Mission

- Do you know the vision and mission statements of this school?
- Please, quote or paraphrase the vision of the school if you can
- Were you involved in developing the vision and mission statements?
- Was the vision communicated to the school and still is?
- If 'yes', how was/is it done?
- What have you done so far to support the school's vision?
- What are the challenges you are facing in your effort to achieve the vision of the school?

Relationship with major stakeholders

- How effective has your relationship with management been?
- How effective is your relationship with your students?
- How do you resolve conflict/dispute/crises/misunderstandings, etc. among your yourselves and your students?

Notes



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