2025

National Schools Inspectorate Authority
Enforcing Standards, Ensuring Quality

ENDLINE INSPECTIONS OF GALOP INTERVENTION SCHOOLS

Ministry of Education
Republic of Ghana

WORLD BANK

GALOP Endline Inspections Report

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ACKNOWLEDGEMENT

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First and foremost, we want to extend our sincere thanks to the Ministry of Education (MoE) for its guidance and leadership, ensuring that this initiative aligns with the country's broader education priorities. A special thank you also goes to GALOP for providing the funding that made this entire exercise possible. Their continued commitment to improving quality education at the secondary level is truly invaluable.
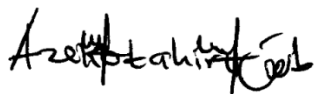
We are incredibly grateful to the Inspector-General of Schools (IGS), Professor Salifu Tahiru Azeko, and the Deputy Inspector-General of Schools (Operations), Mr. Felix Kofi Amegah, for their tireless leadership. Their coordination of logistics, human resources, operational planning, and their oversight of both school-level and aggregate reports were pivotal to the success of the inspections.

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PROFESSOR SALIFU TAHIRU AZEKO
(INSPECTOR-GENERAL OF SCHOOLS)

ACRONYMS

CPD	Continuous Professional Development
EMIS	Education Management Information System
GALOP	Ghana Accountability for Learning Outcomes Project
GETFund	Ghana Education Trust Fund
GES	Ghana Education Service
GPS	Global Positioning System
GPE	Global Partnership for Education
ICT	Information and Communication Technology
IEF	Inspection Evaluation Framework
IGS	Inspector General of Schools
IPs	Inspection Panels
MoE	Ministry of Education
NaSIA	National Schools Inspectorate Authority
NTC	National Teaching Council
PLC	Professional Learning Community
PTA	Parent-Teacher Association
SISO	School Improvement and Support Officer
SMC	School Management Committee
WAEC	West African Examinations Council

EXECUTIVE SUMMARY

1.0 Background

The National Schools Inspectorate Authority (NaSIA), mandated by the Education Regulatory Bodies Act 2020 (Act 1023) under the Ministry of Education, ensures quality standards in Ghana's pre-tertiary schools through its Inspection Evaluation Framework (IEF). In 2019, the Government of Ghana, with support from the World Bank and the Global Partnership for Education (GPE), launched the Ghana Accountability for Learning Outcomes Project (GALOP) to improve learning outcomes in low-performing basic schools and strengthen equity and accountability in the education sector. The project focused on four areas: enhancing teaching and learning, strengthening school management and resources, improving accountability systems, and providing technical assistance and institutional support. A baseline study conducted in 2021 established benchmarks on teaching, learning, and school management, enabling stakeholders to track progress and align interventions. The endline research, conducted at the project's close, assessed progress against the baseline and evaluated the overall impact of GALOP interventions on teaching quality, learning resources, infrastructure, and school leadership practices.

2.0 Purpose of the Inspection

The endline inspection aimed to assess progress in low-performing basic schools under GALOP and to provide evidence of the project's overall impact. To this, inspections were conducted in 954 of the original 1,000 sampled schools across all sixteen (16) regions, using the Performance Inspection Element of NaSIA's Inspection Evaluation Framework (IEF). The purpose was to evaluate schools in three critical areas: School Leadership and Management, Teaching and Learning, and Assessment, while also reviewing infrastructure and facilities under the School Performance Plus Inspection. In response to the introduction of the Standards-Based Curriculum, the focus of assessment shifted from quantitative outcomes to the modes of assessment applied in schools. Guided by harmonised tools from the 2023 Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana, the endline inspection provided robust, comparable evidence against the baseline to determine progress and outcomes of GALOP interventions.

3.0 Inspection design, Procedures, and Analysis

The endline inspection used the same nationally representative sample of 1,000 low-performing public basic schools drawn at baseline from the 10,000 GALOP schools across 152 districts in all sixteen (16) regions of Ghana, ensuring consistency and comparability across both rounds. The multi-stage cluster sampling approach remained unchanged, with districts selected using probability proportional to size and schools systematically sampled within districts. Schools were evaluated against NaSIA's performance standards, with ratings based on Leadership and Management and Teaching and Learning scores, each assessed on a four-point scale from Unsatisfactory (1) to Outstanding (4). Overall quality scores were calculated as the average of area scores, and schools were categorised accordingly: Unsatisfactory (<2), Satisfactory (2.00–2.99), Good (3.00–3.49), and Outstanding (3.50–4.00). The endline analysis estimated the proportions of schools in each performance category with 95% confidence intervals, providing robust comparative evidence of progress since baseline.

4.0 Key findings

1. Overall school performance showed significant gains, with the average score improving from 2.02 at baseline to 2.38 at endline.
2. In terms of progression, over 26% of the schools rated a minimum of *"Good"* at endline compared to the baseline, where less than 1% scored *"Good"* or better overall.
3. The endline assessment of schools produced an overall satisfactory score of 2.29, up from 1.78 at baseline, representing about 29% improvement in School Leadership and Management. Productive relationships and information/resource management were the strongest areas. Weaknesses remained in vision setting, with one in three schools performing unsatisfactorily.
4. Leadership capacity improved significantly, with schools providing effective leadership rising from 48.85% at baseline to 72.64% at endline.
5. Composite averages showed steady improvements across all indicators, with "set clear and inspiring vision" rising from 1.50 to 2.10, "provide effective leadership" from 1.66 to 2.25, and "capacity to improve school" from 1.80 to 2.25.
6. Teaching and learning across schools achieved a satisfactory average score of 2.47 at endline, with 18.44% rated unsatisfactory and 23.15% rated good. The strongest indicators were structuring and organisation of lessons (2.53), interactive engagement (2.52) and assessment of learning (2.50).
7. Comparatively, teaching and learning improved slightly from 2.27 at baseline to 2.47 at endline, reflecting a modest gain of 8.81%. Significant gains were observed in lesson structuring (2.12 to 2.53) and learner attitudes (2.08 to 2.45), while active learning declined (2.46 to 2.42).
8. Teacher attendance improved to 87.62%, with absenteeism reduced to 12.38% compared to 23% at baseline. Learner attendance was much lower at 75.74%, with absenteeism at 24.26%, though this also reflects an improvement from the 29.07% recorded at baseline.
9. Individual class assessments were most common, conducted in 97.28% of schools. Supervised semester assessments were implemented in 80.73% of schools. Group coursework was used in 73.09% of schools, while group projects were adopted in 40.42%. Practical or portfolio assessments were undertaken in 37.80% of schools, and individual research projects in 35.81%.
10. Teacher-to-learner ratios were favourable in 32% of schools (outstanding, <20 learners per teacher) and good in 18% of schools (20–25 per teacher). However, 25% of schools had ratios rated satisfactory (26–35 per teacher), while another 25% were unsatisfactory (>35 per teacher).
11. PLC effectiveness was rated satisfactory in 44.97% of schools and good in 32.49%. About 19.92% of schools were unsatisfactory, while fewer than 3% achieved outstanding results.
12. Most schools (72.80%) received one to three SISO visits per term. 11.87% of schools had no visits at all, while only 1.58% received more than six visits.
13. Multigrade teaching increased from 30.40% of schools at baseline to 37.61% at endline. The main reasons cited were insufficient classrooms and teachers (27.93%) and a combination of inadequate classrooms, teachers, and furniture (26.54%). Teacher shortages (20.39%) and classroom shortages alone (12.85%) contributed significantly.
14. At endline, 65.02% of schools reported no classroom deficit, an improvement from 57.5% at baseline. About 35% of schools had classroom deficits, with the most common shortage being two classrooms (13.66%).
15. Desk shortages affected 92% of schools at endline, an increase from 87.60% at baseline. The proportion of schools without desk deficits declined from 12.40% at baseline to 7.96% at endline, indicating a worsening trend.

16. Access to electricity improved from 54.5% at baseline to 61.24% at endline. Potable water access increased from 46.6% to 59.98%. School feeding coverage remained largely unchanged, at about 63%. Library facilities saw negligible improvement, increasing slightly from 10.5% to 10.61%. ICT facilities improved modestly from 11% to 14.81%.
17. Cement block structures dominated, comprising 78.68% of schools. Mixed structures accounted for 16.07%, while mud structures (3.36%), wooden structures (0.53%), and informal structures such as sheds or pavilions (1.37%) were less common.

5.0 Recommendations

1. The Ghana Education Service (GES) should strengthen targeted capacity-building programmes for underperforming schools, focusing on school leadership, management, and pedagogy. Introduce mentoring between high-performing and unsatisfactory schools.
2. GES and the National Teaching Council (NTC) should develop and roll out structured training for headteachers on vision setting, strategic planning, and school improvement planning. Incorporate these indicators into school performance appraisal tools and accountability frameworks to ensure regular monitoring.
3. The Ministry of Education (MoE) and NTC should institutionalise leadership development through continuous professional development (CPD) for headteachers and deputies, with certification linked to promotions.
4. The West African Examinations Council (WAEC) and GES should intensify training on assessment methods by encouraging schools and teachers to integrate group projects, portfolios, and research-based assignments into continuous assessment.
5. MoE, GES and NTC should address overcrowding by deploying additional teachers to high-ratio schools and constructing classrooms in oversubscribed areas.
6. GES should provide structured guidance, facilitation tools and monitoring for PLCs to ensure sessions are consistent, purposeful, and outcomes-driven.
7. GES Inspectorate Division must strengthen supervisory systems by ensuring SISOs have adequate resources (transport, fuel, allowances) to conduct regular and quality visits. The National Schools Inspectorate Authority (NaSIA) must perform its oversight responsibility to ensure that school and classroom monitoring and supervision are regular and consistent.
8. GES, working with Development Partners, should train teachers in effective multigrade classroom management, but most importantly, prioritise the provision of classrooms, teachers, and furniture in affected schools.
9. MoE and the Ghana Education Trust Fund (GETFund) must roll out targeted classroom construction projects in deficit schools using cost-efficient and climate-resilient building models. Efforts must be made to replace unsafe mud, wooden, and informal structures with durable, climate-resilient classrooms through targeted government and donor funding.
10. MoE and GES should launch a national "One Child, One Desk" initiative with strong community engagement and private sector support to reduce furniture deficits.
11. MoE and GES should prioritise equitable expansion of essential services, with ICT and libraries mainstreamed into donor-supported school improvement projects.

ESTABLISHING THE GALOP ENDLINE

The National Schools Inspectorate Authority (NaSIA) conducted endline inspections in a nationally representative sample of nine hundred and fifty-four (954) low-performing basic schools across all sixteen (16) regions of Ghana. The endline sample was drawn from the original 1,000 baseline schools, with observations conducted mainly in English language and Mathematics lessons, alongside assessments of school leadership and management, infrastructure and learning facilities. This exercise sought to assess progress in teaching practices and school management under the Ghana Accountability for Learning Outcomes Project (GALOP), using the current NaSIA Inspection Evaluation Framework (IEF) as outlined in the Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana (2023).

Endline Findings:
- Overall school performance showed significant gains, with the average score improving from 2.02 at baseline to 2.38 at endline.
- In terms of progression, over 26% of the schools rated a minimum of "Good" at endline compared to the baseline, where less than 1% scored "Good" or better overall.
- School Leadership and Management recorded the most significant improvement, with effective leadership ratings rising from 48.9% at baseline to 72.43% at endline, and the average score increasing by 0.51 points.
- Teaching and Learning showed significant progress, with the average score rising from 2.27 to 2.47 (0.20 points). While lesson structuring and learner attitudes improved, active learning practices declined slightly.
- Teacher attendance improved to 87.62%, with absenteeism reduced to 12.38% compared to 23% at baseline. Learner attendance was much lower at 75.74%, with absenteeism at 24.26%, though this also reflects an improvement from the 29.07% recorded at baseline.
- Internal assessments were widespread, with 97% of schools conducting individual class tests and over 80% implementing end-of-term supervised assessments. Group coursework was adopted by 73% of schools, though portfolio and research-based assessments remained limited (<40%).
- Teacher–learner ratios were favourable in 50% of schools (rated Outstanding or Good), but 25% faced overcrowding with ratios exceeding 1:35.
- Professional Learning Communities (PLCs) were functional in most schools, rated Satisfactory in 45% and Good in 32%, though fewer than 3% achieved Outstanding status.
- Resource and infrastructure challenges persisted. While access to electricity (61.2%) and potable water (60%) improved, desk shortages worsened, with over 92% of schools reporting deficits at endline. Classroom deficits declined moderately, with 65% of schools reporting no shortage, compared to 57.5% at baseline.

Conclusion:

Extrapolating the findings from the 954 schools inspected to all GALOP schools across Ghana, NaSIA concludes that significant progress has been made in both leadership and management practices, and teaching and learning. However, these improvements remain modest, while critical infrastructure and resource gaps continue to constrain the quality of education delivery.

1.0 Background

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

In 2019, the Government of Ghana obtained World Bank and Global Partnership for Education (GPE) funding to support the government's strategy to improve basic education in Ghana. The project, which was titled the *"Ghana Accountability for Learning Outcomes Project (GALOP)",* has the project development objective to improve the quality of education in low-performing basic education schools and strengthen the education sector equity and accountability. The project's four main components are to strengthen teaching and learning through support and resources for teachers, strengthen school support, management, and resourcing, strengthen accountability systems for learning and provide technical assistance, institutional strengthening, monitoring, and research.

With the GALOP baseline successfully established in 2021, a critical benchmark was created for measuring progress across beneficiary schools. The baseline generated comprehensive evidence on the state of teaching and learning, school support systems and management practices. This evidence enabled policymakers and stakeholders to track improvements, identify gaps and align interventions with the project's development objectives.

As the project drew to a close, the endline study was conducted to determine the extent to which GALOP had achieved its intended outcomes. The endline not only provided comparative evidence against the baseline but also assessed the overall impact of the project interventions on teaching quality, learning resources and infrastructure, and quality of leadership practice in schools.

2.0 Purpose of the Inspection

Inspections were conducted in a total of nine hundred and fifty-four (954) of the original one thousand (1,000) low-performing basic schools sampled across all sixteen (16) regions of Ghana to establish the endline on teaching practices in the targeted schools, using the Performance Inspection Element of NaSIA's Inspection Evaluation Framework (IEF), outlined in the 2023 *Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana.* The Performance Inspection Element set out the evaluation that Inspectors made during a school inspection about a school's performance. It focused on three (3) areas, namely School Leadership and Management, Teaching and Learning (or Lesson Observation) and Assessment. In line with

the baseline, additional areas such as the infrastructure and facilities were included, hence the continuation of the School Performance Plus Inspection. However, due to the shift in the assessment regime after the implementation of the Standard-Based Curriculum, the endline refocused attention on the use of the modes of assessments and not the summative quantities of the assessment, hence the strategic drop of the quantitative analysis of the assessment from the overall measurement. Nonetheless, the inspection employed the harmonised inspection tools as outlined in the Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana, 2023, thereby providing robust comparative evidence against the baseline to determine the overall progress and impact of GALOP interventions.

3.0 Methods

3.1 Inspection Design

The endline inspection was carried out using the same nationally representative sample of low or least-performing basic public schools (Kindergarten, Primary, and Junior High Schools) that were selected at baseline. The original sampling frame consisted of 10,000 GALOP-selected basic schools across the sixteen (16) Regions and two hundred and sixty (260) Metropolitan/Municipal/Districts in Ghana. This frame included detailed information on each school, such as Region, District, District code, Educational Management Information System (EMIS) code, school name, location, and Global Positioning System (GPS) code. The inclusion criteria remained the same as the baseline, focusing on public basic schools rated as low-performing on NaSIA's school assessment scale, with private schools excluded since the intervention was targeted at public and special schools.

Sampling Design

Since the same sample for baseline was used at the endline, the sampling design remained unchanged, drawing on the original multi-stage cluster sampling approach. At baseline, one thousand (1,000) low-performing public basic schools were selected from the pool of 10,000 GALOP schools across one hundred and fifty-two (152) districts. These same schools formed the endline sample, thus ensuring consistency and comparability of findings across the two rounds. As with the baseline, the clusters were defined at the district level, with schools serving as the unit of observation. The sampling frame had been stratified into the sixteen (16) regions to allow for regional-level disaggregation. Within each region, districts had been selected using probability proportional to size (PPS), and within each selected district, schools were chosen using systematic sampling, with a fixed number of schools allocated per district to balance PPS selection.

3.2 Inspection Procedure

Thirty-three (33) Inspection Panels were constituted, each comprising two inspectors supported by a driver, all trained to ensure consistency in the application of inspection tools and indicators. The panels were assigned to cover the sampled schools within a two-week timeframe. In line with standard practice, schools were notified of the inspection, and previous reports were reviewed to provide inspectors with context on recurring strengths and weaknesses. During the inspections, the teams employed the Schools Licensing and Information Management System (SLIMS) to collect data on quality indicators. This was complemented by direct classroom observations, structured interviews and documentary evidence collection. Lesson observation was a central element of the inspection. In each school, inspectors visited classrooms and

observed at least two lessons, one in English language and one in Mathematics. The observations focused on lesson structuring and organisation, the degree of interactive engagement between teachers and learners, the effective use of teaching and learning resources, learners' attitudes, and the quality of assessment practices. Beyond classroom visits, inspectors engaged headteachers, teachers, non-teaching staff, and learners in structured interviews to capture perspectives on leadership practices, assessment approaches and the management of school resources. School records were reviewed to verify planning, assessment, administration, and resource management processes. A physical evaluation of school facilities was also undertaken to establish the adequacy and condition of classrooms, learner desks, electricity and water supply, ICT resources, library facilities, and school feeding programmes.

3.3 Analysis Procedure

The primary analysis was the estimated proportion of schools in the category of performance and their corresponding asymptotic 95% confidence intervals. A school was rated unsatisfactory based on the overall *"Leadership and Management"* and *"Teaching and Learning"* scores. Each sub-element in an area was scored on a four-point scale (4-Outstanding, 3-Good, 2-Satisfactory, 1-Unsatisfactory). The area score was calculated as the average sub-element score. The overall quality score was then estimated as the average of the scores calculated for the areas. A school was rated "Unsatisfactory" if the school had an overall score of less than 2; "Satisfactory" if the overall score was in the range of 2.00 to 2.99; "Good" if the overall score was 3 to 3.49; and "Outstanding" if the overall score was 3.50 to 4.0 (Table 1). The proportion of schools with Unsatisfactory performance was then calculated as the number of schools with an overall score of less than 2 divided by the total number of schools in the survey. Other categories of performance were calculated similarly.

Table 1: Key to rating

RATING	SCALE	DESCRIPTION
Outstanding	3.50 - 4.00	Exceptionally high quality, exceeding the level at which every school in Ghana is expected to perform.
Good	3.00 – 3.49	The level at which every school in Ghana should perform. Achieving this level of performance should be a realistic goal for every school.
Satisfactory	2.00 – 2.99	The minimum level of performance for schools in Ghana. Every school's performance should reach or exceed this level.
Unsatisfactory	1.00 – 1.99	Not at an acceptable level for schools in Ghana.

4.0 RESULTS

4.1 Overall Performance

The goal of the endline inspection was to measure the impact of the interventions on the sampled schools relative to the baseline assessment. A comparison of the baseline and endline results indicates clear improvements in the overall quality of performance, with particularly strong gains in School Leadership and Management. At baseline, performance in this area was heavily skewed toward the unsatisfactory category, with 67.40% of schools rated unsatisfactory, and about one-third (32.60%) rated satisfactory or better. By the endline assessment, the distribution had changed substantially: over 72% were rated satisfactory or better, while less than one-third (27.57%) rated unsatisfactory. This represents a reverse and a significant shift from weak to improved performance in leadership and management practices.

Teaching and learning also improved significantly. At baseline, 78.53% of schools were classified as satisfactory or better and 21.47% as unsatisfactory. By endline, 81.56% of schools were satisfactory or better and less than 19% were unsatisfactory. Although these gains are less than those observed in leadership and management, they nonetheless mark positive movement in instructional quality.

In terms of the overall performance, the distribution of scores confirms this upward trajectory. At baseline, 48.80% of schools were satisfactory or better (with less than 1% rated Good) and 51.20% were rated unsatisfactory. By endline, over 77% were rated satisfactory or better, with over 26% rated Good and above. On the other hand, significant progress was recorded, with nearly 30% of the schools moving from an unsatisfactory rating at baseline to satisfactory or better performance by endline, leaving less than 23% still in the unsatisfactory category. Comparatively, it is clear that both the quality of teaching and learning improved among schools, leading to a substantial number of schools moving into the satisfactory zone. The manifestation of which was seen in the overall average score.

These categorical changes are reinforced by the average score comparisons (Figure 1b). On a 4-point scale, school leadership and management improved from 1.78 at baseline to 2.29 at endline, which is the highest significant gain across all domains (0.51 points). Teaching and learning also increased from 2.27 to 2.47 (0.20 points), while the overall score improved from 2.02 to 2.38 (0.36 points). Taken together, these results show that the most significant driver of overall improvement was leadership and management, although teaching and learning had the most significant progress per school.
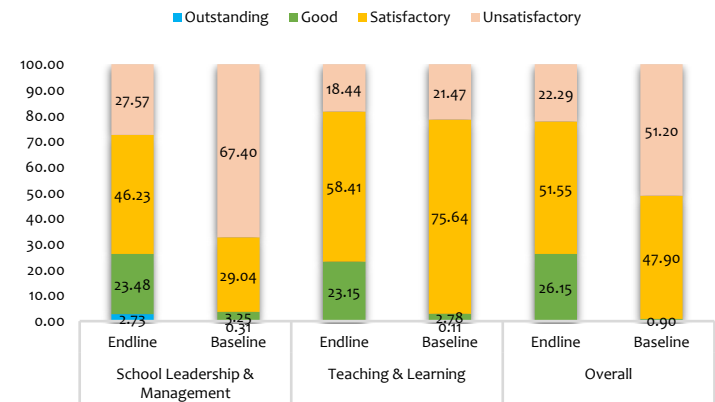
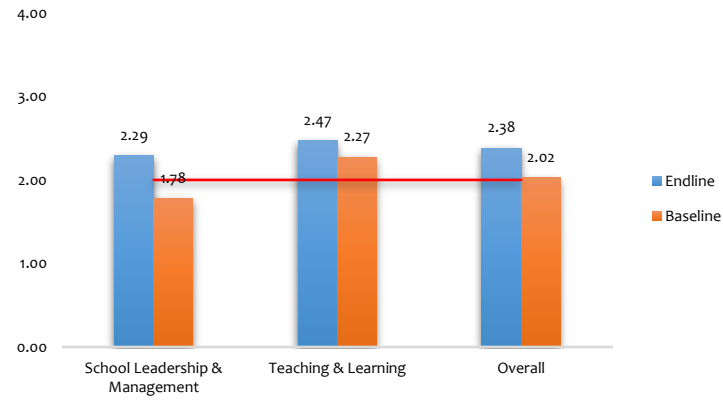Figure 1a: Comparison of Endline and Baseline: Quality of Overall Performance

Figure 1b: Comparison of Endline and Baseline: Average Score of Overall Performance

4.2 School Leadership and Management

Leadership within a school is how the institution is managed to promote effective teaching and learning. Central to this is the clarity of the school's vision and the extent to which it is shared and pursued by all stakeholders. It also includes how leaders support teachers, plan for continuous improvement, and manage both resources and information. Equally important is the school's collaboration with parents, the School Management Committee (SMC), and the Parent-Teacher Association (PTA) to sustain progress.

Out of the 1,000 baseline schools, 954 were assessed on leadership and management at endline, with an overall score of 2.24 corresponding to a "satisfactory" rating on the 4-point scale (Figure 2b). Of these schools, *"productive relationships"* recorded the highest level of performance, with about 87% of schools meeting the minimum required performance threshold. This was followed closely by information and resource management, where about 84% of the schools achieved at least satisfactory ratings (Figure 2a). On the contrary, 1 in every 3 schools inspected rated unsatisfactory when it comes to setting a clear and inspiring vision for their schools. Similarly, in more than a quarter of the schools (27.36%), heads could not show evidence of effective leadership to improve teaching and learning in their schools, which translated to their lack of capacity to improve their schools (25.89%) as well. The corresponding average scores in Figure 2b reaffirmed the evidence shown in Figure 2a, where a productive relationship had the highest score of 2.49, and set clear and inspiring vision recorded the lowest (2.10).
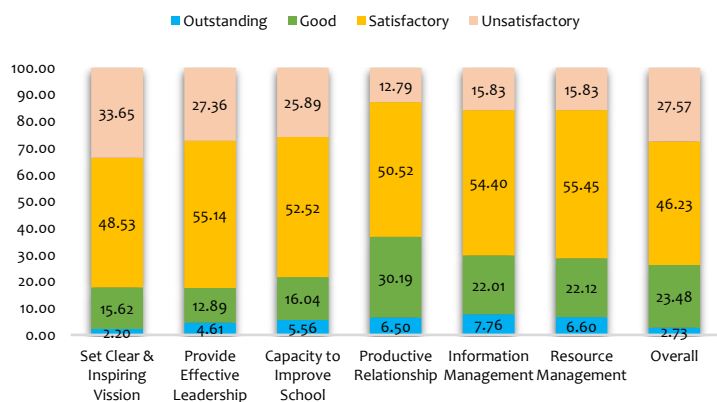

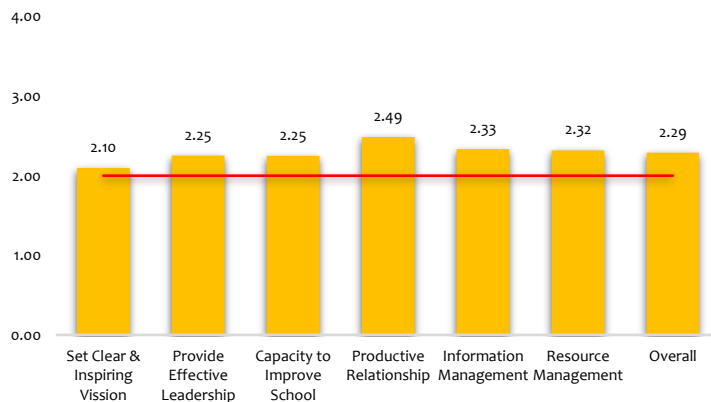Figure 2a: Quality of School Leadership & Management

Figure 2b: Average Score of School Leadership & Management

A comparative analysis between baseline and endline (Figure 2c) highlights significant improvements. For instance, the *"Set Clear & Inspiring Vision"* indicator shifted from 60.48% rated *Unsatisfactory* at baseline to 33.65% rated *Unsatisfactory* at endline. Similarly, the *"Provide Effective Leadership"* indicator improved from 48.85% to 72.64% of schools rated *Satisfactory or better*, while those rated *Unsatisfactory* dropped sharply from 51.15% at baseline to 27.36% at endline. Other areas, such as *"Capacity to Improve School"* and *"Productive Relationship"* also recorded similar gains across performance ratings. The indicators *"Information Management"* and *"Resource Management"*, though not definitively measured at baseline, showed strong performance at endline, with 84.17% of schools rated at least *Satisfactory*.

Overall, the endline assessment revealed remarkable progress, with the proportion of schools rated *Unsatisfactory* declining from 67.40% at baseline to approximately 28%. These results indicate broad improvement in performance across all categories compared to the baseline.

To put the assessments into perspective, the composite average ratings for *"Set Clear & Inspiring Vision"*, *"Provide Effective Leadership"*, and *"Capacity to Improve School"* all improved from *Unsatisfactory* (1.50, 1.66, and 1.80,

respectively) at baseline to *Satisfactory* (2.10, 2.25, and 2.25, respectively) at endline (Figure 2d). These statistics provide a clear view of the overall progress made in the quality of school leadership and management.

Overall, the endline score of 2.29 represents an improvement over the Baseline score of 1.78, reflecting a positive shift in leadership and management practices over time. Mathematically;

Change in leadership and management practices (ΔSLM)

$$\Delta\text{SLM} = \left(\frac{2.29 - 1.78}{1.78}\right) \times 100 = 28.65\%$$

This indicates a nearly 29% improvement in leadership and management practices, highlighting the positive impact of the interventions introduced in this domain.
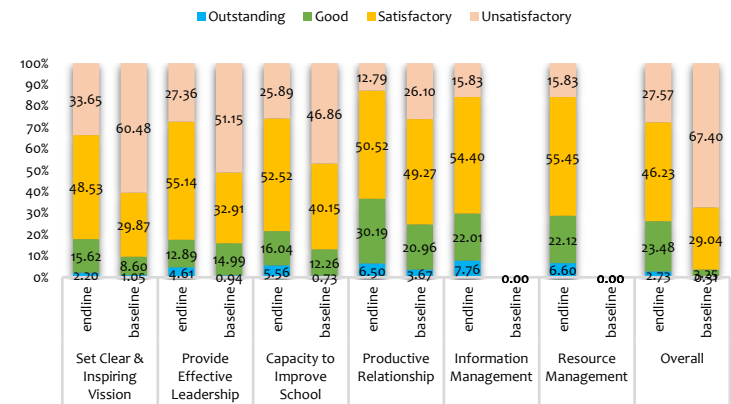

Figure 2c: Comparison of Endline and Baseline: Quality of School Leadership & Management
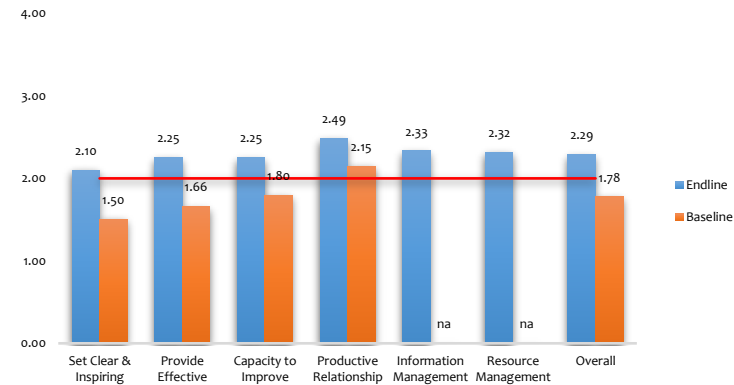

Figure 2d: Comparison of Endline and Baseline: Average Score of School Leadership & Management

4.3 Teaching and Learning

Teaching and Learning focus on the core activities that directly influence learners' progress and overall achievement. This sub-element assesses how lessons are planned and delivered, the extent to which teaching is engaging and responsive to learners' diverse needs, and how assessment is used to support, track, and enhance learning. It also examines the availability and suitability of teaching and learning resources, the level of learner engagement, and the quality of classroom interactions. This section presents the extent to which the teaching and learning practices observed during the inspection align with national standards and contribute to improved learning outcomes.

A total of 933 schools were assessed for teaching and learning in English and mathematics, with 1,866 lessons observed, one lesson per subject per school. The average score across observed lessons and by convergence schools was 2.47, indicating a "*Satisfactory*" rating (Figure 3b). While 18.44% of schools were rated "*Unsatisfactory*" (Figure 3a), a significant 23.15% of schools achieved a rating of "*Good*", suggesting that some schools are implementing effective practices that promote learner success.

For indicator-specific assessment, all 7 items under teaching and learning were averagely above 2.00, the lower limit of the minimum performance requirement. Notably, "*Structuring and Organisation of Lessons*" recorded the highest average score of 2.53, followed by "*Interactive Engagement*" and "*Assessing learning and attainment*" with 2.52 and 2.50 respectively (Figure 3b).
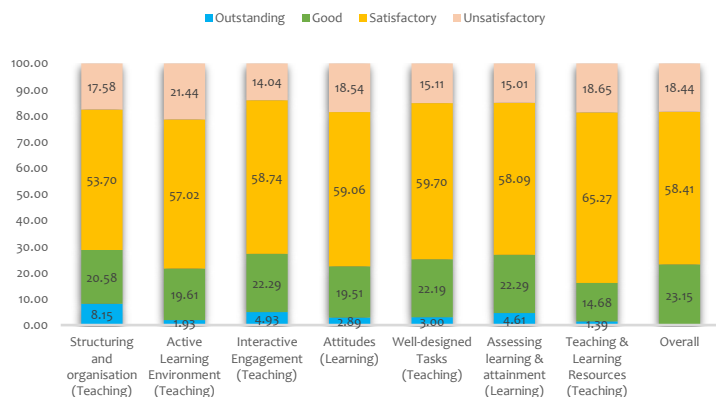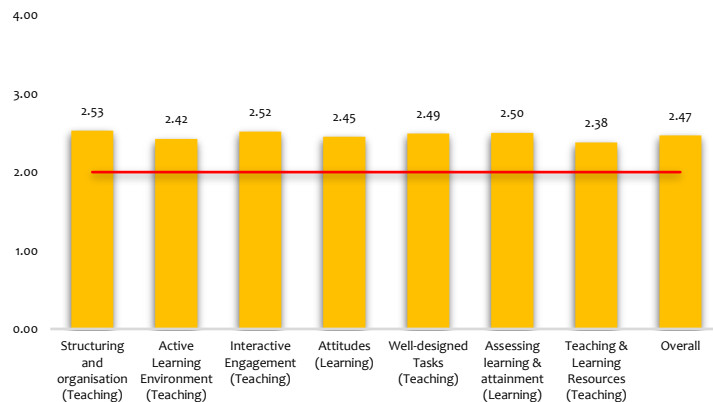
Figure 3a: Quality of Teaching & Learning

Figure 3b: Average Score of Teaching & Learning

Figure 3d presents a comparison of baseline and endline measures of teaching and learning practices across seven indicators, alongside the overall composite score. These indicators include *"structuring and organisation", "active learning environment", "interactive engagement", "attitudes", "well-designed tasks", "assessing learning and attainment", and "teaching and learning resources".* Also, the change in teaching and learning practice is given by;

Change in teaching and learning practices (ΔTL)

$$\Delta\text{TL} = \left(\frac{2.47 - 2.27}{2.27}\right) \times 100 = 8.81\%$$

The results show an overall improvement, with the average score increasing from 2.27 (baseline) to 2.47 (endline), representing a modest positive change of 8.81%. This indicates incremental progress in teaching and learning practices. Notably, the areas of strongest gains were observed in structuring and organisation (teaching), which rose from 2.12 to 2.53, suggesting enhanced lesson planning and classroom management, and in attitudes (learning), which improved from 2.08 to 2.45, reflecting more positive learner motivation and dispositions. Contrarywise, marginal or negative changes were observed in the active learning environment (teaching), which declined from 2.46 to 2.42, raising concerns about the sustainability of interactive and participatory approaches.

From a statistical perspective, although the direction of change is positive, the overall improvement of 8.81% remains modest. This suggests that while interventions yielded some benefits, their transformative impact was limited. Stronger, targeted strategies are therefore necessary to strengthen weaker domains, particularly in the promotion of active learning approaches.
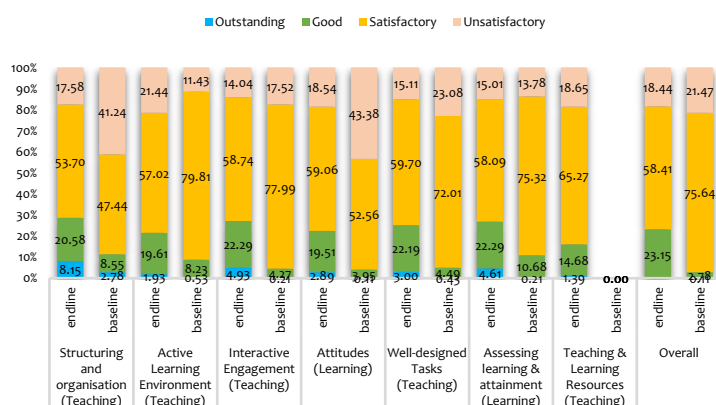

Figure 3c: Comparison of Endline and Baseline: Quality of Teaching & Learning
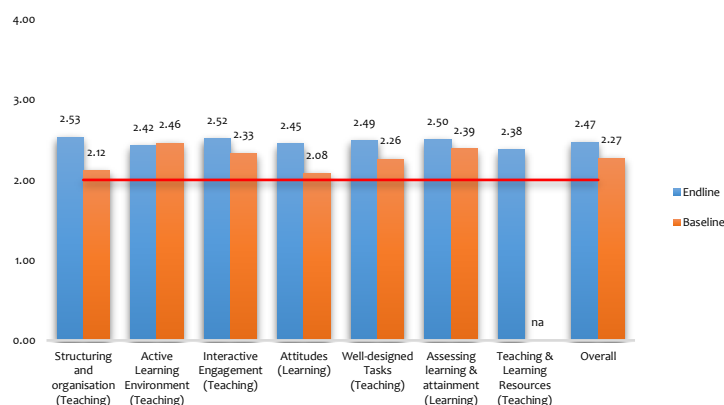

Figure 3d: Comparison of Endline and Baseline: Average Score of Teaching & Learning

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4.4 Internal Assessment Administration

With the introduction of the Standard-Based Curriculum in 2019, which intend to equip learners with core competencies, essential skills, and values necessary for their personal development, quality has now been shifted from rote assessment to formative assessment using the six modes of assessments to track learners progress. The distribution of internal assessments across these six modes is presented in Figure 4. As shown in the figure, individual class assessment mode is by far the most prevalent, accounting for 97.28% of the total assessments. This high figure suggests that individual class assessments are the most used form of assessment across all lessons observed under teaching and learning. This was closely followed by supervised individual semester assessments, which could be referred to as end-of-term assessments, with 80.73% of schools indicating that they have conducted this mode in the term. The group coursework or exercise mode stood at 73.09%, indicating that group activities were the next most used mode in assessing learners' collaborative skills and their ability to work in teams to solve problems. Group projects, research, or case studies followed with 40.42%. The Individual practical or portfolio or performance assessments (37.80%) and the individual projects, research, or case studies (35.81%) were the least conducted modes of assessments.
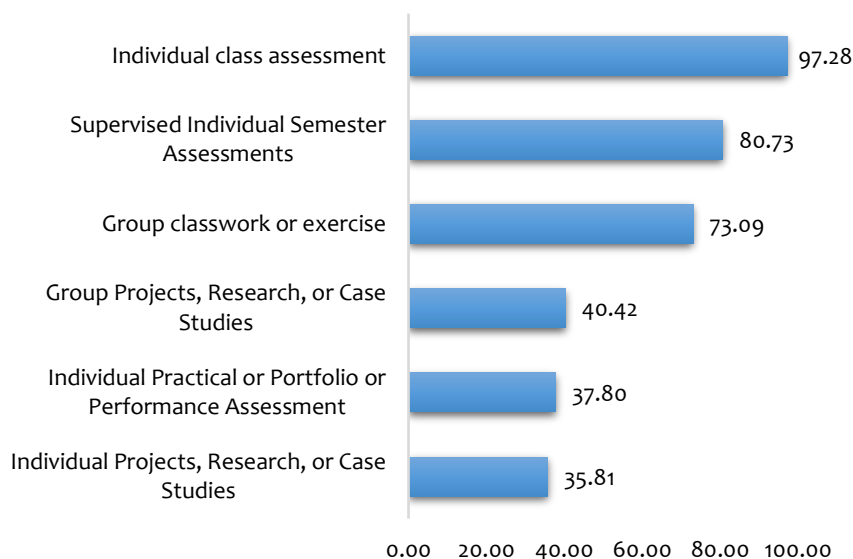

Figure 4: Internal Assessment Conducted across the six modes

4.5 Teacher to Learner Ratio

To manage classroom activities, influence interaction and learner engagements and ensure that teachers can provide individualised attention to learners, the ratio of teachers to learners is crucial. Figure 5 shows the distribution of teacher-to-learner ratios across schools, categorised into four performance bands: *Outstanding (1:<20)*, *Good (1:20–25)*, *Satisfactory (1:26–35)*, and *Unsatisfactory (1:>35)*. The largest share of schools (32%) achieved an *Outstanding* rating, which is an indication of favourable ratios that promote individualised attention and effective instructional support. A further 18% were rated as *Good*, maintaining ratios conducive to quality learning environments, though with less individualised support than in the outstanding category. By contrast, 25% of schools fell into the *Satisfactory* category (1:26–35), indicating ratios that remain within acceptable thresholds but may strain instructional quality, especially in resource-constrained contexts. Equally concerning, another 25% of schools were rated *Unsatisfactory*, with ratios exceeding the 1:35 threshold that are likely to compromise teaching effectiveness,

learner engagement, and overall educational outcomes. The distribution suggests a dual reality: while a significant proportion of schools maintain favourable teacher-to-learner ratios, an equally large proportion face overcrowded classrooms. This imbalance underscores systemic disparities in teacher deployment and resource allocation. For policymakers, the findings underscore the importance of prioritising strategies to address teacher shortages in underperforming schools. Such interventions could include more equitable teacher distribution, targeted recruitment, and investment in teacher retention. At the same time, the high proportion

Figure 5: Teacher-to-learner ratio

of schools rated *Outstanding* provides evidence of what is achievable, offering a benchmark for scaling good practices across the education system.
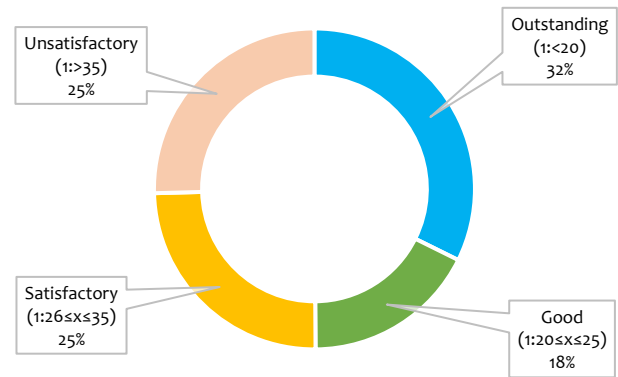
4.6 Effectiveness of Professional Learning Community (PLC)

Professional Learning Communities (PLCs) are essential for fostering collaboration among teachers, enhancing instructional practices, and improving learner outcomes. Figure 6 presents the quality and effectiveness of PLCs in the schools inspected. Overall, the majority of schools (44.97%) were rated *"Satisfactory"* for their PLC activities, while 32.49% were rated *"Good"* and 19.92% *"Unsatisfactory"*. Less than 3% of schools achieved an *"Outstanding"* rating (Figure 6). This distribution suggests that, although PLCs are contributing to their intended objectives, there remains significant scope for improvement. The predominance of the *"Satisfactory"* category indicates that PLCs are functioning at a foundational level but are yet to consistently deliver high-quality professional development. The very low proportion of schools rated *"Outstanding"* further underscores the need to strengthen PLC implementation to maximise impact.
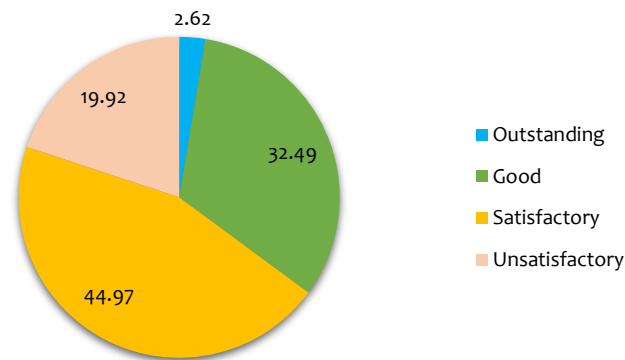

Figure 6: Effectiveness of Professional Learning Community

4.7 School Improvement and Support Officers' (SISOs) School Visits

The number of SISO visits to schools within a term is an important measure of supervisory support, as it enhances accountability, provides timely feedback to schools and teachers, and strengthens instructional quality through regular monitoring and guidance. As shown in Figure 7, the majority of schools (72.80%) received 1 to 3 visits in a term, meaning that most monitoring efforts are concentrated within this range. Also, a significant proportion of schools (11.87%) did not receive any visit at all. Visits beyond three became progressively less frequent: only 7.04% of schools received four visits, 4.52% received five visits, 2.21% received six visits, and just 1.58% received more than six visits. This pattern suggests that while some level of contact between SISOs and schools is maintained, sustained or intensive support throughout the term is relatively uncommon. The findings highlight both positive aspects and
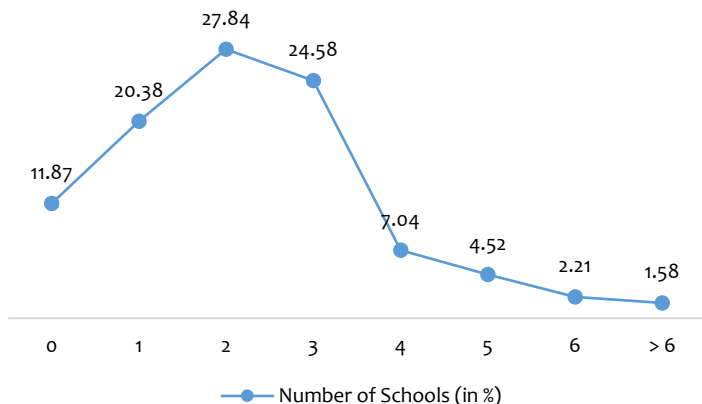
Figure 7: Number of SISO visits in the term/Semester

areas for improvement in supervisory practices. The high concentration of visits within the range of 1 to 3 suggests that SISOs are reaching a majority of schools, which is beneficial for accountability and support. However, the fact that nearly 12% of schools were not visited raises concerns about the equity of monitoring and support. Additionally, the relatively low percentage of schools receiving more than four visit points to limited engagement intensity, suggesting that infrequent or sporadic visits may not provide adequate feedback or allow for effective monitoring of recommended practices.

4.8 Multigrade Practices

The incidence of multigrade teaching practices at both the baseline and endline stages are shown in Figure 8a. At the baseline, 30.40% of schools reported using multigrade teaching, while 69.60% did not. By the endline, the percentage of schools implementing multigrade teaching increased to 37.61%, with 62.39% indicating the opposite. This marks a noticeable increase of about 7 percentage points, highlighting a growing trend toward multigrade arrangements over time.

Figure 8b outlines the reasons for the adoption of multigrade practices at the endline. The most commonly cited factors were insufficient classrooms and teachers (27.93%) and a combination of insufficient classrooms, teachers, and furniture (26.54%). Additionally, insufficient teachers (20.39%) and insufficient classrooms (12.85%) were significant contributors. Other factors, such as inadequate furniture (0.56%), lack of resource combinations (3-4%), teacher maternity leave (0.28%), learner absenteeism (0.28%), and small class sizes (0.56%), were reported less frequently. A small percentage (3.63%) of responses were classified as unknown.

These findings clearly indicate that multigrade teaching is increasingly being adopted as a response to resource shortages, especially the lack of teachers, classrooms, and furniture. The rise in multigrade practices from baseline to endline may suggest that ongoing or worsening infrastructure and staffing challenges are driving the adoption of this approach, rather than it being a deliberate pedagogical strategy.
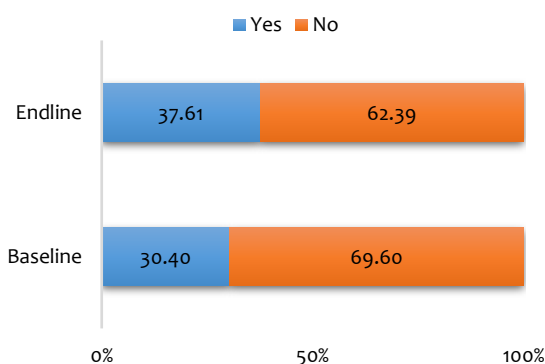

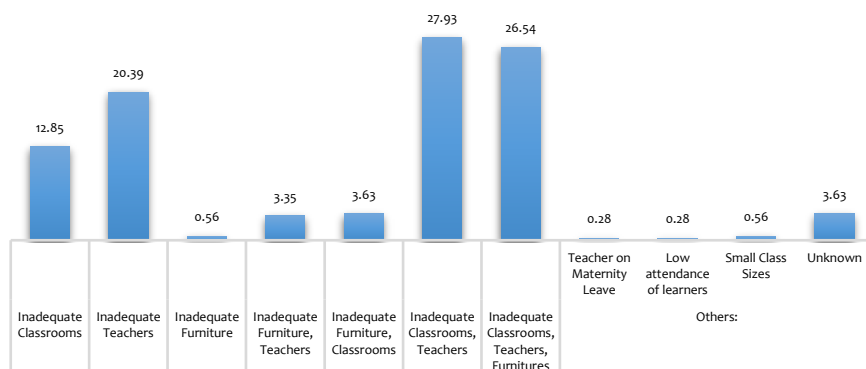Figure 8a: Multigrade Practices (Endline-Baseline)

Figure 8b: Reasons for Multigrade Practices (Endline Results)

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4.9 Classrooms

Classroom facilities are a fundamental component of the learning environment, which directly influences teaching and learning in school. Its adequacy not only supports curriculum delivery but also creates conditions conducive to inclusive and equitable learning. During the inspection, a key variable such as *"the number classes operation without a classroom"* was captured, and Figure 9 presents the distribution of this variable in terms of the number of classrooms deficit or not. The number of schools with no classroom deficit was 65.02% (Figure 9), which is a relative improvement from the baseline measure of 57.5% (NaSIA Baseline Aggregate Report, 2021). The remaining schools lacked a number of classrooms ranging from 1 to 9. The classroom deficits with the highest frequency was 2, with 13.66% schools reporting this deficit. By trend, as the deficit value increases, the frequency of deficits becomes rarer, with categories 6, 7, 8, and 9 each representing less than 1% of the total cases. Overall, the trend suggests that, although classroom deficits are present, they are widespread across approximately 35% of the schools inspected.
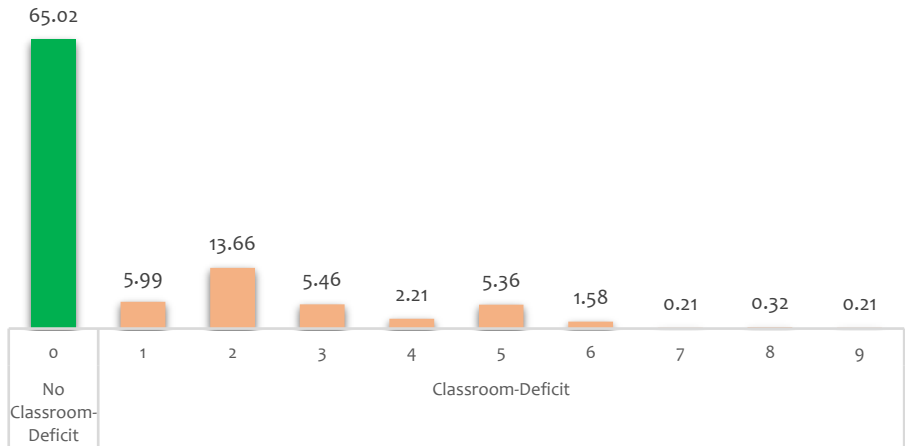

Figure 9: Distribution of Classroom Deficits

4.10 Learner Desks

Learner desks, as a core component of classroom furniture, are essential for creating an environment that supports effective teaching and learning. Figure 10a shows the proportion of schools with adequate desk provision. The data indicate that approximately 92% of schools experienced varying levels of desk shortages, while only about 8% reported no desk deficit. This high proportion of schools with inadequate desks highlights a significant gap in classroom resource availability, raising concerns about the adequacy of the learning environment.

Figure 10b provides a comparison of desk availability between the baseline and endline assessments. At endline, 92.04% of schools reported desk shortages, an increase from 87.60% at baseline. On the other hand, the proportion of schools without desk deficits declined from 12.40% at baseline to 7.96% at endline. This negative shift highlights a worsening trend in the availability of learner desks, suggesting that resource constraints have become more pronounced over time and potentially impacting learner participation, comfort and overall academic performance.
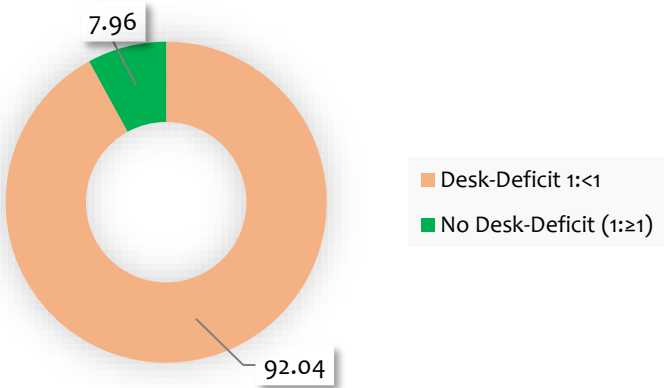

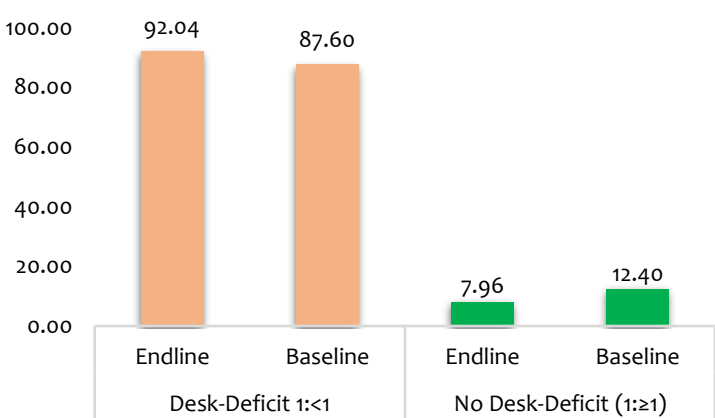Figure 10a: Proportion of Schools with Adequate Learner Desks

Figure 10b: Comparison of Desk Adequacy (Endline-Baseline)

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4.11 Learning Infrastructure, Resources and Amenities

Figure 11 compares the availability of school infrastructure, resources, and amenities from the baseline to the endline assessments. The categories include *"electricity supply", "potable water", "school feeding programs", "library facilities", and "ICT resources"*.

In terms of Electricity Supply, the baseline indicated that 54.5% of schools had electricity, which improved to 61.24% by the endline. This represents a modest increase of 6.7 percentage points, showing progress in the electrification of schools. For Potable Water Supply, the baseline showed that 46.6% of schools had access to potable water, which increased significantly to 59.98% in the endline. This marked a notable improvement of 13.4 percentage points, suggesting substantial efforts or investments in water accessibility. Regarding School Feeding, 63.5% of schools had school feeding programs in the baseline, and this slightly increased to 63.76% in the endline. This indicates stability in the availability of school feeding, with minimal change over the period, reflecting that the program was already widespread and remained so. For Library Facilities, only 10.5% of schools had libraries in the baseline, with a negligible increase to 10.61% in the endline. This highlights the persistent gap in access to library resources, with virtually no improvement over time. For ICT Facilities, the baseline reported that 11.0% of schools had ICT resources, which rose slightly to 14.81% by the endline. While this is a gain of 3.8 percentage points, it remains limited overall, which could impact digital literacy and modern teaching methods.

Overall, Figure 11 reveals incremental improvements in basic utilities (electricity and water), stability in school feeding coverage, and persistent deficits in libraries and ICT facilities. While progress has been made in essential infrastructure, the data suggests that further investment in learning resources and digital infrastructure is necessary. This imbalance may limit teaching quality and affect learners' broader educational outcomes, even when basic amenities are in place.
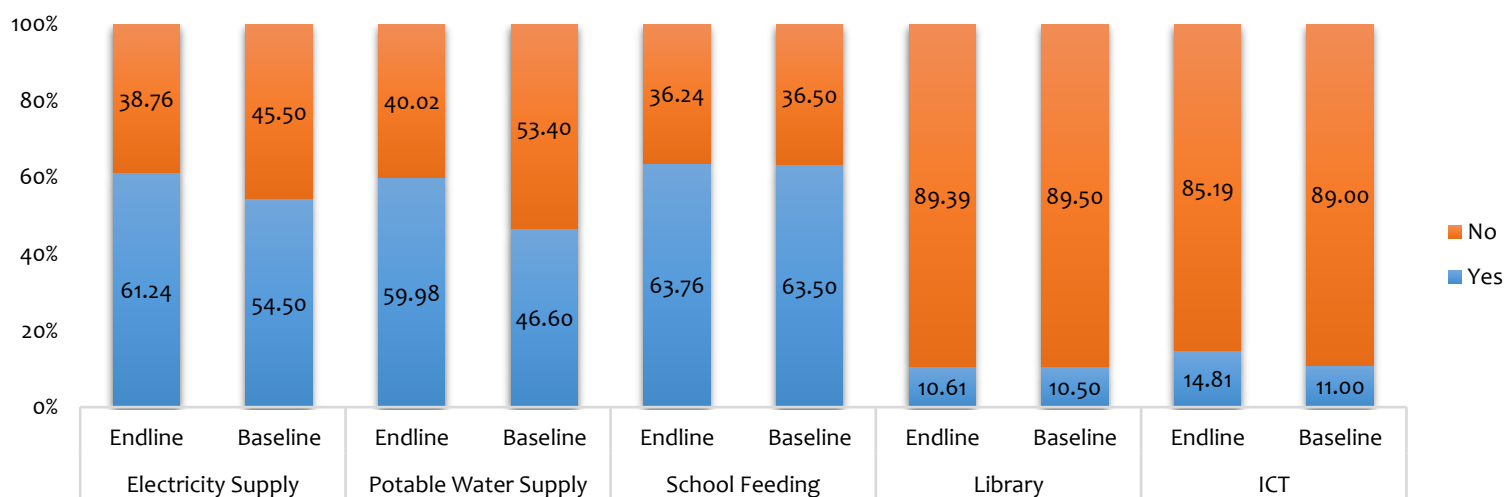

Figure 11: Comparison of Endline and Baseline: Availability of School Infrastructure, Resources, and Amenities

4.12 School Structure

The distribution of school building types is shown in Figure 12, showcasing the proportion of schools using various construction materials. The figure shows reliance on cement block structures across the inspected schools. It can be seen that Cement Block (78.68%) is the dominant school structure, indicating a clear preference for durable, permanent buildings. The overwhelming percentage suggests a trend towards formalised, permanent school infrastructure. Wooden Structures (0.53%) has a minimal representation, pointing to the relative rarity of wooden buildings in schools.
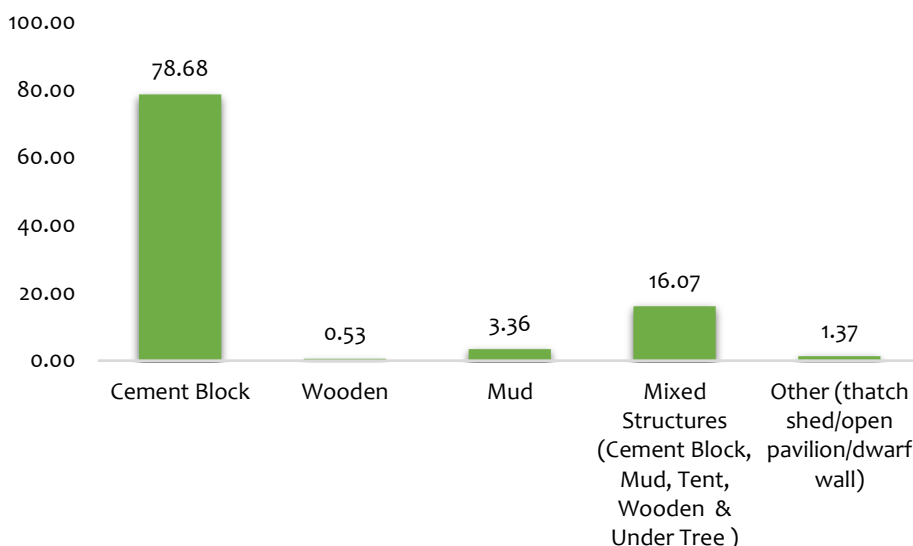

Figure 12: Type of School Structure

Mud Structures (3.36%) appear to be a small portion of the overall distribution, reflecting potentially less durable or temporary solutions. Mixed Structures (16.07%) category includes a mix of Cement Block, Mud, Tent, Wooden, and Under Trees. It reveals the diversity of school infrastructures, possibly representing transitional stages or diverse geographical/financial contexts. Other (Thatch Shed/Open Pavilion/Dwarf Wall) (1.37%) category represents the least common type of school structure, which could be indicative of informal or resource-constrained education settings.

4.13 Teacher and Learner Absenteeism Rates

Figures 13a and 13b illustrate absenteeism patterns among teachers and learners, disaggregated by gender and supported with overall averages. Both figures use a dual-metric approach, presenting attendance and absenteeism percentages side by side to provide a more complete picture. In the case of teachers (Figure 13a), overall attendance was 87.62%, corresponding to 12.38% absenteeism. A closer look shows that female teachers attended school more consistently (88.79%) compared to male teachers (86.46%), marking a modest difference of 2.33 percentage points. This suggests that while absenteeism remains an issue, it is relatively less pronounced among female teachers. For learners (Figure 13b), the picture is more concerning. Overall attendance stood at 75.74%, meaning 24.26% of learners were absent. Girls showed slightly better attendance (76.23%) compared to boys (75.25%), but the gap was less than one percentage point, pointing to minimal gender disparity. The higher absenteeism among learners compared to teachers highlights learners' greater vulnerability to socio-economic, health, and household factors that disrupt schooling.
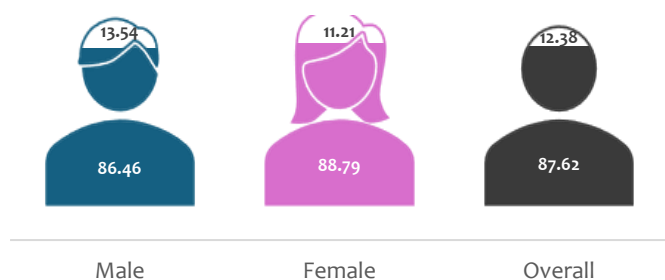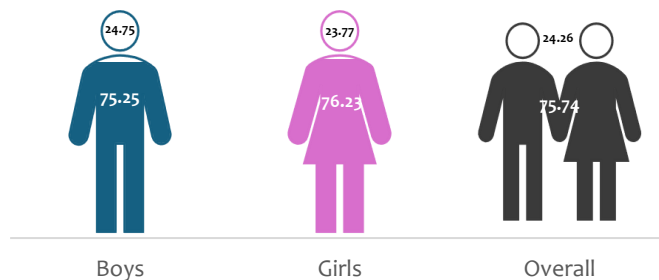

Figure 13a: Teacher Absenteeism

Figure 13b: Learner Absenteeism

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Comparing the two groups reveals key patterns. First, teachers consistently maintain higher attendance than learners (87.62% vs 75.74%), confirming that absenteeism is a more pressing challenge among learners. Second, in both groups, females record marginally higher attendance than males, though the differences are small. This consistency suggests that while gender plays a role in attendance, the differences are not deeply pronounced. The findings present a dual challenge for education systems. Teacher absenteeism, though lower, still undermines instructional delivery, especially in resource-constrained contexts where substitutes are unavailable. Learner absenteeism, however, is much more acute, with nearly one in four learners absent; a situation that directly threatens instructional continuity, progression, and achievement. Together, these results highlight the need for targeted interventions that address both teacher and learner absenteeism to strengthen educational outcomes.

The comparison of baseline and endline data on teacher and learner absenteeism, disaggregated by gender and overall categories, is presented in Figure 14. The results indicate steady improvements in attendance across all groups over the study period. Among teachers, male attendance rose from 74.42% at baseline to 86.46% at endline, while female attendance increased from 79.55% to 88.79%.

Overall, teacher attendance improved from 79.55% to 87.62%, suggesting significant progress in reducing absenteeism. For learners, the gains,

Figure 14: Comparison of Endline and Baseline: Teacher and Learner Absenteeism

though smaller, they are still notable. Boys' attendance increased from 71.10% at baseline to 75.25% at endline, while girls' attendance rose from 70.76% to 76.23%. The overall learner attendance rate improved from 70.76% to 75.74%, reflecting modest but positive changes.
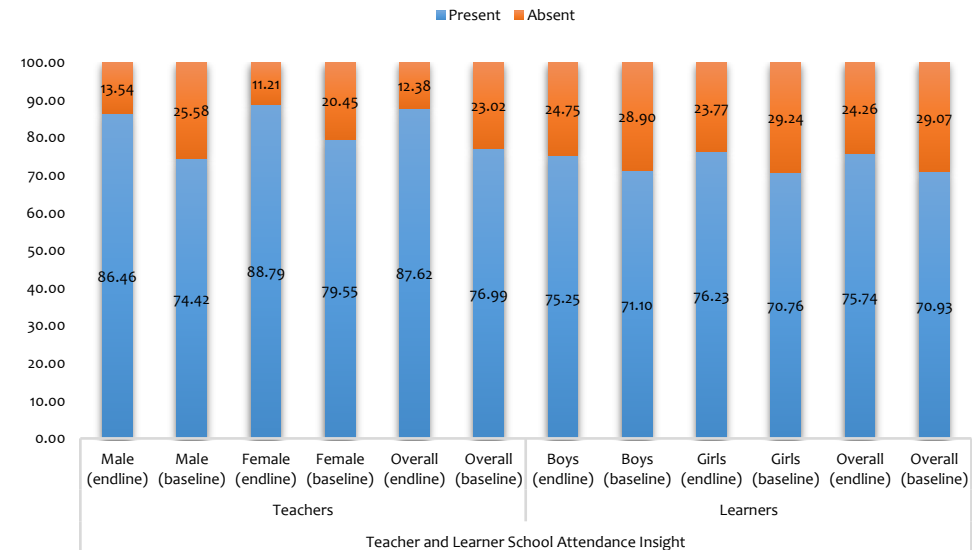
A clear pattern emerges; teachers consistently record higher attendance than learners, and improvements among teachers are more pronounced. Gender differences remain relatively narrow, with female teachers and girls maintaining slightly better attendance rates than their male counterparts. These results suggest that the interventions or contextual factors introduced during the study period were effective in addressing absenteeism. The gains in attendance, particularly among teachers, hold important implications for classroom effectiveness, student learning outcomes, and the reliability of the educational workforce. The findings reinforce the value of attendance-focused strategies and demonstrate their capacity to produce measurable benefits for both teachers and learners.

5.0 KEY FINDINGS

1. Overall school performance showed significant gains, with the average score improving from 2.02 at baseline to 2.38 at endline.
2. In terms of progression, over 26% of the schools rated a minimum of "Good" at endline compared to the baseline where less than 1% scored "Good" or better overall.
3. The endline assessment of schools produced an overall satisfactory score of 2.29, up from 1.78 at baseline, representing about 29% improvement in School Leadership and Management. Productive relationships and

information/resource management were the strongest areas. Weaknesses remained in vision setting, with one in three schools performing unsatisfactorily.

4. Leadership capacity improved significantly, with schools providing effective leadership rising from 48.85% at baseline to 72.64% at endline.

5. Composite averages showed steady improvements across all indicators, with "set clear and inspiring vision" rising from 1.50 to 2.10, "provide effective leadership" from 1.66 to 2.25, and "capacity to improve school" from 1.80 to 2.25.

6. Teaching and learning across schools achieved a satisfactory average score of 2.47 at endline, with 18.44% rated unsatisfactory and 23.15% rated good. The strongest indicators were structuring and organisation of lessons (2.53), interactive engagement (2.52) and assessment of learning (2.50).

7. Comparatively, teaching and learning improved slightly from 2.27 at baseline to 2.33 at endline, reflecting a modest gain of 2.64%. Positive gains were observed in lesson structuring (2.12 to 2.40) and learner attitudes (2.08 to 2.30), while active learning declined (2.46 to 2.27), and assessment practices showed minimal improvement (2.39 to 2.36).

8. Teacher attendance improved to 87.62%, with absenteeism reduced to 12.38% compared to 23% at baseline. Learner attendance was much lower at 75.74%, with absenteeism at 24.26%, though this also reflects an improvement from the 29.07% recorded at baseline.

9. Individual class assessments were most common, conducted in 97.28% of schools. Supervised semester assessments were implemented in 80.73% of schools. Group coursework was used in 73.09% of schools, while group projects were adopted in 40.42%. Practical or portfolio assessments were undertaken in 37.80% of schools, and individual research projects in 35.81%.

10. Teacher-to-learner ratios were favourable in 32% of schools (outstanding, <20 learners per teacher) and good in 18% of schools (20–25 per teacher). However, 25% of schools had ratios rated satisfactory (26–35 per teacher), while another 25% were unsatisfactory (>35 per teacher).

11. PLC effectiveness was rated satisfactory in 44.97% of schools and good in 32.49%. About 19.92% of schools were unsatisfactory, while fewer than 3% achieved outstanding results.

12. Most schools (72.80%) received one to three SISO visits per term. 11.87% of schools had no visits at all, while only 1.58% received more than six visits.

13. Multigrade teaching increased from 30.40% of schools at baseline to 37.61% at endline. The main reasons cited were insufficient classrooms and teachers (27.93%) and a combination of inadequate classrooms, teachers, and furniture (26.54%). Teacher shortages (20.39%) and classroom shortages alone (12.85%) contributed significantly.

14. At endline, 65.02% of schools reported no classroom deficit, an improvement from 57.5% at baseline. About 35% of schools had classroom deficits, with the most common shortage being two classrooms (13.66%).

15. Desk shortages affected 92% of schools at endline, an increase from 87.60% at baseline. The proportion of schools without desk deficits declined from 12.40% at baseline to 7.96% at endline, indicating a worsening trend.

16. Access to electricity improved from 54.5% at baseline to 61.24% at endline. Potable water access increased from 46.6% to 59.98%. School feeding coverage remained largely unchanged, at about 63%. Library facilities saw negligible improvement, increasing slightly from 10.5% to 10.61%. ICT facilities improved modestly from 11% to 14.81%.

17. Cement block structures dominated, comprising 78.68% of schools. Mixed structures accounted for 16.07%, while mud structures (3.36%), wooden structures (0.53%), and informal structures such as sheds or pavilions (1.37%) were less common.

6.0 RECOMMENDATIONS

1. The Ghana Education Service (GES) should strengthen targeted capacity-building programmes for underperforming schools, focusing on school leadership, management, and pedagogy. Introduce mentoring between high-performing and unsatisfactory schools.
2. GES and the National Teaching Council (NTC) should develop and roll out structured training for headteachers on vision setting, strategic planning, and school improvement planning. Incorporate these indicators into school performance appraisal tools and accountability frameworks to ensure regular monitoring.
3. The Ministry of Education (MoE) and NTC should institutionalise leadership development through continuous professional development (CPD) for headteachers and Assistants, with CPD points that are linked to promotions.
4. The West African Examinations Council (WAEC) and GES should intensify training on assessment methods by encouraging schools and teachers to integrate group projects, portfolios, and research-based assignments into continuous assessment.
5. MoE, GES and NTC should address overcrowding by deploying additional teachers to high-ratio schools and constructing classrooms in oversubscribed areas.
6. GES should provide structured guidance, facilitation tools and monitoring for PLCs to ensure sessions are consistent, purposeful, and outcomes-driven.
7. GES Inspectorate Division must strengthen supervisory systems by ensuring SISOs have adequate resources (transport, fuel, allowances) to conduct regular and quality visits. The National Schools Inspectorate Authority (NaSIA) must perform its oversight responsibility to ensure that school and classroom monitoring and supervision are regular and consistent.
8. GES, working with Development Partners, should train teachers in effective multigrade classroom management, but most importantly, prioritise the provision of classrooms, teachers, and furniture in affected schools.
9. MoE and the Ghana Education Trust Fund (GETFund) must roll out targeted classroom construction projects in deficit schools using cost-efficient and climate-resilient building models. Efforts must be made to replace unsafe mud, wooden, and informal structures with durable, climate-resilient classrooms through targeted government and donor funding.
10. MoE and GES should launch a national "One Child, One Desk" initiative with strong community engagement and private sector support to reduce furniture deficits.
11. MoE and GES should prioritise equitable expansion of essential services, with ICT and libraries mainstreamed into donor-supported school improvement projects.

7.0 CHALLENGES

While the endline inspections were largely successful, there were a few challenges along the way. NaSIA originally set a target of inspecting 1,000 schools, based on the baseline study, to track progress over time. However, inspectors were able to cover only 954 schools, falling short by 46 schools.

1. The main reason for this shortfall was the tight timeline for completing the inspections, combined with the overlap with the academic calendar, which made access to some schools difficult. Additionally, some schools had either been dissolved or merged with others, so they couldn't be included in the exercise.
2. The rainy season also created challenges, with flooding making certain schools inaccessible and preventing them from being part of the endline inspections.

3. Not all the schools visited were fully prepared for the lesson observations. Out of the 954 schools inspected, only 933 were ready for the observation activities, which limited the amount of data that could be collected.
4. Lastly, some logistical issues (insufficient and overaged vehicles) contributed to these challenges.