National Schools Inspectorate Authority
Enforcing Standards, Ensuring Quality

Ministry of Education
REPUBLIC OF GHANA

2025

T-TEL
Transforming Teaching, Education & Learning

AGGREGATE INSPECTION REPORT ON 44 SENIOR HIGH SCHOOLS IN GHANA

ABOUT THE NATIONAL SCHOOLS INSPECTORATE AUTHORITY (NaSIA)

In 2008, the Education Act 778 established the National Inspectorate Board, with three main responsibilities: school inspection, School Evaluation, and Standards enforcement. The Board achieved authority status in 2020 through the enactment of legislation by the Parliament of Ghana, subsequently adopting the designation of the National Schools Inspectorate Authority, commonly referred to as NaSIA.

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, license and enforce the highest quality standards and guidelines for quality education in both public and private Pre-tertiary schools in Ghana. The Act mandates the authority to set up Inspection panels (IPs) to undertake inspection of schools, to evaluate teaching and learning periodically in the schools, and to set and enforce quality standards in public and private pre-tertiary institutions in Ghana. The inspection panels provide independent external evaluation of the quality and standards of teaching and learning 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
- The availability and quality of facilities in the school, and
- The existence and quality of the relationship between the school and the school community and/or stakeholders

INFORMATION ABOUT THE INSPECTIONS

The inspection of schools is carried out under the **Education Act 778 of 2008 as amended by the Education Regulatory Bodies Act 2020 (ACT 1023).** The National Schools Inspectorate Authority conducts school inspections through the deployment of its Inspection Evaluation Framework (IEF) as documented in the Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana, 2019. All inspections are carried out by NaSIA's professional Inspection Panels (IP), consisting of Lead Inspectors/Team Leads and Team Inspectors.

For further inquiries about NaSIA's inspection or the report, kindly send an email to inspections@nasia.gov.gh or phone on 0302782318,0302907589 or 0545732688

To receive regular updates about NaSIA's activities and publications, including survey reports and inspection reports, please visit our website at www.nasia.gov.gh

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ACRONYMS

EAF	Education Accountability Framework
ESP	Education Strategic Plan
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GNFS	Ghana National Fire Service
ICT	Information and Communication Technology
IEF	Inspections Evaluation Framework
IP	Inspection Panel
MoE	Ministry of Education
NaCCA	National Council for Curriculum Assessment
NaSIA	National Schools Inspectorate Authority
NTC	National Teaching Council
PLC	Professional Learning Community
PPS	Probability Proportional to Size
PTA	Parent-Teacher Association
RMT	Regional Monitoring Team
SEND	Special Education Needs and Disability
SHS	Senior High School
SHTS	Senior High Technical School
SMC	School Management Committee
STEM	Science, Technology, Engineering and Mathematics
STP	Student Transcript Portal
TLR	Teaching and Learning Resource
WAEC	West African Examination Council

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ACKNOWLEDGEMENT

The successful conduct of the 2025 Senior High School inspections and the development of this Aggregate Report would not have been possible without the support and contributions of several key partners and stakeholders.

We want to begin by expressing our sincere appreciation to the Ministry of Education for its oversight role and strategic leadership in ensuring that this exercise aligns with national education priorities. We are equally grateful to Transforming Teaching, Education & Learning (T-TEL) for providing the funding that made this inspection exercise possible. Their commitment to supporting quality education at the secondary level remains invaluable.

We are also 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 collective leadership in ensuring the successful conduct of the inspections. Their efforts in mobilising the necessary logistics and human resources, leading the operational planning and execution, and overseeing the development of both the school-level and aggregate reports were instrumental to the overall success of the exercise.

We also acknowledge the important contributions of the ISD Division, whose role in the planning, coordination, and supervision of the inspection activities was key to the success of the exercise.

Our appreciation further goes to the Research, Monitoring and Evaluation (RM&E) Division for their technical support throughout the various stages of the inspection process, particularly in the analysis and compilation of the findings presented in this report.

Finally, we recognise the efforts of the Administration and Finance Divisions for their continuous support in facilitating logistics, procurement, and other administrative arrangements that ensured the smooth implementation of the inspection activities.

To all individuals and teams who contributed in diverse ways to the success of this work, we say thank you.

PROFESSOR SALIFU TAHIRU AZEKO
(INSPECTOR-GENERAL OF SCHOOLS)

EXECUTIVE SUMMARY

1.0 Background

Quality assurance through inspections or monitoring is a critical component in ensuring effective curriculum delivery and improving learning outcomes. Studies have shown that the quality of education in Senior High Schools (SHS) is significantly influenced by effective school leadership, strong supervision, and proper curriculum implementation.

Recently, Ghana's education system has seen some significant reforms, particularly with the introduction of a revised SHS curriculum under the National Pre-Tertiary Education Curriculum Framework. In line with these reforms, the National Schools Inspectorate Authority (NaSIA), through its inspection mandate, plays a crucial role in ensuring that schools comply with curriculum standards, effective teaching methodologies and appropriate assessment practices.

As part of its responsibility to uphold external quality assurance, NaSIA conducted inspections in selected Senior High Schools. These inspections aimed to evaluate how effectively schools are delivering the curriculum and conducting assessments. The broader objective was to ensure alignment with national standards, identify systemic gaps, and provide actionable recommendations to support continuous improvement in teaching and learning.

2.0 Purpose of the Inspection

The inspection assessed the quality of education delivery in Senior High Schools, focusing on adherence to the national curriculum, teaching methods and assessment practices. It also examined the effectiveness of school leadership in managing academic and administrative functions to maintain a productive learning environment. The exercise further evaluated compliance with the national assessment framework, the accuracy of transcript and record-keeping systems, and the readiness of teachers and schools to implement the revised curriculum.

3.0 Inspection Method and Procedure

The sampling involved 127 schools selected from a total of 712 public SHS, SHTS, and STEM schools across 16 regions and 242 districts in Ghana. A multi-stage cluster sampling method was used:

- **Stage 1**: Districts were selected using Probability Proportional to Size (PPS) to give larger districts a higher chance of selection.
- **Stage 2:** From each selected district, a proportionate number of schools were chosen using systematic sampling.

Stratification by region ensured data could be analysed at the regional level, and proportional allocation ensured fair representation across the country.

Eight teams of professionally trained inspectors (three members each) conducted the inspections over two weeks. Using Kobo-Collect, they gathered data through in-person interviews and observations. Each team visited assigned schools to assess leadership, management, school improvement plans, and the relationship between School Boards and PTAs. They also observed one English, Mathematics, and Science lesson per subject. Inspectors reviewed the data after each school visit before submitting it electronically.

4.0 Summary of Findings

1. The aggregated average score across the 44 schools for all assessed performance areas was 2.42, corresponding to a rating within the satisfactory range on the four-point evaluation scale.
2. Among all the leadership indicators, information management had the highest level of compliance, where all 44 schools met at least a satisfactory standard in this area.
3. In the area of Leadership and Management quality, the highest-rated indicator across all schools was the ability of school leadership to provide effective leadership for teaching, with an average score of 2.65.
4. Teaching and Learning Resources had an average score of 2.37, where 18.18% of schools rated unsatisfactory due to limited textbooks, reference materials, and teaching aids.
5. Out of 237 lessons observed, 11.81% (28 lessons) had lesson plans that were either unavailable or misaligned with the teacher manual, learner materials, and/or the curriculum.
6. Despite the policy, none of the Form One learners in the 44 schools inspected had received their tablets preloaded with learning materials, limiting access to e-learning resources.
7. The average internal assessment score across the 44 inspected schools was 2.18, indicating a satisfactory rating, with subject-level scores also falling within the satisfactory range: Science (2.20), Mathematics (2.18), and English Language (2.16).
8. Curriculum Subjects recorded the highest score (2.74), followed by Curriculum Implementation (2.49) and Accountability Monitoring (2.33). The relatively low score in Accountability Monitoring highlights the need for schools to strengthen curriculum tracking and make better use of data for instructional planning.
9. The average score for internal partnerships was 2.67, indicating relatively strong collaboration within schools (e.g., among departments, SMCs, and PTAs), while the lower score of 2.34 for external partnerships reflects weaker engagement with stakeholders outside the school.
10. In terms of fire safety and emergency preparedness, 47.73% of schools fell below basic standards, lacking critical facilities such as fire extinguishers, smoke detectors, alarms, and clear evacuation plans.
11. Safeguarding scored 1.88, mainly due to the absence of clear policies and low stakeholder awareness, reflecting weak protection measures in many schools.
12. There is a strong alignment between teacher qualifications and subject specialisations in English, Mathematics, and Science, with the data further showing a higher concentration of advanced-degree holders in Science compared to the other two subjects.
13. Nearly 69% of textbooks used during instruction across the 44 schools were not approved by NaCCA, indicating widespread non-compliance across subjects; 68.35% in English Language, 70.51% in Mathematics, and 67.50% in Science.
14. In terms of time on task monitoring, 83.97% of lessons were actively engaged within the first 5 minutes, increasing to 91.56% by the 10th minute and 95.36% by the 15th minute, indicating a gradual improvement in instructional engagement, though with a 4.64% shortfall from full engagement.
15. For special education needs and disability checks during lesson observations, visual impairment was the most commonly identified need, observed in 40% of the 25 lessons involving learners requiring special attention.
16. RMT monitoring intensity varied significantly, with some schools receiving only one or two visits, while others experienced five to nine visits in the academic year, indicating inconsistencies in monitoring practices.
17. Leadership participation in PLC sessions was high, with 97.37% of school leaders consistently attending and modelling professional engagement. However, teacher participation was low, with 47.37% of teachers attending inconsistently, raising concerns about missed opportunities for instructional improvement, particularly in core subjects like Mathematics and English.
18. Only 7 out of 44 schools (15.91%) had accessed and used the student transcript portal, indicating low uptake. Among these, just one school had uploaded all six required modes of assessment, two schools uploaded five

modes, and the remaining four schools uploaded a varied combination of three modes, reflecting inconsistent and limited use of the system

19. Of the 44 schools inspected, 6 lacked functional ICT laboratories, with these schools spread across 5 of the 6 regions visited, excluding the Northern Region, where all schools had operational ICT labs.
20. Only 10.79% of the 4,567 teachers across the 44 inspected schools had access to on-campus accommodation, and just 9.92% were housed, revealing a significant shortfall in the provision of adequate housing for teaching staff.
21. Classroom deficits were recorded in 27 out of 44 senior high schools, with the highest single-school deficit reaching 32 classrooms.
22. Desk shortages were widespread, with 95.45% of schools lacking enough desks for individual use, limiting learners' access to a conducive learning environment.
23. While most schools had access to safe water, one school's reliance on untreated sources posed significant health and learning risks.
24. For school feeding, 92.31% of schools demonstrated strong performance by consistently providing learners with hot, balanced meals daily. Feeding was generally well implemented, with about half of the schools rated good for the condition of food.
25. About 20% of schools lack proper dining facilities, forcing students to eat in unsuitable conditions that risk their health and hinder their academic focus.

5.0 Summary of Recommendations

1. The Ghana Education Service (GES) and National Council for Curriculum and Assessment (NaCCA) should collaborate to develop and enforce stronger curriculum tracking mechanisms and data-driven instructional planning tools in schools. Regular training and support should be provided to school leadership and teachers.
2. The Ministry of Education (MoE), GES, and NaCCA should coordinate to ensure the procurement and distribution of approved textbooks and quality teaching aids to all schools. A monitoring system should be put in place to ensure compliance with textbook approval policies.
3. GES should strengthen school-level instructional supervision and provide refresher training on lesson planning that aligns with the national curriculum and approved materials.
4. MoE and GES should consider interim measures like shared digital labs or school-based downloading hubs for learners to access materials until individual devices are delivered.
5. The School Management Committees (SMCs), Parent-Teacher Associations (PTAs), District Education Offices, and MoE should develop strategies to increase community, private sector, and Non-Governmental Organisation (NGO) involvement in school development activities.
6. GES and Ghana National Fire Service (GNFS) should conduct audits, mandate the installation of fire safety equipment and organise regular drills and training for school staff and learners.
7. MoE and GES should develop and enforce comprehensive child protection and safeguarding policies for schools, including training for staff and awareness programs for learners and parents.
8. GES should standardise inspection frequency and monitoring protocols across regions to ensure all schools receive regular and equitable oversight.
9. The West African Examination Council (WAEC) and GES should jointly implement targeted training and technical support programs for school administrators and teachers to improve awareness, accessibility and consistent use of the student transcript portal. They should also establish regular monitoring and provide incentives to encourage schools to upload all required assessment modes fully and consistently.
10. MoE and GES should prioritise funding and support for the establishment and maintenance of ICT labs in all senior high schools to enhance digital literacy.

11. MoE and GES should collaborate with local assemblies and development partners to construct and upgrade teacher housing to improve staff welfare and retention.
12. MoE, GES, and the Ghana Education Trust Fund (GETFund) should increase infrastructure investments to build additional classrooms and provide adequate desks to ensure a conducive learning environment.
13. The Ministry of Sanitation and Water Resources and GES should prioritise the provision of safe drinking water in all schools through the installation of boreholes, filtration systems, or piped water
14. GES, MoE, and school authorities should develop infrastructure to provide adequate dining halls or shelters, ensuring hygienic and comfortable eating environments for learners.
15. NaSIA should collaborate with GES, NaCCA, and NTC to enforce and ensure full compliance with standards, and to raise key issues in pre-tertiary schools to the MoE, its agencies, and development partners.

FULL REPORT

1.0 Background

Quality assurance plays a critical role in ensuring effective curriculum delivery and improving learning outcomes in Ghana's Senior High Schools (SHS). Studies have shown that the quality of education in Senior High Schools (SHS) is significantly influenced by effective school leadership, strong supervision, and proper curriculum implementation.

Recently, Ghana's education system has seen some significant reforms, particularly with the introduction of a revised SHS curriculum under the National Pre-Tertiary Education Curriculum Framework. In line with these reforms, the National Schools Inspectorate Authority (NaSIA), through its inspection mandate, plays a crucial role in ensuring that schools comply with curriculum standards, effective teaching methodologies and appropriate assessment practices.

As part of its responsibility to uphold external quality assurance, NaSIA conducted inspections in selected Senior High Schools. These inspections aimed to evaluate how effectively schools are delivering the curriculum and conducting assessments. The broader objective was to ensure alignment with national standards, identify systemic gaps, and provide actionable recommendations to support continuous improvement in teaching and learning.

2.0 Purpose of the Inspection

The inspection assessed the quality of education delivery in Senior High Schools, focusing on adherence to the national curriculum, teaching methods and assessment practices. It also examined the effectiveness of school leadership in managing academic and administrative functions to maintain a productive learning environment. The exercise further evaluated compliance with the national assessment framework, the accuracy of transcript and record-keeping systems, and the readiness of teachers and schools to implement the revised curriculum.

3.0 Methodology

Sampling Frame

The sampling frame is the list of all the 712 Public Senior High Schools (SHS), Senior High Technical Schools (SHTS) and Science Technology Engineering Mathematics (STEM) Schools across sixteen (16) regions, two hundred and forty-two (242) Metropolitan/Municipal/Districts in Ghana. The sampling frame contains key information about the schools, including Region, District, District code, names of schools and location.

Sampling Procedure

A Multi-stage Cluster Sampling technique was employed to select one hundred and twenty-seven (127) schools from a total of seven hundred and twelve (712) schools across thirty-four (34) Districts. Schools were treated as the unit of observation, forming the sampling frame. Clusters were defined at the district level, with each cluster comprising the schools within that district. The sampling frame was stratified into Ghana's 16 administrative regions to ensure regional-level disaggregation of data.

Sampling was conducted in two stages within each stratum. In the first stage, districts were selected using Probability Proportional to Size (PPS), allowing larger districts to have a higher probability of selection. In the second stage, a fixed number of schools (four per district) were selected from each chosen district using

systematic sampling. This fixed allocation at the second stage compensated for the PPS selection at the first stage, helping to balance representation across districts of varying sizes. The sample allocation of the one hundred and twenty-seven (127) schools was done proportionally across the sixteen (16) regions.

Sample Size Calculation

Using the Cochran's sample size determination formula,

$$n_0 = \frac{z_{\frac{\alpha}{2}}^2 \times p(1-p)}{e^2} \times Design\ Effect \times Number\ of\ regions$$

Where:

- $z_{\frac{\alpha}{2}} = 1.96$
- $e = 0.15$
- $p = 0.5$, the assumed proportion of schools implementing the new curriculum in their teaching and learning practices
- Design Effect = 1.5
- Number of regions = 16

This yielded an initial sample size of approximately **153.7**. Applying the **Finite Population Correction (FPC)** to account for the finite total population (N = 712), the final adjusted sample size was **127 schools**.

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

Sample Allocation

The 127 schools were allocated proportionally across the 16 regions. Using a fixed sample of four schools per district, **34 clusters (districts)** were selected from the total pool of 242 districts through PPS. The 34 districts were distributed across the 16 regions in proportion to the number of schools in each region.

The selected schools were further categorised into three belts:

1. **Northern Belt** – 22 schools from the North East, Northern, Savanna, Upper East, and Upper West regions
2. **Middle Belt** – 49 schools from Ahafo, Bono, Bono East, Ashanti, Oti, and Western North regions
3. **Southern Belt** – 56 schools from Greater Accra, Central, Western, Volta, and Eastern regions

A subsample of 44 schools was drawn from an initial sample of 127 schools, which in turn had been selected from a population of 712 public Senior High Schools, Senior High Technical Schools, and STEM schools across Ghana's 16 regions and 242 districts. The 44 selected schools reflect a balanced distribution across regions and school types, ensuring both regional and sectoral representation. By adhering to the principles of proportional allocation and Probability Proportional to Size (PPS) sampling, the subsample remains analytically robust and suitable for regional disaggregation and comparative analysis.

Table 3.1: Regional Distribution of Number of Districts and Schools and Sample Allocation

	POPULATION						SAMPLE	
	Districts		Schools					
Region	Number of Districts (Cluster) per region	Percentage (%)	Number of Schools per Region	Percentage (%)	Number of Schools Sampled per Region		Fixed Number of Schools per Cluster	Number of Districts to be sampled
AHAFO	6	2.48%	18	2.53%	**3.21**	3	4	1
ASHANTI	37	15.29%	143	20.08%	**25.51**	26	4	7
BONO	11	4.55%	36	5.06%	**6.42**	6	4	2
BONO EAST	10	4.13%	29	4.07%	**5.17**	5	4	1
CENTRAL	21	8.68%	75	10.53%	**13.38**	13	4	3
EASTERN	29	11.98%	94	13.20%	**16.77**	17	4	4
G. ACCRA	21	8.68%	46	6.46%	**8.21**	8	4	2
NORTH EAST	7	2.89%	14	1.97%	**2.5**	3	4	1
NORTHERN	15	6.20%	29	4.07%	**5.17**	5	4	1
OTI	9	3.72%	25	3.51%	**4.46**	5	4	1
SAVANNAH	6	2.48%	13	1.83%	**2.32**	2	4	1
UPPER EAST	15	6.20%	35	4.92%	**6.24**	6	4	2
UPPER WEST	12	4.96%	32	4.49%	**5.71**	6	4	2
VOLTA	19	7.85%	68	9.55%	**12.13**	12	4	3
WESTERN	14	5.79%	36	5.06%	**6.42**	6	4	2
WESTERN NORTH	10	4.13%	19	2.67%	**3.39**	4	4	1
TOTAL	**242**		**712**		**127**	**127**		**34**

The Whole School Plus Inspections conducted between May and June 2025 covered 44 selected senior high schools. These schools were drawn from 6 regions, 2 regions from each of the 3 divisional zones. Table 3.2 presents the list of these schools.

Table 3.2: List of Inspected 44 Senior High Schools

		NORTHERN ZONE			
1	NORTHERN	BUSINESS SENIOR HIGH, TAMALE	23	ASHANTI	BOSOMTWE OYOKO COMM. SENIOR HIGH
2	NORTHERN	TAMALE GIRLS SENIOR HIGH	24	ASHANTI	ST. GEORGE'S SENIOR HIGH TECH.
3	NORTHERN	ANBARIYA SENIOR HIGH SCH.	25	BONO	NOTRE DAME GIRLS SENIOR HIGH, SUNYANI
4	NORTHERN	PRESBY SENIOR HIGH, TAMALE	26	BONO	KYEM AMPONSAH SHS
5	NORTHERN	ST. CHARLES SENIOR HIGH, TAMALE	27	BONO	METHODIST SENIOR HIGH/TECH., BIADAN
6	UPPER EAST	BOLGA GIRLS SENIOR HIGH	28	BONO	BEREKUM PRESBY SENIOR HIGH
7	UPPER EAST	ST. JOHN'S INTEGRATED SNR. HIGH/TECH	29	BONO	ODOMASEMAN SENIOR HIGH
8	UPPER EAST	AWE SENIOR HIGH/TECH.			**SOUTHERN ZONE**
9	UPPER EAST	ZAMSE SENIOR HIGH/TECH	30	VOLTA	WOVENU SENIOR HIGH TECHNICAL
10	UPPER EAST	O.L.L. GIRLS SENIOR HIGH	31	VOLTA	AFIFE SENIOR HIGH TECH.
11	UPPER EAST	BOLGA SHERIGU COMM. SENIOR HIGH	32	VOLTA	DZODZE PENYI SENIOR HIGH
		MIDDLE ZONE	33	VOLTA	WETA SENIOR HIGH/TECH.
12	ASHANTI	ASUOSO COMM. SENIOR HIGH	34	VOLTA	ST. CATHERINE GIRLS SENIOR HIGH
13	ASHANTI	WIAFE AKENTEN PRESBY SENIOR HIGH	35	VOLTA	ANLO AFIADENYIGBA SENIOR HIGH
14	ASHANTI	AKUMADAN SENIOR HIGH	36	VOLTA	VOLTA SENIOR HIGH SCHOOL
15	ASHANTI	NKENKANSU COMMUNITY SENIOR HIGH	37	VOLTA	ZION SENIOR HIGH
16	ASHANTI	BEPOSO SENIOR HIGH	38	VOLTA	ANLO SENIOR HIGH
17	ASHANTI	NURU-AMEEN ISLAMIC SNR. HIGH SCH	39	VOLTA	KETA BUSINESS SENIOR HIGH
18	ASHANTI	ANUM ASAMOAH SENIOR HIGH/TECH	40	WESTERN	ESIAMA SENIOR HIGH/TECH
19	ASHANTI	ATWIMA KWANWOMA SNR HIGH/TECH	41	WESTERN	NKROFUL AGRIC. SENIOR HIGH
20	ASHANTI	St. MONICA'S SNR. HIGH	42	WESTERN	FIJAI SENIOR HIGH
21	ASHANTI	AMANIAMPONG SNR. HIGH	43	WESTERN	ADIEMBRA SENIOR HIGH
22	ASHANTI	JACHIE PRAMSO SENIOR HIGH	44	WESTERN	ST. JOHN'S SENIOR HIGH, SEKONDI

4.0 Inspection Procedure

A total of 8 Teams of professionally trained Inspectors (3 members per team, excluding the driver) were panelled to execute these tasks in two weeks. Hence, data was collected electronically through in-person interviews and observation techniques using Kobo-Collect.

The Inspection Panels (IPs) visited each assigned school and collected data on School Leadership and Management, School Improvement plan, as well as the relationship between the School Board and PTA from heads or assistant heads of schools (Whole School Inspection Plus Form was administered at each school). Observations on English, Mathematics, and Science lessons were conducted once per subject by each member of the team (i.e., Lesson Observations per subject were collected in each school). Data collected at the end of each School section was reviewed by the Inspectors before submissions were done electronically.

5.0 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, Teaching and Learning, Assessments, Curriculum Planning and Implementation, Partnership and Cooperation, Environment and Infrastructure, and Support Services 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 5.0). 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 5.0: 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.

6.0 Results

6.1 Overall Performance

The overall performance of a school is judged by looking at different parts of how the school runs and how it supports learning. It takes into account how well the school is led and managed, the quality of teaching and learning, how learners are assessed, and how the curriculum is planned and delivered. It also includes how the school works with parents and the wider community, the condition and safety of the school environment (including water and food safety), and the support services provided to help learners grow and

stay safe. All these areas are looked at together to give a full picture of how well the school is doing and where it needs to improve.

The 2025 Senior High inspections were conducted in 44 schools across 16 regions from the 3 belts (Northern, Middle and Southern) in Ghana, using the Whole School Inspection Plus module. The Inspections focused on the following 7 sub-elements: Leadership and Management, Teaching and Learning, which is mainly lesson observations, Assessments with a focus on internal assessments such end end-of-semester exams, Curriculum Planning and Implementation, Partnership and Cooperation, Environment and Infrastructure, and Support Services. The overall score for the aggregated sub-elements was 2.42 (Figure 6.1b), indicating a satisfactory performance for all 44 schools combined.

Generally, schools performed relatively well in Assessment and Support Services, where only 9.09% rated unsatisfactory, respectively (Figure 6.1a). However, in terms of the quality of scores by each of the sub-elements, although 11.36% of the schools rated unsatisfactory, Figure 6.1b shows that the quality of scores in Leadership and Management (2.61) was higher than the other 6 sub-elements. This implies that the quality of leadership by school heads is quite commendable, but has yet to translate into the general performance of the key indicators as required in all schools.

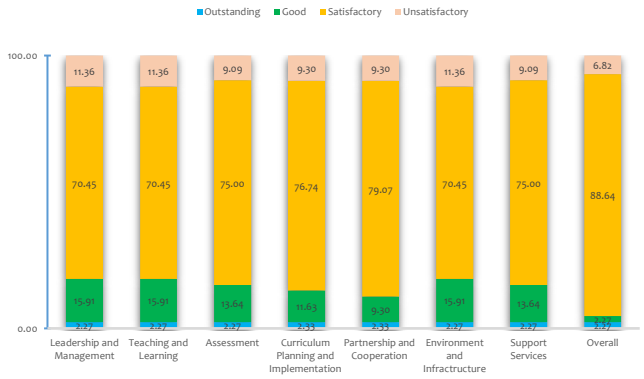

Figure 6.1a: Quality of overall performance

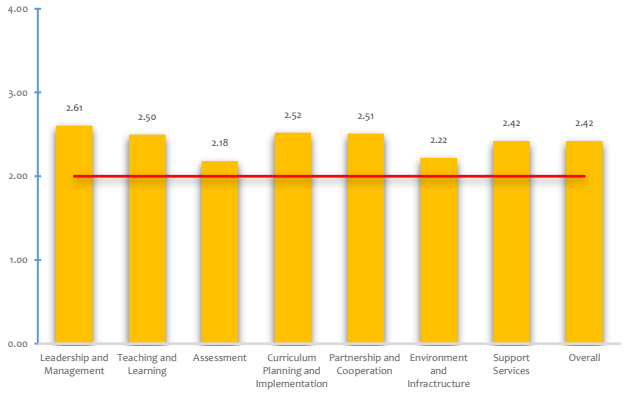

Figure 6.1b: Average score of overall performance

6.2 Leadership and Management

Leadership and management in a school is about how well the school is run to support teaching and learning. A key component is how clear the school's vision is and whether everyone in the school understands and works towards it. It also looks at how leaders support teachers, how they plan for improvement and how they manage resources and information. Another important item considered is how the school works with parents, the School Management Committee (SMC) and the Parent-Teacher Association (PTA) to drive and sustain improvements in the school.

The overall score for school leadership and management was 2.61, which is satisfactory under the 4-point judgement scale. Across all 44 schools, information management was the most complied with item, where every school rated at least satisfactory (Figure 6.2a), but the overall score for effective leadership was highest (2.65) in terms of the quality of rating (Figure 6.2b). The data again shows that in nearly 1 out of every 6 schools inspected (15.91%), school heads and management teams could not demonstrate the capacity to improve their schools, even by providing something as basic as a structured plan outlining key areas for improvement (Figure 6.2a).

One significant indicator that is directly linked to the effective administration of assessment and feedback is the school leadership's ability to maintain productive relationships with the School Management Committee (SMC), parents, and the Parent-Teacher Association (PTA). Although most schools (88.64%) were rated

satisfactory or better on this indicator, a notable proportion (11.36%) were rated unsatisfactory. To put this into perspective, it means that about 1 in every 8 schools is performing below the minimum expected standard for this indicator.

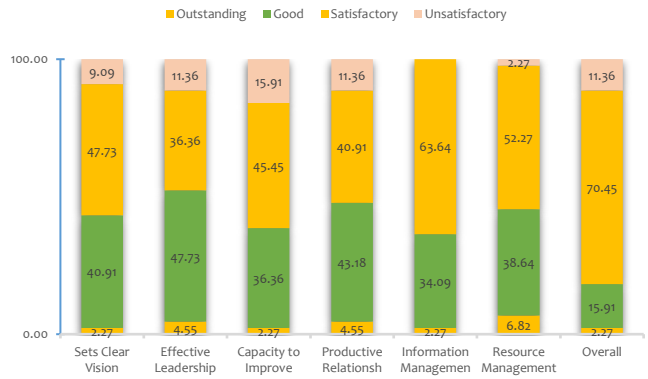

Figure 6.2a: Quality of Leadership & Management

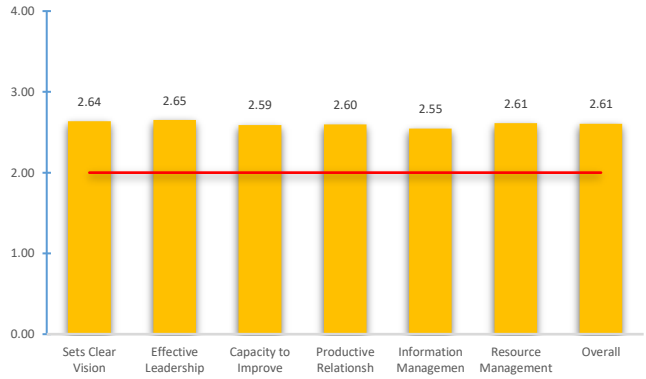

Figure 6.2b: Average score of Leadership & Management

6.3 Teaching and Learning

Teaching and Learning focus on the core activities that directly influence learners' progress and overall achievement. This sub-element assesses how effectively 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 TLRs, 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.

The average score for teaching and learning across the 44 inspected senior high schools was 2.50, indicating a Satisfactory rating (Figure 6.3b). While 11.36% of schools were rated unsatisfactory (Figure 6.3a), a notable 18.18% achieved a rating of Good or Outstanding, suggesting that several schools are implementing effective practices that promote learner success.

Among the indicators assessed, Interactive Engagement recorded the highest average score of 2.64, followed by Structuring and Organisation of Lessons with 2.57, and Design of Tasks and Activities with 2.55 (Figure 6.3b). In all three areas, over 90% of schools were rated Satisfactory or better (Figure 6.3a). These findings suggest that most teachers are actively engaging learners, organising lessons logically and coherently, and designing tasks that are aligned with learning objectives and promote application of knowledge.

Despite these strengths, two areas stood out as needing improvement. Assessing Learning and Attainment scored an average of 2.34 (Figure 6.3b), with 15.91% of schools rated unsatisfactory (Figure 6.3a). Likewise, Teaching and Learning Resources (TLRs) recorded a low average score of 2.37 (Figure 6.3b), with 18.18% of schools performing below standard (Figure 6.3a). Inadequate access to recommended textbooks, lack of relevant reference materials, and minimal instructional aids in classrooms continue to pose barriers to effective teaching and learning.

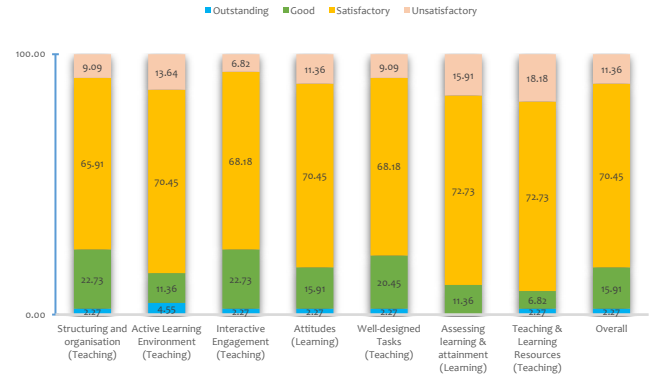

Figure 6.3a: Quality of Teaching and Learning per Indicator

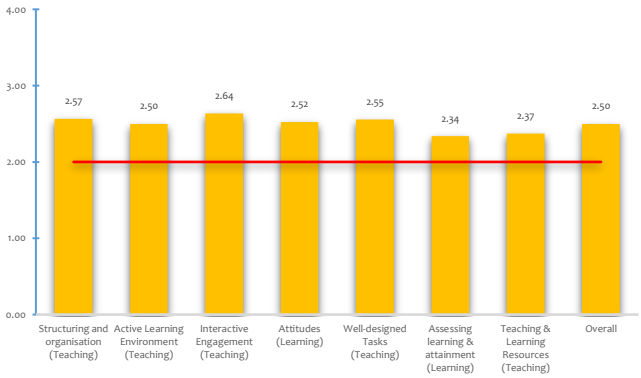

Figure 6.3b: Average score of Teaching and Learning per indicator

Teaching and Learning was further analysed across three subjects: English Language, Mathematics and Science. Science recorded the highest subject score with an average of 2.53, followed by English Language at 2.50, and Mathematics at 2.46 (Figure 6.3d).

Across all subjects, 88.64% of the schools were rated Satisfactory or better, reflecting a generally consistent level of instructional quality. Notably, 18.19% of schools were rated Good or Outstanding in Science, suggesting that several schools are delivering subject content in ways that actively support learner understanding and achievement in the Sciences (Figure 6.3c). However, Mathematics emerged as an area of concern. 22.73% of the schools inspected (roughly 1 in every 5) were rated Unsatisfactory in the teaching and learning of Mathematics (Figure 6.3c). This indicates that in a significant number of schools, lesson delivery, learner engagement, or the use of assessment tools in Mathematics may not be meeting expected standards.

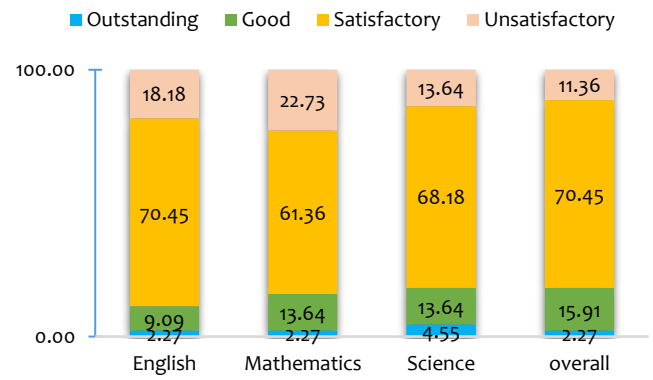

Figure 6.3c: Quality of Teaching and Learning by subject

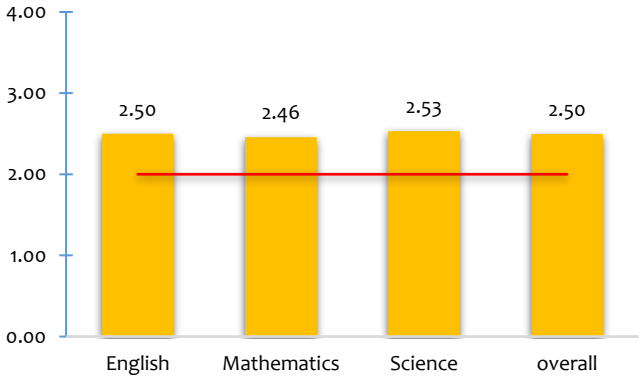

Figure 6.3d: Average score of Teaching and Learning by subject

6.4 Assessment

Assessment focuses on how schools check learners' understanding, guide instruction, and track academic progress. This area examines how effectively schools design and implements end-of-semester examinations in English Language, Mathematics, and Science, and how well these assessments align with the national curriculum. It also considers how schools record, analyse, and use assessment results to plan learning and provide appropriate support to learners.

Across the 44 inspected senior high schools, the average score for assessment was 2.18, which corresponds to a Satisfactory rating (Figure 6.4b). By subject, Science recorded an average score of 2.20, English

Language scored 2.16, and Mathematics scored 2.18, all within the Satisfactory range (Figure 6.4b). While the subject scores were modest, it is notable that 9 in every 10 schools (90.91%) were rated Satisfactory or better in their overall assessment practices, showing adherence to the WAEC-approved system (Figure 6.4a).

Overall, the consistent use of the national assessment framework across schools reflects a high level of compliance with standards. However, there remains room for improvement in the variety, quality, and depth of assessment tasks to better capture learners' full range of abilities and to support more meaningful and inclusive learning outcomes.

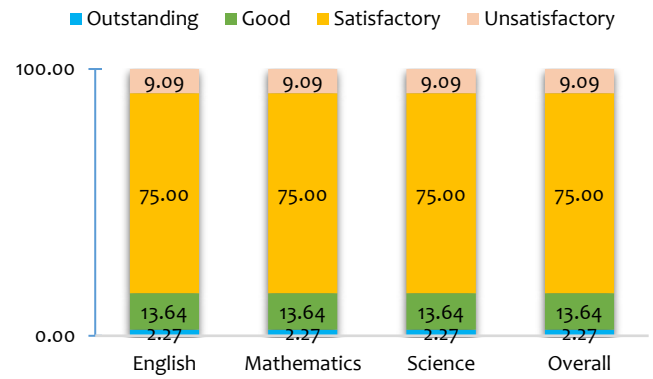

Figure 6.4a: Quality of Internal Assessments by subject

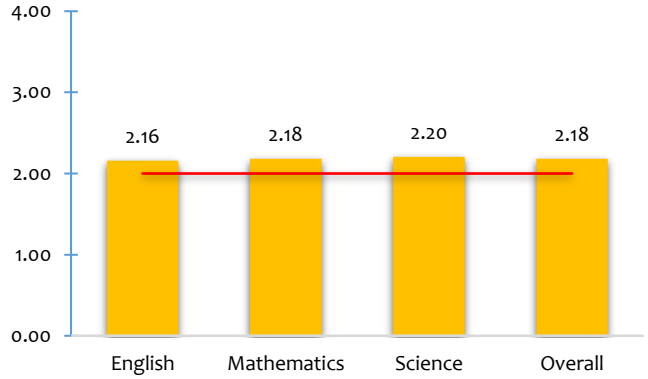

Figure 6.4b: Average score of Internal Assessments by subject

6.5 Curriculum Planning and Implementation

Curriculum Planning and Implementation evaluates how well the inspected schools plan and deliver the national curriculum to support effective teaching and learner progression. The inspection focused on three key indicators: Curriculum Subjects, Curriculum Implementation, and Accountability Monitoring.

The overall average score for this area was 2.52, which is within the Satisfactory range. Among the three indicators, Curriculum Subjects recorded the highest score of 2.74, followed by Curriculum Implementation at 2.49, while Accountability Monitoring scored the lowest at 2.33 (Figure 6.5b).

All schools (100%) were rated Satisfactory or better in Curriculum Subjects, indicating strong compliance in subject offerings and curriculum coverage. Overall, 90.70% of the inspected schools achieved a Satisfactory rating or higher across all three indicators, demonstrating a generally strong commitment to national curriculum standards (Figure 6.5a). However, the relatively lower score in Accountability Monitoring highlights the need for schools to improve how they track curriculum delivery and use data to inform instructional planning.

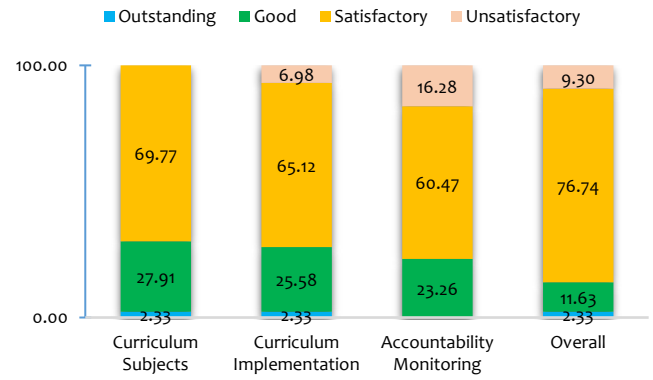

Figure 6.5a: Quality of curriculum planning & implementation

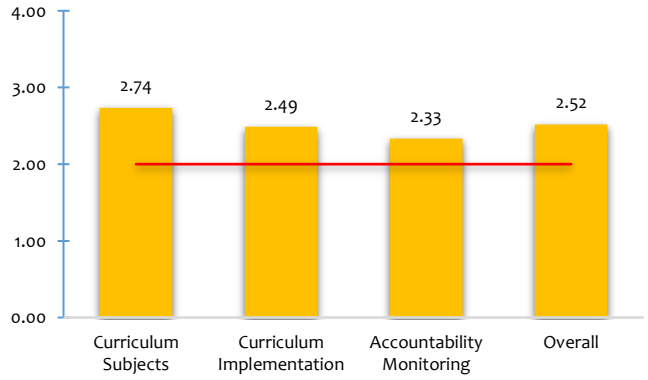

Figure 6.5b: Average score of curriculum planning & implementation

6.6 Partnership and Cooperation

This sub-element looks at how well the school works together with internal partners such as interdepartmental teams, SMCs, and parents, as well as external partners, including alumni, the local community, and authorities, to support learner development and school improvement. When schools build strong internal and external partnerships, they share the responsibility for learning, provide learners with greater support and open doors to valuable resources and opportunities beyond the school environment.

With an average score of 2.67 for internal partnerships and 2.34 for external partnerships (Figure 6.6b), the evidence shows that most schools have relatively strong ties with their SMCs and PTAs, and collaboration among departments within the schools is fairly good, better than their cooperation with external parties. As shown in Figure 6.6a, about 7% of schools scored unsatisfactory in internal partnerships, while more than twice that number (16.28%) scored unsatisfactory in external partnerships.

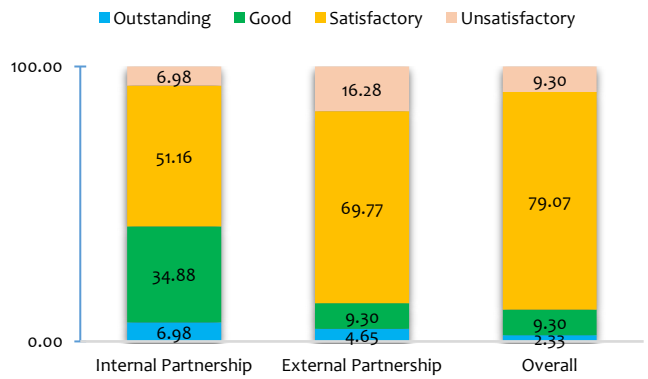

Figure 6.6a: Quality of partnership and cooperation

Figure 6.6b: Average score of partnership and cooperation

6.7 Environment and Infrastructure

A safe, clean, and well-maintained school environment is essential for effective teaching and learning. This area of inspection looks at the overall condition of school buildings, classrooms, sanitation facilities, and other learning facilities such as the library and ICT labs, to ensure they support learners' wellbeing and academic success. It also includes an assessment of water availability and quality, making sure it is safe and accessible to all learners. Inspectors also examine food conditions, including how food items are stored, the cleanliness of kitchen areas, and the overall standard of catering services. These checks help confirm that meals provided are safe, nutritious, and meet health standards.

The environment and infrastructure of the 44 senior high schools inspected in Ghana were rated overall as "Satisfactory", with an average score of 2.22 on a four-point scale (Figure 6.7b). This rating reflects how well the school facilities support safe and effective teaching and learning.

Most schools (92.31%) performed well in food-related areas, providing learners with hot, balanced meals daily. However, fire safety and emergency preparedness were major concerns. About 47.73% of schools did not meet basic safety standards. These schools lacked key safety features such as fire extinguishers, smoke detectors, alarms, and clear emergency evacuation plans. This puts both learners and staff at serious risk and affects the overall safety of the school environment (Figure 6.7a).

In terms of facilities, 54.55% of schools met or exceeded the basic acceptable standard, including having adequately equipped offices, meeting rooms, functional libraries, and equipped ICT labs. However, a significant 45.45% of schools had challenges such as broken or outdated furniture, libraries with limited books or study areas, and ICT labs with old computers or poor internet access. These issues reduce learners' access to learning materials and limit opportunities for digital learning.

Figure 6.7a: Quality of environment and infrastructure

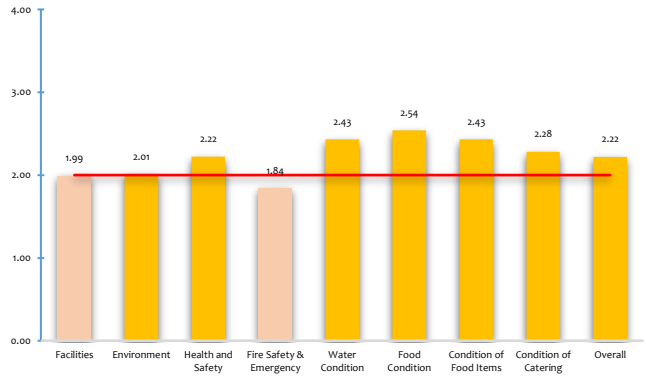

Figure 6.7b: Average score of environment and infrastructure

6.8 Support Services

Support services are systems put in place to ensure that learners are safe, guided, and actively involved in school life. This area focuses on how schools provide guidance and counselling to help learners deal with personal, social or academic challenges. It also looks at safeguarding practices to make sure learners are protected from harm, abuse and any form of neglect while in school. In addition, it examines how well the learner council functions, giving learners a voice in decision-making and helping to build their confidence and leadership skills. Together, these services help create a secure, supportive and inclusive learning environment.

The overall quality of Support Services in the 44 senior high schools inspected across Ghana was satisfactory, with a 2.42 average score (Figure 6.8b). One of the strongest areas was Guidance and Counselling, where every school inspected rated satisfactory or better (Figure 6.8a). In context, every school had some policy on guidance and counselling with strategies to implement these policies and designated staff in charge of running the programme. However, Safeguarding was a major area of concern. Approximately 41% of schools were rated unsatisfactory, contributing to an overall average score of 1.88 for this indicator. This means that these schools either had no safeguarding policy or had one that was unclear. And even where policies existed, fewer stakeholders, such as learners and parents sampled, were aware of them or knew how to access them. This points to a serious weakness in making sure all members of the school community are protected and feel safe.

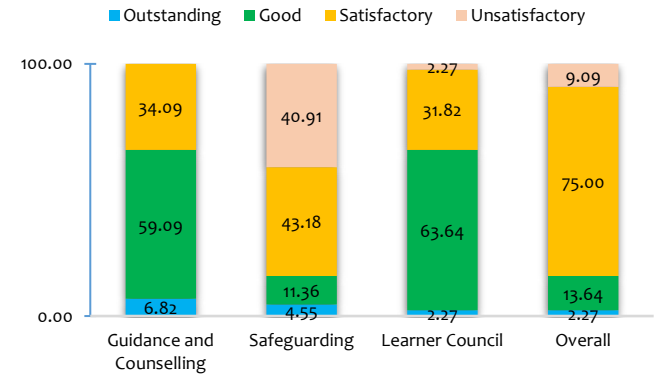

Figure 6.8a: Quality of support services

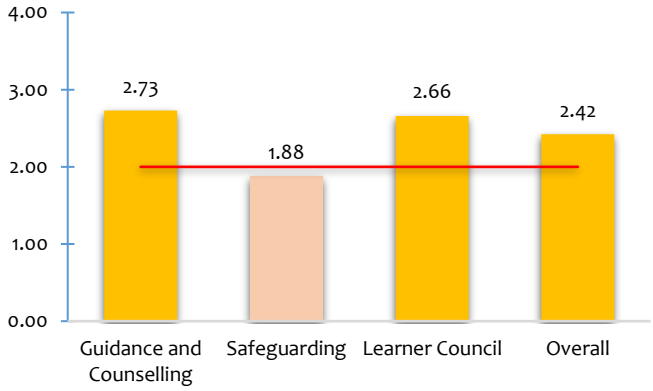

Figure 6.8b: Average score of support services

6.9 Teaching and Learning Support

6.9.1 Learner Planner

The Learner Planner is a core instructional tool introduced under the revised Senior High School (SHS) Standards-Based Curriculum to promote learner-centered teaching and improve learning outcomes. It serves as a weekly roadmap that aligns curriculum objectives, pedagogy, assessment, and learning resources into a coherent and learner-focused instructional plan.

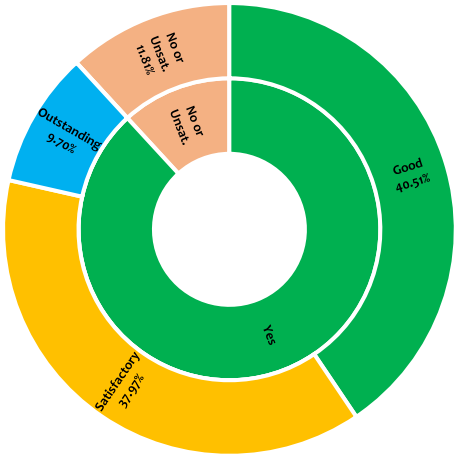

Figure 6.9.1: Availability and effective use of learner planner

As stated in NaSIA's inspections handbook, inspectors must request the lesson plan before observation and sit at the back of the class. During inspections across 44 schools, 237 lessons were observed. Teachers provided inspectors with lesson plans for each observed lesson. As shown in Figure 6.9.1, 28 lessons (11.81%) had non-compliant plans, meaning either the plans were not available or they misaligned with the teacher manual, learner materials and/or curriculum. The remaining 209 lessons (88.19%) met the satisfactory benchmark defined in the IEF.

6.9.2 Teacher Qualification

Table 6.9.2: Teacher Qualification by Subject Taught

Qualification	English	Mathematics	Science	Total
First degree in Education	5.06	10.26	21.25	12.24
First degree in English Language	67.09	0.00	0.00	22.36
First degree in Mathematics	0.00	69.23	2.50	23.63
First degree in a Science discipline	1.27	5.13	51.25	19.41
Other degrees	17.72	10.26	12.50	13.50
Masters/Postgraduate	6.33	3.85	12.50	7.59
Senior Secondary Certificate	1.27	1.28	0.00	0.84
Unspecified	1.27	0.00	0.00	0.42
Total	100.00	100.00	100.00	100.00

In Ghana, teachers are expected to hold qualifications that align with the subjects they teach to ensure effective delivery of content and improved learner outcomes. To teach in basic schools, you need at least a Diploma in Basic Education. If you want to teach at the senior high school level, you will need a bachelor's

degree in education that focuses on the specific subjects you teach. The data from Table 6.9.1 reveals a significant confluence between teacher qualifications and subject specialisations in English, Mathematics, and Science. As indicated in the table, the majority (67.09%) of teachers possess a first degree in English Language, suggesting a high level of subject-area expertise, although there is still a considerable proportion with unrelated and lower qualifications, including 17.72% with other degrees and 1.27% with a senior secondary school certificate, respectively. Similar trends are observed for Mathematics, which had 69.23% of teachers with first degrees in Mathematics subject and Science, which had 51.25% of its teachers with first degrees in science discipline. A significant proportion of teachers observed in classroom instruction held postgraduate or master's degrees, with 6.33% teaching English, 3.85% teaching mathematics, and 12.50% teaching science. This distribution suggests a higher concentration of advanced-degree holders in science compared to English and mathematics.

6.9.3 Textbooks and Learner Materials

Textbooks are very important in helping learners understand what they are being taught. They provide the right content that matches the curriculum and help teachers plan their lessons well. Therefore, using approved textbooks is important because it helps to make sure that all students are learning the right things at the right level. Approved textbooks follow the national curriculum and support teachers to teach the topics in a clear and structured way. In Ghana, the agency responsible for approving textbooks for use in schools is the National Council for Curriculum and Assessment (NaCCA). As part of this inspection, lessons were observed, and the textbooks used during those lessons were assessed to determine whether they were approved by NaCCA.

The data shown in Figure 6.9.3 provides evidence of the sanctioned textbooks used by teachers during instruction. Overall, almost 69% of the textbooks used during lessons were not approved by NaCCA. This problem was found across all three subjects. In English Language, 68.35% of the textbooks used were unapproved; in Mathematics, it was 70.51%; and in Science, 67.50% of the textbooks used were also not approved.

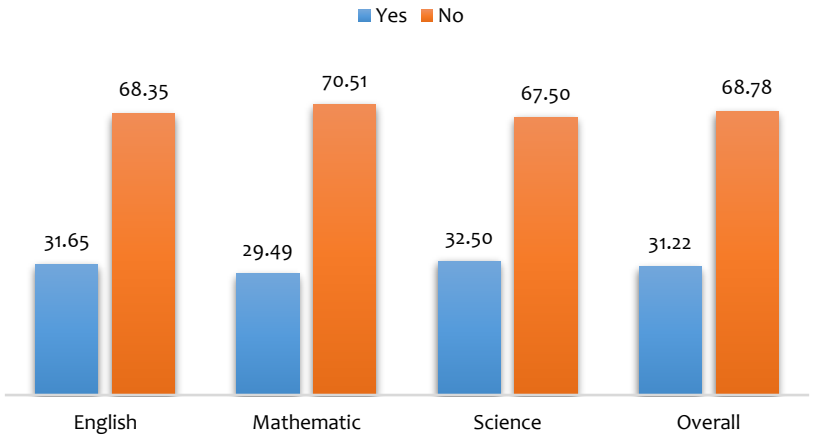

Figure 6.9.3: Use of NaCCA-approved textbooks

The widespread use of unapproved teaching materials remains a significant concern, particularly amid the rollout of the new Senior High School (SHS) curriculum. While the Ministry of Education has provided structured support including official Teacher Manuals and digitally accessible Learner Materials on its designated microsite, implementation gaps persist. Inspections revealed that many teachers continue to

rely on non-NaCCA approved textbooks, undermining the curriculum's standardized delivery and raising questions about content accuracy.

Further challenges were observed in the distribution of learning resources. Although subject-based materials were available on the ministry's microsite, physical copies were scarce. Also, the planned distribution of preloaded tablets to SHS 1 learners intended to facilitate access to e-learning materials had not released in any of the 44 schools inspected. This failure severely limited learners' engagement with digital resources, with only a handful able to use them independently. Together, these shortcomings highlight systemic bottlenecks in resource allocation and adherence to approved materials, jeopardizing the curriculum's intended outcomes.

6.9.4 Time on Task

The operational definition of time-on-task as used by NaSIA is the portion of instructional time that teachers spend directly involved in teaching activities. As part of NaSIA's inspection routine, lessons are observed fully or partially using the teaching and learning part of IEF, where a first snapshot of time on task is recorded 5 minutes into the lesson, the second is recorded in 10 minutes, and the third is recorded in 15 minutes. During the inspection of the 44 Senior Schools, English language, Mathematics and Science subjects were observed at least once each, in all schools. Overall, 237 lessons across the 3 subjects were observed. Of this number, 199 (83.97%) lessons were on task 5 minutes into the lesson. Ten minutes later, 217 (91.56%) lessons zoomed into their teaching activities and subsequently increased to 226 (95.36%) lessons in 15 minutes. This indicates that there was a reduced time on task of about 4.64% in classrooms across the 3 subjects.

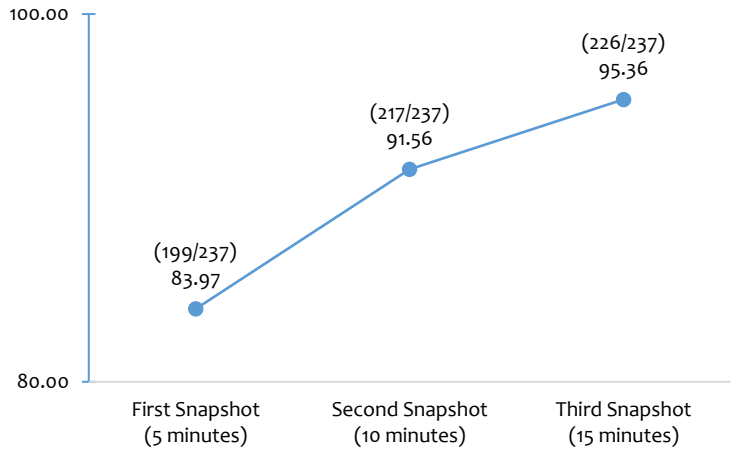

Figure 6.9.4: Time on Task snapshots over lessons observed

6.9.5 Special Education Needs and Disability

Table 6.9.5: Type of Special Needs and Disability

Types of Disability	Class with SEND Learners
Hearing & Speech Impairment	1 (4%)
Hearing Impairment	1 (4%)
Physical Disability	1 (4%)
Speech or Communication	1 (4%)
Visual Impairment	10 (40%)
Unspecified Needs	11 (44%)
Total	**25 (100%)**

Special Education Needs and Disability (SEND) refers to the learning needs or disabilities that make it harder for learners to learn compared to most learners of the same age. The inspection was designed to collect data during lesson observations on the needs of such learners in each class. Out of the 237 lessons observed, 25, representing 10.55% of all lessons, had learners in their class who needed some special attention. Notable ones were visual impairment, where 40% of the classes visited had learners with varied difficulties in seeing and participating in activities in the class. In 44% of the lessons, learners' needs were not explicitly specified, and in 4% each hearing and speech impairment, hearing impairment, physical disability and speech or communication needs were observed, respectively.

6.10 Assessment Support

6.10.1 Regional Monitoring Activity

The Regional Monitoring Activity led by the Regional Monitoring Team (RMT) within each Regional Education Directorate of the Ghana Education Service (GES) was established as part of the broader effort to decentralise education management and strengthen accountability, in alignment with the Education Strategic Plan (ESP 2018-2030). The RMTs monitor schools at the local level to ensure that national reforms are effectively implemented on the ground, serving as a linchpin in the regional governance of Ghana's education system. The inspections captured data on the number of school visits by RMTs from the previous semester to the day of inspection. For the two semesters, 13 schools reported that they had received an RMT visit once, and 12 schools indicated 2 visits by the RMTs. Out of the 44 schools, 11 received between 5 and 9 visits by the RMTs, while 4 schools were not visited by the RMTs in two semesters.

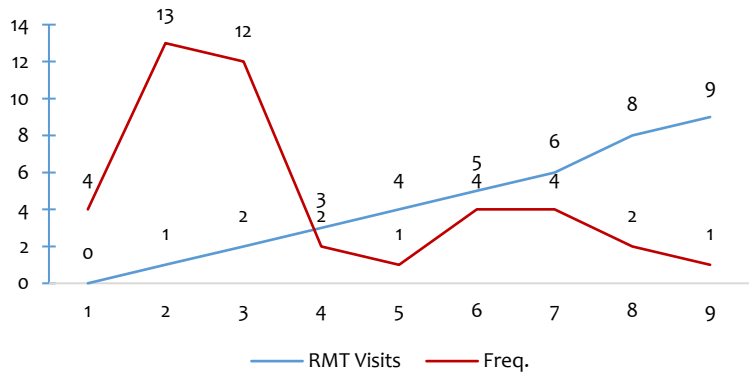

Figure 6.10.1: Number of Regional Monitoring Visits to schools over in the academic year

6.10.2 Professional Learning Community

The Professional Learning Community (PLC) sessions, established by the Ghana Education Service (GES) and the National Teaching Council (NTC), aim to foster a collaborative environment where educators share pedagogical strategies, refine teaching practices, and drive improved learner outcomes through ongoing professional development. In the 44 senior high schools inspected, leadership participation in these PLC sessions was highly commendable, with 97.37% of school leaders consistently attending, setting a strong example for their teaching staff. However, teacher participation is concerning, with 47.37% of teachers inconsistently attending these critical sessions, potentially missing opportunities to enhance skills and address challenges in subjects like Mathematics and English.

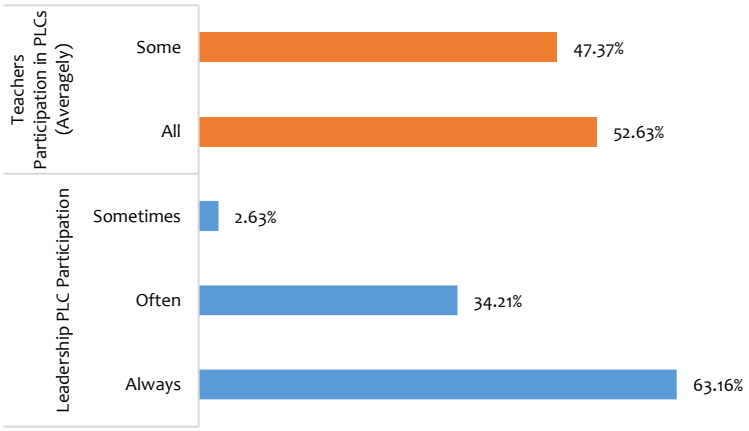

Figure 6.10.2: PLC participation by leadership and teachers

6.10.3 Student Transcript Portal

Table 6.10.3a: Modes of Assessments Uploaded onto the Student Transcript Portal

#	Modes of Assessment	items	# of Schools
1	Individual class assessment (e.g. classwork, quizzes, mid-sem-test)	6	1
2	Group classwork or exercise (e.g., debate, presentation)		
3	Practical or Portfolio or Performance Assessment (Individual)		
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)		
5	Individual Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)		
6	Supervised Individual Semester Assessments		
1	Individual class assessment (e.g. classwork, quizzes, mid-sem-test)	5	2
2	Group classwork or exercise (e.g. debate, presentation)		
3	Practical or Portfolio or Performance Assessment (Individual)		
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)		
6	Supervised Individual Semester Assessments		
1	Individual class assessment (e.g. classwork, quizzes, mid-sem-test)	3	2
2	Group classwork or exercise (e.g. debate, presentation)		
6	Supervised Individual Semester Assessments		
1	Individual class assessment (e.g. classwork, quizzes, mid-sem-test)	3	1
3	Practical or Portfolio or Performance Assessment (Individual)		
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)		
2	Group classwork or exercise (e.g., debate, presentation)	3	1
3	Practical or Portfolio or Performance Assessment (Individual)		
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)		

The Student Transcript Portal (STP) is an online portal designed by the West African Examination Council (WAEC) to manage and share senior high school learner records digitally. Among other things, the portal collects data on the formative and summative assessments of learners during their time in school. In a narrow perspective, schools were asked during the inspection about their ability to access the learner portal and, if they did, elucidate the modes of assessments uploaded in the portal. Of the 44 schools, only 7 (15.91%) have accessed and used the portal. In terms of the items uploaded, the records indicate that one school has

captured all 6 modes of assessment in the portal, 2 schools have 5 modes, and the remaining 4 schools have done a varied combination of 3 modes of assessment each (Table 6.10.3a).

Table 6.10.3b: Modes of Assessments Frequently Uploaded onto the Student Transcript Portal

#	Modes of Assessment	Freq.
1	Individual class assessment (e.g. classwork, quizzes, mid-sem-test)	6
2	Group classwork or exercise (e.g., debate, presentation)	6
3	Practical or Portfolio, or Performance Assessment (Individual)	5
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	5
5	Individual Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	1
6	Supervised Individual Semester Assessments	5

In terms of the modes of assessments with the highest number of uploads, modes 1 and 2 had the highest frequency of 6 uploads each. This means that out of the 7 schools who have used the portal, 6 of them have conducted assessments on the 2 modes and uploaded data on the same. Five schools also uploaded modes 2, 3, 4 and 6 onto the portal as evidence that it has been conducted and captured accordingly. Only 1 out of the 7 schools conducted an assessment on individual projects and uploaded the same onto the portal (Table 6.10.3b).

6.11 School Facilities

6.11.1 Boarding facility

A boarding facility is a residential setup where learners live, study, and socialise during their school days on campus. In Ghana, senior high school boarding facilities are dorm-style housing within school grounds with supervised communal living and integrated academic/extracurricular support. Most of the traditional senior high schools in Ghana have limited boarding houses against the ever-growing learner population. The inspections delved into the capacity of boarding houses in the 44 schools against the number of boarding learners by gender. Figure 6.11.1 below shows the boarding house capacity adequacy for boys and girls, where the learners in the boarding house are counted against the capacity the house can accommodate. The data from the inspection revealed that 9 of the boarding schools achieved positive capacity adequacy for learners across genders. On the contrary, the majority of the schools (20) recorded negative capacity adequacy by either or both genders. The remaining schools are either day or boarding with zero capacity adequacy, meaning enrolment matches the capacities of the houses.

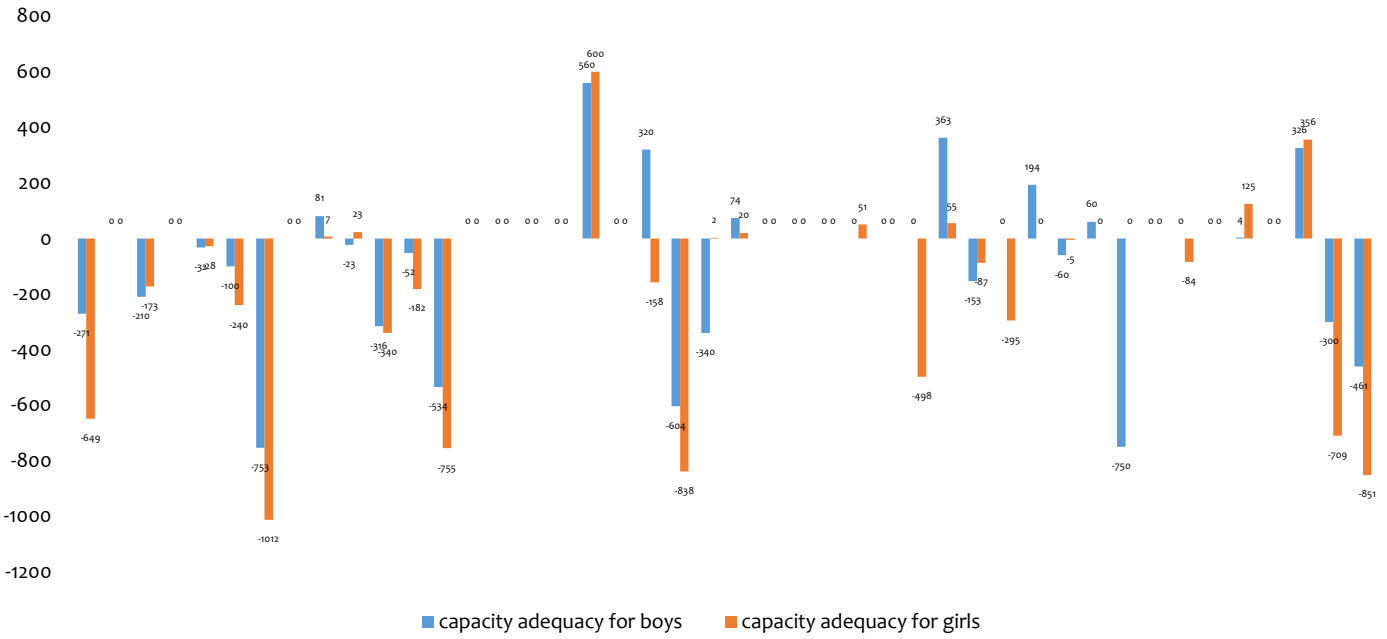

Figure 6.11.1: Boarding Capacity Adequacy

6.11.2 Information and Communication Technology (ICT) Resource

ICT plays a key role in helping both teaching and learning in schools. It involves the use of computers, the internet, projectors, and other digital tools to support lessons and improve how learners learn. A good ICT setup helps learners gain digital skills and makes learning more engaging and up-to-date with modern needs. The inspection looked at the availability of an ICT laboratory in each of the schools visited.

Data presented in Figure 6.11.2 indicates that, of the 13 schools inspected in the Ashanti Region, 11 were equipped with functional ICT laboratories, while 2 schools lacked this essential facility. In the Northern Region, all five inspected schools had operational ICT labs. In contrast, each of the remaining five regions recorded at least one school without access to a functional ICT laboratory. Overall, 6 out of the 44 schools inspected did not have functional ICT laboratories.

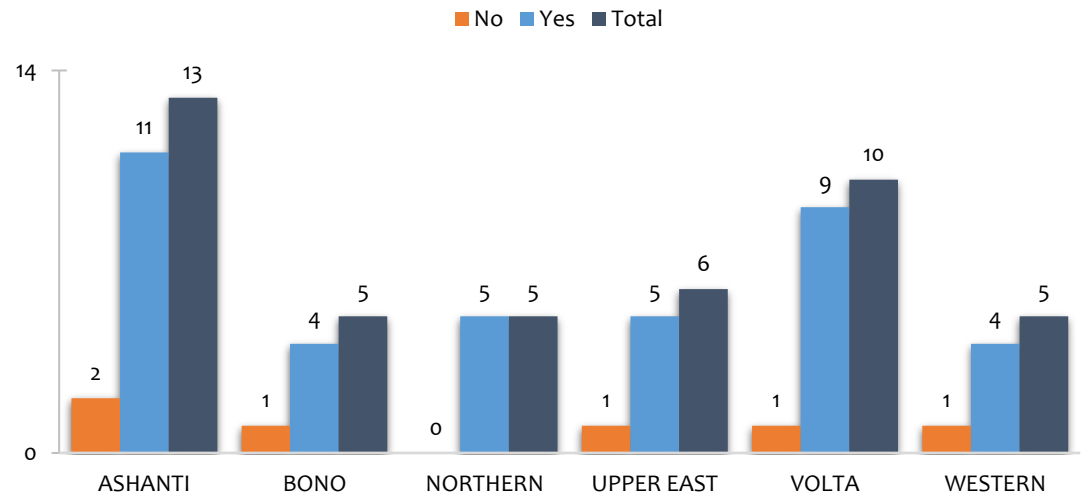

Figure 6.11.2: Availability of ICT laboratory per region

6.11.3 Staff Accommodation

Staff accommodation refers to the housing provided by the school for its teachers and other staff members. It plays an important role in helping schools attract and keep qualified teachers, especially in remote or hard-to-reach areas. When teachers live closer to the school, they are more likely to be punctual, spend more time with learners, and participate in school activities. Good staff accommodation can also improve teacher satisfaction and stability, which in turn supports better teaching and learning outcomes. During this inspection, data on the availability of staff housing was captured.

The number of teachers on roll from the 44 schools visited was 4,567. Of this number, just 10.79% (493) accommodation was available on campus to support their housing (Figure 6.11.3). However, only 453 were accommodated by these facilities. This highlights a significant gap in the provision of safe and adequate housing for teaching staff.

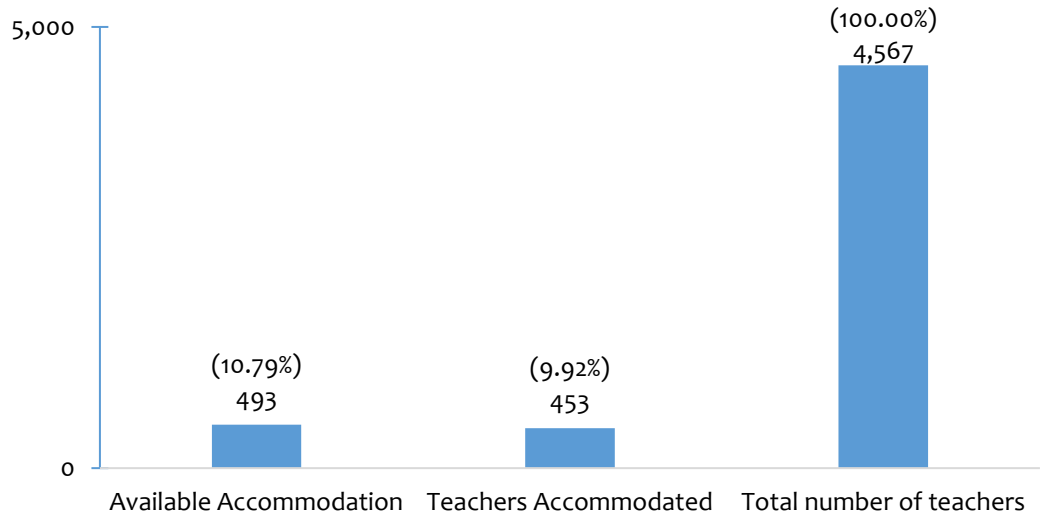

Figure 6.11.3: Staff Accommodation

6.11.4 Classrooms Space

A classroom is a physical space in a school where teaching and learning activities take place. Classrooms are essential because they provide a safe, quiet, and organized environment for structured learning. Figure 6.11.4 below shows the minimum needed or required classrooms per school and its accompanying classroom deficits. As shown in Figure 6.11.4, the highest number for classroom deficits was 32. This means that 32 classes do not have a dedicated classroom on their own in that school. Cascading downwards, 27 senior high schools had classroom deficits ranging from 16 to 1 relative to their required number of classrooms in the school. Out of the 44 schools, 16 did not record zero deficits, meaning these schools either have the required number of classrooms or even a surplus for future use.

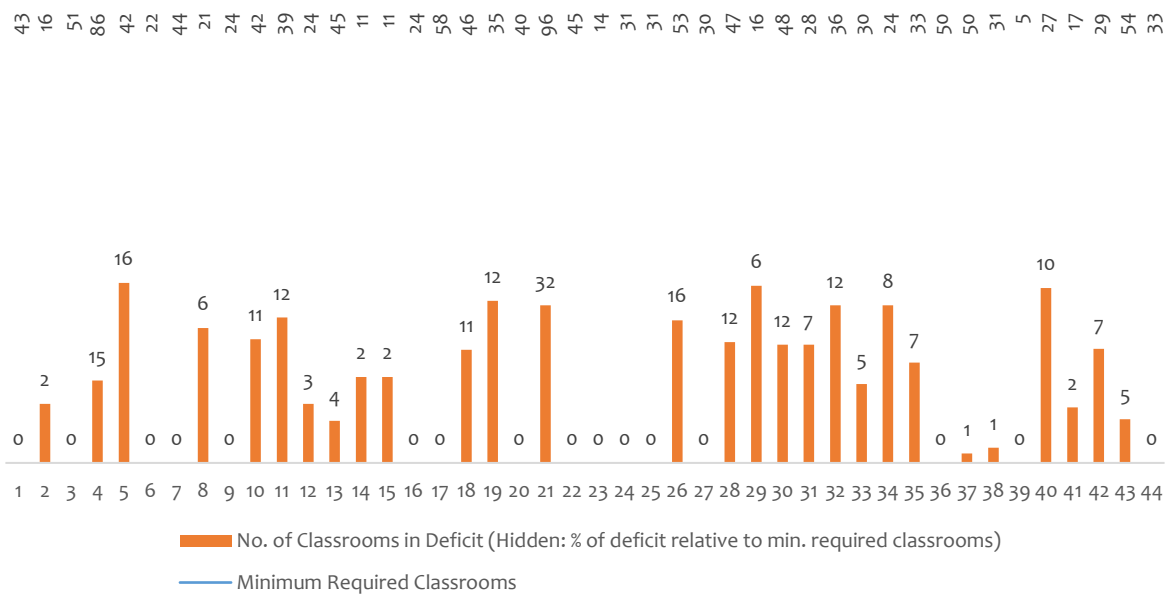

Figure 6.11.4: Required Classrooms and deficit per school

6.11.5 Desks Resource

The availability of desks is a critical factor in creating a conducive learning environment, as they directly influence learners' posture, comfort, and concentration levels. Inspections across 44 senior high schools in Ghana revealed a significant shortage of this essential resource, with an alarming 95.45% of schools reporting that learners must share desks due to insufficient supply. Only approximately two schools (4.55%) provide each learner with an individual desk, highlighting a widespread issue that undermines the right to an effective learning environment.

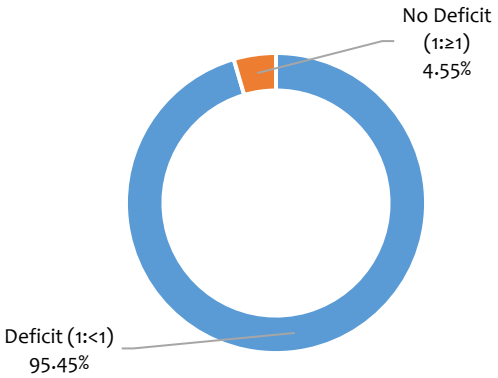

Figure 6.11.5: Learner to desk ratio

6.11.6 Safe Water Supply

Access to portable safe water is critical for the health, well-being, and academic performance of learners in Ghanaian senior high schools. Inspections across 44 schools revealed that a significant majority (90.91%) have access to reliable water sources, such as Ghana Water Company taps, treated boreholes, or water storage tanks, ensuring safe water for daily use by learners, teachers, and staff. These facilities support essential activities like drinking, sanitation, and hygiene, contributing to a conducive learning environment. However, a concerning 2.27% of schools (approximately one school) rely on rivers or streams for their water supply, posing significant health risks to learners and other stakeholders. Untreated water from such

sources may contain contaminants, leading to waterborne diseases like cholera or typhoid, which can result in increased absenteeism, reduced concentration, and compromised academic performance.

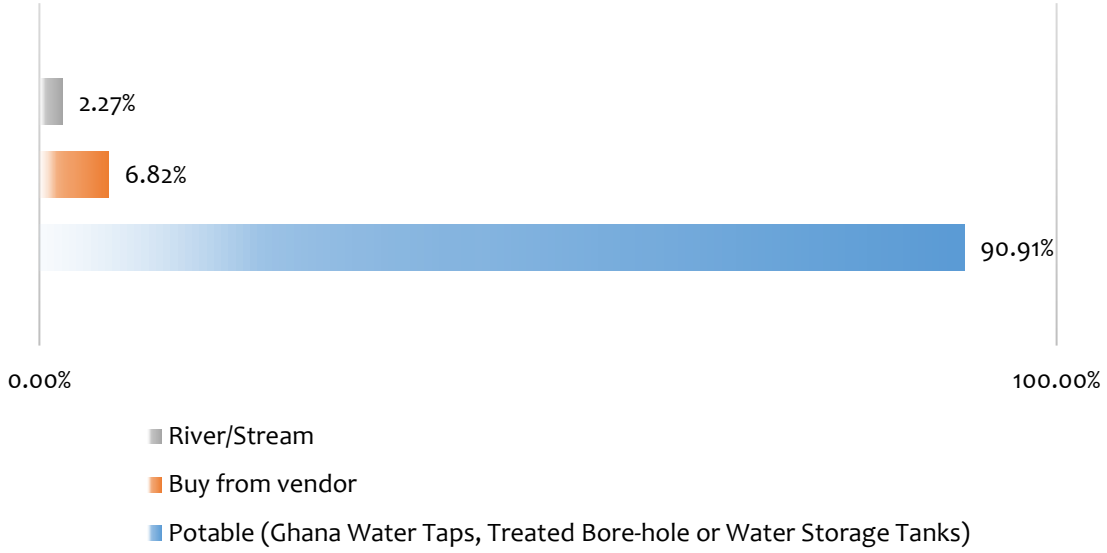

Figure 6.11.6: Available Water Supply

6.11.7 School Feeding

School feeding is the provision of daily meals, typically lunch, to learners as part of the free Senior High School (SHS) policy in Ghana. It is expected that schools provide one hot, nutritious meal, prepared from locally grown foodstuffs, on every school day for their learners. This is intended to reduce the financial burden on families and ensure that learners are well-nourished to support academic performance and retention in school. The data shown in Figure 6.11.7 below indicates that learners in 5 of the schools inspected were not provided these meals as expected. In terms of those who provided meals for their learners, 3 schools rated unsatisfactory on NaSIA's 4-point scale, and on the other hand, a school rated outstanding for the quality of their food. Generally, 1 in every 2 schools inspected rated good for the condition of their meals, meaning that learners were served hot, balanced meals at their dining hall or Canteen and the food was served in properly washed, rinsed and dried utensils. Handwashing facilities are available.

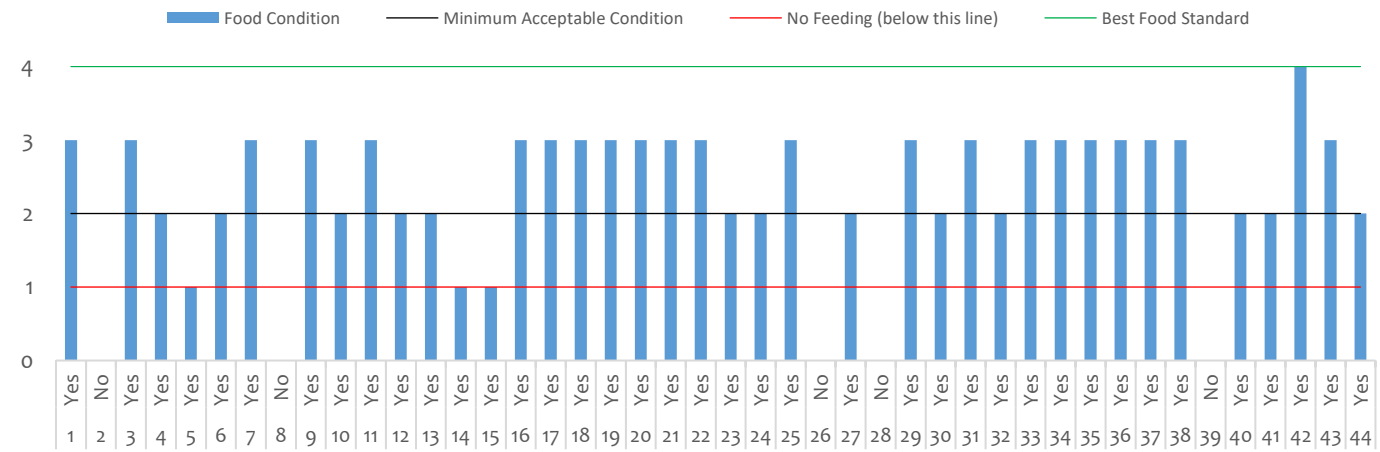

Figure 6.11.7: School feeding and condition of food

6.11.8 Canteen and Dining Place

Providing appropriate dining facilities is vital for ensuring learners have a clean, safe, and supportive environment for meals, which is essential for their health, well-being, and ability to stay focused academically. Inspections across 44 senior high schools in Ghana revealed that 75% of these schools fulfil the statutory requirement by offering designated canteens or dining halls. These facilities create organised, hygienic spaces that encourage healthy eating habits and social interaction, contributing to a positive school environment.

However, it is notable that about 20.45% of the schools (approximately 9 schools) do not have proper dining facilities, leaving learners to eat in unsuitable areas such as assembly halls, open spaces, makeshift shelters, or under trees. These conditions expose learners to weather-related discomforts, such as heat and rain, and increase the risk of food contamination. Such environments not only compromise learners' health but also affect their comfort and ability to concentrate on their studies. While the majority of Ghanaian senior high schools are fulfilling the statutory requirement for providing proper dining facilities, a significant portion of schools still face challenges in this area. The lack of adequate dining spaces exposes students to health risks and reduces their comfort, which in turn affects their focus and academic performance. Immediate efforts to address the deficiencies in dining facilities, coupled with long-term planning for infrastructure development, will create a safer, more comfortable environment for learners and positively impact their health and academic success.

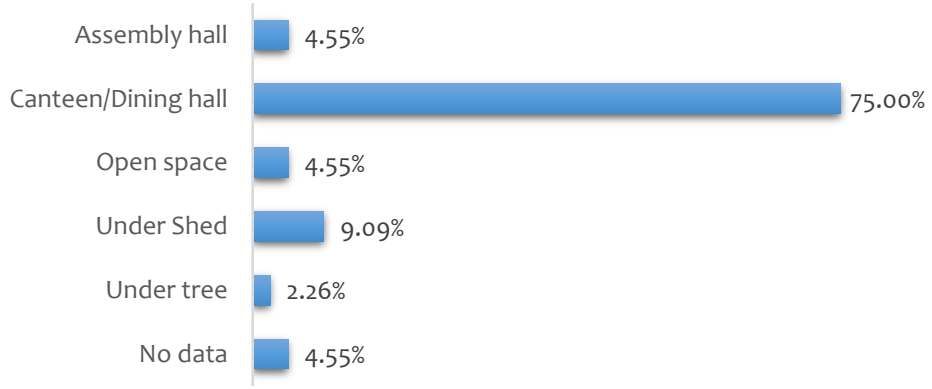

Figure 6.11.8: Canteen and Dining Place

7.0 Challenges

1. Forty-four (44) schools were inspected instead of the initial sample of 127 schools, and this subsampling approach was designed to maintain national representativeness while optimising the use of limited resources.
2. The double-track system created unique challenges for schools in transition mode, as fragmented academic sessions often disrupted scheduled inspections. To address these challenges, NaSIA frequently rescheduled assessments to more suitable times, ensuring thorough evaluations while minimizing school disruptions.

8.0 Recommendations

1. The severe shortage of textbooks in core subjects such as English, Mathematics, and Science is a significant barrier to effective learning in Ghanaian senior high schools. The lack of individual textbooks affects students' ability to study independently and negatively impacts teaching quality, particularly in Mathematics. Immediate action is needed to address the textbook deficit by prioritising procurement, promoting digital resources, and enhancing teacher support. By ensuring that all students have access to the resources they need, Ghana's education system can better support learning outcomes and reduce disparities between schools.
2. While there is some awareness of the learning needs of students with SEND, the findings highlight significant gaps in providing consistent and comprehensive support to these learners. The relatively low incidence of explicit identification and support for SEND students in classrooms suggests that further attention is needed to ensure these learners can fully participate in their education. By improving identification, training teachers, and increasing access to specialised resources and support, schools can better cater to the diverse needs of all learners, promoting an inclusive and equitable education system.
3. The Regional Monitoring Team (RMT) plays a vital role in ensuring that national education reforms are effectively implemented at the school level in Ghana. While some schools benefit from frequent monitoring visits, the lack of visits to certain schools raises concerns about accountability and the equitable distribution of support. By increasing the frequency of visits, addressing the gaps in monitoring, and strengthening the capacity of the RMTs, the Ghana Education Service can improve the effectiveness of the monitoring process and ensure that all schools receive the necessary support for educational improvement and reform.
4. The leadership's participation in PLCs is commendable, setting a strong example for teachers, but the inconsistent attendance among teachers is a major concern. To improve the impact of PLCs on both teaching practices and learner outcomes, strategies must be implemented to enhance teacher engagement, address barriers to participation, and ensure that PLC content is relevant and focused on key areas like Mathematics and English. Increased and consistent teacher involvement in these sessions will ultimately lead to improved teaching effectiveness, better learner outcomes, and a stronger culture of collaboration within schools.
5. The findings underscore the urgent need for infrastructure improvements in the boarding facilities of Ghanaian senior high schools. By addressing the overcrowding issues, ensuring gender-specific accommodations, and expanding boarding facilities to meet growing demand, schools can create a more conducive environment for learners. Additionally, careful planning and investment in school infrastructure will be key to ensuring that these facilities remain fit for purpose as learner populations continue to rise.
6. The current state of staff accommodation in Ghanaian senior high schools is a significant challenge that affects teacher well-being, retention, and education delivery. By prioritising teacher accommodation improvements, investing in new housing, and offering incentives for teachers in underserved areas, the government can address these issues and create a more supportive environment for teachers, ultimately benefiting learners and the education system as a whole.
7. The classroom deficit in Ghanaian senior high schools is a significant issue that needs immediate attention. While some schools have managed to keep up with the growing demand for educational

spaces, the majority face shortages that could hinder learning outcomes. By expanding classroom infrastructure, optimising available space, and planning for future growth, the government and educational authorities can ensure that all students have access to a conducive and effective learning environment.

8. The widespread shortage of desks in Ghanaian senior high schools is a significant barrier to creating an optimal learning environment for students. The lack of individual desks affects students' comfort, posture, concentration, and overall academic performance. Immediate action is needed to provide adequate desks for all students, with a focus on individual seating arrangements that will improve learning outcomes. Long-term investments in school infrastructure, combined with collaborative efforts from local governments, donors, and the community, can help address this issue and provide students with the learning environment they deserve.
9. While the majority of Ghanaian senior high schools have access to reliable water sources, the continued reliance on unsafe water from rivers or streams in a small percentage of schools represents a serious health risk. Addressing this issue through the provision of safe water, regular monitoring, and health education will ensure a safer, healthier, and more productive learning environment. Prioritising water infrastructure improvements, particularly in rural schools, is crucial to maintaining students' health, enhancing their academic performance, and ensuring that they can reach their full potential.
10. While the school feeding program in Ghanaian senior high schools has made significant strides in providing meals to students, there are notable discrepancies in its implementation. Some schools fail to provide meals, while others struggle with meal quality or hygiene standards. To fully realise the benefits of this program, concerted efforts must be made to ensure all schools provide nutritious, well-prepared meals in a hygienic environment. Addressing these issues will not only improve student health and well-being but also enhance academic performance and retention rates across the country. The Government should improve consistency of meal provision, also enhance meal quality, monitor and evaluate meal programs, ensure proper hygienic practices and share best practices, which means that Schools that were rated outstanding in meal provision should be used as models for others. Best practices should be shared to inspire improvement in other schools, including meal preparation, food safety, and learner satisfaction. Finally, address resource gaps, which implies that challenges in providing meals should be supported with additional resources or partnerships to ensure that every learner receives the benefits of the feeding program.
11. To improve dining facilities in Ghana's senior high schools there is a need to upgrade existing facilities, provide adequate dining facilities for all schools, improve outdoor eating areas, for schools with temporary or makeshift dining areas care and efforts should be made to provide adequate shelter to protect learners from weather-related discomforts like heat and rain. Further, installing canopies or shaded areas can help improve the eating environment while permanent dining facilities are being developed. Finally, schools should ensure health and safety standards and promote healthy eating and social interaction.