



Ministry of Education
REPUBLIC OF GHANA



National Schools Inspectorate Authority
Enforcing Standards, Ensuring Quality

Enforcing Standards, Ensuring Quality
National Schools Inspectorate Authority

FINAL

Guidelines for the Establishment and Inspection of Pre-Tertiary Schools in Ghana

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Part 1: Introduction

1.1 Preamble

Education has remained the single most important development tool since Ghana's independence. Our formal education system has continuously proven to be one of the ways to develop our human resources especially at the Pre-Tertiary level, where the educational foundation of every Ghanaian child is laid.

Several reforms have been undertaken in the education sector to promote quality teaching and learning in all schools. These reforms have led to the establishment of regulatory bodies of which the National Schools Inspectorate Authority (NaSIA) is one. NaSIA is an autonomous body under the Ministry of Education, established by the Education Regulatory Bodies Act, (ERBA, 2020 (Act 1023)) to develop, publish, promote and enforce the highest quality standards and guidelines for quality education in public and private Pre-Tertiary Educational Institutions. These guidelines communicate to all prospective and current stakeholders of education, the processes required for the legal establishment of pre-tertiary schools in Ghana.

1.2 Purpose of the guidelines

The purpose of the guidelines is to provide information to key stakeholders in Pre-Tertiary education and to operationalise the existing laws found in the School Establishment and Inspection Policy (SEaIP) as follows:

1. Clearly outlining the step-by-step process for establishment and inspection of pre-tertiary schools in the country.
2. Standardising and making transparent the school establishment and inspection processes.

1.3 Scope of the guidelines

These guidelines cover the contextual areas of providing Pre-Tertiary education services within the borders of Ghana. The areas of focus include the establishment and inspection of pre-tertiary schools in Ghana.

1.4 The role of the Ministry of Education

The Ministry of Education (MoE) was established to provide relevant education to all Ghanaians under the Civil Service Law 327 and PNDC Law 1993. The MoE has set for itself the vision “to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential to be productive, promotion of technology culture at all levels of society to facilitate poverty reduction and to promote socio-economic growth and national development”.

To fulfill this mandate through the set vision, the ministry and its autonomous agencies perform the following roles to support the operation of schools in Ghana:

1. The ministry initiates and formulates policy options on Education for the consideration of government which affects both private and public schools.
2. NaSIA develops, publishes, promotes, and enforces the highest quality standards and guidelines for quality education in public and private Pre-Tertiary Education Schools
3. The National Teaching Council (NTC) regulates the teaching profession.
4. The National Council For Curriculum and Assessment (NaCCA) develops national curriculum and assessment standards for Pre-Tertiary Education Schools other than Technical and Vocational Education and Training (TVET) Schools

Part 2: Guidelines for Establishment of Pre-Tertiary Schools

2.1 Guiding Principles for The Establishment of Schools

The quality of infrastructure and human resources have a direct effect on teaching and learning in schools. As such, schools must have the suitable infrastructure, adequate human resources, and robust systems to deliver optimum results. To ensure the highest quality standards:

1. NaSIA is responsible for authorising schools to establish
2. Verification and Compliance Inspections are part of the Authorisation process, where an Inspection Panel (IP) appointed by the Inspector-General of Schools (IGS) assesses the proposed site for the school.
3. NaSIA evaluates school establishment following its standards.
4. The school Proprietor is solely responsible for the submission of documents to NaSIA while going through the School Establishment and Operation processes
5. Admissions must not commence before NaSIA's Authorisation to Operate
6. The final decision made by NaSIA is communicated to the school in an Approval Letter.
7. Proprietor updates NaSIA on progress every four (4) months

2.2 Procedure for The Establishment of a New Pre-tertiary School

To ensure that prospective Proprietors establish schools that meet the highest quality standards, the process for setting up a school must be clearly outlined to everyone. This Guide sets out the establishment processes and other requirements that Proprietors must satisfy in setting up a school in Ghana.

The processes for establishing a new pre-tertiary school that meets the highest quality standards as prescribed by NaSIA is outlined below:

These steps below must be followed in obtaining authorisation to establish a new school in Ghana:

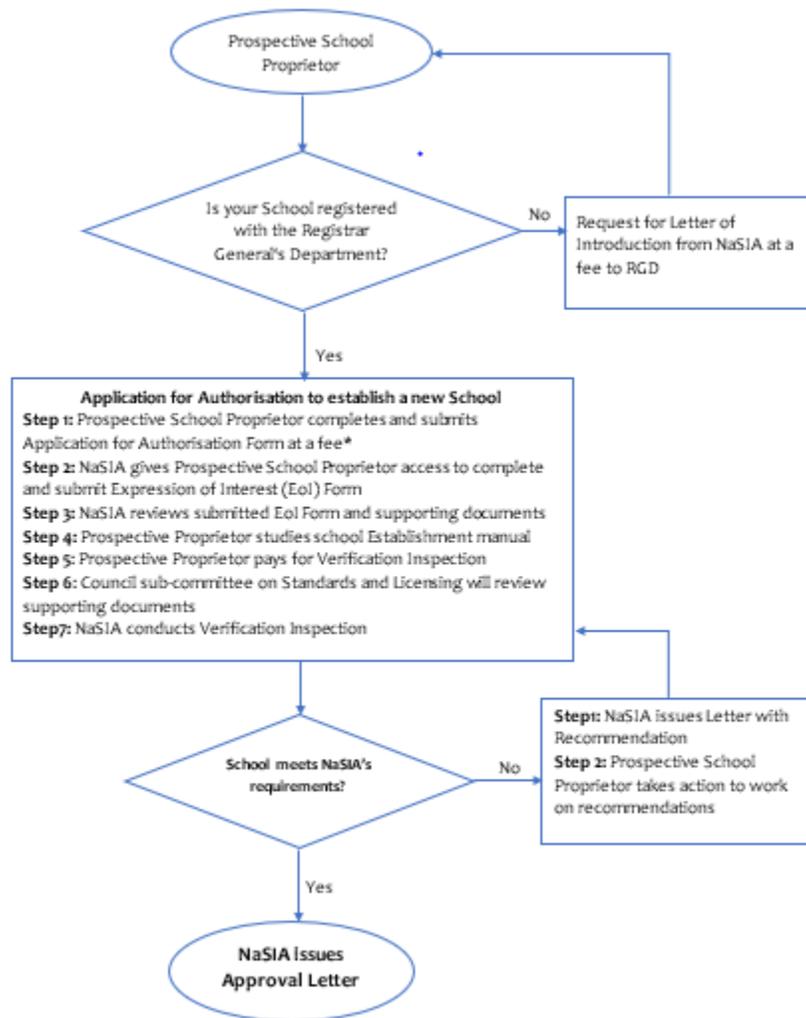


Figure 2.1 School establishment process for new schools

2.3 Authorisation to Establish a New School

The Proprietor:

Step 1: Proprietor completes and submits the Application for Authorisation Form (AfAF) ([Appendix 1](#)) to NaSIA at a fee. The form must be submitted with

- a) Certificate of Incorporation/ Certificate of Registration/ Certificate to Commence Business

Step 2: Proprietor completes and submits an **Expression of Interest (EoI) Form** ([Appendix 2](#)) to NaSIA. Application is open throughout the year. The form must be submitted together with the following **5 documents**:

- a) Local Authority Certificate (Business Operating Permit)
- b) Approved Building Plan
- c) Land documents bearing the Proprietor's name or tenancy agreement valid for at least 10 years
- d) Police clearance report of Proprietor (not more than 6 months upon receipt of same)
- e) Scanned Copy of a valid national identity card of Proprietor (e.g: Passport, Ecowas Identity Card (Ghana Card), Driver Licence, Voter Card)

NaSIA:

Step 3: Reviews submitted EoI form and supporting documents for completeness.

Step 4: Emails Prospective Proprietor a link to study the School Establishment manual

Step 5: The Council Sub-Committee on Licensing meets to thoroughly review all documents received.

Step 6: Conducts Verification Inspection of the proposed school site to ensure that it is fit for educational purpose at a fee.

In the instance where NaSIA is satisfied with all documentations, school site, and all related requirements, the Authority issues an **Approval Letter** and **Requirements** to the Proprietor for the establishment of a new school.

However, if NaSIA is not satisfied, a **Letter with Recommendation** is issued for the Proprietor to work on before an Approval Letter can be issued. The Approval Letter will be valid for the period specified in the letter.

This authorisation (Approval Letter) entitles the Proprietor to build the school, set up a governance structure, and commence preparation towards meeting standards regarding curricular, syllabi and the facilities per the NaSIA requirements concerning the physical structure, academic and any other facilities for the operations of the school.

2.4 Guidelines for establishing a Virtual Pre-Tertiary School

A virtual school is one, that provides teaching and learning through the utilisation of electronic technologies to access educational curriculum outside of a traditional classroom. This is normally done through a Learning Management System (LMS) either hosted by the school or free-to-use sites on the internet.

A Proprietor intending to offer programmes through Virtual/Hybrid means must seek written approval from NaSIA. The steps outlined below must be followed:

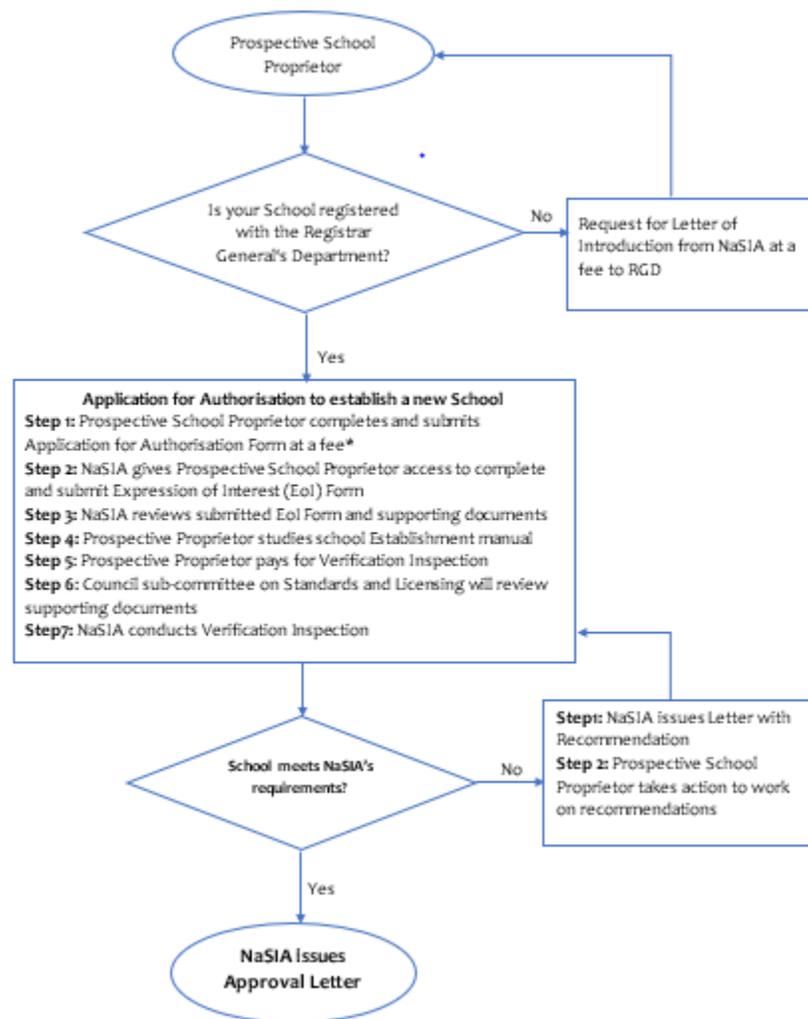


Figure 2.3 Process for establishing a Virtual / Hybrid School

2.4.1 Authorisation to Establish a Virtual / Hybrid School

Step 1: Proprietor completes and submit the Application for Authorisation Form (AfAF) ([Appendix 1](#)) to NaSIA at a fee. The form must be submitted with

- a) Certificate of Incorporation/ Certificate of Registration/ Certificate to Commence Business

Step 2: Proprietor completes and submits an **Expression of Interest (Eoi) Form** ([Appendix 2](#)) to NaSIA at a fee (represents the processing cost) with the supporting documents below:

- a) Certificate of Incorporation/Certificate of Registration
- b) Certificate to Commence Business
- c) Local Authority Certificate (Business Operating Permit)
- d) Police Clearance Report of Proprietor (not older than 6 months upon receipt of same)
- e) Scanned Copy of a valid national identity card of Proprietor (e. g: Passport, Ecowas Identity Card (Ghana Card), Driver Licence, Voter Card)

NaSIA:

Step 3: Reviews submitted Eoi form and supporting documents for completeness.

Step 4: Emails Prospective Proprietor a link to study the School Establishment manual

In the case where NaSIA is satisfied with the documentation, plan, and ideology of the Proprietor, the Authority issues an **Approval Letter** for the Proprietor to start the new virtual school.

However, if NaSIA is not satisfied, a Letter with Recommendations is issued for the Proprietor to work on before the Approval Letter can be issued. The Approval Letter is valid for the period specified in the letter.

This authorisation entitles the Proprietor to acquire the needed office facilities, resources to set up the school and commence preparation towards meeting the minimum standards regarding curricula as per the NaSIA's requirement.

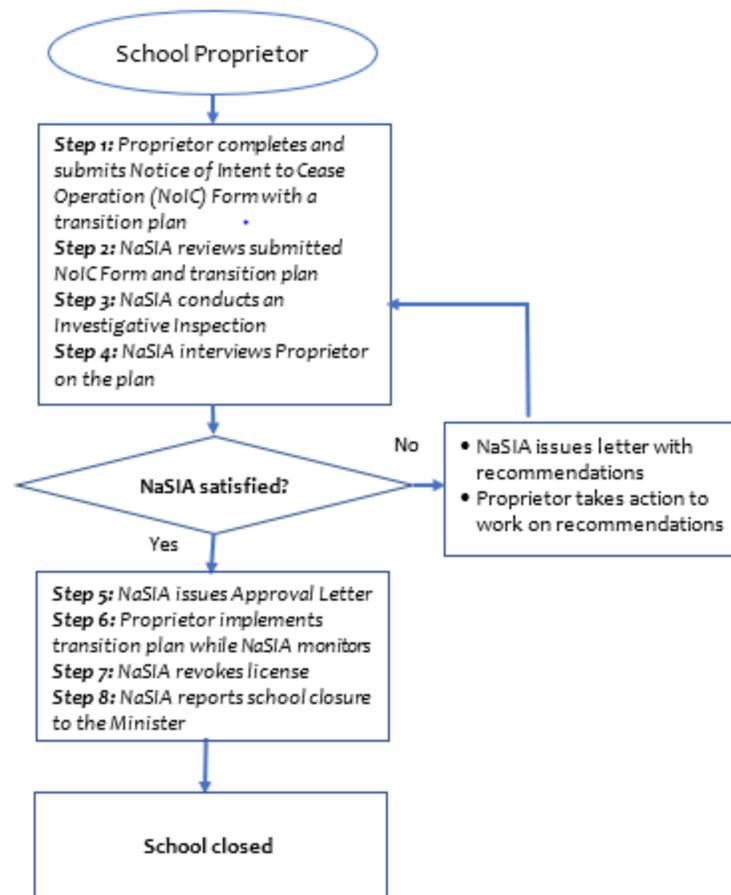
2.5 Guidelines for Seeking approval to Cease Operation, Transfer Ownership and be Absorption by Government

In a similar fashion as the establishment of schools in Ghana, proprietors at some point may desire to either Cease operations, change ownership or even transfer their school to the government to continue operation. This may be as a result of several factors such as lack of funds, death of the owner, the decline in enrolment, among others. To protect the interest of all stakeholders of the school, NaSIA requires that proprietors (person(s) or organization) that intends to Cease Operation, Transfer Ownership, or be Absorbed by the government should follow statutory requirements and responsibilities associated with the cessation process as outlined by NaSIA.

2.5.1 Process to Cease Operation

Deciding to cease the operation of a school requires some level of critical evaluation of the decision before any further action is taken. Consequently, if a Proprietor at any point finds it necessary to close or cease operation of his/her school that is registered and licensed by NaSIA, it is required that due statutory processes, requirements, and responsibilities associated with the process to cease operation are adhered to.

To close a school:



Step 1: The Proprietor must complete and submit the **Notice of Intent to Cease Operation (NoIC)** Form and a **Transition plan**. The Transition Plan of the school must detail the reasons to cease operations and how learners will be migrated to a new school. To ensure a smooth transition, the applicant must also, submit all learners’ academic records including Continuous Assessment Forms, Transcripts, and Tuition refund plans (if any).

This application must be submitted at least one academic year before the intended date of closure. The submission of this application is meant to inform NaSIA of the Proprietor’s intention and does not attract any fee.

Step 2: NaSIA reviews submitted **NoIC** and transition plan for appropriateness

Step 3: NaSIA constitutes an IP to conduct an Investigative Inspection to gather more facts about the school, its current state, and the community it serves. IP communicates their findings in an official report to the Inspector-General of Schools (IGS)

Step 4: NaSIA conducts an interview for the Proprietor with the licensing subcommittee to discuss details of the application, submitted transition plan, and the Investigative Inspection report. The Proprietor is to come along with at least one copy of the submitted transition plan

Step 5: NaSIA communicates its decision to the Proprietor after the interview through an official letter within two weeks. In the case where NaSIA is satisfied, NaSIA issues an **Approval Letter** to approve the application and the Transition plan to be implemented. However, if NaSIA is not satisfied, a **Letter with Recommendation** is issued for the Proprietor to work on before an Approval Letter can be issued. The Approval Letter will be valid for the period specified in the letter

Step 6: Proprietor implements the action items on the transition plan approved by NaSIA without any modification. In instances where circumstances require a change in the transition plan, the Proprietor must officially write to NaSIA to seek approval indicating the reason(s) for change. To ensure that the Proprietor conforms to the agreed transition plan, NaSIA monitors its implementation by requiring a *bi-monthly progress report* is submitted to the Authority. NaSIA may also embark on Compliance Inspection

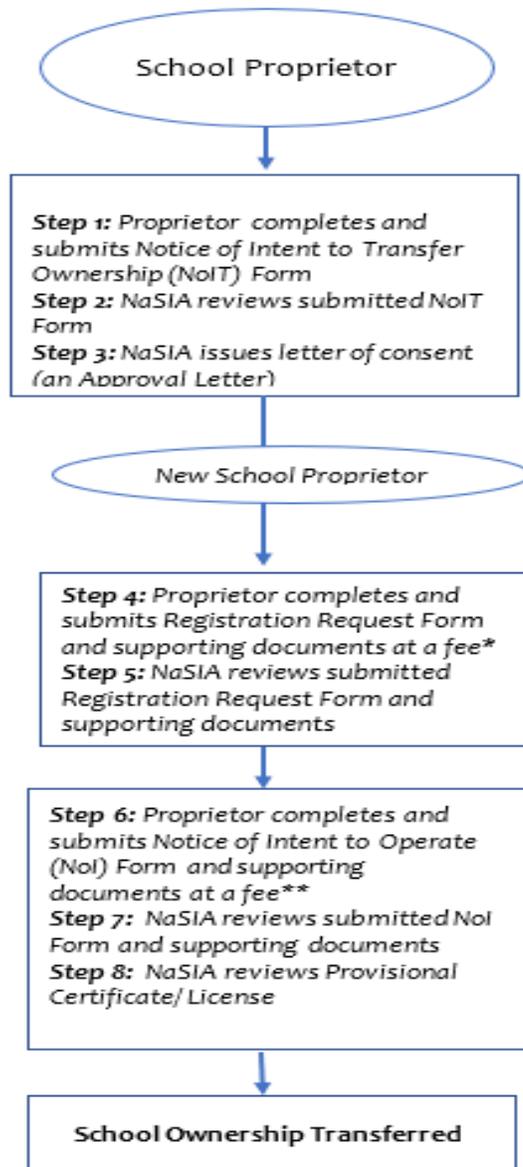
Step 7: After full implementation of the transition plan, NaSIA shall revoke the Licence of the school and advertise in front of the school **“THIS FACILITY CEASES TO BE A SCHOOL”** for the next six (6) months.

Step 8: NaSIA reports the school’s closure to the Minister of Education and consequently publishes it on NaSIA’s website. The school will then be declared officially closed.

2.5.2 Transfer of Ownership

For the transfer of school ownership through sales, inheritance, gifts, or others, NaSIA considers the process as more of life-transforming than a mere transaction. It involves legally transferring the ownership name and operation of a school to another individual or organisation. Thus, the school under consideration will continue to operate even under the new owner.

Guidelines on Transfer of School Ownership:



Step 1: The Proprietor must complete and submit the **Notice of Intent to Transfer Ownership (NoIT)** Form on NaSIA’s website at a **fee**. This application must be submitted at least one academic year before the intended year of transfer. The submission of this application is meant to only inform NaSIA of the Proprietor’s intention

Step 2: NaSIA reviews submitted **NoIT** form

Step 3: NaSIA then issues a **Letter of Consent** to support the intent of the Proprietor. The Letter of Consent will be valid for a specified period as indicated in the letter. Proprietor may have to reapply after the specified period

Upon receipt of the Letter of Consent, the Proprietor can proceed with the necessary actions (legal, financial, social, etc.) to transfer the ownership of the school to the Prospective Proprietor. All the necessary documents should be done and change of ownership effected at the Registrar General's Department.

Step 4: After the Proprietor has acquired the school, he/she becomes the New School Proprietor. The New Proprietor completes and submits the [Registration Request](#) Form and supporting documents as stated in **step 1 of section 2.4.2** at a [fee](#) as specified on NaSIA's website. This step begins the stage of updating the school's records to reflect that

Step 5: NaSIA reviews submitted Registration Request Form and supporting documents (check section) and grants approval

Step 6: The Proprietor proceeds to complete and submit the Notice of Intent to Operate ([NoI](#)) Form and supporting documents at a [fee](#) as specified on NaSIA's website

Step 7: NaSIA reviews submitted [NoI](#) Form and supporting documents for completeness and issues approval

Step 8: NaSIA reviews the Provisional Licence to ensure that the right licence is issued to the school based on the curriculum, school name, and levels that the new Proprietor intends to operate

School Ownership is now officially changed with NaSIA

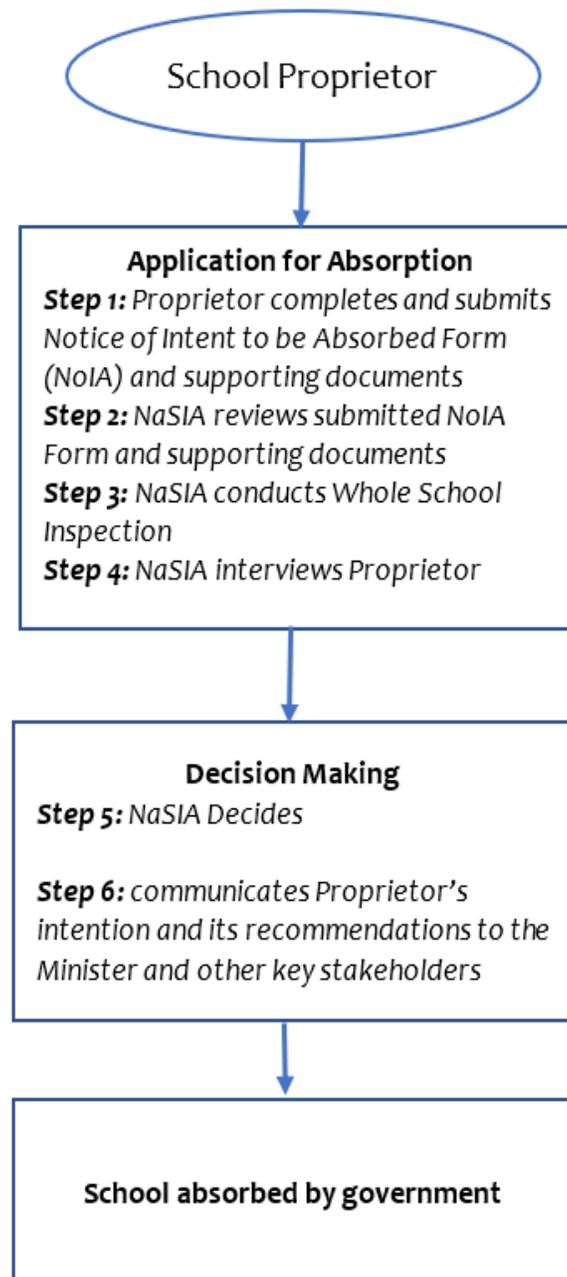
2.5.3 Absorption by Government

For a school to be absorbed, a Proprietor should willingly decide to give his/her school out to the Government of Ghana to be absorbed and operate forever. To qualify for consideration to be absorbed into the public education system, a Proprietor must be registered and/or licenced by NaSIA.

As required by the Ghana Education Service (GES), the Proprietor and School Leadership would need to sign a document to the effect that:

- a. No compensation would be paid to any individual or group of persons upon the absorption of the school
- b. The GES reserves the right to alter the current name of the school to reflect the wider societal interest if deemed appropriate

Guidelines on Transfer of School Ownership:



Step 1: The Proprietor must complete and submit the **Notice of Intent to be Absorbed Form (NoIA)** Form and the following supporting documents:

- a. **Final Account:** Submit either a Final Account Document which includes [the Notes to Accounts, Receipts and Payments, Revenue and Expenditure, Financial
- b. b. Statement (Balance Sheet), Cashflow, Trial Balance] or submit each document required in the Final Accounts document, in the brackets above, individually.

This application must be submitted at least one academic year before the intended year of absorption. The submission of this application is meant to only inform NaSIA of the Proprietor's intention and does not attract any fee

Step 2: NaSIA reviews submitted **NoIA** and supporting documents

Step 3: NaSIA constitutes an Inspection Panel (IP) to conduct Whole School Inspection to gather enough evidence about the school, its current state, and the community it serves. The IP will communicate its findings to the Inspector General of Schools (IGS) through an official report

Step 4: Subsequently, NaSIA interviews the Proprietor to discuss details of the application, submitted documents, and the Whole School Inspection report. The proprietor is to come along with original copies of all submitted documents

After the Whole School Inspection, if the Proprietor decides to rescind his/her decision to be absorbed, the cost of the inspection will be surcharged to the proprietor by NaSIA.

Step 5: NaSIA takes a decision together with representatives from the Ministry and all key agencies of the Ministry

Step 6: NaSIA communicates the intention of the Proprietor, information gathered, the decision made, and recommendations to the Minister, GES, and other key agencies under the Ministry

At this point, GES will take the Proprietor through its required procedures to complete the absorption process.

After all the documentation has been completed, the school is now absorbed by the Government of Ghana and becomes the property of the government.

2.6 Amendment of Submitted Information and Documents

Any significant changes during the application process, such as substantive changes in the authority responsible for the prospective school, facility location, proposed grade ranges, intended school level or any other major change must be communicated to NaSIA before the issuance of an Approval Letter or Provisional Licence. Failure to report such changes may result in the denial of an application or revocation of the Approval Letter or Provisional Licence

2.7 General Requirements for Schools: Infrastructure and Facilities

2.7.1 School Location and Environment:

In developing a school facility, consideration should be given to the following:

- a) Serenity devoid of noise
- b) Learner and disability-friendliness following the Inclusive Education Policy.
Please refer to: <https://www.unicef.org/ghana/media/1351/file/UN257287.pdf>
- c) devoid of all types of waste (human, animal, organic, etc.) and hazardous objects and substances
- d) The school compound must:
 - i. not be flood-prone or waterlogged.
 - ii. be fenced and gated with security personnel at the post during school hours. Fencing must be constructed with any material that will not pose any injury to learners.
 - iii. be landscaped and well-maintained with lawns, flowers and well-marked footpaths.
 - iv. have a level playground which is safe and spacious for learners to play on
- e) There must be constant and adequate supply of potable water

- a) All water storage facilities should be hygienic and well secured.

2.7.2 Classroom

Classrooms must be clean, spacious, safe, and accessible to learners and must be disability-friendly. They must also have appropriate flooring, be well-lit and well-ventilated.

Proprietors should ensure that there are separate classrooms for each grade/class

Besides, each classroom:

- ii. space can accommodate a maximum of 35 learners
 - iii. design permits diverse sitting/desk arrangements
 - iv. must have at least two doors
 - v. should have enough windows to ensure proper ventilation
 - vi. floor is smooth but not slippery
 - vii. the floor must always be dry
 - viii. must not have exposed electrical wires
 - ix. doors are made of safe material with a smooth, well-polished surface
 - x. are well-lit to support seeing and reading
 - xi. has at least one writing board
 - xii. has adequate shelves and cupboards for storage purposes
 - xiii. the environment is attractive and learner-centered, and there is adequate space for displaying learners' work
- h) The roof is made of safe material that does not generate too much heat
- k) Chairs and tables must be adequate, age-appropriate, safe, and also suitable for group work
- n) Teachers' tables and chairs, wall clocks, display tables/shelves, etc. must be provided
- p) There is adequate provision for learners with Special Educational Needs (SEN) in accordance with the Inclusive Education Policy. Please refer to:

<https://www.unicef.org/ghana/media/1351/file/UN257287.pdf>

Additional Classroom Requirements for Kindergarten (KG) Schools

KG classrooms must have Learning Corners/Centers such as:

- a) Numeracy area
- b) Science/nature study/gardening area
- c) Writing area
- d) Art/building/construction area
- e) Playhouse/market/shopping area
- f) Book/language and literacy area

2.7.3 Office Space

- a) There must be:
 - i) designated offices to serve as the administration section of the school
 - ii) adequate office space for the headteacher(s), assistants, and staff common rooms for teachers, all furnished with appropriate furniture and equipment
 - iii) a safe, clean, and adequate storage space for the keeping of school records

2.7.4 Sanitary Facilities:

- a) Adequate and age-appropriate sanitary facilities (toilets, urinals, etc.) must be available for all learners
- b) The facilities must be well-maintained and regularly cleaned with detergents and disinfectants
- c) There must be :
 - i. separate sanitary facilities for both boys and girls (with inscriptions) which must be easily accessible to all Persons with Disabilities (PWDs)
 - ii. constant supply of running water and soap for handwashing
 - iii.adequate toilet paper and waste bins and an effective waste management/disposal plan that does not pose health risks to learners

2.7.5 Play Area

To ensure adequate safety and protection of learners, the following must be observed:

- a) Play areas should:

- i. be dry, have grass or fine sand
- ii. have safe materials
- iii. be accessible to Persons with Disabilities (PwDs)
- iv. Enough indoor and outdoor space for learners to move about and play freely
- b) Outdoor space should allow learners to climb, move around, swing and play with balls or hoops
- c) Playing equipment should have smooth and properly covered surfaces

2.7.6 Other Learning infrastructure

- a) The school must have a:
 - i. Library that is spacious, well-lit, appropriately furnished, and stocked with relevant books and other library resources. The library must be managed by a librarian and accessible to Persons with Disabilities (PwDs)
 - ii. well-resourced Information and Communications Technology (ICT) laboratory with an adequate number of functional computers
 - iii. fully equipped Science Laboratory which satisfies all laboratory safety protocols
 - iv. designated kitchen/canteen/dining hall with certified school caterers. These facilities are appropriately furnished and accessible to all with adequate provisions made for PwDs
 - v. constant electricity supply
- b) Schools offering technical/specialized (eg. Visual Arts, Music etc.) programs/course, must provide the needed workshop/ laboratory facilities for each of the programmes
- c) The school must make provision for a Career Guidance and Counseling unit headed by a trained counsellor

Additional Requirements for Kindergarten (KG) Schools

- a) For KG schools, there must be a comfortable sleeping area/room for learners to rest when necessary. The place must be safe, clean, well-ventilated with basic

sleeping materials (blankets/mats, pillows, mosquito nets, etc.) and constant supervision

2.7.7 Curriculum

- a) A school is required to offer its educational services based on the nationally approved curriculum as stipulated by the National Council for Curriculum and Assessment (NaCCA) or any internationally recognised curriculum
- b) The school must have approved, adequate, and relevant textbooks for all levels
- c) There must be a structured timetable for delivering lessons
- d) There must be adequate and appropriate exercise books for all levels

Additional Requirements for Kindergarten (KG) Schools

- a) Lessons for KG schools must follow the nationally approved teaching time i.e. the expected national standard of 15 hours per week, complemented by activity-based learning

2.7.8 Health and Safety Requirements

Schools must have a well-resourced Sick Bay/Infirmary that caters to the health needs of learners:

- a) There must be an infirmary with beds that are gender-friendly
- b) A health personnel/worker must be on duty during school hours
- c) For boarding schools, a qualified school nurse must always be available with doctors on call
- d) The school must be mapped to a nearby health facility for handling emergencies and referrals
- e) Learners' medical records are safely stored
- f) At least 50% of all teachers must receive basic first aid training

2.7.9 Teaching and Non-Teaching Staff:

- a) Headteacher must be a trained and qualified graduate with not less than 5 years teaching experience, registered and licensed with National Teaching Council (NTC)

- b) All teachers must have an appropriate qualification and registered and licensed with NTC
- c) Headteacher must be conduct criminal and appropriate background checks on their teaching and non-teaching staff before they employ them
- d) The required number of non-teaching staff with appropriate training and qualification in their field of work must be at the post
- e) There should be at least one teacher and one assistant in each KG
- f) For key phases 2 and 3, there should be at least one assigned qualified class teacher

2.7.10 School Management and Leadership

- a) The school must have:
 - i. a clear vision statement that refers to its educational values
 - ii. a clear governance structure
 - iii. a headteacher who is qualified and experienced in educational leadership
 - iv. a functional School Management Committee (SMC)/Board of Governors in place to oversee the running of the school
 - v. an active Parent Teacher Association (PTA) constituted to promote parents' participation in school programmes and activities

2.7.11 Documentation and Record keeping:

For effective management practice and record-keeping, schools are required to keep the following administrative records but not limited to:

- a) Admission register
- b) Child folder containing each child's bio-data, health records etc.
- c) Portfolios/anecdotal records
- d) Child's progress and achievement report form
- e) Class attendance register
- f) Lesson monitoring file
- g) Teacher's record book/file
- h) Visitor's book

- i) Staff minutes
- j) Inventory of school property book
- k) Staff attendance book/file
- l) Log book (record of incidences and occurrences)
- m) Movement book for both teachers and learners
- n) PTA minutes
- o) Personnel record book/file
- p) All accounting records

2.8 Employing of Expatriates in schools in Ghana

In a case where a school wishes to employ expatriates to augment its staff strength because the required skills needed may not be readily available in Ghana, the school is required to ensure that all employed expatriates have valid resident's permit, work permit and satisfy all immigration requirements before they commence work.

Part 3: Guidelines for Inspection and Evaluation of Pre-Tertiary Schools

NaSIA's school inspection is aimed at promoting educational improvement by providing each school inspected with a clear indication of its strengths and weaknesses. It also provides the Ministry of Education with reliable, evidence-based data, which is used to review and develop policy and target resources and support.

NaSIA uses a range of inspection types to evaluate schools. The types include Whole-school Inspection, School Performance Inspection, Compliance Inspection, and Investigative Inspection.

To ensure that inspection is both manageable, affordable, and proportionate, inspections may:

- a) Target particular schools where evidence suggests that they are either providing an outstanding quality of education or unsatisfactory quality of education. These inspections may be triggered by an analysis of external assessment results; the outcomes of any informal visits by inspectors or the Ministry of Education colleagues; requests from District Directors or district teams; feedback from parents; a request from a school itself; any other significant evidence that is brought to the attention of NaSIA
- b) Sample a range of schools to gain an understanding of the standards and quality of education provided, either across Ghana as a whole or in a particular region or district
- c) Be thematic, focusing on a specific subject or aspect across a group of schools

3.1 The guiding principles for inspection and evaluation of schools

- a) NaSIA inspections are carried out in partnership with schools. The inspections involve a continual dialogue between staff and inspectors. Staff understand and are part of the process. They also understand and respect the inspection judgments and the reasons for them: they feel that the inspection has provided a valuable contribution to the school's strategy for improvement

- b) NaSIA's inspection takes account of parents' and learners' opinions. Inspectors respect and acknowledge the opinions and feedback of parents and learners. Inspectors actively seek them and reflect on them during an inspection

3.2 The procedure for inspection and evaluation

NaSIA will apply its Inspection Evaluation Framework (IEF) for assessing quality teaching and learning standards. The IEF has two main parts; Part (A) which focuses on elements, sub-elements, and indicators that directly evaluate school performance. This is further categorised into three; School Leadership, Lesson Observation, and External Assessment Results.

The Part (B) evaluates the school's compliance with NaSIA's requirements; Curriculum and Planning, School Management and Resources. Digitised data collection instruments have been developed for collecting this data at the school level for ease of data entry and analysis for decision making.

In all, NaSIA conducts School Performance, School Compliance, Whole school, Investigative and Virtual inspections. NaSIA conducts Whole School Inspection in every Pre-Tertiary Educational School at least every three years. This may be preceded by school self-evaluation with an action plan to address concerns. Inspectors shall be subject specialists in the lessons they observe. The process of inspection is sequenced into three stages, namely: a) Pre-Inspection; b) Inspection; and c) Post-Inspection.

Except for an Investigative Inspection, all schools shall pay for the cost of all forms of inspections conducted by NaSIA. The inspection process is depicted below:

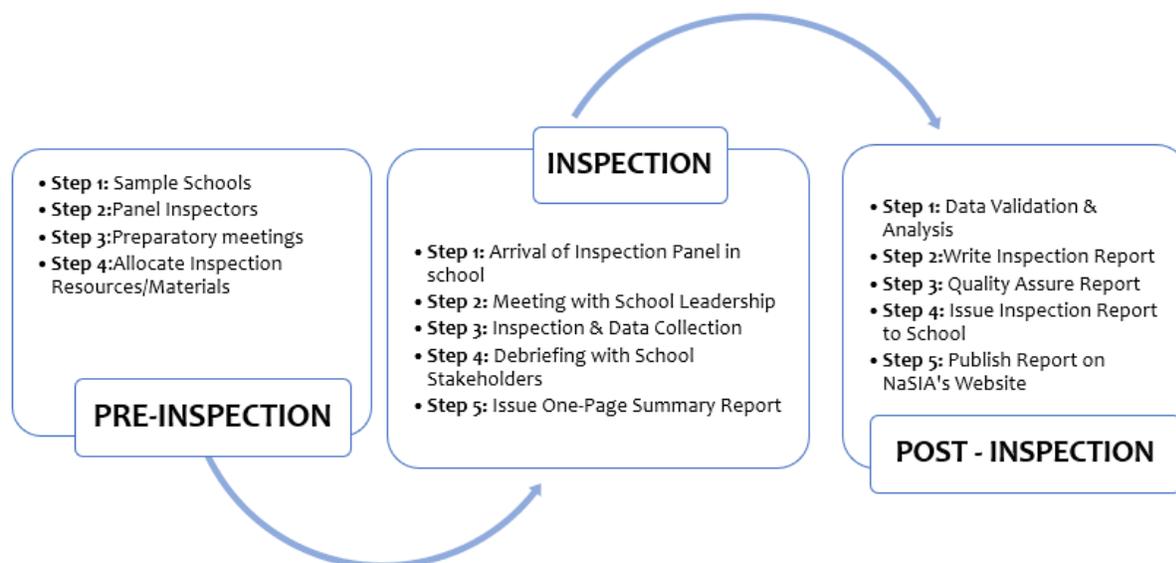


Figure 3.1: Schools inspection and evaluation process

3.2.1 Pre-Inspection

Step 1: Sampling of schools:

- a) NaSIA employs a statistical random sampling approach in selecting a range of schools.
- b) NaSIA may also target schools based on credible complaints.

Step 2: The Inspector-General of Schools (IGS) constitutes Inspection Panels (IPs)

Step 3: The IGS holds a briefing with inspectors to inform them about the type of inspection to be embarked on, its purpose and all necessary arrangements made

Step 4: IPs are allocated resources/materials needed for the inspection

3.2.2 Inspection

Step 1 & 2: Upon arrival at the school, IP:

- a) Meets School Leadership to brief them on the purpose of the inspection.
- b) Interviews the following but not limited to (this depends on the type of inspection):
 - i. School Leadership (head of school and the assistants)
 - ii. Representatives of School Board
 - iii. Parent-Teacher Association (PTA) executives and Parents
 - iv. Teaching and Non-Teaching Staff

- v. Learners
- vi. Members of the community

Step 3: Conducts inspection using the Inspection Evaluation Framework (IEF) - Appendix 4 and collects data electronically:

- i. Whole school Inspection – is comprehensive and employs both Part A and B of the IEF to evaluate a school’s overall performance
- ii. School Performance Inspection – employs only Part A of the IEF to assess a school’s performance
- iii. Compliance Inspection – employs only Part B of the IEF to evaluate NaSIA’s compliance requirements
- iv. Investigative Inspection – employs any part of the IEF

Step 4: Meets with School Leadership and stakeholders to debrief them on preliminary findings

Step 5: Issues One-Page Summary report to School Leadership and relevant stakeholders. This report bears the summary of key issues that were identified in the inspection. It is signed by the Lead inspector and counter-signed by the Head Teacher

3.2.3 Post-inspection

After inspecting a school and collecting data electronically, IPs submit the data to NaSIA’s head office for the following activities to take place:

Step 1: Data Validation and Analysis

- a) Data quality checks - the data is scrutinized to ensure there is consistency in responses, no duplications, no missing variables, and responses, check consistency between rating and Inspection notes
- b) Auditing of data – 10% of data submitted are audited internally to ensure that responses are coherent
- c) External auditing is done when there are inconsistencies in submitted data by seeking more clarification from the IP responsible and in some instances revisiting the school to verify the findings

d) Data is analysed based on the approved analysis plan and submitted to IPs in the form of graphs and summary statistics for report writing

Step 2: IPs write the initial draft of the inspection report and submit it for quality assurance

Step 3: Draft reports are quality assured for consistency. As part of the quality assurance process, the IGS quality assures 10% of all reports quality assured by the Quality Assurance department

Step 4: IGS assents all quality assured and approved the report for dissemination. Schools have a 2-week deadline from the day of receipt of the report to give credible feedback on the report. Copies of school reports for all inspected schools will be shared with the Ghana Education Service

Step 5: NaSIA publishes all final reports on its website after the 2-week deadline

Schools that are rated Unsatisfactory shall be deemed to be in a **Formal Category Of Concern**.

3.3 Guidelines for Virtual School Inspection

In the light of ensuring quality teaching and learning activities take place and parents get value for money, NaSIA inspects all virtual education programmes/courses that are offered by schools. Virtual School Inspection will be sequenced into three stages: 1) pre-virtual inspection 2) virtual inspection, and 3) post-virtual inspection.

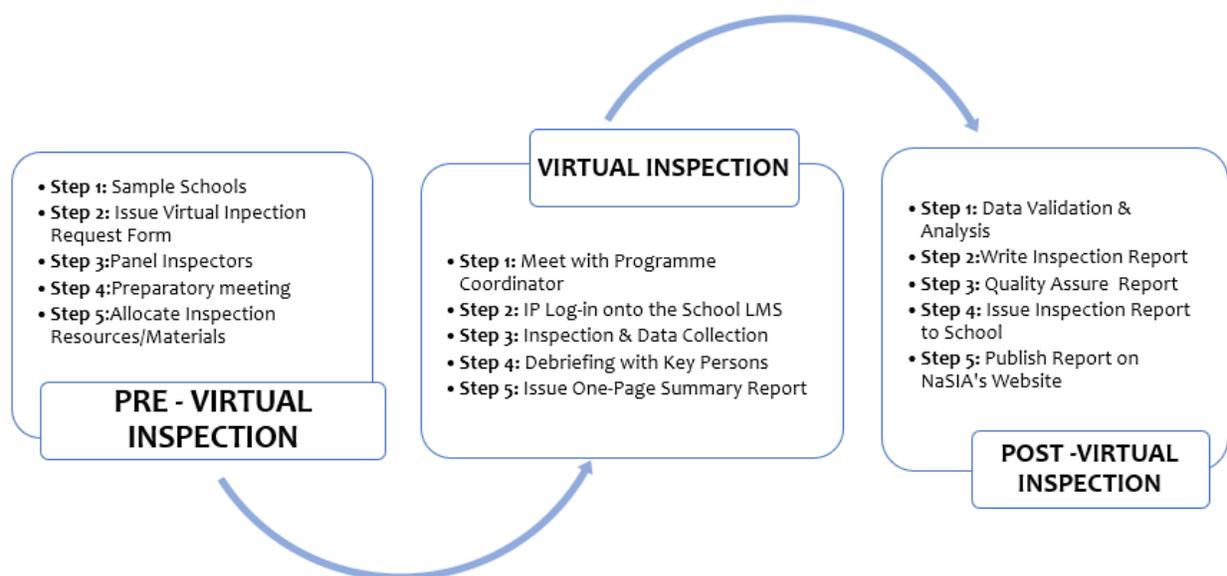


Figure 3.2: Virtual schools inspection process

Underlisted is the procedure for conducting a virtual school inspection

3.3.1 Pre- Virtual Inspection

Step 1: Sampling of schools:

- a) NaSIA employs a statistical random sampling approach in selecting a range of schools
- b) NaSIA may also target schools based on credible complaints.

Step 2: NaSIA issues [Virtual Inspection Information Request Form \(Appendix 6\)](#) to sampled schools. This is used to solicit basic information on the virtual programme offered by the school:

- a) Timetable
- b) E-learning platform(s) links and address
- c) Login details to the platform

Step 3: The Inspector-General of Schools (IGS) constitutes Inspection Panels (IPs)

Step 4: The IGS holds a briefing with inspectors to inform them about the type of inspection to be embarked on, purpose and all necessary arrangements made

Step 5: IPs are allocated resources/materials needed for the inspection

3.3.2 Virtual Inspection

Step 1: IP engages the Programme Coordinator to solicit more information on their Learning Management System (LMS) via a virtual/in-person meeting

Step 2: IP logs in onto the LMS for inspection and data collection. IP evaluates LMS activities using the NaSIA National E-Learning Standards for Pre-Tertiary Education Schools in Ghana, Based on the timetable provided, the IP selects periods to observe the following lessons: 2 English; 2 Mathematics; 2 Science. IP is not required to interrupt the lesson by no means or form

Evaluation of lessons is conducted using the Lesson Observation section of NaSIA's IEF Part A. Judgement will be based on the following indicators:

- a) Teaching:
 - i. Structuring and organization of lessons
 - ii. Creating a positive e-learning climate
 - iii. Providing well-designed tasks
 - iv. Teaching interactively
 - v. Assessing understanding
- b) Learner:
 - i. Engagement and Attitudes
 - ii. Attainment

3.3.3 Post Virtual Inspection

After inspecting a school and collecting data electronically, IPs submit the data to NaSIA's head office for the following activities to take place:

Step 1: Data Validation and Analysis

- a) Data quality checks - the data is scrutinized to ensure there is consistency in responses, no duplications, no missing variables and responses, check consistency between rating and Inspection Notes
- b) Auditing of data – 10% of data submitted are audited internally to ensure that responses is coherent
- c) External auditing is done when there are inconsistencies in submitted data by seeking more clarification from the IP responsible and in some instances, revisiting the school to verify the findings
- d) Data is analysed based on the approved analysis plan and submitted to IPs in the form of graphs and summary statistics for report writing

Step 2: IPs write the initial draft of the inspection report and submit for quality assurance

Step 3: Draft reports are quality assured for consistency. As part of the quality assurance process, the IGS quality assures 10% of all reports quality assured by the Quality Assurance department

Step 4: IGS assents all quality assured and approved report for dissemination. Schools have a 2-week deadline from the day of receipt of draft report to give credible feedback on the report

Step 5: NaSIA publishes all final reports on its website after the 2-week deadline

3.4 Follow-up inspection

To ensure that schools implement recommendation provided in the school inspection report and monitor the progress of inspected school, NaSIA will be conducting periodic monitoring inspections as follows:

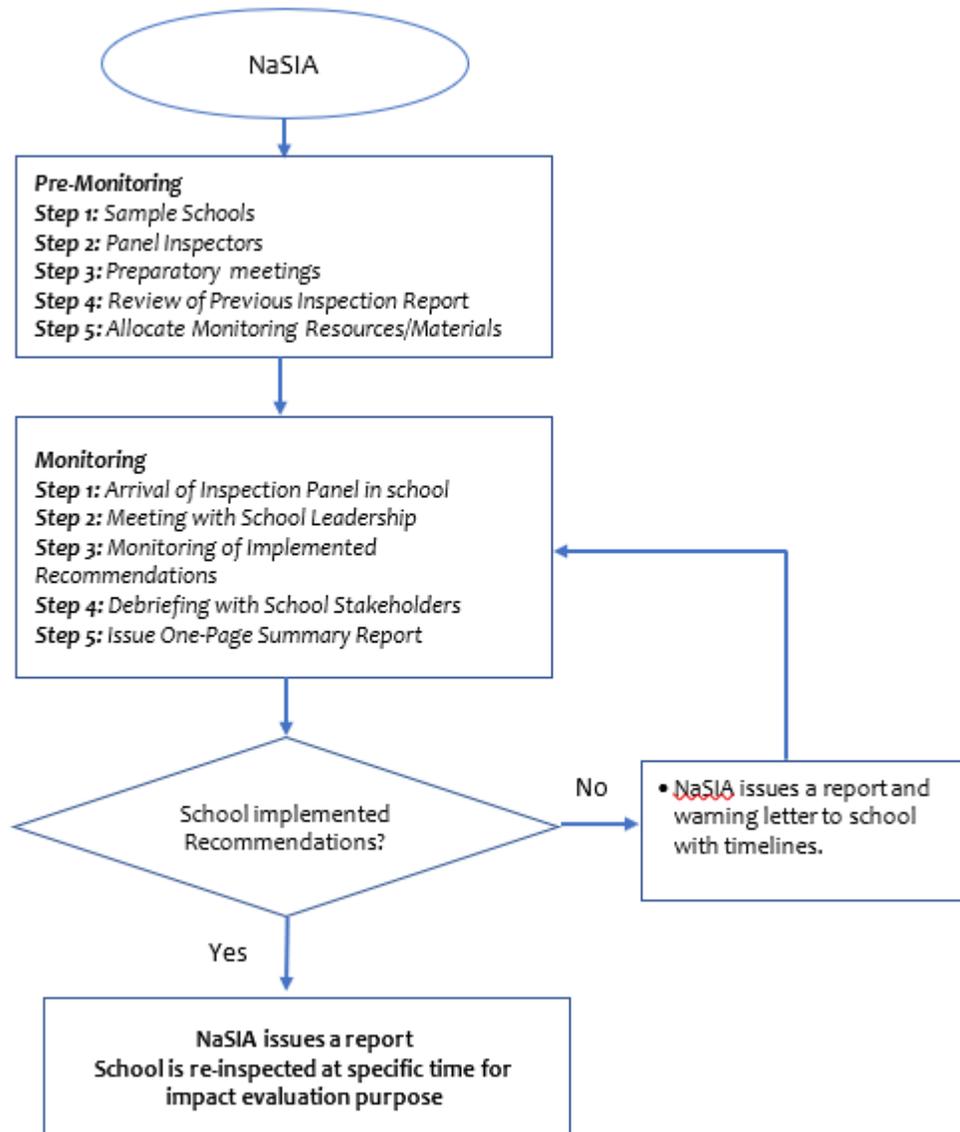


Figure 3.3: Monitoring inspection process

3.4.1 Pre-Monitoring

Step 1: Sampling of schools:

- c) All schools that were rated Unsatisfactory or classified to be in a formal category of concern from previous inspection
- d) NaSIA employs a statistical random sampling approach in selecting a range of schools that have been inspected and are expected to implement recommendations provided in the report

Step 2: The Inspector-General of Schools (IGS) constitutes Inspection Panels (IPs)

Step 3: The IGS holds a briefing with inspectors to inform them about the type of inspection to be embarked on, purpose and all necessary arrangements made

Step 4: IPs review previous inspection report of the school to abreast themselves with situation of the school at the time of the inspection and the recommendations that needs to be implemented.

Step 4: IPs are allocated resources/materials needed for the inspection

3.4.2 Monitoring

Step 1 & 2: Upon arrival at the school, IP:

- c) Meets School Leadership to brief them on the purpose of the inspection.
- d) May interview the following but not limited to:
 - vii. School Leadership (head of school and the assistants)
 - viii. Representatives of School Board
 - ix. Parent Teacher Association (PTA) executives and Parents
 - x. Teaching and Non-Teaching Staff
 - xi. Learners
 - xii. Members of the community

Step 3: Conducts monitoring of the implemented recommendations against those stated in the inspections report using [NaSIA's monitoring tool](#). Recommendations yet to be implemented will also be inquired of to ascertain the reasons for their delays and plans made for their implementation. IP will request for actual and documented evidence in this regard:

Step 4: Meets with School Leadership and stakeholders to debrief them on preliminary findings

Step 5: Issues One-Page Summary report to School Leadership and relevant stakeholders. This report bears the summary of key issues that were identified in the inspection. It is signed by the Lead inspector and counter-signed by the Head Teacher

After the monitoring inspection, IPs issues an official report to the school on the implementation of the recommendations. Schools that have implemented all recommendations will be re-inspected at a specific time for impact evaluation.

A school that has not implemented at least 50% of the recommendations and has not made any substantial plans towards their implementations will be issued a warning letter with timelines for implementation. The school will be visited after the deadlines given in the warning letter. If still fails to comply with the directives in the warning letter on three occasions, NaSIA will not sanctions to the school based on the regulations of the Authority.

3.5 Guidelines for School Self Evaluation

School Self Evaluation is an opportunity for a school to identify its areas of strength and weaknesses for improvement to achieve its vision. It is an evidence-based process that requires the gathering of information for self-assessment.

This activity is meant to complement the external evaluation exercise of NaSIA in helping to improve the standards of schools and learning outcomes in Ghana.



Figure 3.4: School self-evaluation process

School self-evaluation involves the following steps:

Step 1: School needs to set objectives for its self-evaluation. This is to give direction to the evaluation process. It may be an evaluation of leadership, teaching, and learning, attainment, learning outcomes, curriculum/programme, compliance with NaSIA requirements, etc. All objectives should be Specific, Measurable, Attainable, Realistic, and Time-Bound (SMART)

Step 2: After setting objectives for the evaluation, the school needs to gather data to know the reality on the ground. Schools should adopt the NaSIA School Self Evaluation template, Inspection Evaluation Framework (IEF) (Appendix 4) in addition to any other questionnaire they may want to use. Every data point collected should lead to decision making.

Step 3: Data collected should be analysed and judgments made based on findings.

Step 4: Prepare a comprehensive report on findings. The report is meant to communicate to all relevant stakeholders the strengths and weaknesses of the school that were identified

Based on the findings from the report, it is required of the school to put together an improvement plan on how it intends to resolve identified weaknesses and anchor their strengths. There should be a collaborative effort of all key stakeholders to enable them to own the plan, make it more practicable and relevant to their daily school activities. All plans should be SMART.

Step 5: After the institution has been able to make plans for improvements, it can now commit the needed resources (human, financial, time, etc) to implement them. It is appropriate that the school makes all key stakeholders share ownership of the improvement activities by allowing them to lead the implementation process

Step 6: To ensure that the implemented plans are working in the expected direction and to be able to quantify the improvement made, School Leadership needs to monitor and evaluate the implemented improvement plan. This can be done by conducting follow-ups at specific intervals and comparing the previous state of the identified weakness to the current situation. School Leadership should communicate the impact of the improvement plan to all stakeholders

School Self Evaluation should be done every academic year.

3.5 Inspection of Induction and Probationary Teachers

Mentoring in the workplace is a crucial learning opportunity for induction and probationary teachers. Guidelines on how School Inspection supports mentoring of Induction and Probationary teachers will help build capacity for teacher mentoring.

1. Inspectors shall hold a pre-observation conference with probationary teachers and their mentors to ascertain the level of support received
2. Inspectors shall observe lessons taught by probationary teachers with mentors to assess the mentees learning needs
3. Lesson observations of probationary teachers should be supportive or formative

4. Inspectors shall give feedback to probationary teachers with their mentors and the school leadership

3.6 Guidelines for Seeking approval to be recognised as a School Association by NaSIA

Schools that form an association and seeks to be recognised by NaSIA should follow the following processes to be duly recognised as such:

Step 1: Write an official letter for recognition detailing name, date of establishment, leadership list and size of membership, vision and mission statements

Attachments:

- a. Constitution
- b. Certificate of Association

Step 2: NaSIA reviews submitted request and attached documents

Step 3: NaSIA issues an approved letter for recognition

Part 4: Code of conduct

4.1 NaSIA Guidelines for Code of Conduct

NaSIA holds its inspectors to the highest standards of conduct. The following code of conduct and conflict of interest policy is signed by all participants in the NaSIA establishment and inspection processes. NaSIA requires ethical conduct by each Inspector contributing to fulfilling NaSIA's mandate. NaSIA requires that every Inspector exhibits the highest standards of professionalism, courtesy, and integrity. NaSIA's services require impartiality, fairness, and equity.

The inspectors are:

1. To demonstrate the highest standards of personal conduct in everything they say and do. For example, mobile phones must be switched off or left on silent during the school day. Inspectors must arrive at all pre-arranged meetings on time.
2. To evaluate objectively and impartially, basing all judgments on clear and robust evidence to ensure that they are fair and reliable. For example, judgments of teaching must be based on direct observation, referring to national standards document and the quality indicator descriptions.
3. To respect the confidentiality of the information they receive, particularly about individuals and their work. For example, inspectors must not report personal judgments made by a parent about a teacher to that teacher
4. Not to interrupt lessons in any way and should only intervene if there is a risk to the health and safety of any learner or teacher. For example, inspectors must not attempt to talk to the teacher or the learners during whole-class teaching. They must not correct any mistakes during a lesson
5. To maintain a purposeful and constructive dialogue with all those in a school, testing out and communicating judgments clearly but sensitively. For example, inspectors where possible should talk to teachers after a lesson, asking questions for further clarification where necessary and providing balanced feedback sensitively

6. To always act in the best interests and wellbeing of learners and school staff in mind
7. To establish an effective working relationship with the staff of every school, based on respect for and sensitivity to their concerns and the circumstances in which they work
8. To do all they can throughout an inspection to calm any worries and anxieties among the members of the staff of a school.
9. To respond appropriately and considerately to reasonable requests

The staff of the school is to:

10. Be professional and courteous, treating Inspectors with respect and sensitivity.
11. Provide appropriate access to the school, enabling Inspectors to carry out their work openly
12. Provide evidence that will enable Inspectors to report honestly, fairly, and reliably
13. To maintain a purposeful and constructive dialogue with Inspectors
14. To report any concerns about the inspection to the attention of Inspectors promptly and sensitively

4.2 Conflict of Interest

NaSIA committee members, inspectors, lead inspectors, or staff members should not create situations that may result in a conflict of interest or concerns regarding the objectivity and credibility of the establishment and inspection processes. NaSIA expects these individuals to behave professionally and ethically, to disclose real or perceived conflicts of interest, and to recuse themselves from discussions or decisions related to real or perceived conflicts of interest.

1. Individuals representing NaSIA must not participate in any decision-making capacity if they have or have had a close, active association with a school that is being considered for official action by NaSIA
2. All individuals representing NaSIA must sign a conflict of interest and confidentiality statement indicating that they have read and understood these policies

3. Individuals must absent themselves from any portion of a NaSIA meeting in which discussions or decisions occur for which they have a real or perceived conflict of interest
4. The names of individuals who have recused themselves during a meeting for conflicts of interest will be recorded

Part 5: Appendices: Forms and Templates

5.1 Appendix 1: Application for Authorisation Form (AfAF)



NATIONAL SCHOOLS INSPECTORATE AUTHORITY
Enforcing standards, Ensuring quality

PLEASE COMPLETE AND SUBMIT SEPARATE FORMS IF YOU HAVE MULTIPLE CAMPUSES

APPLICATION FOR AUTHORISATION FORM

FORM No:.....

SECTION 1:		
Is your school registered with the registrar General Department	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Nature of school:	<input type="radio"/> New (A Pre-tertiary school established after 26th August 2020) <input type="radio"/> Existing (A Pre-tertiary school established before 26th August 2020)	
Have you ever completed Request for Registration Form at NaSIA		
If Yes, please contact NaSIA via email on registration@nasia.gov.gh or call 0302-782318 or 0545-732688		
Name of School:		
Type of School:	<input type="checkbox"/> Private – International Curricular School (E.g., IB, CAIE, etc) <input type="checkbox"/> Private – National Curriculum (GES/NaCCA Curriculum) <input type="checkbox"/> Public – National Curriculum (GES/NaCCA Curriculum) <input type="checkbox"/> Specialized (E.g. Music, Media, Aviation, Fashion, Training School, etc)	
Location of School:		
Region:	District:	City/Town:
Name of Proprietor		
Telephone number:		
Email address:		

School Website address: (Optional)	
---	--

Type of curriculum:	
----------------------------	--

National Curriculum (NaCCA/ GES)

Cambridge Assessment International Education (CAIE)

International Baccalaureate (IB)

The French Baccalaureate

British National Curriculum

Other (Specify) _____

Public/Private – NaCCA/GES	Private – Cambridge Programmes (CAIE)	Private – International Baccalaureate (IB)	Other (Please specify)
<input type="checkbox"/> Kindergarten (Ages 4 to 5) <input type="checkbox"/> Primary (Year 1 to 6) <input type="checkbox"/> Junior High School (JHS 1 to 3) <input type="checkbox"/> Senior High School (SHS 1 to 3) <input type="checkbox"/> Technical Vocational Education Training (TVET)	<input type="checkbox"/> Kindergarten (Ages 4 to 5) <input type="checkbox"/> Primary (Year 1 to 6) <input type="checkbox"/> Junior High School (JHS 1 to 3) <input type="checkbox"/> Senior High School (SHS 1 to 3) <input type="checkbox"/> Advanced (Any department beyond SHS 3)	<input type="checkbox"/> Kindergarten (Ages 4 to 5) <input type="checkbox"/> Primary (Year 1 to 6) <input type="checkbox"/> Junior High School (JHS 1 to 3) <input type="checkbox"/> Senior High School (SHS 1 to 3) <input type="checkbox"/> Advanced (Any department beyond SHS 3)	

SECTION 2: LEGAL REGISTRATION Registrar General's Certificate • <i>Certificate of Incorporation /Certificate to Commence Business</i>	Upload / Attach file
---	----------------------

SECTION 3: DECLARATION	
-------------------------------	--

Declaration:

I declare that the information provided in this application and the attachments therein, are true to the best of my knowledge. Further, I acknowledge that the submission of false information shall render this application void.

Date: SELECT DATE

INVOICE-PAYMENT DETAILS

SUB TOTAL(DEPTS): GH¢ 0.00

APPLICATION PROCESSING FEE: GH¢ 200.00

TOTAL AMOUNT TO BE PAID: GH¢ 0.00

(NaCCA/ GES CURRICULUM) : GH¢ 200 per level

INTERNATIONAL CURRICULA SCHOOLS: (e.g. CAIE, IB, etc.): GH¢ 2,500.00 per level

Mobile Money Payment

Account Name: National Inspectorate Board

Phone Number: 0546139564

Direct Bank Deposit / Cheques

Account Name: National Schools Inspectorate Authority

Account Number: 00112584102517

Bank Name & Branch: UBA – Heritage Tower

NB: All cheques, pay-in slips and proof of payments should be sent to NaSIA for issuance of receipts. Scanned copies of pay-in slips and proof of payments may be sent via registration@nasia.gov.gh

Mode of Payment

Bank Deposit Direct Bank Transfer Mobile Money

Transaction ID _____

Cheque deposit only: Cheque Name..... Cheque Number: _____

Cash deposit only: Name of Depositor

5.2 Appendix 2: Expression of Interest (Eoi) Form



NATIONAL SCHOOLS INSPECTORATE AUTHORITY
Enforcing standards, Ensuring quality

EXPRESSION OF INTEREST (Eoi) TO ESTABLISH A NEW SCHOOL

School Name		School ID	
<i>All information from the Application for Authorisation Form should auto-populated</i>			

SECTION 2: LEGAL REGISTRATION		Yes	No
<i>(If “No” to any of the questions below, kindly acquire the document before you proceed with the submission of the Eoi)</i>			
Has the prospective Proprietor acquired approval from Local Government Authority (Metropolitan/ Municipal/ District Assembly)?		<input type="radio"/>	<input type="radio"/>
If Yes, please submit the following: <ul style="list-style-type: none"> • Local Authority Certificate/Business Operating Permit 		<i>Upload/ Attach File</i>	
Additional required documents			
Land documents bearing the Proprietor’s name / Tenancy Agreement valid for at least 10 years (<i>if school is on a rented premises</i>)		<i>Upload/ Attach File</i>	
Approved Building Plan		<i>Upload/ Attach File</i>	
Police Clearance report of Proprietor(s) (not more than 6 months)		<i>Upload/ Attach File</i>	
Scanned copy of any National Identity Card of school Proprietor(s) (Passport, Ghana Card, Drivers Licence, Voters ID)		<i>Upload/ Attach File</i>	
Declaration:			
<input type="checkbox"/> I declare that the information provided in this application and the attachments therein, are true to the best of my knowledge. Further, I acknowledge that the submission of false information shall render this application void.			
Date: DATE			

5.3 Appendix 3: Notice of Intent to Cease Operation (NoIC) Form



NATIONAL SCHOOLS INSPECTORATE AUTHORITY
Enforcing standards, Ensuring quality

NOTICE OF INTENT TO CEASE OPERATION (NoIC) FORM

General Information

To cease operations, the Proprietor must complete and submit the NoIC Form on NaSIA’s website (www.inspectorateboard.gov.gh) at least **ONE (1)** academic year ahead of time.

SECTION 1: SCHOOL INFORMATION	
School Name <i>(Note-This should be the same name as registered with the Registrar General's Department – Ghana):</i>	
EMIS Code:	
NaSIA Code:	
Reason(s) for ceasing operation	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
When does the Proprietor intend to cease operation?	Select date Click here to enter a date.
Does the school have other campuses/annexes?	<input type="radio"/> Yes <input type="radio"/> No
If yes, do you intend to cease operations for any of those campuses/annexes?	<input type="radio"/> Yes <input type="radio"/> No
If yes, complete and submit a separate NoIC Form for each campus/annex.	
Number of similar schools in the vicinity (enter 0, if there is none) __	

State the names of similar schools in the vicinity.

SECTION 2: SUPPORTING DOCUMENTS (Upload/Attach the following)

Transition Plan

(Transition plan should be detailed to include the following; learners' academic records/Transcripts, learners migration/placement, tuition refund plans if any)

Upload/ Attach File

SECTION 3: DECLARATION

I declare that the information provided in this application and the attachments therein are true to the best of my knowledge. Further, I acknowledge that I will be held liable for any false information provided .

Full Name:.....

Date: SELECT DATE SELECT DATE SELECT DATE

5.4 Appendix 4: Notice of Intent to Transfer Ownership (NoIT) Form



NATIONAL SCHOOLS INSPECTORATE AUTHORITY
Enforcing standards, Ensuring quality

NOTICE OF INTENT TO TRANSFER OWNERSHIP(NoIT) FORM

General Information

To transfer ownership, the Proprietor must complete and submit NoIT Form on NaSIA's website (www.inspectorateboard.gov.gh) at least **ONE (1)** academic year before the proposed transfer date.

SECTION 1: SCHOOL INFORMATION	
School Name <i>(Note-This should be the same name as registered with the Registrar General's Department – Ghana):</i>	
EMIS Code	
NaSIA Code	

SECTION 2: REASONS	
Reason(s) for transferring ownership of the school	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
When does the Proprietor intend to complete the transfer process?	Select date Click here to enter a date.
Does the school have other campuses/annexes?	<input type="radio"/> Yes <input type="radio"/> No

If yes, do you intend to transfer ownership of any of them?

Yes

No

SECTION 3: DECLARATION

I declare that the information provided in this application and the attachments therein, are true to the best of my knowledge. Further, I acknowledge that I will be held liable for any false information provided.

Full Name:.....

Designation:.....

Phone number:.....

Email address:.....

Date: SELECT DATE SELECT DATE SELECT DATE

5.5 Appendix 5: Notice of Intent to be absorbed by Government (NoIA) Form



NATIONAL SCHOOLS INSPECTORATE AUTHORITY
Enforcing standards, Ensuring quality

NOTICE OF INTENT TO BE ABSORBED BY GOVERNMENT(NoIA) FORM

General Information

Proprietor intending to have his/her school absorbed into the government education system must complete and submit NoIA Form on NaSIA’s website (www.inspectorateboard.gov.gh) at least **ONE (1)** academic year before the proposed date. The Proprietor should have filed the NoI for the current academic year.

SECTION 1: SCHOOL INFORMATION	
School Name <small>(Note-This should be the same name as registered with the Registrar General’s Department – Ghana):</small>	
EMIS CODE:	
NaSIA Code	
Reason(s) for ceasing operations
When should the school be absorbed?	Select date Click here to enter a date.
Does the school have other campuses/annexes?	
If yes, do you want all other campuses/annexes to be absorbed?	
<i>If yes, complete and submit a separate NoIA Form for each campus/annex.</i>	

SECTION 2: SUPPORTING DOCUMENTS (Upload/Attach the following)

Kindly submit inventory on the following
Brief History of the School (not more than half a page)

Submit either a Final Account Document which includes (the Notes to Accounts, Receipts and Payments, Revenue and Expenditure, Financial Statement/Balance Sheet, Cashflow, Trial Balance) or submit each document required in the Final Accounts document, in the brackets above , individually.

*Upload/
Attach
File*

SECTION 3: DECLARATION

I declare that the information provided in this application and the attachments therein, are true to the best of my knowledge. Further, I acknowledge that I will be held liable for any false information provided.

Full Name:.....

Designation:.....

Phone number:.....

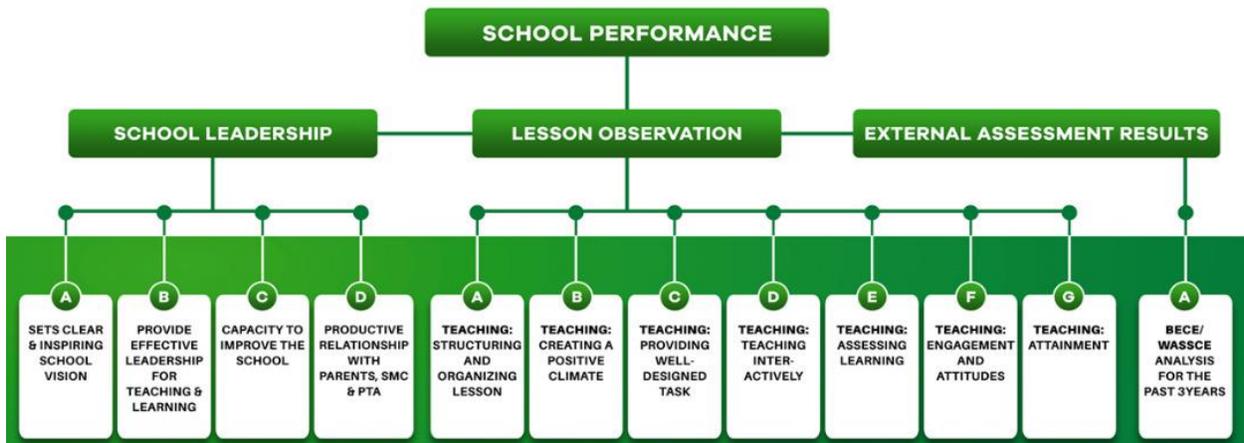
Email address:.....

Date: SELECT DATE SELECT DATE SELECT DATE

5.6 Appendix 6: Schematic Diagram of Inspection Evaluation Framework (IEF)

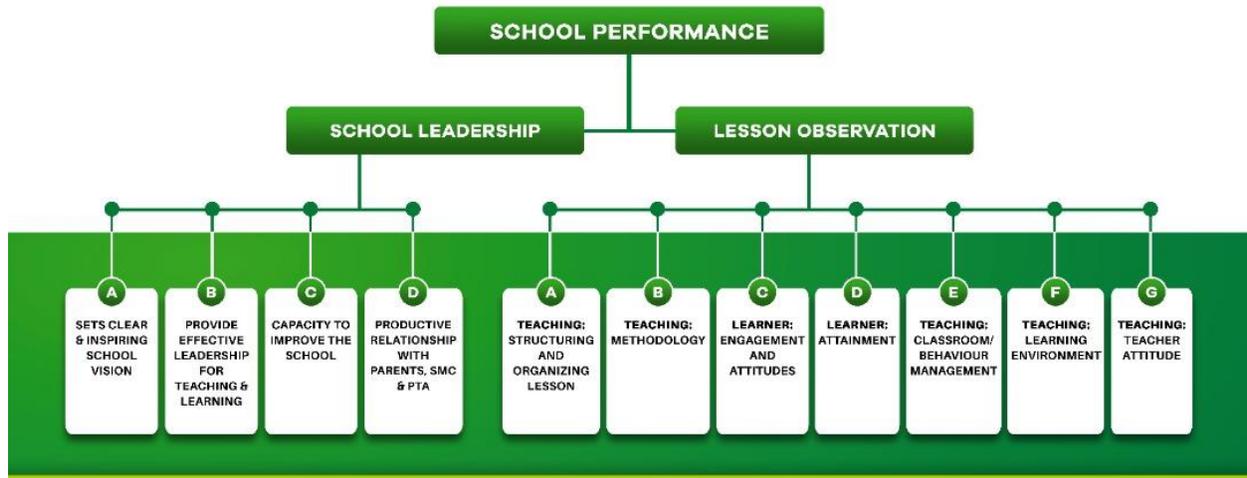
5.4.1 Part A - School Performance IEF (For Primary to Senior High School / Technical and Vocational Education and Training only)

FIGURE 1: SCHEMATIC DIAGRAM OF PART A OF THE INSPECTION EVALUATION FRAMEWORK (IEF)



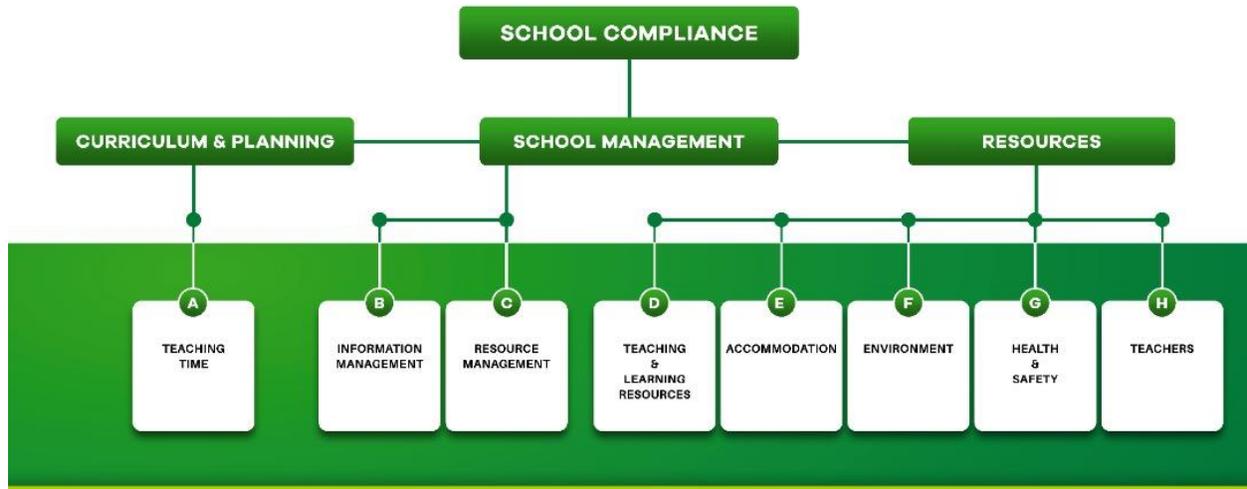
5.4.2 Part A - School Performance IEF (For Kindergarten School only)

FIGURE 1: SCHEMATIC DIAGRAM OF PART A OF THE INSPECTION EVALUATION FRAMEWORK (IEF)



5.4.3 Part B - School Compliance IEF

FIGURE 2: SCHEMATIC DIAGRAM OF PART B OF THE INSPECTION EVALUATION FRAMEWORK (IEF)



5.7 Appendix 7: Checklist for school inspections

5.5.1 Part A – School Performance - School Leadership Form (SLF)

SLF number:

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

Key ratings

Outstanding	Good	Satisfactory	Unsatisfactory
4	3	2	1

S/N	Indicator	Rating			
A. Sets clear and inspiring school vision					
1.	The headteacher and senior leadership team have documented a clear vision for the school which is known by all stakeholders	4	3	2	1
B. Provide effective leadership for teaching and learning					
2.	The headteacher and senior leadership team have a plan they follow to support the teaching and learning activities in the school	4	3	2	1
C. Capacity to improve the school					
3.	The headteacher and senior leadership team have demonstrated a capacity to improve learning outcomes	4	3	2	1
4.	The headteacher and senior leadership team have demonstrated a capacity to improve teaching	4	3	2	1

D. Productive relationship with parents, SMC and PTA

5.	The headteacher has productive relationships with School's Management Committee (SMC)/Board	4	3	2	1
6.	The headteacher has productive relationships with the parents and the Parent Teacher Association.	4	3	2	1
Total Score					
Average Score					

5.5.2 Part A – School Performance - Lesson Observation Form (LOF)

LOF number:

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

Key to Ratings

Outstanding	Good	Satisfactory	Unsatisfactory	Not Applicable
4	3	2	1	99

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

S/N	Indicator	Rating				
A. Teaching: Structuring and organizing lessons						
1.	Lesson plan: Available and provides up-to-date information relevant to the lesson being taught.	4	3	2	1	
2.	Coherence of lesson: Various stages build on each other and reasonably paced.	4	3	2	1	
B. Teaching: Creating a positive climate						
3.	Teacher expectations: Demonstrates high expectation of learners' behaviour.	4	3	2	1	
4.	Gender sensitivity: Teacher challenges gender stereotypes and provides equal opportunities to boys and girls.	4	3	2	1	N/A
5.	Classroom management: Teacher redirects misbehaviour and focuses on the expected behaviour, rather than the undesired behaviour.	4	3	2	1	
6.	Special needs: Teacher recognises learners with special educational needs and provides them with relevant support.	4	3	2	1	N/A
7.	Targeted Instruction: The teacher adjusts teaching to the level of the learners	4	3	2	1	
C. Teaching: Providing well-designed tasks						
8.	Thinking tasks: Teacher provides tasks that engage and challenge learners.	4	3	2	1	
9.	Time on task: Learners are on task	4	3	2	1	
10.	Critical thinking: Teacher asks open-ended questions	4	3	2	1	

D. Teaching: Teaching interactively						
11.	Lesson content: Teacher instructions and explanations are clear.	4	3	2	1	
12.	Teacher's feedback: Clarifies learners' misunderstandings, encourages discussion among them and helps identify their successes.	4	3	2	1	
13.	Teacher facilitation: Teacher models by enacting or thinking aloud	4	3	2	1	
14.	Lesson facilitation: Teacher links lessons to other content knowledge, learners' daily life or culturally relevant situations.	4	3	2	1	
E. Teaching: Assessing Understanding						
15.	Checks for understanding: Teacher uses questions, prompts or other strategies to determine and guide learners' level of understanding.	4	3	2	1	
F. Learner: Engagement and Attitudes						
16.	Learners' attitude: Learners volunteer to participate in the lesson.	4	3	2	1	
17.	Active engagement: Learners ask questions during lesson.	4	3	2	1	
18.	Active engagement: Learners work collaboratively with each other during lesson	4	3	2	1	
19.	Attitude towards feedback: Learners accept feedback from peers and teacher and work with them.	4	3	2	1	
G. Learner: Attainment						
20.	Learner attainment: Proportion of learners successfully completing teacher's task during the lesson.	4	3	2	1	
Total Score						
Average Score						

End of lesson observation

Actual end time

5.5.3 Part A – School Performance - External Assessment Results (EAR)

EAR number:

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

5.5.4 Part B – Compliance with NaSIA Requirements

SCF number:

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

S/N	Indicator	Rating			
CURRICULUM AND PLANNING					
A. Teaching time					
1.	Teaching time for English (Consider: total time and balance across all grades/classes)	4	3	2	1
2.	Teaching time for Mathematics (Consider: total time and balance across all grades/classes)	4	3	2	1
3.	Teaching time for Science (Consider: total time and balance across all grades/classes)	4	3	2	1
4.	Schemes of learning (Consider: each grade; level of detail)	4	3	2	1
5.	Lesson planning (Consider: each grade; level of detail; teachers' review notes)	4	3	2	1
SCHOOL MANAGEMENT					
B. Information management					
6.	External communication (Consider frequency and effectiveness of information flow to and from parents)	4	3	2	1
7.	Internal communication (Consider frequency and effectiveness of channels of communication within the school)	4	3	2	1
C. Resource management					
8.	Human resource management (For SHS consider subject specialists. For non-teaching staff consider relevant qualifications)	4	3	2	1
9.	Financial resource management	4	3	2	1
RESOURCES					
D. Teaching and learning resources					
10.	Textbooks & purchased resources	4	3	2	1
11.	Teacher prepared resources	4	3	2	1
12.	ICT (Consider: quantity and quality of computers, printers, software; internet access; use of ICT resources)	4	3	2	1
E. Accommodation					

13.	Classrooms & furniture (Consider: quantity; space; walls; light; desks / tables and chairs; writing board; decoration and display)	4	3	2	1
14.	Library facilities (Consider: space; furniture; books and any other library resources; use of space & resources)	4	3	2	1
15.	Office, meeting rooms and residences (Consider teachers' and learners' accommodation)	4	3	2	1
16.	Sick bay / first aid	4	3	2	1
F. Environment					
17.	Ambience	4	3	2	1
18.	Playing / sports facilities	4	3	2	1
19.	School boundaries	4	3	2	1
G. Health and safety					
20.	Waste disposal	4	3	2	1
21.	Safe water	4	3	2	1
22.	Safe catering facilities (Consider: quantity and range of options; quality; cleanliness; registration)	4	3	2	1
23.	Toilet & Urinary facilities (For each gender consider: quantity; state of repair; cleanliness)	4	3	2	1
24.	Health care & immunisation	4	3	2	1
H. Teachers					
25.	Teacher-learner ratios (Consider: the school as a whole and in lessons observed. Note any differences between subjects)	4	3	2	1
26.	Teacher attendance (Consider: to school and in lessons)	4	3	2	1
27.	Teacher punctuality (Consider: to school and to lessons)	4	3	2	1
Total Score					
Average Score					

5.7 Appendix 7: Virtual school inspection request form



NATIONAL SCHOOLS INSPECTORATE AUTHORITY
Enforcing standards, Ensuring quality

VIRTUAL INSPECTION INFORMATION REQUEST FORM

Kindly complete and submit this form within a week from day of receipt.

School Name <i>(Note-This should be the same name as registered with the Registrar General's Department – Ghana):</i>			
EMIS Code		NaSIA Code	
Number of learners enrolled:		Headteacher's name:	
Telephone number of headteacher:		Email address:	
User ID and Password <i>The inspector requires entry into the school's Learning Management System (LMS) to enable him/her to evaluate the Content Standards, Instructional Design, Technology, Learner Assessment, Virtual Evaluation and Support, and Lesson Observation of three core subjects (English, Mathematics and Science). The virtual inspection will require that NIB inspectors are given administrative access to the LMS for a week period. You are to provide a username, password and URL. Please answer the following questions.</i>			
What LMS platform(s) does your school uses?			
URL (Website address):	User ID/ Email address:	Password:	
Name and phone number of a contact person for technical assistance:	Name		
	Contact		
Attach soft copy of user manual:			
Offline learning resources and Welcome Package <i>Are learners given offline course materials (e.g. ebooks, elibrary access, books and reading list, CDs, etc.)</i>			

upon registration? Please indicate if any other materials are given to learners as welcome package and list them under the comment section.

	Yes	No	Comment
Offline learning resources			
Welcome Package			

Background information

Provide information on the mode of virtual delivery you are using as you respond to the following questions.

Question/Statement	Comment
Is the program "Online only" or requires additional classroom activities.	
Does the program have specific start and end dates or offers a course continuous intake or both?	
Is the mode of delivery synchronous or asynchronous or both?	

5.8 Appendix 8: National E-Learning Guidelines for Pre-Tertiary Schools in Ghana

https://www.inspectorateboard.gov.gh/nb/wp-content/uploads/2020/05/NIBGH_Elearning-Guide_Final_v06MAY2020.pdf

5.9 Appendix 9: School Improvement Plan Template



NATIONAL SCHOOLS INSPECTORATE AUTHORITY
Enforcing standards, Ensuring quality

SCHOOL IMPROVEMENT PLAN TEMPLATE

SCHOOL NAME AND DATE

Background Information (This should be a brief statement on the purpose, time and approach of the assessment):

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Baseline Results:

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Main areas of improvements:

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Improvement Targets	Required Actions	Outcomes	Persons Responsible	Timeframe for Actions