School Quality Assurance Framework

Identification of School Quality Assurance Officer (SQAO)

Name of SQAO Officer	
SQAO ID	

Identification of school

Name of school	
EMIS code	
WAEC code	
District	
Ward	
Town	
Chiefdom	
Address	
Education level (PPS, PS, JSS, SSS)	
Type of school (Gov, Gov Assisted, Community, Private)	
Approval status (Not approved, approved without financial assistance, approved with financial assistance)	

School management

Name of Head Teacher	
Head Teacher contact number	
Name of SMC/BoG Chair	
SMC/BoG Chair contact number	

Date of inspection:

Start time of inspection: **End time of inspection:**

School Administration and Management

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school has a clear improvement plan and effective processes to support its implementation and monitoring.	No plan	**Has a current school improvement plan**	Has a current plan **+ The plan is clear and based on a self-assessment**	Has a current plan The plan is clear and based on a self-assessment **+ There is evidence of plan implementation.**	Has a current plan The plan is clear and based on a self-assessment There is evidence of plan implementation. **+ There is evidence of a monitoring and review process to assess progress and make required updates**
The school effectively records and manages teacher attendance.	No teacher attendance register	**Has a teacher attendance register**	Has a teacher attendance register **+ Register is completed most/every day**	Has a teacher attendance register Register is completed most/every day **+ Reasons for absence are recorded**	Has a teacher attendance register Register is completed most/every day Reasons for absence are provided **+ Reasons for absence are followed up on and teachers are supported to minimize absence**
Teacher attendance is routinely high.	No teacher attendance record or incomplete/ partial records	Routinely below 80%	Routinely over 80%	Routinely over 90%	Routinely over 95%

Teacher attendance on the day of the visit is broadly in line with attendance records.	Yes/no				
The school has an appropriate school timetable that is transparently communicated and well enforced.	No timetable	**Has a school timetable**	Has a school timetable **+ The timetable indicates when lessons start and where teachers need to be at what time.**	Has a school timetable The timetable indicates when lessons start and where teachers need to be at what time. **+ The timetable is clearly communicated to teachers, pupils and parents**	Has a school timetable The timetable indicates when lessons start and where teachers need to be at what time. The timetable is clearly communicated to teachers, students and parents **+ The timetable is consistently followed**
Overall assessment for School Admininstration and Management	Calculated automatically				
Priority area for improvement in School Administration and Management					

Health and Hygiene

Standard	Level 0	Level 1	Level 2	Level 3	Level 4

The school has effective health and hygiene management plan and/or practices that are well implemented.	No plan or health/hygiene management practices	**Has a health and hygiene management plan/practices**	Has a health and hygiene management plan/practices **+ Plan/practices are clear with allocation of responsibilities**	Has a health and hygiene management plan/practices Plan/practices are clear with allocation of responsibilities **+ Evidence of plan/practices being implemented**	Has a health and hygiene management plan/practices Plan/practices are clear with allocation of responsibilities Evidence of plan/practices being implemented **+ There is evidence of a monitoring and review process to assess progress and make required updates**
The school has appropriate emergency prevention and response plans in place.	No plan	**Has an emergency prevention and response plan**	Has an emergency prevention and response plan **+ The plan is clear and based on a review of risks at the school**	Has an emergency prevention and response plan The plan is clear and based on a review of risks at the school **+ There is evidence of plan implementation.**	Has an emergency prevention and response plan The plan is clear and based on a review of risks at the school There is evidence of plan implementation. **+ There is evidence of a monitoring and review process to assess progress and make required updates**
Are the number of toilets available in line with the Approval/SICAP	**Yes/no**				

policy (25:1 for females and 30:1 for males?)	
All toilets are well maintained (select all answers that apply)	☐ **Male or mixed toilets are well maintained:** The toilet facilities are clean and well maintained. ☐ **Female-only well maintained:** There are clean and well-maintained toilets designated for female only. ☐ **Staff only toilets are well maintained:** There are clean and well-maintained toilets designated for staff only. ☐ **Disability nclusive toilets are well maintained:** There is at least one clean and well-maintained disability-inclusive, accessible toilet
Number of handwashing facilities available (sinks or taps)	
All handwashing facilities are well maintained and used (select all answers that apply)	☐ **Handwashing facilities are well-maintained**: All handwashing facilities are well maintained ☐ **Soap and water are available:** All handwashing have water and soap available. ☐ **Handwashing facilities are accessible:** All staff and students have access to handwashing facilities, including staff and students with disabilities ☐ **Good hygiene hractices**: Good hygiene practices are adhered to by all staff and students.
Pupils have access to a safe source of drinking water	**Yes/No**
School premises (inside and outside) are clean, hygienic and well-maintained	☐ **No serious/major health and hygiene risks with the school premises** ☐ **The majority of the school premises (over 90%) are clean** ☐ **There is effective waste disposal facilities, located in isolated, safe locations** ☐ **The premises are a smoke-free zone**
Overall assessment for Health and Hygiene	Calculated automatically

Priority area for improvement in Health and Hygiene	

Well-being and School Safety

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school premises (inside and outside) are physically safe	No safety risk assessment has been done.	**Safety risk assessment has identified safety risks**	Safety risk assessment has identified safety risks **+ Has plans and processes in place to manage the identified safety risks**	Safety risk assessment has identified safety risks Has plans and processes in place to manage the identified safety risks **+ Evidence that processes are implemented effectively**	Safety risk assessment has identified safety risks Has plans and processes in place to manage the identified safety risks Evidence that processes are implemented effectively **+ Conducts regular reviews to identify and address new and emerging safety risks**
The school ensures that teachers and other education personnel behave in accordance with the Teacher Code of Conduct	The Teacher Code of Conduct is not displayed at the school.	**The Teacher Code of Conduct is displayed for teachers and students to read**	The Teacher Code of Conduct is displayed for teachers and students to read **+ The school actively explains the Teacher Code of Conduct to students and teachers**	The Teacher Code of Conduct is displayed for teachers and students to read The school actively explains the Teacher Code of Conduct to	The Teacher Code of Conduct is displayed for teachers and students to read The school actively explains the Teacher Code of Conduct to students and teachers +The school

				students and teachers **+ The school has records showing that all teachers and other education personnel in the school have signed the Teacher Code of Conduct this academic year**	has records showing that all teachers and other education personnel in the school have signed the Teacher Code of conduct this academic year **+ Evidence that teachers and other education personnel are held to account for breaking the Code of Conduct**
The school has no processes in place prevent and manage physical/socio-emotional harm	The school has no processes in place to prevent physical/socio-emotional/ sexual violence	The school demonstrates having at least one process in place to prevent violence	**The school demonstrates having a comprehensive plan to prevent violence**	**The school demonstrates having a comprehensive plan to prevent violence** **+ Communicated to all staff and students**	**The school demonstrates having a comprehensive plan to prevent violence** + Communicated to all staff and students **+ Evidence of these policies being implemented**

The school uses mechanisms for reporting and referring abuse or violence issues to address and improve safety	No awareness of reporting and referral mechanisms related to abuse, violence and safety	**Awareness of reporting and referral mechanisms related to abuse, violence and safety**	Awareness of reporting and referral mechanisms related to abuse, violence and safety **+ Actively explains the reporting and referral mechanisms related to safety to teachers and students**	Awareness of reporting and referral mechanisms related to abuse, violence and safety Actively explains the reporting and referral mechanisms related to safety to teachers and students **+ Evidence that students and teachers are comfortable using reporting and referral systems**	Awareness of reporting and referral mechanisms related to abuse, violence and safety Actively explains the reporting and referral mechanisms related to safety to teachers and students Evidence that students and teachers are comfortable using reporting and referral systems **+ Evidence of school making improvements based on reports to improve safety**
How many safety cases have been reported in the last 12 months					
The school understands and manages environmental and climate-related risks	No action on environmental and climate-related risks	**Has identified climate and environmental risks**	Has identified climate and environmental risks **+ Has plans and processes in place**	Has identified climate and environmental risks	Has identified climate and environmental risks Has plans and processes in place to

			to mitigate the **impact of identified climate and environment risks on children's learning**	Has plans and processes in place to mitigate the impact of identified climate and environment risks on children's learning **+ School staff, parents and students are aware of the plans**	manage the identified climate and environment risks School staff, parents and students are aware of the plans **+ Conducts regular reviews to identify new and potential future climate and environment risks and takes action to mitigate or eliminate these risks**
Additional safety mechanisms in place at the school	□ **An active School Safety Committee - secondary only** □ **The school has a Girls' and Boys' Club (or more than one) - secondary only** □ **Evacuation maps posted at key locations throughout the facility** □ **The school has a trained guidance counsellor - secondary schools only**				
Overall assessment for Well-being and School Safety	Calculated automatically				
Priority area for improvement in Well-being and School Safety					

Teaching and Learning

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
Instructional time	In lessons, the following was generally observed:				

	☐ All/nearly all students arrive on time ☐ The teacher arrives on time ☐ The lesson starts promptly ☐ The lesson concludes promptly				
Teachers with relevant qualifications are teaching key subjects offered.	Complete data on teacher qualifications is not available	Three or more key subjects are being taught by a teacher without relevant qualifications.	Two key subjects are being taught by a teacher without relevant qualifications.	One key subject is being taught by a teacher without relevant qualifications.	All subjects are being taught by teachers with relevant qualifications.
The school implements school-based teacher professional development.	No school based CPD	**Offers school-based CPD**	Offers school-based CPD **+ School-based CPD is offered every month to all teachers**	Offers school-based CPD School-based CPD is offered every month to all teachers **+ CPD includes Teacher Learning Circles and Coaching by school leaders.**	Offers school-based CPD School-based CPD is offered every month to all teachers CPD includes Teacher Learning Circles and Coaching by school leaders. **+ School analyses and prioritises teacher development needs and uses CPD to improve performance in these areas**
All pin-coded teachers take part in school-based	No records on CPD participation	Less than 50% of teachers regularly take part in school-	Between 50 and 75% regularly take part in school-	Most teachers (75-90%) regularly take part in school-	Almost all (90%+) teachers regularly participate in

professional development.		based professional development.	based professional development.	based professional development.	school-based professional development.
In general in classes/lessons visited:	☐ Teachers are using an appropriate lesson plan ☐ The lesson plan clearly address what children will learn and how ☐ The majority/almost all students are engaged in learning activities during the lesson ☐ Students can explain the purpose of the lesson ☐ Teachers give feedback to students on their responses to questions or on their classwork ☐ Teachers check what students are learning ☐ Teachers provide appropriate support for learners, including learners with disabilities				
In general in classrooms/lessons visited:	☐ Almost all students had a textbook or other similar resources ☐ Almost all students of the students had basic resources (pen/pencil and a notebook). ☐ The blackboard or whiteboard is big enough and in good condition and chalk and/or pens are available. ☐ Resources and furniture (if any) are well maintained				
The school offers extra-curricular activities that are accessible to all students	The school does not offer extra-curricular activities	**The school offers at least two extra-curricular activities**	The school offers at least two extra-curricular activities **+ A range of extra-curricular activities are offered**	The school offers at least two extra-curricular activities A range of extra-curricular activities are offered **+ The range of extra-curricular activities suits the interests of boys and girls and young people with disabilities**	The school offers at least two extra-curricular activities A range of extra-curricular activities are offered The range of extra-curricular activities suits the interests of boys and girls and young people with disabilities **+ Students help decide what extra-curricular activities are**

					available at their school
The school is connected to the internet and using ICT for learning	□ The school receives a strong and reliable mobile phone signal □ There is working ICT equipment in the school for use by teachers □ There is ICT equipment in the school for use by students *and* it is functional. □ All students have access to ICT equipment when needed				
The school takes action to meet the learning needs of all its students, including students with disabilities and pregnant/nursing students.	No identification of students who have additional or special learning needs.	**School has process in place to identify which students have additional or special learning needs.**	School has process in place to identify which students have additional or special learning needs **+ The school has identified what extra support needs to be provided for each student identified**	School has process in place to identify which children have additional or special learning needs The school has identified what extra support needs to be provided for each pupil identified **+ The school provides the identified extra support to students**	School has process in place to identify which children have additional or special learning needs The school has identified what extra support needs to be provided for each pupil identified The school provides the identified extra support to students **+ The school has a system in place to regularly assess the effectiveness of measures in place**

What is the school's submission rate for Continuous Assessment Grades across all subjects?	No continuous assessment data submitted	Less than 50%	51-75%	76-90%	More than 90%
Terminal examination results in the previous academic year	NPSE BECE WASSCE				
The school provides opportunities for students to catch up on learning.	☐ The school tracks student learning to identify students who need extra help. ☐ The school provides free of cost support to students who need extra help to catch up on learning. ☐ The school has a trained inclusion champion				
Overall assessment for Teaching and Learning	Calculated automatically				
Priority area for improvement in Teaching and Learning					

Pupil Attendance And access

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
Pupil attendance is routinely high	No pupil attendance record or incomplete or partial records	Routinely below 80%	Routinely over 80%	Routinely over 90%	Routinely over 95%
Pupil attendance on the day of the visit is broadly in line with attendance records.	Yes/No				

The school has appropriate practices in place to effectively record and manage teacher attendance.	No pupil attendance register	**Has a pupil attendance register**	Has a pupil attendance register **+ Registers are completed on time, every day**	Has a pupil attendance register Register is completed most/every day **+ Reasons for absence are provided**	Has a pupil attendance register Register is completed most/every day Reasons for absence are provided **+ Reasons for absence are analysed regularly to identify trends**
The school follows up if students are absent regularly or for long periods of time.	No pupil absence follow up process	**Process for reporting of concerns about student attendance to the school leadership**	Process for ad hoc reporting of concerns about student attendance to the school leadership **+ Clear process in place to follow up on reports of students of concern**	Process for ad hoc reporting of concerns about student attendance to the school leadership Clear process in place to follow up on students of concern **+ Regular reviews of attendance/absence data is done to proactively identify at risk students**	Process for ad hoc reporting of concerns about student attendance to the school leadership Clear process in place to follow up on students of concern Regular reviews of attendance/absence data is done to proactively identify at risk students **+ School uses absence data to identify and mitigate or eliminate common**

					causes of pupil absences within its control
School supports all learners to attend regularly	☐ Physical modifications have been made to support students with disabilities access more easily ☐ There are pregnant learners among those enrolled at this school ☐ Pregnant learners attend school regularly ☐ Children and young people with disabilities attend school regularly ☐ School keeps an up-to-date register of learners with disabilities				
Overall assessment for Attendance and Access	Calculated automatically				
Priority area for improvement in Attendance and access					

School Community

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school communicates with parents/caregivers about the learning progress and well-being of their children	The school does not communicate with parents about learning and well-being of students.	**The school communicates with parents about student progress in general (not individually)**	The school communicates with parents about student progress in general (not individually) **+ The school contacts individual parents when there are concerns about their child's**	The school communicates with parents about student progress in general (not individually) The school contacts individual parents when there are concerns about their child's	The school communicates with parents about student progress in general (not individually) The school contacts individual parents when there are concerns about their child's

			behaviour or well-being.	behaviour or well-being. **+ The school communicates at least once a year via a report card or similar about their children's learning and well-being.**	behaviour or well-being. The school communicates at least once a year via a report card or similar about their children's learning and well-being. **+ The school provides information, at least annually, to parents about how they can support their children's learning and well-being.**
Schools respond constructively to suggestions, concerns and/or complaints from parents and other community members.	School cannot give any examples of suggestions, concerns, complaints from parents and other community members	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members.	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members. **+ School can explain how they responded to suggestions,**	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members. School can give examples of suggestions, concerns,	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members. School can give examples of suggestions, concerns,

			concerns, complaints from parents and other community members	complaints from parents and other community members. **+ School keeps a record of suggestions, concerns and/or complaints from parents and other community members**	complaints from parents and other community members. School keeps a record of suggestions, concerns and/or complaints from parents and other community members **+ Records are up to date and shared with the BoG/SMC.**
The school has an active BoG/SMC that contributes to school development.	There is no BoG/SMC at the school.	**The school has a BoG/SMC constituted as per MBSSE requirements.**	The school has a BoG/SMC constituted as per MBSSE requirements. **+ The BoG/SMC meets as frequently as required by the MBSSE**	The school has a BoG/SMC constituted as per MBSSE requirements. The BoG/SMC meets as frequently as required by the MBSSE **+ BoG/SMC meetings are recorded, and records of their**	The school has a BoG/SMC constituted as per MBSSE requirements. The BoG/SMC meets as frequently as required by the MBSSE BoG/SMC meetings are recorded, and records of their meetings are maintained.

				meetings are maintained.	+ The BoG/SMC can give recent examples, with evidence, of how they have supported improvements in student learning and well-being.
Overall assessment for School Community	Calculated automatically				
Priority area for improvement in School Community					