



EXECUTIVE SUMMARY REPORT

ON

INSPECTION OF PRIMARY SCHOOLS

IN

PHALOMBE DISTRICT

FROM

17TH TO 21ST FEBRUARY, 2020

1.0. INTRODUCTION

The inspection visits were carried out in Phalombe District in Shire Highlands Education Division by a team of 12 inspectors from Shire Highlands Education Division. The district has a total of 89 Public Primary Schools, 147247 students of which 71445 are boys and 75802 are girls. The team visited 15 primary schools whose total enrolment is 29182 students of which 14370 are boys and 14812 are girls. There are 200 classrooms, 15 headteachers' offices, 6 staff rooms, 6 libraries, 12 feeding shelters 13, store rooms, 99 boys toilets, 140 girls toilets, 22 staff male toilets and 22 staff female toilets. The schools visited have 486 qualified teachers of which 275 are males and 211 are females.

The inspections were done by the following inspectors:

- Alex Mbewe from Shire Highland Education Division
- Mary Zimba from Chiradzulu District Education Office
- Luciano Muloza from Thyolo District Education Office
- Harrison Macheso from Thyolo District Education Office
- Thandi Kazunguza from Thyolo District Education Office
- Kedson Minjale from Thyolo District Education Office
- Clemennce Nyowella from Thyolo District Education Office
- Maggie Mwakabanga from Mulanje District Education office
- Alex Muwa from Mulanje District District Education office
- Francis Gawani from Mulanje District Education office
- Harry Namangale from Mulanje District Education office
- Kenneth Chikuse from Zomba District Education office

During the inspection visits, a total of 15 schools were visited, during which 157 lessons were evaluated from 17th to 21st February 2020 using the National Education Standard.

The table below summarises the key indicators of quality education in the district.

School	PSLCE pass rate		Dropout rate		Repetition rate		QT: Students ratio	Students: Classroom ratio
	Boys	Girls	Boys	Girls	Boys	Girls		
Austrarian	100%	86%	6,1%	5.5%	14%	4.3%	1: 95	95;1
Chingazi	96%	100%	5%	4%	13.3%	14.6%	1:46	103:1
Nasiyaya	92%	93%	4%	3%	5%	5%	1:55	113:1

Namphende	95,2%	91,1%	4%	2%	10.6%	8.5%	1:51	246:1
Migowi	97%	95%	8%	10%	8%	8%	1:77	161:1
Siyamanda	89%	68%	4%	4%	4.9%	5.7%	1:96	153:1
Mambala	95%	95%	2.6%	3.9%	5.3%	6.1%	1:76	206:1
Nazombe	96%	89%	1.3%	2.5%	22%	23%	1:67	186:1
Nambiti	95%	85%	5%	4%	12%	8%	1:88	152:1
Michesi	85%	70%	6.8%	7.3%	35.3%	47%	1:51	113:1
Linguni	67%	49%	5.4%	5.4%	15%	15%	1:59	177:1
Phalombe	97.4%	90.9%	1.5%	1:4%	16%	15.9%	1:66	149:1
Nansomba	66.7%	40%	7.3%	16.4%	18.6%	19.4%	1:60	142:1
Naminjiwa	91.9%	90.3%	13.9%	19.1%	9.1%	7.6%	1:38	128:1
Nalingula	96%	96.4%	1.8%	1.6%	12.5%	12.5%	1:36	69:1

2.0.PURPOSE OF INSPECTION

The purpose of inspection was to examine and evaluate teaching and learning alongside other matters that affect students' learning. The overall expectation is that schools and stakeholders will act upon the key recommendations contained in the inspection reports. In this way, students will benefit from improved provision of education leading to higher attainment and consequently be better able to serve both their own needs and those of the nation as a whole.

3.0 METHODOLOGY

The inspectors observed lessons, scrutinized students' exercise books, teaching and administrative records, inspected classrooms, pit latrines/toilets and surroundings. The team also conducted interviews with teachers, students and community members.

The inspection targeted the following National Education Standards (NES):

- NES 1 – Learning in lessons
- NES 2 - Students' outcomes in the curriculum
- NES 3 - Attainment across the school
- NES 5 - Students' behavior and involvement in school life
- NES 7 - A curriculum that is relevant and appropriate
- NES 10 - Well-planned lessons
- NES 11 - Teaching for effective learning
- NES 12 - Accurate and constructive use of assessment

NES 18 - School Leadership

Judgement was based on four levels of achievement which are:-

- Level 1 - Below minimum standards
- Level 2 - Meets minimum standards
- Level 3 - Exceeds minimum standards
- Level 4 - Effective Practice

SUMMARY OF THE TEAMS CONCLUSION FOR EACH SCHOOL

During the inspection rating against the national education standards were as follows:

School	NES 1	NES 2	NES 3	NES 5	NES 10	NES 11	NES 12	NES 18
Nasiyaya	2	1	1	1	1	1	1	1
Chingazi	2	1	1	1	1	1	1	1
Australian	2	1	1	1	1	1	1	1
Nansomba	2	1	1	1	1	1	1	1
Linguni	2	1	1	1	1	1	1	1
Phalombe	2	1	1	1	1	1	1	1
Siyamanda	2	1	1	1	1	1	1	1
Mambala	2	2	1	1	1	1	1	1
Nazombe	2	1	1	1	1	1	1	1
Nambiti	2	1	1	1	1	1	1	1
Michesi	2	1	1	1	1	1	1	1
Nalingula	2	1	1	1	1	1	1	1
Migowi	2	1	1	1	1	1	1	1
Naminjiwa	2	1	1	1	1	1	1	1
Namphende	2	1	1	1	1	1	1	1

4.0 SUMMARY OF LESSONS OBSERVED PER SUBJECT

NES	LEVEL	SUBJECTS								
		Eng. 29	Chich 16	Maths 16	Ex.Arts 20	L/Skills 12	SES 17	Agr 17	ST 20	BK 10
1	Below minimum	7	3	2	5	2	2	4	3	1
	Meets minimum	22	13	14	15	10	15	13	17	9
	Exceeding									

	minimum									
	Effective									
2	Below minimum	17	14	10	17	9	14	12	17	8
	Meets minimum	12	2	6	3	3	3	5	3	2
	Exceeding minimum									
	Effective									
3	Below minimum	29	16	16	20	12	17	17	20	10
	Meets minimum									
	Exceeding minimum									
	Effective									
5	Below minimum	27	16	15	20	12	17	16	18	10
	Meets minimum	2		1				1	2	
	Exceeding minimum									
	Effective									
10	Below minimum	27	13	14	18	12	16	14	16	9
	Meets minimum	2	3	2	2		1	3	4	1
	Exceeding minimum									
	Effective									
11	Below minimum	26	14	11	18	12	17	12	17	8
	Meets minimum	3	2	5	2			5	3	2
	Exceeding minimum									
	Effective									
12	Below minimum	28	16	16	20	12	17	16	20	9
	Meets minimum	1						1		1

7.0 KEY STRENGTHS

High PSLCE pass rate of 90.7% at Phalombe catholic primary school, 90.2% at Nazombe catholic primary school, 90.2% at Mambala primary school, 91.2% at Nasiyaya, 93.2% at Nalingula primary school, 93.75 at Namphende, 91.3% at Naminjiwa primary school and 93.2% at Migowi primary school.

8.0 WEAKNESSES

- Inadequate and inconsistent planning for lessons in all schools visited.
- Lack of preparation, use and display of teaching and learning resources in all schools visited.
- Irregular assessment of learners and un- updated records of continuous assessment in all schools.
- Senior school staff does not monitor teacher planning curriculum coverage and learner assessment in all schools visited.
- Senior staff does not take action against teachers on inadequate lesson planning, learners' assessment and curriculum coverage in most schools visited.
- Low selection rate to boarding secondary schools.
- High absenteeism rate of learners in the following schools; Nazombe, Phalombe, Linguni, Australian, Chingazi, Mambala and Migowi.

9.0 CRITICAL ISSUES NOT PART OF THE NES UNDER REVIEW

- Habitual absenteeism and late coming of teachers; eg **Halmiton white** a standard 1 teacher at Chingazi school; **Kondwani Romoliwa** of Linguni primary school persistent absentee from 3rd February to 14th February 2020 without justification.
- Shortage of classrooms for example Nazombe primary school, where learner classroom ratio is 1:186; Mambala LEA School 1:206, Phalombe primary school 1:149, Siyamanda primary school 1:158, Chingazi primary school 1:113, Namphende primary school 1: 115 and Michesi primary school 1:113.
- Filthy toilets at Phalombe primary school.
- Poor condition of roofs which leak during rains at Nasiyaya, Linguni, Chingazi and Namphende schools.
- Shortage of teachers houses at Siyamanda, Nasiyaya and Namphende schools.
- Delapidated classroom blocks with potholes, old rusty roofs and steepy rumps at Nalingula and Michesi schools.
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10.0 BEST PRACTICES

- Classroom rules displayed in all classes at Chingazi and Nalingula schools.
- Hand washing facilities in all classes visited at Nambiti school.
- Feeding learners before 7:00am at Nalingula school

11.0 OUTSTANDING SCHOOLS

- None

12.0 SCHOOLS REQUIRING CLOSE MONITORING

None

13.0 OUTSTANDING TEACHERS

No	Name of Teacher	Subject	Class	School
1.				

14.0 WEAK TEACHERS

- None

15.0 RECOMMENDATIONS

Management must ensure that:

- Teachers prepare lesson plans adequately and consistently .
- Teachers prepare, use and display teaching and learning resources.
- Teachers assess learners regularly and update continuous assessment records.
- In collaboration with the stakeholders find ways of improving selection rate of learners to boarding secondary schools.
- Monitoring of teachers' planning, curriculum coverage and assessment of learners is regularly done.