



## INSPECTION REPORT

ON

### CHITIPA MODEL PRIMARY SCHOOL

**HEADTEACHER** : **KUSALIFYA MASEBO**  
**ADDRESS** : **P.O. BOX 11, CHITIPA**  
**HEADTEACHER'S PHONE NUMBER** : **0884975200**  
**ZONE** : **KAWALE**  
**DISTRICT** : **CHITIPA**  
**YEAR OF ESTABLISHMENT** : **1969**  
**DATE OF INSPECTION** : **19<sup>TH</sup> FEBRUARY, 2020**  
**DATE OF PREVIOUS INSPECTION** : **-**  
**ENROLMENT** : **1372**  
**NUMBER OF TEACHERS** : **29**  
**LEAD INSPECTOR** : **ELLEN CHIDULA**  
**INSPECTION TEAM** : **PATRIC MATEKENYA**  
: **WASHINGTON MUNTHALI**  
: **JOHN A.P. MALONGO**

*DATE OF PUBLICATION OF REPORT: 19/02/2020*

*DATE OF EXPECTED ACTION PLAN: 19/05/2020*

*FOLLOW UP INSPECTION EXPECTED DURING: SEPTEMBER, 2020*

## 1.0. BACKGROUND TO THE SCHOOL

Chitipa Model Primary School is a government, urban, co-education, primary school, located in Mwenifuvya Village in T/A Mwaulambya, Chitipa (district). The community within the school's catchment area earns a living by working in the various government departments, retailshops and plying businesses at Chitipa market. The school was established in 1969 and has an enrolment of 1372 of which 673 are girls and 699 are boys. On the day of the inspection, 1172 students attended the school. Chitipa Model Primary School has 2696 textbooks, 18 classrooms and 21 toilets. The school has 29 teachers (6 males and 23 females) of which all the 29 teachers are qualified.

The table below summarises the key indicators of quality education in the school for the past five years:

Year	PSLCE pass rate		Dropout rate		Repetition rate		QT: Students ratio	Student: Classroom ratio
	Boys	Girls	Boys	Girls	Boys	Girls		
2015	66.7	41.8			12.5	11.9	33:1	
2016	69.1	62.5			28.1	18.2	78:1	
2017	72.2	79.3			13.9	6.3	72:1	
2018	94.1	88.1			12.7	10.6	71:1	
2019	94.4	83.9			30.7	27.5	72:1	

The pass rate at PSLCE had been good. However, the the qualified teacher to student ratio had been high. There was need for the District Education Manager to deploy more teachers in the school in order to reduce the qualified teacher to student ratio.

## 2.0. THE PURPOSE OF INSPECTION AND THIS REPORT

The purpose of this inspection and report is to evaluate the quality of education provided by the school and to make recommendations on how it should be improved.

Chitipa School was inspected on 19<sup>th</sup> February, 2020, by a team of 4 inspectors led by E. Chiduka. The inspection team observed 12 lessons, carried out interviews with students, teachers, members of the community and members of the management team and scrutinized learners' work and teachers' records. The information contained in the Pre-Inspection Self- Assessment Document (PISAD) completed by the school and data from the national Education Management

Information System were taken into account. The evaluations in this report were made against the National Education Standards (NES).

On receipt of this report the school, under the leadership of the headteacher and with the support of the governing body, should build on its strengths, act on its shortfalls and implement the Recommendations set down at the end of this report. The school will produce an Action Plan in order to guide its work on improvement. As a result students' learning will improve and they will achieve better outcomes for their own benefit and that of the nation.

### **3.0 METHODOLOGY**

The inspectors observed lessons; scrutinized students' exercise books, teaching and administrative records; inspected school structures and their surroundings. The team also conducted interviews and focus group discussions 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' behaviour and involvement in school life

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

#### 4.0 INSPECTION FINDINGS AND DISCUSSION

The section discusses results of school evaluations against the 8 National Education Standards selected for the inspection visit. The results of the inspection teams' conclusions have been summarised in table 4.1 while the performance of the school in lessons seen are summarised in table 4.2.

**Table 4.1: Summary of team's conclusions**

<b>National Education Standard</b>	<b>Below minimum standards</b>	<b>Met minimum standards</b>	<b>Standard exceeded</b>	<b>Effective practice</b>
Learning in Lessons		√		
Students' outcome in the curriculum		√		
Attainment across the school		√		
Students' behaviour		√		
Well planned lessons		√		
Teaching for effective learning		√		
Accurate and constructive use of assessment	√			

Leadership		√		
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**Table 4.2: Summary of lessons observed**

NES	LEVEL	SUBJECTS								
		Eng	Chich.	Maths	Expressive	L/Skills	SES	Agr.	ST	BK/RE
<b>1</b>	<b>Below minimum</b>	<b>1</b>								
	<b>Meets minimum</b>	<b>3</b>	<b>1</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
	<b>Exceeding minimum</b>									
	<b>Effective</b>									
<b>2</b>	<b>Below minimum</b>	<b>1</b>								
	<b>Meets minimum</b>	<b>3</b>								<b>1</b>
	<b>Exceeding minimum</b>		<b>1</b>		<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	
	<b>Effective</b>									
<b>3</b>	<b>Below minimum</b>									
	<b>Meets minimum</b>									
	<b>Exceeding minimum</b>									
	<b>Effective</b>									

<b>5</b>	<b>Below minimum</b>	<b>1</b>			<b>1</b>			<b>1</b>		
	<b>Meets minimum</b>	<b>2</b>	<b>1</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
	<b>Exceeding minimum</b>	<b>1</b>								
	<b>Effective</b>									
<b>10</b>	<b>Below minimum</b>					<b>1</b>				<b>1</b>
	<b>Meets minimum</b>	<b>4</b>	<b>1</b>		<b>1</b>		<b>1</b>	<b>2</b>	<b>1</b>	
	<b>Exceeding minimum</b>									
	<b>Effective</b>									
<b>11</b>	<b>Below minimum</b>	<b>1</b>			<b>1</b>	<b>1</b>				<b>1</b>
	<b>Meets minimum</b>	<b>3</b>	<b>1</b>				<b>1</b>	<b>2</b>	<b>1</b>	
	<b>Exceeding minimum</b>									
	<b>Effective</b>									
<b>12</b>	<b>Below minimum</b>	<b>1</b>				<b>1</b>	<b>1</b>	<b>1</b>		<b>1</b>
	<b>Meets minimum</b>	<b>2</b>	<b>1</b>		<b>1</b>			<b>1</b>	<b>1</b>	
	<b>Exceeding minimum</b>	<b>1</b>								
	<b>Effective</b>									

#### **4.1 NES 1: LEARNING IN LESSONS**

Learning in lessons met minimum standards. Most of students followed instructions as they were on task and actively responded in the lesson. For example, in Standard 7 English and 4B SES students were able to discuss in their groups and answered the questions correctly. This contributed to good performance of the students. Therefore, students are encouraged to work extra harder.

Most of the students showed improvement in their work. For example, in Standard 3C Expressive Arts, students role played happiness; in Standard 1B students were able to identify a circle and rectangle. This assisted the students to gain knowledge to improve their understanding.

#### **4.2 NES 2: STUDENTS' OUTCOME IN THE CURRICULUM**

Students' outcomes in the curriculum met minimum standards. More than 50% of the students achieved the learning outcomes set down in the national curriculum guidelines. This was evidenced in Standard 4B Social and Environmental Studies and in Standard 5 Life Skills. In standard 5 Life Skills, students role played buying and selling and defined a goal correctly. There was need for the teachers to continue assessing learners regularly to increase the pass rate as well as promotion rate.

#### **4.3 NES 3: ATTAINMENT ACROSS THE SCHOOL**

Attainment across the school met minimum standards. Most of the students' performance in the national examination was in line with the national average and levels expected. For example, in 2019 the pass rate was at 77.4%. Most of the students performance was in line with the levels expected as evidenced in Standard 1 to 8. In most classes what students are expected to understand, know and do were being achieved. Therefore, teachers are encouraged to put much effort to maintain the good students' performance.

#### **4.4 NES 5: STUDENTS' BEHAVIOUR AND INVOLVEMENT IN SCHOOL LIFE**

Students' behaviour and involvement in school life met minimum standards. Students arrived in school and for the lessons on time. Students also attended school regularly. Punctuality of students was evidenced in all the classes. They were in classes before the start of the lessons at 7:30 a.m. In all the classes visited, for example, Standard 2, 4, 6, 7 and 8 the attendance was good. This made teachers to maximise thie teaching in the first periods of the day.

Therefore, there was need for the teachers and governing bodies to continue reminding parents to send their children to school.

#### **4.5 NES 10: WELL PLANNED LESSONS**

Well planned lessons met minimum standards. Resources were planned, selected and prepared before the lessons. There was linkage between lesson plans and schemes of work. For instance in Standard 6A Science, the teacher used an electric iron, wood and charcoal to explain the concepts. In standards 4A and 4B, word cards, oranges, irish mpotatoes, paper money were prepared and used during lesson delivery. In addition to that in Standard 1 and 4 schemes of work and lesson plans had a good linkage as evidenced in English and Chichewa.

Linkage of schemes of work and lesson plans made teachers to deliver the work logically and effectively.

The teachers are encouraged to plan for resources in advance and make a linkage of schemes of work and lesson plans so that national curriculum requirements are met.

#### **4.6 NES 11: TEACHING FOR EFFECTIVE LEARNING**

Teaching for effective learning met minimum standards. Most students were involved in the learning activities through group work, pair work and plenary discussions. This was evidenced in Standards 1 English and 4 Chichewa. This encouraged most students to participate in learning and improve performance. Teachers were urged to use a variety of participatory and critical thinking methods for learners to have first hand information and be able to think and apply knowledge.

Nevertheless, most of the classrooms were not print-rich and teachers had the tendency of not preparing and using teaching and learning aids during lesson delivery. There was need for the teachers to prepare and use teaching and learning resources to assist them explain concepts to the students. The community should also assist the school procure teaching and learning resources. There was also need for all the teachers to make their classrooms print rich to encourage the students to learn on their own by reading what is on the walls.

#### **4.7 NES 12: ACCURATE AND CONSTRUCTIVE USE OF ASSESSMENT**

Accurate and constructive use of assessment was below minimum standards. Records of assessment were not kept up to date and most of the teachers did not assess students work accurately and regularly. For example in Standards 1B English, 3A English, 4B SES, 6B Bible Knowledge and 8 Agriculture, the assessment records were not kept up to date and students were not assessed regularly. This contributed to poor results for end of term one, 2019/2020 school year. Therefore, there was need for the teachers to assess students regularly inorder to improve their performance at school level.

Most of the techers did not understand how to assess individual subjects and curriculum areas. For example, in Standards 1B English, 3A English, 4B SES, 1B English, 3A English, 4B SES, 6B Bible Knowledge and 8 Agriculture written exercises were not given regularly to the learners. This contributed to poor quality of teaching and learning. Therefore, there was need for the school learship to organise and conduct a CPD in the school to improve teachers' knowledge and skills in handling assessment for individual students and subjects.



#### **4.8 NES 18: SCHOOL LEADERSHIP**

School leadership met minimum standards. Headteachers and senior staff are respected by the students, parents and the community and all the records were kept on the school premises during the teaching hours and were accessible and updated. For example, evidenced collected through observation and interviews, school records were available in the headteacher's office. This contributed to the smooth running of the school. Therefore, the school leadership was commended for the good practice.

Senior staff monitored staff attendance and punctuality. For instance, the information was evidenced in teacher's daily attendance and time book. It was also evidenced through interviews and observation. This contributed to effective teaching and learning. Therefore, senior school staff are commended to uphold these good practices.

#### **5.0 MAJOR STRENGTHS AND WEAKNESSES IDENTIFIED**

The section summarises the major strengths and areas that need improvement. The school should strive to maintain the strengths while working on the weaknesses in order to improve quality of provision at the institution.

##### **5.1 MAJOR STRENGTHS**

1. -

##### **5.2 MAJOR WEAKNESSES**

1. Inadequate print rich environment in most classrooms.
2. Written exercises and assignments are not regularly given to the students.
3. Assessment records are not up to date.

##### **6.0 CRITICAL ISSUES**

1. -

##### **7.0 BEST PRACTICES**

1. -

## 8.0 OUTSTANDING TEACHERS

No	Name of Teacher	Subject	Class
1.	-	-	-
2.	-	-	-
3.	-	-	-

## 9.0 WEAK TEACHERS

No	Name of Teacher	Subject	Class
1.	-	-	-
2.	-	-	-
3.	-	-	-

## 10.0 RECOMMENDATIONS

These recommendations are based on weaknesses identified during the inspection and recorded earlier in this report.

### TO THE SCHOOL

1. The school senior staff should organise and conduct Continuous Professional Development on upkeep of assessment records and talular.
2. Teachers should ensure Continuous Assessment is conducted monthly and scores recorded in the progress records.
3. Teachers should make their classrooms print rich and devise ways of making the learning materials secure.

### TO THE COMMUNITY

1. The community should make sure that funds are sourced for the purchase of teaching and learning resources.

**TO THE PEA**

1. The zonal PEA should organise and conduct CPD on upkeep of assessment records.