



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Kampala Community  
International School**

**Kampala  
Uganda**

Date  
Inspection number

**25<sup>th</sup> - 27<sup>th</sup> February 2026  
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## 1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 25 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were observed during lessons, and discussions were held with staff and parents, as well as informally with pupils. The inspection took place over three days.

The lead inspector was Susan Eriksson. The team members were Caz Jude and Sam Lomax.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.’

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

### 3. Overall effectiveness of the school

As a result of a recent leadership expansion within the school, the school is consolidating its good practice and continuing to strengthen its provision. Leaders focus closely on raising standards and understand the school's context well. As a result, pupils enjoy school and attainment and progress are improving. Pupils benefit from a rich curriculum tailored to their needs and ambitions. Staff morale is high, and their commitment to professional development is noteworthy. Parents consistently express positive views about the school. The school provides a high level of care, guidance and support to pupils and their families.

#### 3.1 What the school does well

There are many strengths at the school, including:

- all stakeholders live the school's values;
- the school fosters a strong and cohesive community;
- positive relationships are evident at all levels;
- care and concern across the school, which enables all pupils to thrive;
- school leaders are determined to provide a happy, caring school that develops children who are compassionate citizens;
- safeguarding processes and procedures, which are visible across the school, ensure that children and staff are confident to raise any concerns;
- pupils are well prepared for their next stage of education;
- provision for pupils with special educational needs and/or disabilities (SEND) across the school is a real strength, with SEND pupils making progress in line with their peers;
- behaviour and attitudes to learning are exemplary;
- curriculum is aligned to enable pupil progress over time;
- strong commitment to holistic and character development strengthens pupils' moral qualities;
- pupils are excellent ambassadors for their school, particularly at sporting events.

## 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

**Secure sustained improvements in the quality of teaching and assessment, including:**

- i. developing effective feedback strategies, so pupils are clear on their next steps in learning;
- ii. revisiting, building on and embedding the training in adaptive teaching and building active learning opportunities, by increasing opportunities for practical, hands-on learning across the curriculum;
- iii. developing effective use of assessment for learning to ensure activities are appropriately matched to pupils' needs.

**Review how progress and attainment data are collected and used across the school by:**

- i. developing effective systems of data collection to demonstrate attainment as well as progress;
- ii. further developing the analysis and moderation processes in school to provide robust, reliable information on pupils' attainment, as well as progress.

**Develop the strategic planning across the school to enable more strategic focus on future school improvement by:**

- i. ensuring the school development plan is tightly aligned to identified priorities;
- ii. ensuring there are clear success criteria and robust impact monitoring within the SDP.
- iii. strengthening the process of self-evaluation to inform school development planning;

## 4. The context of the school

Full name of school	Kampala Community International School		
Address	Plot 34 Upper Naguru E Rd, Kampala, Uganda		
Telephone number	+256 776 666885		
Website address	kciskampala.com		
Main email address	hello@kciskampala.com		
Headteacher/principal	Liz Mottram		
Chair of board of governors/ proprietor	Deborah Isharaza (Director of Education) Rebecca Bandora (Director of Business Operations)		
Age range	5-11		
Number of pupils	<i>Total</i>	<i>Boys</i>	<i>Girls</i>
	<i>105</i>	<i>59</i>	<i>46</i>
Pupil numbers by age	<i>0-2 Years</i>	<i>3-5 Years</i>	<i>6-11 Years</i>
		<i>14</i>	<i>91</i>
Total number of part-time pupils	<i>12-16 Years</i>	<i>17-18 Years</i>	<i>18+ Years</i>
	0		

The current directors established Kampala Community International School to ensure that pupils had access to an international education based on the National Curriculum for England, which holistically prepared pupils to be self-confident, independent learners. The school operates within a distinctive local context that shapes its provision and safeguarding responsibilities. It serves a diverse community of local and international families and plays

an important role in providing high-quality British-style education within Uganda. It is currently the only school in Uganda accredited under the BSO framework.

## 4.1 British nature of the school

Kampala Community International School demonstrates a strong and explicit commitment to British values. These principles are embedded within leadership structures, the curriculum, pastoral systems and the wider school culture. This ensures that pupils develop a secure understanding of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Individual liberty and personal responsibility are strongly promoted throughout the school. Pupils are encouraged to express their views confidently, ask questions and contribute thoughtfully to discussions. They are supported in making informed choices and taking responsibility for their actions. Clear and consistent behaviour expectations enable pupils to distinguish between right and wrong, while positive behaviour systems reinforce accountability and fairness.

The House system reflects British educational traditions and is firmly embedded within the life of the school. It is visible and celebrated, including through the wearing of House T-shirts and the awarding of House points. This system promotes healthy competition and a sense of belonging, reinforcing shared identity and collective responsibility.

The rule of law is reinforced through clear routines, consistent expectations and fair behaviour management procedures. Older pupils demonstrate an understanding of the purpose of rules and the consequences of actions. Assemblies and curriculum content support pupils' understanding of how laws protect individuals and society. Classroom practice consistently promotes fairness, responsibility and respect.

British values are not taught as discrete or isolated concepts; rather, they are lived and experienced through daily routines, pupil voice, the House system and a wide range of enrichment opportunities.

Teachers model respectful interactions and facilitate discussion and collaborative learning opportunities. Peer partnerships and shared activities enable pupils to listen to, respect and appropriately challenge different viewpoints. As a result, British values are authentically embedded in the ethos and daily practice of the school, preparing pupils well to thrive in a diverse and inclusive society.

## 5. Standard 1 The quality of education provided by the school

The quality of education provided meets the standard for BSO and is good.

Kampala Community International School provides a rich, comprehensive curriculum. Professional development has resulted in teaching across the school improving. Pupils are confident and enthusiastic learners who make good progress and attain broadly in line with, or above, UK national averages.

### 5.1 Curriculum

The school's curriculum is firmly grounded in the National Curriculum for England. This provides a coherent structure that ensures clear progression and continuity across the school. The school enriches the curriculum to give pupils a variety of learning experiences and real-life opportunities. These enable them to grow into confident, kind and caring individuals. It provides opportunities for pupils to learn about British and local culture, as well as the world at large. The school promotes a culture of mutual respect and tolerance, and actively celebrates the diversity of its international community. Pupils learn about different cultures and belief systems through lessons and whole-school events. Tolerance and equality are promoted as core expectations. Pupils are encouraged to discuss similarities and differences respectfully, developing empathy and understanding for others. Classroom practice consistently promotes fairness, responsibility and respect.

International Day, alongside activities linked to religious festivals such as Christmas, Hanukkah and Ramadan, provides meaningful opportunities for pupils to understand and appreciate different traditions. The school has a deeply embedded commitment to its values, and these values underpin its provision. This ensures that pupils have meaningful learning experiences. The impact of the curriculum is that pupils are knowledgeable across a wide range of subjects and experiences. This was evident in the Year 6 assembly, where pupils confidently presented their learning about the Sustainable Development Goals.

There is a programme of well-planned, thought-provoking and memorable off-site visits. From Year 1, pupils have the opportunity to participate in overnight camping trips, where they develop independence and important life skills. Visiting speakers are also invited into the school to talk to pupils about their work, such as a forensic scientist. Following her visit, pupils had the opportunity to visit her laboratory and learn about how criminals are caught. Through the enriched curriculum opportunities, pupils learn about those less fortunate than themselves. They also learn how they can support others. The curriculum is designed to promote tolerance and respect for all actively. There is a wide range of extracurricular activities for all pupils, including a school choir, roller-blading and taekwondo. The school

actively competes in a variety of sporting events and participates in an inter-school league for international schools in Kampala.

Both boys and girls across all age groups have the opportunity to take part in basketball, cross-country, swimming, and football competitions. The school promotes fully inclusive squads, ensuring that all pupils can participate. The school has won the basketball league for the past four consecutive years. This achievement is notable given the school's relatively small size.

The school has well-established processes for identifying pupils with special educational needs, and the curriculum is adapted appropriately to support them. In Key Stage 1, pupils are streamed for daily phonics sessions, which are well structured and embedded within the school's routine.

The curriculum schemes are in place, but their impact would be enhanced by further investment in resources, such as manipulatives, to support teaching concrete strategies in mathematics. Alongside targeted professional development in active learning, this would help staff deliver the curriculum with greater confidence and consistency.

## 5.2 Teaching and assessment

Teaching is underpinned by positive relationships and pupils who display strong attitudes to learning. Pupils are generally compliant and cooperative. When the challenge is limited, some demonstrate passive engagement rather than deep involvement in learning. In the strongest lessons, learning intentions are clear. Success criteria are understood. Formative assessment is used effectively to secure progress within the lesson. Where this practice is less embedded, tasks are completed, but thinking is not sufficiently deepened to maximise learning.

Questioning is identified as an area for development. In some classrooms, teachers use skilful, open-ended questioning to probe understanding, promote reasoning and stimulate critical thinking. These approaches encourage pupils to explain, justify and reflect, strengthening conceptual understanding. In contrast, other lessons rely more heavily on closed questioning, which limits opportunities for extended responses and can restrict the pace and depth of progress. Leaders are aware of this variation and have prioritised the development of questioning techniques as part of the school's professional development focus.

Professional development reflects the needs of teaching and learning. Recent sessions have centred on adaptive teaching, with a clear emphasis on meeting the needs of all learners within the classroom. The impact of this training is beginning to be observed, particularly in the increased use of scaffolding, targeted questioning and flexible grouping; however, this remains a work in progress and is not yet consistently embedded across all classes. Teaching support for SEND and EAL pupils is effective overall, enabling these learners to access the

curriculum alongside their peers. Where adaptive strategies are strongest, teachers adjust tasks and explanations responsively, ensuring appropriate support and challenge.

Lessons are carefully planned by the school leadership team, with clear objectives, structure, progression and a range of activities. This provides a secure framework for delivery; however, the consistency with which teachers implement these plans varies. In the most effective practice, teachers bring plans to life through strong subject knowledge, purposeful modelling and responsive adaptation. In others, delivery is more procedural, resulting in secure learning but not consistently inspiring. The quality of teaching secures appropriate outcomes but does not yet consistently drive excellence.

Leaders monitor teaching quality closely through regular learning walks, book scrutiny and pupil progress discussions. Strengths are identified and shared, with high-quality teachers deployed strategically to model practice and support colleagues' professional growth. Where performance concerns arise, timely intervention is provided through structured support plans, clear targets and ongoing coaching. This demonstrates leaders' commitment to continuous improvement and professional accountability.

Assessment systems are established; attainment is recorded, and progress is monitored regularly. Feedback is evident in most folders, though marking and feedback do not support children in improving their learning through identified next steps. Leaders have begun to refine moderation processes to improve accuracy and consistency across classes, recognising that further work is required to ensure precision in teacher assessment.

### 5.3 Standards achieved by pupils

The school has a half-termly assessment cycle in place and uses UK assessments linked to reading and writing schemes of work to benchmark pupils against UK standards. Pupils enter Year 1 below age-related expectations and are benchmarked at the start of school. Pupils in Year 1 make accelerated progress, which brings standards in line with UK expectations. Progress is tracked individually and by year groups. Assessment against age-related expectations should also be closely tracked. The leadership team has a clear understanding of where every pupil is in their learning and uses this information to target specific groups of pupils. For example, additional support is provided for Year 1 phonics.

The implementation of the new writing scheme is positively impacting progress and attainment across the school. Overall, progress and attainment are good. Pupils make rapid progress in Year 1. Attainment in Year 6 last year was above UK averages. The school is developing its tracking tool to provide a clear overview of pupil cohorts.

Pupils with SEND are identified, and their progress is carefully tracked through individual learning plans.

Pupils secure places at a range of secondary schools, including their preferred choices. The leadership team closely monitors assessment information to ensure that pupils' progress is accurately evaluated. Teachers have received training in moderation processes and now moderate writing in pairs to strengthen consistency and develop a shared understanding of standards. This collaborative approach encourages staff to share expertise and increases accountability. The monitoring procedures are still in the early stages of development and are not yet fully embedded across the school. Leaders recognise the need to refine systems further to ensure monitoring criteria are consistently applied. Embedding these processes will strengthen the school's ability to evaluate the impact of teaching and learning.

## 6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils meets the standard for BSO and is outstanding.

The school's ethos and culture embody the core principles associated with British education. Respect, equality and inclusion are not simply stated values but are consistently lived and modelled by all stakeholders. The promotion of pupils' spiritual, moral, social and cultural development is deliberate and deeply embedded. Opportunities for spiritual reflection are thoughtfully planned. Journaling sessions encourage pupils to consider their beliefs and personal growth. Special weeks across the year, including Spirit Week, promote mental wellness and wellbeing. Pupils engaged in activities centred on recognising their strengths and areas for development. They practised mindfulness and understood how to keep themselves well. Singing assemblies further strengthen this sense of community and belonging, bringing pupils together in shared reflection and celebration; this is also evidenced in the popular school choir.

Moral reasoning and ethical understanding are actively promoted both within lessons and across the school's wider life. This was exemplified in a Year 6 assembly, which addressed complex and sensitive issues with maturity and depth of understanding. The school's half-termly values are explicitly taught and shared with parents, including a dedicated song linked to each value to reinforce understanding in an age-appropriate and memorable way. Growth mindset principles are central to the school's culture. Staff have undertaken training to ensure consistent language and approach, notably the shared understanding of 'We can't do that yet'. Pupils confidently articulate the importance of perseverance and see challenge as part of learning.

Pupils' social development is exceptional. They collaborate effectively and articulate their views with confidence and respect. Student leadership is highly visible and purposeful. The Student Council plays an active role in shaping aspects of school life, including selecting films for movie nights and organising fundraising initiatives. Pupils lead and take responsibility for

bake sales, with parents contributing items to support charitable causes. House Captains lead house activities and model positive conduct. They are also responsible for collating and announcing house points at the end of each six-week cycle. These opportunities cultivate responsibility and accountability in an authentic context.

Initiatives such as residential camps, educational visits, guest speakers and charity collections provide meaningful opportunities for pupils to contribute to the wider community and to develop empathy and responsibility. During observed sporting competitions, pupils demonstrated a highly developed understanding of moral responsibility, teamwork, fairness and sporting integrity. They showed graciousness in both success and defeat, reflecting the strong moral framework that underpins the school's work.

The school places significant emphasis on emotional literacy and self-regulation. Pupils are explicitly taught how to manage their emotions. When upset, they are guided to pause and practise deep breathing techniques. Classrooms include safe spaces where pupils can choose to go if they feel overwhelmed, enabling them to reflect and consider next steps. Children are encouraged to identify strategies that help them regulate, such as counting to ten, drawing or taking slow breaths. For younger pupils and those with SEND, practical approaches such as blowing bubbles are used to teach controlled breathing in an accessible way. As a result, pupils demonstrate increasing independence in managing their emotions and resolving minor conflicts. Behaviour across the school is exemplary, and pupils conduct themselves with maturity and respect; they consistently demonstrate pride in themselves and their school community.

Pupils demonstrate high levels of confidence and self-esteem. They present to their peers with assurance and speak openly and thoughtfully when sharing their views. Throughout the inspection, pupils were politely curious, confidently engaging adults and visitors in conversation and asking purposeful questions about their learning and the wider world. Attendance is closely monitored by the headteacher, with persistent absence and lateness tracked rigorously. Where concerns arise, meetings with parents are held promptly to support improvement. This reflects the school's unwavering commitment to pupils' wellbeing and success.

Overall, pupils are articulate, reflective, respectful and socially responsible. The school's values and philosophy are deeply embedded and consistently evident in the conduct, relationships and aspirations of the entire community, securing outstanding provision in this area.

## 7. *Standard 3* The welfare, health and safety of the pupils

The provision for the welfare, health and safety of pupils meets the standard for BSO and is outstanding.

Within the school, the culture of safeguarding and care is notably strong. It is underpinned by secure procedures and a deeply embedded ethos of pastoral responsibility at every level of the organisation. Clear safeguarding policies are accessible to all stakeholders. Staff apply these consistently in daily practice. Parents and pupils stated that they feel safe in school and know what to do if they have any concerns. They also say that any concerns are responded to quickly and effectively by the school staff.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are fully trained. All staff receive regular safeguarding training to ensure they remain vigilant and record all concerns appropriately. This enables leaders to identify patterns swiftly and to provide early support for pupils.

The school website publishes all required policies, including safeguarding, anti-bullying, behaviour, and health and safety. These are reviewed regularly and are also available in hard copy on request. A comprehensive risk assessment policy is in place, with risk assessments undertaken for all activities, both on- and off-site.

Health and safety procedures are rigorous. Fire and lockdown drills are conducted regularly, and pupils can clearly articulate what to do in an emergency and identify members of the safeguarding team. Pupils report feeling safe in school.

Filtering and monitoring systems are robust, ensuring that internet use in lessons is secure. Parents were kept well-informed about emerging online safety trends and spoke positively about the school's recent training, noting that it had influenced their home practices.

All teaching staff hold a first-aid qualification, and two staff have further advanced training. The administration of medicines is closely monitored, and all medicines are appropriately stored.

Staff consistently follow the behaviour policy and expectations. Pupils demonstrate courtesy, respect and kindness towards one another and towards adults. Arrival and dismissal arrangements are carefully supervised and secure. Security staff monitor the main entrance throughout the day, visitors wear clearly colour-coded identification badges, and pupils understand what each badge denotes.

A consistently high level of supervision is maintained across the school, ensuring that pupils are safe at all times, including during adventurous play.

A well-positioned CCTV system operates across the site, with recordings available for review should any concerns arise.

Attendance registers are accurately maintained and regularly monitored. Systems are secure and comply with statutory requirements. Leaders place a strong emphasis on attendance, with clear strategies to promote good attendance and promptly follow up on absences. Attendance is above UK averages.

## 8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

The school's proprietors have a clear vision for the school. The proprietors are actively engaged in the school and knowledgeable about its work.

Safer recruitment procedures are implemented rigorously. The school undertakes all required pre-employment checks for both international and locally appointed staff, ensuring compliance with statutory expectations and safeguarding best practice.

The single central record meets the required standards.

Clear procedures are in place to manage staff performance. Performance information is used to support professional development and to secure continued improvement in teaching and support roles. Robust probationary arrangements operate for all new staff. Appointments are confirmed only when the required standards of competence and conduct are consistently met; when concerns arise, these are addressed promptly, and confirmation is withheld if expectations are not met.

## 9. *Standard 5* The premises and accommodation

The school's premises and accommodation meet the BSO standard.

The school's premises are suitable for the number and age range of pupils. Classrooms are appropriately sized and provide an environment conducive to learning, with acoustics that support effective teaching and communication. Specialist facilities, including music, ICT and PE spaces, are fit for purpose and enable the curriculum to be delivered effectively. The buildings are safe and well-maintained, with no evident hazards.

The school makes excellent use of the premises and outside spaces available to it. Outdoor provision includes suitable play space with safe surfaces and well-maintained equipment, supporting pupils' wellbeing and physical development.

Due to the site's layout and dimensions, wheelchair access is limited.

Toilet facilities are adequate for the number of pupils and appropriate for age and gender. They are clean, well-maintained and equipped with suitable washing and drying facilities. Systems are in place for regular checking and upkeep. Clean drinking water is available in every classroom.

Appropriate first-aid provision is in place, with trained adults available to administer care to pupils in a designated, suitably equipped medical space. First-aid boxes are well-positioned throughout the premises.

Regular maintenance procedures are in place. Ongoing upkeep and improvement of the premises were observed.

The premises are exceptionally clean and aesthetically pleasing, contributing to the school's values and welcoming atmosphere.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO.

The school demonstrates clarity, accuracy and accessibility in the information it provides, ensuring complete transparency for parents and carers.

The school provides clear, regular and transparent information to parents. All statutory and BSO-required policies are kept fully up to date. These are approved by the directors and made available both online and in hard copy. The website is compliant and contains the required statutory information; it is user-friendly and informative. Communication is consistent and well-structured, with weekly newsletters providing parents with detailed updates on school life and learning. Written reports are provided to parents three times a year, and data is reported on six times a year, ensuring formal communication about pupil attainment and progress.

Information shared with parents is responsive to need. Leaders provide timely communication, including guidance on online safety concerns raised by families, which parents report has had a positive impact at home. Parents express high levels of satisfaction

with the volume and quality of information provided, stating that it helps them to understand both the school's ethos and their child's learning. Parents also report that confidentiality and data protection are handled appropriately, with strong respect for privacy and no inappropriate sharing of information about other pupils.

Overall, the school has established strong and effective communication systems that ensure parents are well-informed, engaged, and able to participate fully in both the academic and wider life of the school.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

There is a clear, comprehensive and concise policy in place which stresses the importance of working proactively with parents. A clear safeguarding statement is included within the policy.

The school is committed to having strong, positive relationships with parents. The school operates an open-door policy and is proactive in addressing concerns as soon as they arise. Parents are encouraged to contact the school office if they have a concern. These positive home-school relationships have ensured that no formal complaints have been made in recent years. Parents report that concerns are addressed promptly and effectively before they escalate into formal complaints.

Parents can make contact by message, telephone or by speaking to office staff during the school day. In many instances, office staff can address the concern directly and resolve matters efficiently.

The policy is detailed and outlines a clear three-stage process:

**Stage 1:** In the first instance, there is a meeting with the teacher concerned or the headteacher. If the parent is not satisfied with the outcome, the concern moves to the next stage.

**Stage 2:** Parents formally raise their concern by submitting a written complaint. The school's directors review this.

**Stage 3:** The final stage is a panel review with the Board of Directors.

The school also has robust policies in place for staff complaints and grievances, and whistleblowing.

## 12. Standard 8 Leadership and management of the school

The school's leadership and management meet the BSO standard and are good.

Kampala Community International School is a friendly, welcoming and nurturing school which places the needs of its pupils at its very heart. The school's vision of being a place where every child loves learning is lived by all stakeholders. The directors are very passionate and motivated to run a school where every child is known, valued, and supported. This supports a strong sense of community and the self-esteem and well-being of every child, evident in all aspects of school life.

The recent appointment of the school head has strengthened the leadership team's overall capacity to develop and enhance all aspects of teaching and learning.

Leadership impact is evident in improved pupil outcomes and in a tangible culture of safeguarding, care and community.

The school's aims are clear and communicated clearly to stakeholders. The inclusivity is fully aligned with British educational values. The school leadership creates an empowering, nurturing environment underpinned by a strong values-led culture in which pupil voice is genuinely valued. Staff morale is high, and all staff feel valued. Relationships at all levels are excellent and are a key strength across the school. Positive behaviour and attitudes, combined with a safe, secure and supportive environment, enable pupils to thrive in lessons and make the most of their time in school. There is a strong commitment to improve and move the school forward.

The school's senior leadership team is very visible around the school and is respected by staff and parents alike. Parents commented that they knew they could always speak to any of the school's leaders.

The school is inclusive, and provision for pupils with special educational needs and disabilities is very well led. As a result, pupils who may not be making expected progress are identified promptly and supported effectively through well-designed, carefully monitored interventions.

The school provides graduated support at different levels, ensuring that provision is proportionate and responsive to individual needs. Communication with teachers about how best to support pupils within the classroom is highly effective, and pupil passports are reviewed regularly to ensure they remain relevant and purposeful.

Parents report that communication regarding their child's progress is frequent and constructive. They value the practical guidance on supporting learning at home and speak positively about the school's collaborative approach.

The leadership team has established a structured programme of continuous professional development (CPD), with all teaching staff attending weekly sessions. This reflects their clear commitment to strengthening classroom practice and improving professional standards.

There is emerging evidence that the programme is beginning to have a positive impact on the quality of teaching. However, this improvement is not yet consistently embedded across the school. Leaders recognise the need to sustain this focus over time, ensuring that agreed approaches are implemented with greater consistency and that their impact is systematically evaluated.

The leadership team has a clear understanding of the school's priorities for improvement, and thorough respect for and knowledge of the school's current position on its journey. Their supportive approach to leadership inspires the very positive relationship between staff and pupils.

The leadership team is knowledgeable about all aspects of the school and its current position on its improvement journey. This is informed by ongoing monitoring and evaluation. The school development plan (SDP) identifies appropriate priorities; however, sharper success criteria and measurable milestones would strengthen leaders' ability to secure consistent improvement. For example, the school has identified that writing attainment is a main priority, but this is not currently reflected in the SDP. Greater use of self-evaluation, including systematic analysis of information gathered through monitoring activities, should inform and refine the school development plan.