



**British School
Overseas**
Inspected by Penta International

Inspection report

**Kampala Community
International School**

Uganda

Date **30th January – 1st February 2023**
Inspection number **20230130**

| Contents | | page |
|----------|--|------|
| 1 | Purpose and scope on the inspection | 2 |
| 2 | Compliance with regulatory requirements | 2 |
| 3 | Overall effectiveness of the school | 3 |
| | 3.1 What the school does well | 3 |
| | 3.2 Points for improvement | 4 |
| 4 | The context of the school | 5 |
| | 4.1 The British nature of the school | 6 |
| 5 | Standard 1 The quality of education provided by the school | 7 |
| | 5.1 Curriculum | 7 |
| | 5.2 Teaching and assessment | 7 |
| | 5.3 Standards achieved by pupils | 10 |
| 6 | Standard 2 The spiritual, moral, social and cultural development of | 10 |
| 7 | Standard 3 The welfare, health and safety of pupils | 12 |
| 8 | Standard 4 The suitability of the proprietor and staff | 13 |
| 9 | Standard 5 The premises and accommodation | 13 |
| 10 | Standard 6 The provision of information for parents, carers and others | 14 |
| 11 | Standard 7 The school's procedures for handling complaints | 16 |
| 12 | Standard 8 Leadership and management of the school | 17 |

1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (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 (including boarding); and the school's complaints procedures. 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 English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, nearly 30 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' portfolios were seen in lessons, and discussions were held with the staff, parents and both formally and informally with students. The inspection took place over three days.

The lead inspector was Dr Mark Evans. The team member was Elaine Rawlings, who worked online.

2. Compliance with regulatory requirements

As a result of this inspection, Kampala Community International School (KCIS) 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 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

Kampala Community International School (KCIS) is a small, caring and highly successful primary school which provides a good standard of education and care. There is a strong emphasis on knowing the individual students, and meeting their individual needs. The warm family atmosphere at KCIS is much loved by students and parents alike. The founders of the school provide outstanding and passionate leadership. KCIS is the first and (currently) only BSO school in Uganda.

1. What the school does well

There are many strengths at the school, including the:

- committed and focussed leadership team, including the passionate, hard-working and dedicated founders;
- school's vision, mission, ethos and values;
- good quality of teaching and learning;
- students who are confident, highly articulate and kind to one another;
- fun that the students have, every day – one parent reported that her child met her with “that was the best day ever” at the end of every afternoon;
- family atmosphere, with a nurturing environment that provides opportunities for academic achievement and fosters individual talents and interests;
- manner in which parents feel well informed and involved in the life of the school: they highlight communication as a real strength.

2. Points for improvement

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

1. Further support learning by ensuring the quality of teaching is as high for all and it is for the best lessons;
2. Consider the best way to provide excellent ICT support within the school, for students and as a tool for teachers to use;
3. Develop a long-term plan for the school to ensure facilities and staffing allow a continued high standard of education if the school expands further.

4. The context of the school

| | | | |
|--|--|--------------------|-------------------|
| Full name of school | Kampala Community International School | | |
| Address | Plot 25a, Ntinda II Road Naguru, Kampala, Uganda | | |
| Telephone number | +256 776 666 887 | | |
| Website address | www.kciskampala.com | | |
| Main email address | hello@kciskampala.com | | |
| Headteacher/principal | Deborah Isharaza | | |
| Chair of board of governors/proprietor | Rebecca Bandora and Deborah Isharaza | | |
| Age range | 5-11 years | | |
| Number of students | <i>Total</i> | <i>Boys</i> | <i>Girls</i> |
| | 101 | 53 | 50 |
| Student numbers by age | <i>0-2 Years</i> | <i>3-5 Years</i> | <i>6-11 Years</i> |
| | 0 | 14 | 89 |
| | <i>12-16 Years</i> | <i>17-18 Years</i> | <i>18+ Years</i> |
| | 0 | 0 | 0 |
| Total number of part-time students | 0 | | |

4.1. British nature of the school

KCIS has a range of characteristics that show its British nature, including:

- a curriculum that is based on the National Curriculum of England, whilst reflecting its geographical location in East Africa and the rich heritage and culture of Uganda;
- the principal is a British national, and many teachers have either qualified in UK institutions or have prior experience in British or British international schools;
- the range of extra-curricular activities in place which support and extend the formal curriculum;
- styles of teaching and learning many of which are informed by UK best practice;
- the uniform are similar to those to be found in UK private schools;
- the well established house system which the students love, excitedly looking forward to the annual sports day;
- students could enter schools in the UK without significant disruption, if they wished to;
- the school leadership organisation which, whilst small, is similar to that found in British schools, with clearly described roles for leaders and teachers;
- The students are divided into year groups and key stages, consistent with British definitions and age-groups.

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

The quality of education provided is good.

5.1. Curriculum

The quality of the curriculum is good.

The school provides a wide ranging curriculum that embodies both British and local culture. The students follow the English National Curriculum with texts and learning modules that have a global feel. The curriculum makes excellent links with the local context, enabling students to see the relevance of their study to their everyday lives. An exceptionally strong emphasis on values and PSHE curriculum permeates the curriculum and supports learning.

The curriculum is broad and balanced with opportunities to work with other schools and the local community, including regular field trips. The curriculum is enriched with co-curricular opportunities that are supported by a dedicated and enthusiastic staff. Examples of the wide ranging opportunities include debating, Lego, chess, choir, coding and street dance. These activities are achieved through the creative use of staff and some outside specialists. The school has active sports teams for all ages for both boys and girls; these compete regularly in a range of sports in a league for international schools in Kampala.

The curriculum is well planned and sequential: students are supported to make good progress. A further investment in curriculum resources and training for staff in supporting and identifying children with special educational needs would enhance the provision. The school has a strong phonics programme and provides continuous professional development for teachers.

Standardised testing is used at various points throughout the school to look for curriculum and learning trends. The school is working towards ensuring all students consistently meet the standards, across all curriculum areas.

The school has made strong links with other international schools in Uganda, which allows them to share resources, speakers and competitions; thus increasing opportunities for students. Further liaison with schools and organisations outside of Uganda would enhance this provision.

5.2. Teaching and assessment

The quality of teaching and assessment is good.

Relationships between teachers and students are excellent. Combined with the students' mainly high standards of behaviour for learning ensure that there is a positive climate in classrooms. Teachers and assistant teachers are qualified in their areas of specialism; the best show great enthusiasm and commitment to both their individual students and to the ongoing success of the school. Lessons are well planned.

Teachers use a variety of resources and teaching methods to facilitate learning. Lessons with a practical element are well received by students and some of the best demonstrate this well. For example, in an excellent geography lesson, year 6 students participated enthusiastically in a role play that mimicked the apartheid system of South Africa during the then all white government. The session was noisy, funny and the class was excited to learn: the key moment – the plenary at the end of the role play - was very well managed by the teacher and the students offered many insightful answers. One student was asked about how it felt to be in the underprivileged group, and she answered, 'it wasn't fair. And it was *really* unfair because we weren't able to do anything about it'.

Another characteristic of the best lessons was the appropriate use of IT to support learning. In a year 4 English lesson, good use of the digital projector was made at the end of a discussion about the book 'Mafaro's beautiful daughters' which quickly extended learning into classical fairy tales such as Cinderella. Similarly, a year 2 lesson on odd and even numbers used digital presentation to engage, encourage and motivate the students.

Another noticeable strength of teaching was the happiness and engagement of the students in their learning. Students in a year 5 mathematics lesson for example, were thoroughly engaged and motivated by the task at hand: *discuss the statement that when numerators are the same, the greater the denominator, the smaller the fraction.*

Teaching assistants add significant value in almost all lessons. They variously support individual students with additional learning needs, help with behaviour management and guide and motivate where needed. In a year 5 mathematics lesson, the teaching assistant also recorded activity and achievement with the class phone camera.

Behaviour systems are well-established and support the good standard of progress and learning. In almost all classes, classroom routines like '1, 2, 3 eyes on me' work well. In the occasional lesson where behaviour management is not as effective, the students mainly stay on task, but a few get involved in off-task activities, leading to occasional silliness.

Assessment opportunities in the school are varied but it is evident that the teachers have a good knowledge of their students' levels and next steps they need to take in their learning journeys.

The school is adequately resourced with every classroom having a smart tv or digital projector. The two libraries have an excellent range of English language texts.

5.3. Standards achieved by pupils

The standards achieved by students are good.

The school uses a variety of assessment tools to gauge students' attainment and progress. Progress is evident across the school and is visible in many lessons. Teachers are able to evidence the progress of students in their class through recorded data and formative assessment. There is obviously high attainment in some aspects, for example in an year 3 IT lesson, students were coding material for their own personal websites, using HTML links with confidence.

There is no formal diagnosis of children with additional learning needs available, so it is difficult to establish if all categories of children make equally good progress. But again examples such as the IT lesson mentioned above, show all students making excellent progress. Trackers and baseline assessments are used to inform teaching and assessments show a good level of students are meeting expectations.

The development and application of learning and life skills is strong across the school. Areas of weaker progress are targeted for improvement through teaching observations, coaching and professional development.

The staff have access to quality online training and resources, provided by UK suppliers such as TES and the Dyslexia Association. Access to face to face training is limited in Uganda and the majority of staff training is delivered by the leadership team.

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

Students benefit from excellent relationships and strong community foundations throughout the school. The children enjoy coming to school and demonstrate excellent behaviour, values and support of each other. They relish the morning energising exercises that happen each day at the start of school, and join in enthusiastically.

Staff are completely committed to supporting the many varied aspects of school life and thus the children experience a variety of cultural and social opportunities. Self esteem and belonging are promoted through the values led activities, a strong PSHE curriculum and an emphasis on emotional wellbeing.

Uniqueness is celebrated and a recognition board encourages and emphasises the importance of values within the school community. There were many examples of awe and wonder during and outside lessons, from the discovery that hummingbirds flap their wings 50 times a second (year 4), the discussion of the time there were hailstones in the school playground (year 3) and the magic of number squares (year 3) to the discoveries of the mud kitchen and sand pit at playtimes (all year groups!).

Poor behaviour is rare; any minor disputes are resolved with a restorative justice approach. This is currently being embedded and more follow up training with staff is ongoing. The school celebrates individuality, uniqueness, cultures and religions. A programme of co-curricular opportunities allows for a diverse range of interests to be followed.

Students experience many other cultures and lifestyles through curriculum topics which focus on different countries and through the regular international week. The school's catering provides food from 5 different continents. Students also have the opportunity to participate in educational visits several times a year.

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

The provision for welfare, health and safety of the students is good. Maintenance is overseen by the highly effective administrative team who ensure that both preventative and ongoing maintenance is carried out as per established schedules. Any minor matters are dealt with swiftly by a member of the team.

The school site is secure from the general public and there are strong entry/exit procedures in place, including the use of ID cards. There are CCTV cameras in operation across the school, which are monitored regularly.

The school is compliant with all local requirements relating to catering, fire safety and medical matters, and regular compliance checks are carried out by the relevant authorities. Almost all staff have completed first aid training. It is planned that adults are not alone with students, as a second adult is always in place.

There is a regular school health week, and the school menu incorporates healthy ingredients sourced fresh from the market on a weekly basis. The students/teacher ratio is 9:1 and there is an open door policy for senior management to be available for teachers and all other members of staff to share concerns.

Students and parents report that the school is safe and that the school regards the welfare of all students as a high priority. As one parent said, “my children are happy, they have friends and they are enthusiastic to go to school”. Due to the very strong community feel of the school and strong values a sense of being ‘looked after’ is strongly felt amongst stakeholders.

The school behaviour policy is implemented effectively and students reported that there are few instances of poor behaviour. The aim of the policy is to create an ‘environment where exemplary behaviour is at the heart of productive learning’. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Safeguarding is a clear priority at KCIS and procedures are robust. A comprehensive policy is in place. This aims to ensure strong management of safeguarding, including the appointment and identification of designated staff and training of staff. It outlines clearly the procedures for dealing with concerns about a child. The school ensures the practice of safe recruitment in checking the suitability of staff and volunteers to work with children and providing appropriate induction and training. The policy is clear about arrangements for handling allegations of abuse against members of staff, volunteers and the directors.

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

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

The owners of the school provide real stability for KCIS. They set the strategic vision and direction of the school; they also implement and/or oversee the day to day operation. There are well defined roles for proprietors.

KCIS has a mixture of national and international staff with international school experience, who are carefully vetted before they start work. Demonstration lessons for potential new teachers are a requirement.

The school ensures that no person is appointed who is barred from regulated activity relating to children. Similarly, it ensures that no person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under UK or Ugandan law.

Prior to appointment, proprietors carry out appropriate checks to confirm (i) the person's identity; (ii) the person's medical fitness; (iii) the person's right to work in the host country;

(iv) where appropriate, the person's qualifications; and (d) the proprietor ensures that, where relevant to any such person, checks are made, to the extent possible, on the person's suitability to work with children. This includes checks in the host country and any overseas countries where the person has lived (such as certificates of good conduct from the relevant embassies or police forces or a suitable criminal records check).

The owners keep and made available to inspectors a comprehensive register of all staff (including the proprietors) and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school and the suitability and other checks which have been made, and the information obtained.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the standards for BSO: they are fit for purpose. KCIS provides a pleasant and secure environment for students and staff. Appropriate priority is given to matters of health and safety.

The school is situated in a purpose built educational building, previously used for adult education. It has been expertly adapted to meet the needs of primary age children. There are good sized classrooms, very well ventilated and lit. Each classroom has segregated boys and girls toilets, with hands-free taps. The toilet and washing facilities are provided for the sole use of pupils, and provided in a room that can be secured from the inside and that is intended for use by one pupil at a time.

Suitable accommodation is provided in order to cater for the medical and therapy needs of students including accommodation for medical examination and treatment, accommodation for the short term care of sick/injured pupils, which includes washing facilities near to a toilet.

Water and lighting are appropriate throughout the school, with drinking water available to all, at all times.

There is considerable attention given to planting flowers and grasses even though the environment is often very hot. A large dining room has been built as a suspended platform above the playground, that works very well indeed, and is covered from the heat and occasional rains. The playground is all-weather and includes basketball hoops, football goals, tyres to roll around in and an excitingly messy mud kitchen and sand pit. Students often use the short slide to go down from the high up dining area, to the ground floor play area.

Within an easy distance, there are swimming, basketball and football facilities, and a school bus to transport students and staff as appropriate.

10. Standard 6

The provision of information for parents, carers and others

The provision of information to parents meets the BSO required standards. All policies are overtly accessible to the parent body through regular communication and updates. Parents are fully supported when they join the school community, on their journey through primary school and including in their transition to senior schools.

Parents feel well informed and involved in the life of the school; they highlighted communication as a particular strength of KCIS. Parents report that the school is very open and staff are accessible, even outside of school hours.

Communication routes include:

- Weekly newsletters;
- Whole school and class *WhatsApp* groups;
- Phone calls home;
- Open mornings;
- Regular emails;
- Assemblies;
- Parent teacher conferences;
- Website;
- Open door policy for reception and school leadership.

11. Standard 7

The school's procedure for handling complaints

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

KCIS has an open-door policy where any concerns can be taken directly to the director of education if this is felt to be necessary. The prime purpose of KCIS's complaints policy is given as to resolve any concern quickly and satisfactorily, ensuring that the outcome is shared with the person raising the concern, as soon as possible. The policy states that all formal concerns will be dealt with in a sensitive, impartial and confidential manner. It clearly demonstrates the importance the school places on reacting in a timely manner to any identified issues, and also on how the partnership between home and school can strengthen learning.

Minor concerns can be raised with the school at any time and will often generate an immediate response, which it is hoped will resolve the issue. The school requests that parents make the first contact with their child's class teacher. On some occasions the concern raised may require investigation, or discussion with others, in which case parents will receive an informal but informed response within a day or two. The vast majority of concerns will be satisfactorily dealt with in this way.

If the concern is not solved, concerns can be raised at stage 1 of the KCIS policy, and could relate to missing items of uniform or incidences of antisocial behaviour within a class. A stage 1 concern is raised informally with a staff member. If the parent is not happy with the outcome, the concern can be moved to the formal stage by putting the complaint in writing. If parents wish the concern to be treated as formal, then they must clarify this.

Stage 2 requires the formal concern to be addressed in writing to the director of education. Stage 3 - if parents are still not happy with the outcome - they must inform the directors within 10 days of the outcome, and request that the complaint be moved to the second formal stage (a panel hearing). The decision of the panel is final and no complaint can be taken further.

The school is actively seeking an independent participant to be part of any panel that needs to be convened. Publicising this and ensuring knowledge of the process for all stakeholders is an ongoing process.

In actual fact, complaints beyond mundane routine matters needing clarification are very rare indeed; the positive relationships with parents and students that the school enjoys, ensure that most concerns are addressed well before formal complaint is necessary.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are excellent: the motivation and passion for the school from the founders is exemplary.

The leadership of the school have an exceptional knowledge of their staff, students and families; creating a supportive and caring environment where students thrive. The leadership team have worked extremely hard to create a family environment supported by strong underlying values that permeate the school.

They are able to highlight areas of staff development through regular 'drop ins' supported by student outcomes. Leaders have ensured that the whole community feels valued and all work together towards a unified vision. Teaching staff fully embrace the community feel of the school and the effort entailed to provide a holistic education. This is evidenced by the support of outside school events and the contribution many staff make above and beyond the expected role.

Roles are clearly defined; however, in this small school, everyone contributes to all aspects of school life including members of the leadership team. They lead by example in demonstrating a positive and caring environment. They embody the values that underpin the school.

The values of the school were developed through the engagement of students and teachers, ensuring a full community 'buy in' and support.

Coaching and mentoring are regularly used to improve performance of staff and the school has invested in online CPD to enhance professional development. It is clear that the leadership of the school are aware of the strengths and areas for development of the school and their staff. They regularly target areas for professional growth through outstanding knowledge of the school.