ISI Independent Schools Inspectorate

School inspection report

9 to 11 September 2025

Maldon Court Preparatory School

Silver Street

Maldon

Essex

CM9 4QE

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor and leaders have a clear vision for the school, which they realise well. The school is a welcoming and friendly place where good manners matter and it is important to be kind. Leaders have high expectations and are determined that all pupils achieve well.

2. Leaders have a clear rationale for the curriculum. They think carefully about what the curriculum should include and what it should achieve. Leaders use the national curriculum as their starting point and ensure that pupils learn about a suitable range of subjects. The curriculum is planned well to meet pupils' needs, including those who have special educational needs and/or disabilities (SEND). However, some subjects are less well developed than others. Where this is the case, subjects are less coherent and well sequenced than they could be.

3. Teachers have good knowledge and understanding of the subjects they teach. They plan and deliver lessons effectively, taking pupils' learning needs and prior knowledge into account. Teachers make learning interesting and engaging. They provide pupils with the support they need to be successful. As a result, pupils make good progress from their starting points.

4. The early years provision gets children's educational lives off to a positive start. Staff are welcoming and nurturing and understand the needs of young children. The curriculum is well considered and implemented effectively. Children make good progress in the early years so that they are well prepared for Year 1.

5. The school's personal, social, health and economic education (PSHE) curriculum is thorough and considered. It provides pupils with knowledge and understanding across a wide range of important areas including personal safety, health and wellbeing and economic education. The PSHE curriculum helps pupils to learn about personal characteristics such as race, religion and disability. Pupils learn the importance of being kind to others and treating people fairly.

6. Pupils are given opportunities to take on responsibilities, such as being a member of the school council or a sports leader. They learn about fundamental British values, such as democracy and individual liberty, and their importance in society. Pupils take part in local events and raise funds for charities. This helps them to understand how to be helpful members of the community.

7. The school has a positive safeguarding culture. Leaders and staff understand that safeguarding is everyone's responsibility and give it a suitably high priority. Staff are well trained. They report concerns about pupils swiftly when they arise. Leaders take prompt and appropriate action in response to any concerns that are raised.

8. The school provides parents with a range of useful information, mainly via its website. At the beginning of the inspection, some required information on the school's website was out of date. This was rectified before the end of the on-site inspection.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- develop strategies to ensure that the school's website is updated with all required information in a timely fashion
- develop the coherence and sequencing of curriculum planning in some subjects so that pupils consistently understand how new knowledge builds upon prior content.

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Section 1: Leadership and management, and governance

9. Leaders have a clear vision for the school. They share their vision well so that it is widely known and understood and is implemented effectively. Leaders promote pupils' wellbeing and encourage academic achievement. They focus on values such as kindness, respect and courtesy. The impact of this is evident in the way that both pupils and staff interact with each other routinely. As a result, the school is a welcoming place that pupils enjoy coming to and where they achieve well.

10. The proprietor is involved in the day-to-day life of the school, while maintaining an appropriately strategic, rather than operational, role. This helps to assure the proprietor that leaders have the skills and knowledge they need. The proprietor is assisted by a 'board of visitors' who provide support and advice, where appropriate. The proprietor holds leaders to account effectively so that the Standards are met consistently.

11. Leaders regularly evaluate the school's provision, focusing both on what is working well and what is less effective. They put suitable plans in place, focused on the priorities they identify. They follow these plans well so that there is a continual emphasis on improvement.

12. Risk management processes are robust. Leaders and staff have suitable knowledge and skills that enable them to identify possible risks, including those that are not immediately obvious. They put suitable measures in place to mitigate the risks identified. These are reviewed and adjusted, as necessary, so that risks are managed well.

13. The school meets its responsibilities under the Equality Act 2010. Leaders have put a suitable accessibility plan in place which is focused on ensuring access to the site and pupils' access to learning. Equality is promoted well through PSHE and other aspects of the school's curriculum.

14. The school's policies reflect current statutory guidance and legislation. Leaders stay up to date with changes and update policies accordingly, when necessary. Policies are implemented consistently. They are shared appropriately with pupils, staff and parents so that they are understood well.

15. Leaders make themselves readily available to parents, particularly at the beginning and end of each school day. This helps them to pick up on and address minor issues before they have the chance to develop into bigger ones. When necessary, the complaints policy is followed closely, with appropriate actions taken in response to any issues raised.

16. Leaders develop working relationships with external agencies to promote pupils' wellbeing. For example, the school works with speech and language therapists to help provide individual pupils with the communication and language support they need.

17. Leaders provide parents with a wide range of useful information, mainly through the school's website. Parents receive informative written reports on their children's attainment and progress, in addition to consultation meetings with staff. At the beginning of the inspection, some information on the school's website was out of date. The current information about academic achievement, and revised policies for health and safety and safeguarding, had not been uploaded to the school's website. This was rectified before the end of the on-site inspection.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. The school's curriculum is suitable, covering a broad range of subjects including English, mathematics, science, computing, history, physical education and art. The curriculum, particularly through PSHE, helps pupils to learn about fundamental British values such as respect and tolerance. Leaders have a clear rationale for the curriculum. Subjects are taught individually with links made between subjects where appropriate. For example, learning in history is used to stimulate writing in English.

20. Leaders consider carefully what is to be taught in each subject. They identify the most important skills and subject knowledge that they want pupils to learn. They reflect on the order that key information should be taught in and make sure that curriculum plans reflect this. In a few subjects, this is less well developed. Where this is the case, subjects are less coherent and well sequenced.

21. In the early years, the curriculum is broad, with a particular focus on language and communication. The curriculum includes opportunities for children to learn through both independent play and through activities led by adults. Play opportunities are planned carefully and well considered. For example, the outdoor area is used to help children to develop their physical skills and learn to co-operate and play with each other. Children develop their skills, knowledge and understanding so that they make good progress. They are well prepared to move on to Year 1 when the time comes.

22. Teachers have good knowledge and understanding of the subjects they teach. They plan and deliver the curriculum well. They think carefully about how best to present new learning so that it is understood and remembered by pupils. Teachers present lessons in interesting ways, and give pupils appropriate tasks to do, so that pupils engage well with and enjoy their learning. Teachers use well-chosen resources to help pupils to practise their skills and develop their understanding of the concepts they are taught.

23. Teachers have high expectations both of how well pupils behave and how they achieve. They manage behaviour effectively so that classrooms are productive places where pupils can learn without being distracted. Pupils are encouraged to take care with their work, such as writing neatly and underlining titles with a ruler. As a result, their exercise books are well presented and reflect the pride they take in their work.

24. The school's approach to assessment is well developed. Staff routinely check whether pupils have understood and remembered what has been taught. They use this information to help them put the right support and challenge in place for pupils, as necessary. Leaders use 'flight paths' to identify the progress that they expect individual pupils to make. They use these to help them identify where pupils are not doing as well as they could be and put suitable measures in place promptly to address this. These measures help to ensure that pupils make good progress from their starting points.

25. Provision for pupils who have SEND is well developed. Leaders know pupils' needs very well and ensure that the right support is in place to enable them to be successful and achieve well. This begins in the early years where children's additional needs are identified and addressed promptly, and continues throughout their educational journey. For example, where pupils' needs mean that it is difficult for them to concentrate, leaders make sure that approaches to learning reduce distractions as far as possible. Where appropriate, pupils are given additional support such as with spelling or reading. These measures help to ensure that pupils who have SEND make good progress.

26. The needs of pupils who speak English as an additional language (EAL) are met well. Suitable resources and plans are in place that meet pupils' needs. Where necessary, pupils are given additional support to enable them to access the curriculum fully and to develop their written and spoken English skills. As a result, pupils who speak EAL make good progress.

27. The school provides pupils with a range of extra-curricular opportunities. For example, pupils visit places of interest connected with their learning. They attend residential trips providing outward-bound activities. Pupils can attend clubs, at lunchtime and after school, focused on sports, music and other areas. These help pupils to develop their skills and interests and provide opportunities for them to socialise with friends.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders place great emphasis on mutual respect. From the early years onwards, children learn to think about how their behaviour can affect other people. The PSHE curriculum teaches pupils about the similarities and differences between people. They learn about stereotyping, gradually building up their understanding of what this means and what the consequences of it can be. They learn about the importance of treating other people fairly and not judging others on characteristics such as race, religious belief or disability. As a result, pupils develop positive attitudes to others and an appreciation of the diverse nature of society.

30. Through the religious education curriculum, pupils learn about the world's major religions. They learn about people's beliefs and religious customs. Pupils are given opportunities to think about and reflect on their own beliefs. They are encouraged to be appreciative, such as when saying grace before they eat their lunch each day.

31. The PSHE curriculum includes relationships education. The curriculum is appropriate and well considered. It covers a range of important areas. For example, in health and wellbeing, pupils learn about the importance of hygiene, sleep and dental health. Concepts are returned to each year, reinforcing and building on what has gone before. This helps pupils to develop their knowledge and understanding steadily as they move through the school.

32. From the early years onwards, children learn about appropriate touch and which areas of the body are private. They learn that they have the right to say 'no' to behaviours they do not like. Older pupils learn about how bodies change as they reach puberty. Pupils learn about medicines and how to be safe around them. Pupils learn basic first aid, such as how to place someone in the recovery position and how to call for help from the emergency services.

33. The physical education (PE) curriculum provides pupils with opportunities to learn about a wide range of sports including hockey, rugby and netball. Pupils are taught key skills and given ample opportunities to practise and apply them. Pupils achieve well in PE, with some pupils playing sports at county level. Older pupils act as 'sports leaders' during breaktimes, helping younger pupils to play games co-operatively with each other.

34. Pupils are taught about bullying through the PSHE curriculum and assemblies. They learn about the difference between bullying and falling out with a friend. Pupils learn about the different forms that bullying can take and what to do if it happens to them or someone else. Bullying happens very rarely and is dealt with quickly and effectively when incidents arise.

35. Pupils are notably polite, friendly and welcoming. They display good manners, routinely saying 'please' and 'thank you' to adults and each other. The school's rules are applied fairly and consistently. As a result, pupils behave well both in their lessons and during less structured parts of the day.

36. Effective practice in the early years enables children to develop confidence and independence. Staff help children to learn to express their feelings in constructive ways. They help children learn to play together, taking turns and sharing. Staff also focus well on children's physical development. For example, they provide activities that develop children's co-ordination and dexterity. The outdoor

spaces are used well to encourage children to be physically active, with opportunities to practise running, jumping and balancing.

37. The school's admission and attendance registers are well maintained and meet statutory requirements. In the early years, children's absence is followed up rigorously. This approach continues as pupils move through the school so that lateness and absence are kept to a minimum. Leaders inform the local authority when pupils join or leave the school at non-standard transition times.

38. The school is clean, tidy and well cared for. Robust health and safety processes, including fire safety, are in place and timely action is taken in response to any concerns that arise. Pupils take part in regular fire drills so that they are familiar with what to do if an emergency should arise.

39. Pupils are appropriately supervised at all times. The ratios of children to staff in the early years meet statutory requirements. Throughout the school, including during break and lunchtimes, there are always plenty of staff available. This helps pupils to feel safe at school because adults are always available for care and support when needed.

40. First aid arrangements are appropriate, with plenty of suitably qualified staff. All staff in the early years receive specialist paediatric first aid training that covers important areas such as choking. Robust arrangements are in place that ensure pupils' food allergies and intolerances are managed safely.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

41. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

42. Learning about fundamental British values, including democracy, the rule of law and individual liberty, is threaded through the PSHE curriculum in all year groups. For example, pupils are taught about the parliamentary system and the role of members of parliament. Pupils learn about people's varying cultures and backgrounds. This helps them to appreciate and celebrate the diverse nature of society.

43. Pupils are helped to develop a moral code as they learn to recognise the difference between right and wrong. This work starts in the early years, where children are supported to make 'good choices'. This helps the school to be a positive and supportive community, where pupils behave well and help each other.

44. From the early years onwards, children learn about the rules and expectations in their classrooms. They are encouraged to share with others and to play together constructively. Children quickly come to know what is expected of them and that rules are there to keep everyone safe. As pupils move through the school, they gradually learn about the country's laws and start to develop an understanding of the consequences of breaking them. The citizenship element of the PSHE curriculum helps pupils to learn about rights and responsibilities in society.

45. In the early years, children learn about 'people who help us', such as the police, fire service and paramedics. This continues as pupils progress from year to year so that they develop knowledge and understanding about public services in England, such as the National Health Service (NHS).

46. The school has well-established links with the local community, including the nearby church. Pupils take part in a wide range of events in the town, including the annual Remembrance service. Pupils participate in charity events, raising funds both for local charities, such as the nearby hospice, and those further afield. This helps pupils to develop compassion for others and an understanding of the ways that people can support each other.

47. Economic education is well planned and taught effectively. In the early years, children are introduced to money and how it is used to buy things. Older pupils are taught about a range of economic issues, building on their knowledge and understanding year by year. For example, pupils in Year 4 learn about spending choices and value for money, while pupils in Year 5 learn about income and expenditure.

48. Pupils are given a range of opportunities to take an active role in school life and develop responsibility. For example, the school's house system means that pupils have the chance to spend time and work with peers from other year groups. This gives older pupils the opportunity to look after and support younger pupils. Pupils are given a range of other opportunities to take on responsibilities, such as becoming a member of the school council or a mathematics ambassador.

49. All pupils in Year 6 are given an individual responsibility to help them to be ready for the demands of secondary school. They are supported well by staff as they prepare for entrance examinations and start to think about secondary school choices. Pupils start to learn about future career options. For example, the school's highly successful careers day provides all pupils with the opportunity to learn about a wide range of careers, including farming, midwifery and construction.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

50. All the relevant Standards are met.

Safeguarding

51. The school has a robust safeguarding culture. Leaders make it a high priority. They ensure that all staff know that safeguarding is everyone's responsibility. Staff receive appropriate and regular training, including about the 'Prevent' duty. As a result, they know about possible signs of abuse and neglect. Staff are vigilant and report any concerns promptly, using the school's systems.

52. Leaders with responsibility for safeguarding are well trained. They attend local safeguarding forums and receive weekly bulletins from safeguarding partners, which helps them to keep up to date with statutory changes and key issues. Leaders take appropriate action when concerns are raised. They work with other agencies, such as children's social care, to protect pupils where necessary.

53. The school's processes for the safer recruitment of staff are rigorous. All required checks are carried out before anyone is allowed to start work with pupils. The school's single central record of pre-appointment checks meets statutory requirements.

54. Through the PSHE curriculum, pupils are taught about a range of ways to keep themselves safe. For example, they learn about sun safety, road safety and how to identify potential hazards at home. They are also taught how to keep themselves safe online. They learn how to be responsible online, including understanding risks around sharing information and the reliability of online information.

55. The school has suitable internet filtering and monitoring processes in place. These restrict what pupils can access online and monitor their internet use. Leaders use an external company to assure themselves that these processes are rigorous. They take swift and appropriate action in response to any concerns that are raised.

The extent to which the school meets Standards relating to safeguarding

56. All the relevant Standards are met.

The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

57. The overall effectiveness of the early years provision is good.

58. Children make good progress from their starting points. The manager is committed to providing good quality care and education for all children, including those with special educational needs and/or disabilities (SEND). She has constructed an ambitious curriculum that is designed to give children the knowledge and skills they need for the next stage in learning. She works closely with parents and other professionals involved in children's care. This helps to provide continuity in the care and education for children and successfully supports smooth transitions into their next stage of education.

59. Children behave exceptionally well and show high levels of respect in social situations. They speak confidently, sharing their thoughts and ideas with adults, including people who are less familiar to them. Children are highly motivated and eager to join in. They approach challenging tasks with a positive attitude and show high levels of resilience when faced with difficulties.

60. Children's emotional security and wellbeing are central to the ethos of the nursery. Daily routines are centred around developing the emotional security children need for lifelong learning. They develop strong bonds with the staff, who respond to their emerging needs with kindness and respect. Children feel secure in their warm and nurturing care.

61. Leaders and staff are dedicated to their work and committed to ensuring that children are at the centre of everything they do. They demonstrate a proactive commitment to continuous improvement, with reflective practice and evaluation firmly embedded in the team's approach.

62. Staff who have lead responsibility for safeguarding children demonstrate a clear understanding of their roles and responsibilities. They are committed to embedding a strong safeguarding culture, ensuring that all staff are confident, knowledgeable and empowered to report any concerns they may have about the children in their care or adults working with them.

Quality of education

63. The quality of education is good.

64. Leaders and staff provide a wide range of engaging activities and learning experiences that support children's development across all areas of the curriculum. Regular observations and assessments, including baseline assessments when children first start at the nursery, enable the manager and staff to identify what children already know and can do. They use this information effectively to plan activities that link to the monthly topic and reflect children's individual interests.

65. Overall, staff interact well with children and use effective teaching strategies, such as showing, demonstrating and explaining, to help build on their existing knowledge and skills. However, during whole group activities, staff do not adapt teaching in response to children's individual learning needs and specific next steps. For example, younger children who are not yet speaking confidently are

included in sessions involving naming the days of the week, months of the year, discussing rules of the day, and sharing home experiences.

66. Children develop good speaking and listening skills. Staff provide them with many opportunities to develop their communication and language. Throughout activities, staff provide a commentary that supports children's thinking and helps them develop their ideas. Staff help children develop their conversational skills and introduce them to new vocabulary. Children are vocal and repeat familiar words and phrases in response to the warm interactions with staff. They engage effectively in conversations with staff, who listen with interest and value what they have to say.

Behaviour and attitudes

67. Behaviour and attitudes are outstanding.

68. Children behave exceptionally well and have consistently high levels of respect for others. Leaders and staff have high expectations for children's behaviour and conduct. They set clear rules and boundaries to guide children's behaviour and keep them safe. For example, children know that they must not run indoors, as this may result in them bumping into others and causing harm.

69. Staff act as positive role models and use highly effective strategies to reinforce positive behaviour, such as praising and encouraging children when they persevere with challenging tasks. For example, when children use laces to thread beads, staff encourage them to try different approaches and to keep going. Children persist until they succeed and take pride as they celebrate their own achievements.

70. Staff are aware of, and attentive to, the way children feel and express their emotions. They encourage children to talk about their feelings in a variety of ways. For example, children use stories and record how they are feeling on an 'emotion board'. This enables staff to identify when individual children may need additional support to manage their feelings and behaviour. These positive strategies help children to remain calm and demonstrate positive behaviour, so that the need for adult intervention is rare.

Personal development

71. The personal development of children is good.

72. Children are happy, settled and show good levels of emotional wellbeing. They come into the nursery happily and are greeted by warm and welcoming staff. Children show that they feel safe and secure and quickly become engaged in activities, such as sharing stories with the adults caring for them.

73. Effective care practices successfully promote and support children's emotional development. Staff are experienced and caring, and have a good understanding of the children, including their individual characteristics and care needs. Overall, children are confident and outgoing. However, at times, younger or less confident children are 'overshadowed' by their more confident peers, and staff do not always recognise when these children may need additional support to become fully involved.

74. Staff effectively help children to develop an early understanding of the importance of leading a healthy lifestyle. They ensure that children benefit from regular fresh air and exercise, both indoors

and outdoors, and provide them with healthy and nutritious meals and snacks. Children demonstrate good physical skills as they confidently use apparatus indoors and climb tyres and logs outdoors. They follow robust hygiene practices and are developing independence in managing their own personal care needs.

Leadership and management

75. Leadership and management are good.

76. Staff work well together as a team. Leaders ensure that they feel well supported in their roles. Leaders offer regular support and guidance to staff, regularly check in on their wellbeing and ensure they have an appropriate amount of time to complete their duties. Leaders provide ongoing feedback and mentoring to ensure staff provide positive support and raise outcomes for children. Staff benefit from a variety of training opportunities that supports their continual professional development and promotes consistently good practice across the nursery.

77. Partnerships with parents are strong. Positive arrangements are in place to encourage parents to take an active role in their children's learning and development, for example through stay-and-play sessions, parents' evenings and family and cultural celebrations. Staff provide regular updates on the activities children have participated in throughout the day, and feedback on children's learning and development is shared frequently. Parents comment that staff have an excellent knowledge of all children and provide highly supportive care.

78. Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. They engage effectively with parents, the wider community and other local services, and incorporate a broad range of festivals and celebrations into the curriculum. These positive experiences help children to develop respect and tolerance for others.

Safeguarding

79. Safeguarding is effective.

80. Staff demonstrate a good understanding of their roles and responsibilities to keep children safe. Leaders ensure that all staff attend regular training to help keep their knowledge and skills up to date, including recognising the signs of abuse. Robust recruitment and induction procedures are in place to ensure that all adults working with children are suitable.

Recommended next steps

Leaders should:

- enhance the planning and delivery of activities to ensure that these are more finely tuned to suit the individual learning needs of each child

- support staff to recognise when children who are less confident may need extra support to join in fully with activities.

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The extent to which the school meets the requirements of the early years foundation stage

81. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	Maldon Court Preparatory School
Department for Education number	881/6027
Registered early years number	EY554636
Address	Maldon Court Preparatory School Silver Street Maldon Essex CM9 4QE
Phone number	01621 853529
Email address	office@maldoncourtschool.org
Website	www.maldoncourtschool.org
Proprietor	Cromwell Hall (Maldon) Ltd
Chair	Mrs Loraine Guest
Headteacher	Mrs Elaine Mason
Age range	1 to 11
Number of pupils	142
Number of children in the early years registered setting	20
Date of previous inspection	11 to 13 October 2022

Information about the school

82. Maldon Court Preparatory is a co-educational day school in Maldon, Essex. The proprietor is a limited company owned by the school's principal. The school operates on a single site.

83. There are 28 children in the early years, comprising one pre-Reception and one Reception class. There is also a separate early years setting which is registered with Ofsted and provides for children between one and three years.

84. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care plan (EHC plan).

85. The school has identified a very small proportion of pupils as speaking English as an additional language (EAL).

86. The school states its aims are for children to develop a love of learning and come to appreciate the value of their talents and life experiences. It seeks to allow children to flourish and become enthusiastic and independent learners, reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum. The school wants children to embrace the traditional values of kindness, respect and courtesy, becoming responsible, independent and caring individuals. It aims for children to become confident, happy individuals who are well prepared for their next steps in education. The school aims for children to develop the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, both in the local and wider community.

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Inspection details

Inspection dates	9 to 11 September 2025

87. A team of three inspectors visited the school for two and a half days.

88. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the headteacher, school leaders, managers and other members of staff
- discussion with the proprietor
- discussions with pupils
- visits to facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

89. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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