ISI Independent Schools Inspectorate

School inspection report

24 to 26 February 2026

The Perse School

Hills Road

Cambridge

CB2 8QF

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. Leaders set an ambitious vision across all aspects of school life. Governors demonstrate a clear commitment to their responsibilities and maintain a sharp focus on ensuring that the school achieves a high-quality educational experience for pupils. They actively oversee all three school sites, visiting regularly to support senior leaders and monitor the effectiveness of leaders' actions. Leaders possess the skills and knowledge to ensure that the Standards are consistently met.

2. Leaders have crafted an educational environment, including through the extensive outdoor education curriculum, that inspires intellectual curiosity, nurtures individuality and develops a broad range of social and emotional skills, including communication and respect. From an early age, pupils are encouraged to appreciate diversity and to recognise the unique identity and potential of others. The curriculum is planned carefully to promote inclusivity. For instance, 'think equal' and 'global perspectives' lessons have been intentionally and effectively designed to encourage pupils to recognise and value differences among people and cultures. Inclusion, equality and diversity are embedded across the school, with groups such as 'flourish' and 'Perse culture' promoting tolerance and harmony, helping pupils act as responsible citizens and preparing them very well for life in British society. Pupils develop leadership skills and the ability to collaborate, resilience and self-confidence, which, alongside the promotion of appreciation for diversity, prepares them extremely well for the future. This is a significant strength of the school.

3. The well-designed curriculum and breadth of extra-curricular opportunities cultivate pupils' achievement. Teachers throughout the school encourage pupils to think critically, reflect purposefully and articulate their ideas confidently across subjects. Teachers set high academic expectations and develop pupils' academic curiosity and ambition. Pupils achieve highly in external examinations.

4. Through curriculum coverage, guest speakers, educational trips and broader enrichment activities, pupils gain a secure understanding of values such as democracy and respect for diverse cultures. They learn to value public service, take on responsibility and contribute positively to the wider local area. Pupils receive accurate, up-to-date and impartial careers guidance through a co-ordinated programme. However, the scope of information about possible future pathways provided to pupils in Years 7 to 9 does not match the comprehensive information available to older pupils. As a result, pupils in Years 7 to 9 are not prepared as effectively as possible to make informed choices about their futures.

5. The early years setting is welcoming and calm. Children engage in carefully planned activities that interest them and encourage them to enjoy learning. As a result, they grow intellectually and emotionally, and develop their creative, social and physical skills.

6. Pastoral and academic leaders in different sections of the school co-ordinate their efforts to ensure that, alongside the curriculum, wider aspects of school life, such as routines and support systems, help to facilitate a smooth transition for pupils moving between year groups and different sites. This co-ordination informs and supports the inclusive, welcoming environment.

7. Health and safety, and fire safety measures are thorough. Premises and facilities are well managed, with resources maintained to high standards. Leaders diligently review and update all safety records.

8. Leaders and staff show a thorough understanding of their safeguarding responsibilities. They implement a clear safeguarding policy and suitable procedures aligned with current statutory guidance. Safeguarding leaders at all three sites collaborate closely, communicating often to exchange expertise. This supports pupils' wellbeing.

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:

- enhance the careers programme for pupils in Years 7 to 9 to better prepare them to make informed choices about their future.

Material change request

9. Inspectors considered the school's request for a change to the details of its registration to increase the maximum number of pupils from 1790 to 1900.

- Leaders have drawn up and implemented suitable plans to gradually accommodate up to an additional 110 pupils. The focus is initially on increasing the number of pupils in Year 6.
- Leaders have carefully considered the impact of the increased number of pupils, including on health and safety, fire safety, and medical, teaching and dining facilities. Suitable and sufficient toilet, changing and showering facilities are already in place. Leaders have identified where additional staff are required to ensure that safeguarding and pastoral teams have sufficient capacity to support the proposed increase in pupil numbers.
- Recent building work has expanded accommodation in areas such as the sixth-form cafe, sports facilities and dining spaces so that they can meet the needs of the proposed maximum number of pupils. Other facilities, including wellbeing hubs and learning support facilities, have also recently been expanded and are sufficient to cater for 1900 pupils.
- Leaders have well-considered plans to ensure that a suitable number of staff are in place to maintain appropriate levels of supervision of pupils throughout the school day. All staff are subject to the required pre-employment checks.
- Leaders have carefully considered the risks in relation to the proposed increase in pupil numbers to ensure they can maintain the quality of education and pastoral care across the school. Risk assessment arrangements are likely to continue to be suitable once the proposed material change takes place.

10. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

11. Governors maintain effective oversight of school policies and procedures, which are reviewed and updated as needed. They visit regularly, receive reports and ask probing questions. Committees focused on education, risk and safeguarding ensure comprehensive governance. Governors and leaders work constructively together, fostering both support and challenge. Continuous improvement is the norm. This approach enables governors to verify that leaders possess the skills and knowledge to meet their responsibilities and ensure that the school consistently meets the Standards. Leaders consistently prioritise pupils' wellbeing.

12. Leaders work closely with staff to weave the school's core values and ambitions into every aspect of school life. Together, they consistently reinforce and communicate an inclusive educational experience that offers stretch and challenge within a context of high-quality pastoral care and the successful development of transferable skills, such as communication, respect and resilience. Pupils are made aware of the school's expectations and consistently meet them.

13. Leaders are highly reflective. They integrate robust self-evaluation into their strategic development and rigorously analyse pupils' outcomes. Leaders actively seek feedback from across the school community. Pupils and staff feel listened to and confident that their views matter. This reflective approach underpins leaders' incisive evaluations and sharply prioritised improvement plans informed by the school's aims. These plans, in turn, guide decision-making. They reinforce the school's dedication to delivering high-quality education and supporting pupils' academic, emotional, physical and social wellbeing. For example, leaders have recently rewritten the curriculum in the prep school, introduced a separate play area for Years 7 and 8 and enhanced the outdoor education programme. All of these changes have had a positive impact on pupils' overall development.

14. The school's website provides relevant information, including appropriate details of staff and governors, as well as key and required policies. These policies align with relevant legislation and are implemented effectively throughout the school. Parents receive regular updates on their child's progress and achievements, typically through parents' evenings and detailed annual reports. Half-termly grade sheets provide a clear, regular overview of pupils' academic engagement, initiative and attainment. The school submits relevant information to the local authority, including reports on how funds are used for pupils who have an education, health and care plan (EHC plan).

15. The school demonstrates a deep commitment to inclusion and fulfils its obligations under the Equality Act 2010. A robust accessibility plan details targeted actions to ensure pupils can access the curriculum, information and facilities. Leaders have enhanced learning environments by improving pathways, installing Braille signs on some doors and installing a platform lift to enter the swimming pool. These measures enable a wider range of learners, including those with disabilities, to participate fully and engage effectively with lessons and activities.

16. Leaders' comprehensive grasp of sector-wide and school-specific risks underpins robust risk management. They systematically identify and address risks within the school community. Staff training ensures that focused risk assessments for features such as the outdoor area and climbing walls incorporate effective mitigation strategies. Leaders routinely review risk assessments, including those for off-site activities, to ensure their continued effectiveness.

17. Leaders maintain constructive and timely links with external agencies. This partnership enriches decision-making and supports a unified approach towards meeting pupils' academic and emotional needs. Leaders promptly inform the local authority whenever pupils join or leave the school at non-standard times of transition.

18. Leaders clearly communicate and consistently implement a transparent complaints policy. They promptly address any complaints submitted and respond appropriately to these. Leaders maintain comprehensive records of complaints and routinely analyse them to identify any recurring issues or patterns. Leaders discuss any lessons learned and implement actions as appropriate, reflecting the school's culture of continuous improvement.

19. Early years leadership is highly effective, embodying a clear, ambitious vision and consistently high expectations for what children can achieve. Leaders ensure children engage in a range of purposeful, well-structured activities. These activities are carefully crafted to advance children's language and number skills. Deliberate strategies, such as the consistent use of 'learning friends' and the 'think equal' programme, nurture values such as inclusion and collaboration. As a result, children remain engaged, achieve success and build secure, supportive relationships.

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

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders implement a rich, age-appropriate and inclusive curriculum. It is systematically planned to balance pupils' acquisition of knowledge across all required areas, with their development of relevant skills such as problem-solving, teamwork and perseverance. Leaders regularly review the curriculum. Recent developments include the introduction of digital literacy and the 'global perspectives' course in the prep to better prepare pupils for the modern world. In the upper school, pupils undertake increasingly sophisticated research projects that develop investigative skills. These provide pupils with opportunities to extend their intellectual curiosity and become increasingly independent learners.

22. The creative and aesthetic curriculum enables pupils to demonstrate music-making to a very high standard, engage in drama performances and produce sophisticated artwork. The language curriculum is extensive throughout the school. In Year 6, pupils are introduced to six languages, including Hindi. In the upper school, it includes eight classical and modern foreign languages (MFL), from Greek and Latin to Spanish and Mandarin.

23. Teachers' expertise in, and enthusiasm for their subjects substantially develop pupils' subject knowledge. Teachers plan stimulating lessons that build systematically on what pupils know. They ask incisive questions to test pupils' understanding and to develop their independence of thought. Pupils respond with sustained engagement, intellectual effort and increasing self-motivation. Teachers consistently foster a constructive learning environment that enables pupils to take well-considered risks in their learning. Teachers promote positive behaviour by setting high expectations, consistent use of praise and encouraging pupils to express a range of views. Teaching enables pupils to make good and often rapid progress and consistently achieve very high results at GCSE and A level. Consequently, pupils have access to a broad range of higher education opportunities, with many securing places at universities with highly competitive entry standards.

24. Leaders implement extensive and detailed systems for evaluating pupils' work. Academic leaders use this robust framework to build an accurate picture of each pupil's learning. This data helps them identify which individuals or groups need additional support. Furthermore, it supports teachers in adapting work to build learning systematically and ensure pupils do not develop gaps in understanding. Teachers combine precise, targeted feedback with well-structured opportunities for pupils to reflect on the quality of their work and develop their own strategies for improvement.

25. Rigorous procedures for assessing pupils' performance ensure early identification of learning needs for pupils who have special educational needs and/or disabilities (SEND). Leaders and staff with dedicated responsibilities for pupils who have SEND are highly knowledgeable and work closely with teachers. Pupils who have SEND contribute to their individual learning plans (ILPs), helping them take ownership of effective learning strategies. This structured, personalised support helps them make good progress, become increasingly independent and participate confidently in lessons.

26. Supportive staff tailor provision for pupils who speak English as an additional language (EAL) to each pupil's individual needs. They provide appropriate resources, such as visual prompts and subject-specific vocabulary when required. This supports pupils who speak EAL to build confidence and make good progress in written and spoken English.

27. In the early years, high-quality teaching and a well-designed curriculum foster independence and confidence in children as learners. Staff tailor activities to children's interests, which increases engagement and reinforces knowledge. Leaders prioritise the acquisition of literacy and numeracy skills. Teachers provide structured opportunities for children to practise phonics, expand their vocabulary and apply mathematical ideas in practical situations. As a result, children make rapid progress and typically attain beyond the early learning goals.

28. Pupils access a wide range of extra-curricular activities to extend their skills and interests. Teachers' enthusiasm to deliver these, along with the school's suitable facilities, enhances pupils' personal development. The breadth of activities, including creative, cultural, sporting and academic opportunities, allows pupils to interact with various year groups and develop self-confidence. Additionally, specific skills learnt through clubs such as rifle shooting, cookery, climbing and chess engage pupils' interests, foster teamwork and contribute to their growth.

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

29. All the relevant Standards are met.

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

30. An extensive outdoor education programme builds pupils' self-confidence and helps teach pupils essential skills such as critical thinking, leadership and teamwork. This complements personal, social, health and economic education (PSHE) lessons and helps pupils deepen their self-knowledge and develop strategies to manage their emotions and mental health. Curricular activities, such as in drama, help pupils explore emotions and how they can affect people. Teachers consistently provide constructive feedback and foster a culture that enables pupils to feel secure and have the self-esteem to refine their work and take measured risks.

31. Leaders have designed and implemented comprehensive curriculums for PSHE and relationships and sex education (RSE) that are age-appropriate and effective. Leaders monitor schemes of work and teaching to ensure coherence and consistency. The bespoke programme covers a wide range of topics, such as healthy relationships, identity, drugs and informed consent. Leaders use pupil surveys and input from a dedicated pastoral pupil group to ensure that the PSHE and RSE programmes remain relevant. Termly newsletters inform parents and provide support, such as suggested conversation starters. Teachers encourage discussion, such as during 'emotional literacy' or 'flourish' sessions and enable pupils to ask searching questions in a supportive, non-judgemental environment.

32. Assemblies and philosophy, ethics and religion (PER) lessons expand pupils' knowledge and understanding of different religions and spiritual perspectives. High-quality teaching engages pupils in considering moral themes and helps them articulate ideas with increasing clarity. Pupils demonstrate their ability to be mutually respectful of different opinions in sophisticated debates around questions such as 'Does the existence of evil disprove the existence of God?' Staff manage such debates in a way that ensures everyone feels valued and included. High-quality creative work often draws on an appreciation of imperfection, the natural world and aesthetic value. Leaders provide opportunities for pupils' spiritual reflection such as during collective acts of worship, mindfulness moments during lessons or attending clubs like yoga.

33. Pupils benefit from effective specialist teaching across a wide sports programme. The physical education (PE) and games curriculum fosters a 'sport for all' culture and encourages pupils to reflect on links between physical and mental wellbeing. Pupils develop co-ordination, resilience and teamwork, and refine specific sports-related skills through activities such as swimming, climbing, hockey and kung-fu. Leaders and staff prioritise enjoyment and school values, such as endeavour. Pupils may strive for high achievement through the 'talented athlete' programme. As a result, participation in sport is high and many individuals and teams enjoy national success.

34. Leaders and staff manage behaviour consistently and effectively. They promptly address the rare incidents of poor behaviour or bullying. Leaders and staff help pupils learn from mistakes and focus on reflection. This approach encourages pupils to consider the impact of their actions and attempt to repair any harm they cause. Leaders log and regularly review records to identify trends and take proactive steps. Staff explicitly teach pupils about different types of bullying, how to deal with it and who to turn to for support, such as pupil anti-bullying ambassadors. Consequently, pupils form positive, inclusive and respectful relationships and typically behave well throughout the school.

35. Children in the early years benefit from engaging activities that nurture their emotional wellbeing and physical abilities. Staff deliver 'think equal' lessons and lead mindfulness sessions that help children talk about and manage their feelings. Staff introduce 'learning friends', such as 'Tommy tortoise', to demonstrate perseverance, build self-confidence and foster independence. Adults model positive social behaviours, creating a sense of safety and care. Their actions encourage children to treat others with respect and kindness.

36. Leaders provide suitable medical facilities for pupils. Well-qualified staff, including paediatric first aiders, administer first aid promptly and competently. Staff keep written records of accidents and medication administered. Medical staff meet regularly with the pastoral team to ensure a consistent approach to pupils' overall wellbeing.

37. Leaders deploy staff effectively to ensure pupils are well supervised across the three sites during the school day. This includes supervision at breaktimes, before school and during activities. Visible supervision by caring staff enhances pupils' sense of safety and belonging. Leaders maintain suitable staff-to-child ratios in the early years.

38. Leaders ensure admission and attendance registers are accurate and maintained. They monitor patterns of absence and inform the local authority of any sustained concerns about absenteeism as required. Pupils usually have high attendance. Caring staff follow up promptly on any absences and offer support when necessary.

39. Leaders maintain thorough oversight of site management. A secure health and safety culture is embedded, with robust health and safety procedures, including regarding fire safety. This includes undertaking fire risk assessments and carrying out routine fire drills. The team adheres to relevant legislation, conducts all required checks within appropriate timeframes and records the results meticulously.

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

40. All the relevant Standards are met.

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

41. Leaders foster an environment that encourages the awareness and appreciation of diversity highly effectively. This commitment appears in daily life through a range of activities and initiatives that promote tolerance and encourage mutual respect. Through a carefully planned curriculum, the use of visiting speakers and a structured programme of trips and visits, leaders ensure that pupils understand different cultural traditions and practices. Teaching explores contributions to literature, mathematics, science and culture from diverse cultures and encourages reflection on societal roles and stereotyping. The Year 6 curriculum includes the study of Indian and Arab linguistic traditions. As a result, pupils broaden their knowledge of the heritage and culture of these countries. Assemblies use texts to discuss prejudice, cultural clashes and social justice, linking literature to real-world issues and enhancing pupils' critical thinking and understanding of themes such as social justice. Staff foster curiosity, empathy and respect for cultures and beliefs beyond pupils' own through celebrations such as Diwali and Lunar New Year. Pupil-led inclusion, equality and diversity groups hold prominent positions within the school. They organise events and examine gender-specific issues faced by adolescents, such as body image and masculinity. Consequently, pupils learn to carefully consider and appreciate different perspectives. Extra-curricular activities, including the 'Pride society', and international partnerships with Singapore or overseas tours to destinations such as Vienna or Bolivia, further deepen this respect. Such activities develop pupils' genuine appreciation for diversity and cultivate a positive learning environment.

42. Activities throughout the school, including the 'living in the wider world' component of the PSHE programme, develop pupils' economic understanding effectively. This begins with the youngest children learning about money and expands to older pupils exploring topics such as banking, tax and budgeting at university. Staff teach pupils practical financial skills, supported by visiting speakers and sessions on the dangers of gambling. Societies such as, for example, an investment club, further support the pupils' financial education.

43. Staff in the early years foster social development by modelling positive interactions and delivering the 'think equal' programme, which promotes equality and global citizenship. Through this, children learn about right and wrong and consider how their actions may affect others. Children share materials, listen attentively and take turns. Leaders ensure a smooth transition between Reception and Year 1, helping children adapt confidently to new routines.

44. Careers education is provided through PSHE and the '42 lecture' series. Pupils consider a wide range of career options matched to their strengths and interests. Leaders leverage external speakers, including parents and alumni, to provide job insights. The programme features a careers week and 'futures breakfasts', helping pupils make informed decisions about university, apprenticeships and international routes. However, careers guidance in Years 7 to 9 is somewhat limited. The information that pupils in these years receive about the range of careers available to them is not as developed as possible and does not prepare pupils for making age-appropriate, informed decisions at certain junctures, such as when making subject choices, as effectively as it could.

45. Pupils learn about British society through the curriculum and assemblies. Teachers stimulate thoughtful discussions to deepen pupils' knowledge, respect for public institutions and appreciation of important values such as the rule of law. Pupils study fundamental rights and freedoms for everyone, regardless of background, and consider the harm caused by prejudice and discrimination.

They explore different political ideas appropriately through impartial discussions, including through groups, such as the 'Pelican parliament' and school council. These planned opportunities help pupils understand democratic processes. Pupils practise listening, sharing their views, learning how collective decisions are made and accepting outcomes respectfully.

46. Leaders provide a variety of opportunities for pupils to contribute to the lives of others, both within the school and in the wider community. Pupils take on responsibilities such as 'buddies', anti-bullying ambassadors and house leaders. They support each other and react well to advice. Many outreach activities promote service for the local community, such as supporting pupils in a local primary school. Such activities help pupils develop their sense of responsibility towards society and enable them to contribute positively to others' lives.

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

47. All the relevant Standards are met.

Safeguarding

48. Governors maintain thorough oversight of the school's safeguarding procedures. They undertake safeguarding training and offer leaders support and constructive challenge. Governors communicate regularly with the school's knowledgeable safeguarding team. During monitoring visits, they interact with leaders and review anonymised reports to identify any issues, monitor patterns and assess the effectiveness of the school's response to any safeguarding concerns that have been raised.

49. Staff use robust systems to record and report safeguarding incidents. The safeguarding team documents decisions and actions taken in response to concerns in these records. Leaders with designated safeguarding responsibilities monitor any ongoing concerns and the support provided to pupils affected.

50. Staff receive frequent, effective safeguarding training, starting with a detailed induction, with regular updates and ongoing support, through quizzes, that enables them to be vigilant to emerging concerns. They are informed about any changes to statutory guidance. They know their responsibilities, how to respond to different concerns, including child-on-child abuse, and understand risks related to extremism.

51. Leaders foster a culture of listening to pupils by providing multiple channels for them to raise concerns. This includes counsellors, worry boxes and options for anonymity through an online tool. Pupils understand these communication channels and the support available to them. Leaders and staff encourage pupils to feel comfortable to share their concerns early with trusted adults.

52. Leaders work with external agencies such as children's services and the police. They seek advice and address concerns appropriately, including by referring them on to appropriate safeguarding partners when required.

53. Different aspects of the curriculum, including PSHE lessons, teach pupils how to keep themselves safe, including when online. Pupils explore various issues such as young driver road awareness and the importance of exercising caution when sharing images. The safeguarding team implements an effective internet filtering and monitoring system. This system generates real-time notifications for leaders, so they spot emerging issues and take prompt action. This enables them to address specific incidents with targeted support and provide additional guidance to pupils when useful, such as through assemblies and workshops.

54. Staff responsible for safer recruitment procedures demonstrate secure knowledge, ensuring that procedures meet statutory requirements. They conduct suitable recruitment checks on governors, staff and volunteers before they begin working at the school. An appropriate single central record of appointments (SCR) is accurately maintained and monitored.

The extent to which the school meets Standards relating to safeguarding

55. All the relevant Standards are met.

School details

School	The Perse School
Department for Education number	873/6010
Registered charity number	1120654
Address	The Perse School Hills Road Cambridge Cambridgeshire CB2 8QF
Phone number	01223 403800
Email address	office@perse.co.uk
Website	www.perse.co.uk
Proprietor	The Perse School Ltd
Chair	Mr Jonathan Scott
Headteacher	Mr Edward Elliott
Age range	3 to 18
Number of pupils	1774
Date of previous inspection	21 to 23 March 2023

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Information about the school

56. The Perse School is a co-educational independent day school located in Cambridge, originally founded in 1615. It consists of three sections, each located on a separate site: the pre-prep, for pupils aged 3 to 7 years, which includes an early years setting; the prep, for those aged 7 to 11 years; and the upper school for those aged 11 to 18 years. The school is a charitable company limited by guarantee and is overseen by a governing body.

57. There are 71 children in the early years, comprising one Nursery and two Reception classes.

58. The school has identified 330 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.

59. The school has identified English as an additional language for 78 pupils.

60. The school states its aims are to create a better future by fostering an environment that values endeavour, intellectual curiosity, breadth and balance, and respect for one another and the environment. It seeks to nurture scholarship and encourage a lifelong love of learning by offering what it intends to be a broad, balanced education with rich extra-curricular opportunities. It endeavours to build a kind, considerate community that values diversity.

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Inspection details

Inspection dates	24 to 26 February 2026

61. A team of nine inspectors visited the school for two and a half days.

62. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors, including the safeguarding governor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

63. 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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