

Tilsynserklæring for skoleåret 2024/2025 for International School Ikast-Brande:

1. Skolens navn og skolekode

Skolekode: 756002	Skolens navn: International School Ikast-Brande
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1.1 Navn på den eller de tilsynsførende

Linda Jensen

2. Angivelse af datoer for tilsynsbesøg samt i hvilke klasser og fag, tilsynet har overværet undervisningen, på de enkelte datoer.

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

Dato	Klasse	Fag	Fagområde	Tilsynsførende
11-09-2024	8	English	Humanistiske fag	Linda Jensen
11-09-2024	5	Danish	Humanistiske fag	Linda Jensen
11-09-2024	Year 4	Spanish	Humanistiske fag	Linda Jensen
11-09-2024	Danish	5	Humanistiske fag	Linda Jensen
11-09-2024	5	Global perspective	Humanistiske fag	Linda Jensen
11-09-2024	6	Spanish	Humanistiske fag	Linda Jensen
31-03-2025	9	Maths	Naturfag	Linda Jensen
31-03-2025	PE	4	Praktiske/musiske fag	Linda Jensen
31-03-2025	2	Maths	Naturfag	Linda Jensen
31-03-2025	3	Maths	Naturfag	Linda Jensen

2.1 Beskrivelse af tilsynsbesøg

year 8 = 7. klasse

As supervisor of the school, I'm obliged to observe at least 4 lessons per year. My task is to evaluate the academic level, freedom and democracy, equality between the genders and procedures for referral of students with special needs.

I visited the school twice this academic year and saw a range of lessons. Prior to carrying out my observations I met with the new school Head, Jordan Icke, who willingly answered my questions. International School Ikast-Brande (ISIB) is an authorised Cambridge School focusing on progressive skills around which realistic topics are incorporated.

Apart from Danish, all exams are given and evaluated centrally by Cambridge University International curriculum.

The school offers both primary and secondary programs. It is a very modern and well equipped school with plenty of outdoor playgrounds. The school has just been granted funds to build a forest path joining one playground to another.

My report is based on the conversations I had with staff and students, my observations of classes, the school's official website, their official FB page, student grades, posters, lesson plans, unit plans, and syllabuses. I therefore believe that I have a solid foundation upon which to base my report.

3. Foregår undervisningen udelukkende på dansk i alle fag, sprogfag undtaget?

Nej

Efter lov om friskoler og private grundskoler m.v. § 2, stk. 3 er undervisningssproget i en fri grundskole dansk, dog er undervisningssproget i de tyske mindretalsskoler tysk. § 6 a Skolens lærere skal beherske dansk i skrift og tale, dette gælder dog ikke lærerne ved de tyske mindretalsskoler eller ved skoler, der har fået godkendt et andet undervisningssprog end dansk.

3.1 Hvis nej: Har skolen fået godkendt et andet undervisningssprog end dansk af undervisningsministeren, jf. lov om friskoler og private grundskoler m.v. § 2 stk. 3

Engelsk

3.1 Uddybning

I confirm that the school has been authorised to teach in English which is the case except for in language lessons.

4. Står undervisningen inden for det humanistiske fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

4.1 Uddybning

Regarding humanities: Most subjects are described under their own subjects, and in this section I'll focus on those not mentioned:

Spanish year 4. First activity was individual exchange of polite phrases. Next activity was rehearsal of the alphabet saying the different sounds of each letter. Third activity was repetition of numbers followed by a written exercise where the students had to see the numbers, then write them, then cover them and rewrite them without looking and finally checking them. Some of the students are native but need to practise the spelling, others have never learned Spanish before. Some of the native speakers read a book of a higher level.

Spanish year 6; short individual greeting followed by the Meet and Greet Song. The level of difficulty was a bit higher than in year 4, so there is a progression except for the level of the native speakers in year 4.

Year 2 had Global Perspective where the class was learning about mammals in Australia. During my visit they had to design and build a house for the animals.

5. Står undervisningen inden for det naturfaglige fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

5.1 Uddybning

Regarding science; All primary years have a mixed subject called STEAM (science, technology, engineering, art, mathematics) where

the students' creative, and technological skills are being challenged and enhanced.

Year 8, science: The class was working with chemical reactions such as sodium and bicarbonate and acetic. The LO was to determine the number of atoms in the reactants and products. There was a mix of theory and exercises (not experiments during my visit)

6. Står undervisningen inden for det praktisk-musiske fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

6.1 Uddybning

Physical education and creativity: : Year 4 had PE where they were warming up for at floorball tournament by starting up with tag games. Afterwards there was a mini-tournament where the students had to put all the skills that they had previously learned into practise. There were three teams and the enthusiasm was high.

7. Står elevernes standpunkt i dansk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

7.1 Uddybning

Regarding the level of Danish:

In international schools all Danish teachers are under high pressure because they only have 4 lessons per week to cover the same curriculum that state schools which have more, but the literature disciplines are taught in English Literature.

Danish acquisition and Danish literature: year 5 . In this class there were only 5 students. The level of the students varies a lot. First part of the class was repetition of simple questions. This was followed by an activity where the students rehearsed numbers. Next activity was reading with focus on pronunciation and vocabulary. The material was called "Lidt Let Dansk" by a publisher called Elysion. The material is available in 3 levels. The teacher related the topics in the book to the students ' own situation.

Year 5 was more or less doing the same activities but on a higher level. At the end of the lesson the class had to compare the story line with what the students themselves had predicted.

The students who graduated in Danish classes obtained 7,4 which was higher than the average in Danish state schools (7,1)

It is my conviction that the standard of Danish measures up to the level of Danish state schools.

8. Står elevernes standpunkt i matematik mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

8.1 Uddybning

Regarding maths:

Year 2: The Learning Objective was "Measurement using non-standard units". The teacher used a scale and various "non-standard" blocks trying to weigh the students' shoes. Afterwards the answers were drawn into a graph. Because it was the students' own shoes the students found the activity playful. Next activity was in groups to weigh various things.

Year 3: The Learning Objective was reflection of shapes into new positions. Prior to my visit the teacher had done the theory and during my visit the students were doing exercises using a ruler and sometimes a mirror. On the walls I saw the times tables from 1-11.

Year 5: The Learning Objective was: Subtraction of 4-digit numbers using column subtraction. Several examples with explanations from both teacher and students were made. The students subsequently did some additional subtractions on their own whiteboards. The results were displayed and a student with the correct answer explained his method. Subsequently, students who needed extra help were helped while others worked independently.

Year 9. The class was already in process when I arrived. They were working with a relay being reviewed on the board. Subsequently, some of the mathematical disciplines such as expanding, factorising, linear equation, and Quadratic equation.

For final exams the students in the Cambridge Programme cannot bring formulas so they have to learn them by heart but also through understanding them.

There is a clear progression from year 2 to year 9, and I found all classes of a high level measuring up to the standard of Danish state schools.

9. Står elevernes standpunkt i engelsk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

9.1 Uddybning

English, year 8, the topic was speeches. Prior to my visit the students had already learned about body language, and structure of a speech devices. They observed a speech given by a 7-year girl and had to judge her on speech Content, effectiveness and delivery upon which they in groups had to deliver a given speech corresponding to level 1-5.

10. Fører skolen til prøve i historie?

Nej

10.1 Årsag

Skolen afholder ikke prøve i historie jf. §8a, stk. 5

10.2 Står elevernes standpunkt i historie mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

10.3 Uddybning

History is being tested within the Cambridge program. I observed history in year 10 where the learning object was the impact of the Treaties of Versailles of the Weimar Republic. During my visit the class were going through the answers to questions that they been asked prior to my visit. The questions were from a mock exam - sensible. Next activity was to answer b mark questions. The teacher help individually by trying to remind them of answers they should know.

11. Står skolens samlede undervisningstilbud ud fra en helhedsvurdering mål med, hvad der almindeligvis kræves i folkeskolen

Ja

11.1 Uddybning

The overall conclusion regarding the academic level: I have witnessed competent teachers using a variety of materials. The teachers have their own individual style, but there is a recognisable structure in all classes. The topics are relevant and corresponding to what is recommend in "Fælles Mål". However, the most striking thing is the the ideal learning situation meaning that the classes are good and the students actually pay attention and do their best. I sense a mutual respect between students and the teachers.

In Danish exam the grade in 2023/24 which was than the average in Danish highschoools.

Based on my findings I conclude that the academic level of Ikast - Brande international School measures up to the level of the Danish state schools.

12. Forbereder skolen efter sit formål og i hele sit virke eleverne til at leve i et samfund som det danske med frihed og folkestyre?

Ja

12.1 Uddybning

The school's preparation of students in relation to freedom and democracy. Yes, it is partly covered in the subject "Global Perspective" in which democracy is included.

The school's culture and atmosphere demonstrate that this is not just a goal on paper, but something that the

school community takes seriously and tries to implement . The description of ISIB values (which are clearly mirrored in the school's daily life) includes:

- That students learn to work independently and in collaboration with others
- That the school works with social training and conflict resolution
- That students are included in the creation of community rules of behaviour. Prior to my visit this had been reinforced, which I could feel.
- That students are given an ever-increasing level of responsibility throughout their schooling
- That the school is involved in the local society. When I got to the school year 10 + the head master had just returned from a visit to the local chemistry university.

I already mentioned that the school has been in dialogue with major companies to be able to match their expectations. At no time have I experienced discrimination based on gender or race. It is therefore my impression that the school contributes to giving students the skills to participate in, and take responsibility for a society with freedom and democracy where people are treated according to their character and not race or gender.

The deputy is in charge of a program (PSHE) regarding the democracy, freedom, equality between the genders, I have been submitted this program.

13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

13.1 Uddybning

Democracy: See above.

14. Udvikler og styrker skolen elevernes kendskab til og respekt for grundlæggende friheds- og menneskerettigheder?

Ja

14.1 Uddybning

Freedom- and human rights: See above.

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

15.1 Uddybning

Gender divided activities: No, except for in changing rooms and during certain parts of sexual guidance classes. The PSHE program (personal, social, health, emotional) include all the soft values such as respect for everyone, no matter race or gender, are being taught.

16. Arbejder skolen løbende med at sikre kønsligestilling på skolen?

Ja

16.1 Uddybning

Equality: See above.

17 Har skolens elever dannet elevråd eller varetager eleverne på anden demokratisk måde deres fælles interesser vedrørende skolen?

Ja

17.1 Uddybning

Does the school have a students' council? Yes. They normally meet once a week and I met with them last 2 years when they assured me that they represented the class and voiced any problems.

19 Har skolen en praksis, der understøtter, at de ansatte efterlever deres skærpede underretningspligt, fx ved at have beskrevne procedurer?

Ja

19.1 Uddybning

Does the school have a safeguarding procedure? Yes, it is described in the school handbook

20 Sikrer skolen, at de ansatte ved, at den skærpede underretningspligt er personlig?

Ja

20.1 Uddybning

Does the school ensure that referral of a student with special needs to the county is personal? Yes, as outlined in the handbook called Professional Concern.

21. Donationer

Har skolen i det foregående regnskabsår modtaget en eller flere donationer som tilsammen overstiger 20.000 kr. eksklusive moms fra samme donator?

Nej

22. Tilsynets sammenfatning

Conclusion: I saw well prepared teachers with varied and relevant materials. I experienced a warm and respectful bond between staff and students. My own observations correspond to the findings of the documentation. I confirm that the International School Ikast-Brandø measures up to the standard of the Danish constitutional schools.