Tilsynserklæring for skoleåret 2025/2026 for International School Ikast-Brande:

1. Skolens navn og skolekode

Skolekode: 756002	Skolens navn: International School Ikast-Brande

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
20-11-2025	Year 9 (8. klasse)	English	Humanistiske fag	Linda Jensen
20-11-2025	Year 5 (4. klasse)	Danish	Humanistiske fag	Linda Jensen
20-11-2025	Year 11 (10. klasse)	English	Humanistiske fag	Linda Jensen
20-11-2025	Year 10 ((9. klasse)	History	Humanistiske fag	Linda Jensen
20-11-2025	6 (5. klasse)	Creativity and Innovation	Praktiske/musiske fag	Linda Jensen
20-11-2025	7. klasse	Danish	Humanistiske fag	Linda Jensen
20-11-2025	7	English	Humanistiske fag	Linda Jensen
15-04-2026	5	PE (idræt(	Praktiske/musiske fag	Linda Jensen
15-04-2026	Year 8	Humanities	Humanistiske fag	Linda Jensen
15-04-2026	Year 8 (7. klasse)	Life Skills	Humanistiske fag	Linda Jensen
15-04-2026	Year 10 (9. klasse)	Maths	Naturfag	Linda Jensen
15-04-2026	Year 10 ((9.	Science	Naturfag	Linda Jensen

	klasse)			
15-04-2026	Year 6 (5. klasse)	Science	Naturfag	Linda Jensen

2.1 Beskrivelse af tilsynsbesøg

Year 1 = børnehave, year 2 = 1. klasse etc.

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 school Head, Jordan Icke, who willingly answered my questions. International School IkastBrande (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.

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

Fransk

3.1 Uddybning

I confirm that the school has been authorized 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:

German, year 8:Prior to my visit, the class was doing a test on food. During my visit the class practised to ask and answer questions. This was done orally as a chain.

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

Science: In lower primary the students are introduced to science in a playful way

In year 6 the class was working with mercury. Prior to my visit the class had already had the theory. During my visit they had time to make a presentation about the topic. The "audience" was instructed to be respectful and interested.

In year 10, DNA, chromosomes, covalent and iconic bonding and ionic bonding, heat and temperature were the LO. All the mentioned concepts were answered by the students and afterwards clarified by the teacher. Next step was to carry out an experiment where the purpose was to extract DNA from a strawberry. There were written instructions and all the ingredients needed.

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

Creativity and Innovation, year 6: LO: Pop-art. On the board I saw different kinds of pictures. The students learned which ones were pop-art. Subsequently, they had to create their own painting using acrylics. The criteria were that they could choose an item of their own choice, but they had to portray it with 4 different colours (inspired by Andy Wharhol).

PE, year 5: Warm up - running followed by tag game. Next warm up exercise with running with instructions. The next activitiy was floor hockey. One student couldnt't participate due to a hand injury, but she kept the score.

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

Ja

7.1 Uddybning

Danish acquisition, year 5 (4. klasse). The LO was verbal practice, review of verbs followed by verb written exercises where helping each other was allowed.

Year 7 (6. klasse): As part of registering attendance the teacher asked each of the student what he/she had done yesterday. Next activity was to create a horror story, 15 lines with a partner. Prior to my visit the class had worked with "Horror stories! Finally, the students played Wørdle on the screen.

Year 11 is an extra line that is optional: In this class the students prepare for "gymnasiet". During my visit they were preparing SAP (studieretningsprojekt) based on Danish.

6 times a year the school has Danish day where the students must represent Denmark in either dress, culture or language.

The level in Danish acquisition varies a lot depending on a lot of different factors.

Danish for native speakers: Year 11:

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

Ja

8.1 Uddybning

During former inspections I have observed maths in lower years where the LO was basic. This year I observed Year 10, maths where the learning objective was statistics. I did not observe the lesson from the start, but I witnessed maths on a high level taking place in a maths class room meaning that all the walls were about mathematical terms and rules. For exams important formulas are available.

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

Ja

9.1 Uddybning

English, year 7: The LO was the story Holes, meaning training in how to understand a text without having all the information. During my visit the class was exploring the Warden's personality. The questions were " I wonder why .....?

"How do you feel about .....?"

"Can you explain why .....happened?"

"What do you mean by that?"

At the end of my visit a student was in the "hot seat" where student took turns represented the warden and answered questions from his fellow students. I did not have the chance to get the full explanation of the lesson play.

Without doubt, the level of English more than measures up to the standard in the Danish state schools.

English, year 9: The LO of the class was characterizations. The class had read part of a book called "Blood Brothers". During my visit they rehearsed to characterize the main character. Next step was for the students to draw what they thought she would have in her bag (adding details to the character).

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, year 10 (9. klasse): During my visit 8 students in pairs wrote 4 facts on respectively "health organisations", ILO, Commission for Refugees, and Slavery Commission. The reason for choosing 4 facts was that in the exam the students have to write 4 facts. Exam is carried out via the paper-based Cambridge Programme. I only saw a fraction of the syllabus, but I confirm that relevant historic elements take place in an functional way.

Year 8, humanities: The topic was the causes of the English war. I didn't observe the full lesson, but while I was there, the students were organizing bits/arguments from their text book into 1: Power, 2: Money, 3: Religion. Subsequently, the various argements were discussed in plenum.

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 corressponding to what is recommend in "Fælles Mål". However, the most striking thing is 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.

The school has a subject called Life Skills which is useful in and outside school. During my visit the Learning Objective was different types of games. How can they help you. One game was to guide a "blind" fellow student through a student focusing on social skills. Another game was Soduku focusing on analytic skills. During my vist the students had to invent a new game or use an existing game and adapt it requiring crtical thinking, teamwork, trust, and problem solution. At the end of the game each group had to a presentation of the games. This subject supports all lessons.

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. In "Humanities" where the focus was causes of the the English civil war various perspectives were given and discussed as is tradition in a democratic system.

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.
- That students are given an ever-increasing level of responsibility throughout their schooling - That the school is involved in the local society.

In all classes the teacher was in charge and decided what to do, but always with respect to individual situations. There is a clear lesson plan and tone, but respect is always shown.

On most walls in the classrooms I could witness examples of democracy. In "Humanities" I saw a display of posters relating to democratic elections.

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

Student council: Yes, they have a council. I met three of them, and they ensured me that their voice was heard. An ongoing issue is the school chairs which some students find to hard. Various solutions are on the table, but need to be scrutinized to meet practicalities.

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?

Ja

21.1 Oplys navn og adresse og beløb i kr. eksklusive moms i forbindelse med donatorer, der har givet en eller flere donationer, der tilsammen overstiger 20.000 kr. eksklusive moms. Donationerne kan være givet som kontantbeløb, varer, tjenesteydelser mv.

Navn	Adresse	Beløb i kroner
Friends of ISIBnk	c/o Bøgildvej 2, 7430 Ikast	20000,00
NLT Fondennk	Tulstrupvej 9, 7430 Ikast	92700,00
ISIB Ejendomsselskab A/Snk	Fredskovvej 5, 7330 Brande	600000,00

21.2 Angiv den samlede størrelse af alle donationer i kr. eksklusive moms.

714000,00 kr.

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-Brande measures up to the standard of the Danish constitutional schools.