

Inspection Report for the School Year 2020/2021 for Rygaards School:

1. Name of the School and School code

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| School code: 157018 | School name: Rygaards School |
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1.1 Name of Supervisor

Jimmy Burnett Nielsen

2. Indication of dates for inspection visits and classes and subjects that have been attended on individual dates.

Pursuant to section 9D on the Act on independent schools and private primary and lower secondary schools, the supervisor must attend the teaching to an extent tuned to the size of the school, corresponding to at least one full school day, attend classes within each of the subject areas into which the primary and lower secondary school's subject area can naturally be divided, discuss the content of the school's curricula with the school's leader and teachers and assess the academic and pedagogical quality of the teaching material used.

| Date | Class | Subject | Subject area | Supervisor |
|------------|-------|-----------------------|----------------------------|-----------------------|
| 06-05-2021 | 5X | KS2 Maths | Science | Jimmy Burnett Nielsen |
| 06-05-2021 | 4Y | KS2 History | Humanities | Jimmy Burnett Nielsen |
| 06-05-2021 | 8Y | KS3 Art | Practical/Musical Subjects | Jimmy Burnett Nielsen |
| 06-05-2021 | 3X | KS2 Maths | Science | Jimmy Burnett Nielsen |
| 06-05-2021 | 1Y | KS1 Letters and Sound | Humanities | Jimmy Burnett Nielsen |
| 06-05-2021 | 5Y | KS2 English | Humanities | Jimmy Burnett Nielsen |
| 06-05-2021 | 6X | KS2 English | Humanities | Jimmy Burnett Nielsen |
| 06-05-2021 | 2Y | KS1 History | Humanities | Jimmy Burnett Nielsen |
| 06-05-2021 | 9Y | KS3 Maths | Science | Jimmy Burnett Nielsen |
| 10-05-2021 | 1.A | Dansk | Humanities | Jimmy Burnett Nielsen |
| 10-05-2021 | 0.A | Matematik | Science | Jimmy Burnett Nielsen |
| 10-05-2021 | 2.B | Dansk | Humanities | Jimmy Burnett Nielsen |
| 10-05-2021 | 3.B | Dansk | Humanities | Jimmy Burnett Nielsen |

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| 10-05-2021 | 4.B | Dansk | Humanities | Jimmy Burnett Nielsen |
| 10-05-2021 | 5.A | Billedkunst | Practical/Musical Subjects | Jimmy Burnett Nielsen |
| 10-05-2021 | 6.B | Matematik | Science | Jimmy Burnett Nielsen |
| 10-05-2021 | 9.A | Engelsk | Humanities | Jimmy Burnett Nielsen |
| 10-05-2021 | 7.B | Matematik | Science | Jimmy Burnett Nielsen |
| 10-05-2021 | 8.A | Historie | Humanities | Jimmy Burnett Nielsen |

2.1 Description of Supervisory Visit

The inspection visit took place over two days, with the first day being on the school's first day of full reopening after the Corona closure. A day like that can be both a difficult day to have an inspection visit on, and it can be a day when the school shows, what it can do when everyday life is not normal. The latter was the case, as the school structure appeared at once both solid and agile in its ability to improvise where necessary.

The teaching:

- There is a clear goal with the teaching.
- Classroom management has a very high priority; it creates a sense of security for students with all the different prerequisites they now have. Is there a student or two who has momentarily lost their way in the course of the lesson, the teacher immediately makes sure they are brought back on track.
- The teacher's diversity, their personal style and commitment are given free rein within the school's values framework. As a result, a teaching day will appear very varied from start to finish.
- The above is at all times adapted to the age group, from the youngest to the oldest. Empathy, humor, etc. dosed differently depending on the age of the students, but also within the individual class.
- Substitute materials work fine. The teacher's intention with the lesson is fulfilled even if the teacher is prevented in being present.

Students:

- The students experience a safe environment, whether it is in the teaching, in the corridors or in the outdoor areas.
- Students are on-task during lessons.
- The students are very active during lessons.
- The students are focused and show great learning readiness.
- Students are trained to ask questions.
- Students are trained in different forms of work.
- Students learn to collaborate from the youngest classes.
- Students experience school as their space.

Conclusion:

- Great management focus on the school as an organization.
- Great teacher involvement in lessons.
- Great student activity in lessons and in school life.
- High professionalism.
- Everyone feels great pride in their school.
- There is a great connection between the school's formulated and practiced values.

3. Does the teaching take place exclusively in English in all subjects, except language subjects?

Yes

According to the law on independent schools and private primary schools, etc. §2 pcs.3, the language of instruction in a free primary school is Danish, however the language of instruction in the German minority schools is German. §6a The school's teachers must master Danish in writing and speaking, however, this does not apply to teachers at German minority schools or at schools that have been approved by another language of instruction than Danish.

3.1 Elaboration

Rygaard's School is a school with two departments: one Danish and one international. The lessons in the two departments are taught in Danish and English respectively. The Danish department teaches according to the requirements for the Danish lower secondary school exam, which is Folkeskolens Afgangseksamen. The international department teaches after the English National Curriculum and the final exams are the International General Certificate of Secondary Education (IGCSE), a program offered globally by Cambridge International Examinations (CIE).

The school is approved by the Ministry of Education to teach in both Danish and English.

In short: By virtue of its status as a school with both a Danish and an international department, the school therefor has both a Danish-language and an English-language department.

4. Is the teaching within the humanities subject goal with what is commonly required in primary school?

Yes

Pursuant to section 9d of the Act on independent schools and private primary and lower secondary schools, the supervisor must attend the lessons to an extent correspondent to the size of the school, corresponding to at least one full school day, attend classes within each of the subject areas into which the primary and lower secondary school's subject area can naturally be divided, discuss the content of the school's curricula with the school's leader and teachers and assess the academic and pedagogical quality of the teaching materials.

4.1 Elaboration

The level is high, sometimes very high. It is clearly felt that the students possess a great hunger for understanding of the world around us.

5. Do the lessons within the science subject area measure up to what is commonly required in primary school?

Yes

Pursuant to section 9d of the Act on independent schools and private primary and lower secondary schools, the supervisor must attend the lessons to an extent correspondent to the size of the school, corresponding to at least one full school day, attend classes within each of the subject areas into which the primary and lower secondary school's subject area can naturally be divided, discuss the content of the school's curricula with the school's leader and teachers and assess the academic and pedagogical quality of the teaching materials.

5.1 Elaboration

The level lives up to what can be expected in a very satisfactory way.

6. Do the lessons within the practical-musical subject area measure up to what is commonly required in primary school?

Yes

Pursuant to section 9d of the Act on independent schools and private primary and lower secondary schools, the supervisor must attend the lessons to an extent correspondent to the size of the school, corresponding to at least one full school day, attend classes within each of the subject areas into which the primary and lower secondary school's subject area can naturally be divided, discuss the content of the school's curricula with the school's leader and teachers and assess the academic and pedagogical quality of the teaching materials.

6.1 Elaboration

The level lives up to what can be expected in a very satisfactory way.

7. Does the student's level in Danish measure with what is generally required in primary and lower secondary school?

Yes

7.1 Elaboration

The level lives up to what can be expected in a very satisfactory way.

8. Does the students' level in mathematics measure up to what is generally required in primary school?

Yes

8.1 Elaboration

From the initial elementary understanding of numbers in preschool classes to the more complex mathematics of the graduation team, the level is to the extent that one can expect. Student engagement and willingness to learn was great at the vector race of a maze in a senior class.

9. Does the students' level in English measure up to what is generally required in primary school?

Yes

9.1 Elaboration

The level varies from the Danish to the international department. The Danish department has from a solid to a high level. In the international department, students are from near-native speakers to fluent in English and are therefore in a completely different league than what one could in any way demand of students in the Danish system.

10. Does the school test in history?

Yes

10.1 Elaboration

In history lessons from the oldest to the youngest, the level is high, among other things due to a very large academic student activity. Whether it is ancient Egypt or today's United Nations, there is a great interest among the students to learn about the past and about the premises of the present in which they themselves live.

11. Do the school's overall teaching offers, based on an overall assessment, live up to what is commonly required in primary school?

Yes

11.1 Elaboration

The total teaching offers are in line with what is generally required in primary and lower secondary school.

12. Does the school, according to its purpose and throughout its work, prepare the students to live in a society like the Danish one, with freedom and democracy?

Yes

12.1 Elaboration

The school prepares the students to great extent throughout its work: In the classroom, in hallways as well as outdoor areas, this was evident.

13. Does the school develop and strengthen the students' democratic formation?

Yes

13.1 Elaboration

This became clear partly in conversations with representatives from the school's student council and partly by observing a "class lesson" in an induction class. At the class meeting, the topics were 1) table placement and table buddy relationships and 2) break time. Rules for the class meeting were compiled with throughout the discussion of student contributions, and the teacher empathetically chaired the meeting by referring to the rules when necessary. The rules were: 1. Listen, 2. Speak for yourself, 3. Look at the person you are talking to, 4. Talk about now and here, 5. Speak directly to the person you

are talking about. The student council felt ownership of the school, both the physical school and the school processes. The student council had representatives in external organizations, both municipal and national.

14. Does the school develop and strengthen students' knowledge of and respect for fundamental freedoms and human rights?

Yes

14.1 Elaboration

As exemplified by the realized student democracy in both class and student councils, as well as in lessons. I attended a history lesson where the main topic was the UN, history and function. Here, among other things, the focus was on the dilemmas of freedom in the context of the new world order after World War II. Especially this angle had the students' focused attention, expertly guided and challenged by the teacher.

15. Does the school use gender-segregated activities in its lessons?

No

15.1 Elaboration

Only in the dressing rooms in connection with physical education.

16. Does the school work continuously to ensure gender equality at school?

Yes

16.1 Elaboration

Yes, and it is visible both among management, staff and in the student body.

17. Have the school's students created a student council or found other democratic ways of taking care of their common interests regarding the school?

Yes

17.1 Elaboration

Yes! See section above: "Does the school develop and strengthen students' democratic education?"

18. Does the school have a practice that supports the employees' compliance with their increased duty to notify, e.g. by having described procedures?

Yes

18.1 Elaboration

There is methodical communication both internally with employees in both departments and externally with relevant authorities, municipally, etc. This is written material that is available to employees as well as meeting forums where employees' increased reporting obligation is maintained as a constant focus area.

19. Does the school ensure that employees know that the increased duty to notify is personal?

Yes

19.1 Elaboration

In addition to the oral communication, the staff handbook has a description for all teachers of the increased duty to inform, that it is personal, as well as the procedure for how it can be performed.

20. Donations

In the previous financial year, has the school received one or more donations where the sum exceeds DKK 20,000 excluding VAT from the same donor?

No

21. Summary of the audit

The lessons:

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- The teachers' diversity, their personal style and commitment are given free rein within the school's values framework. As a result, a teaching day will appear very varied from start to finish.
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Summary:

- Great focus on the school from the leadership.
- Great teacher involvement in lessons.
- Great student activity in lessons and in school life.

- High level of professionalism.
- Everyone feels great pride over their school.
- There is a great connection between the school's formulated and practiced values.