

The supervision took place over two days. Conversations and observations in classrooms, hallways, outdoor areas, and at meetings—both formal and informal—form the basis of this report. Discussions were held with students, teachers, and school leadership.

- Rygaard's School consists of two departments: a Danish and an international one. Teaching is conducted in Danish and English.
- This is my fifth annual supervision visit. All five visits have demonstrated a high level of consistency in quality, and the school meets and even exceeds what can be expected in a Danish public school.
- There is alignment between the school's stated values and its actual practices.
- The school's expectations are clearly communicated.
- I have had access to the school's teaching materials.
- I have had the opportunity to review students' written work across nine different subjects.
- The school has a well-equipped and creatively designed learning center.
- In the humanities, the academic level is high, at times very high. Students are exceptionally well-informed about global and local affairs.
- In the sciences, instruction is well-structured with good sequencing. A wide range of creative and varied teaching methods are used.
- The school's approach to practical and musical subjects fosters enthusiasm and joy among students, both in teaching and in the physical learning environments provided.
- Students' proficiency in Danish is highly satisfactory and meets expected standards.
- Students' performance in mathematics benefits from a dynamic learning environment with high student engagement, which leads to excellent results.
- In English, the Danish department's level ranges from solid to high, while in the international department, it is exceptional—ranging from near-native to native proficiency.
- The school is strong across all faculties.
- Students are ready to learn.
- Students support one another.
- Students feel a strong sense of belonging.
- Teachers have a clear direction in their teaching.
- Teachers are responsive to the dynamics of a typical lesson.
- Teachers' personal teaching styles are well-matched to students' age levels.
- A strong understanding of individual responsibility within the community is evident in everyday school life.
- The leadership sets a clear direction.
- The overall educational offering fully meets and even exceeds the general requirements of public schools.

Jimmy Burnett Nielsen
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