

Inspector Report for School Year 2023–2024 for Henriette Hørlücks Skole (& Odense International School)

Report translated and text adapted to include Odense International School as (& Odense International School)

1. The school's name and school code

School's Name: Henriette Hørlücks Skole & Odense International School	School's Code: 461042
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1.1 Inspector(s) name

Jimmy Burnette Nielsen

2. Dates, grade levels, and subjects visited by inspector

According to Section 9d on the Act for Independent Schools and Private Primary Schools, the supervisor must attend teaching to an extent appropriate to the size of the school, corresponding to at least one full school day, attend teaching within each of the subject areas into which the primary school's subject area can naturally be divided, discuss the content of the school's curriculum with the school's principal and teachers, and assess the academic and pedagogical quality of the teaching material used.

OIS classes visited highlighted in blue.

Date	Grade Level	Subject	Subject Area	Inspector Name
24-10-2023	9.B	English	Humanities	Jimmy Burnette Nielsen
24-10-2023	8.A	Geography	Science	Jimmy Burnette Nielsen
24-10-2023	8.B	Danish	Humanities	Jimmy Burnette Nielsen
24-10-2023	7.A	Maths	Science	Jimmy Burnette Nielsen
24-10-2023	7.B	French	Humanities	Jimmy Burnette Nielsen
24-10-2023	S7	Design & Technology	Science	Jimmy Burnette Nielsen
24-10-2023	S10	German	Humanities	Jimmy Burnette Nielsen
25-10-2023	3.B	Danish	Humanities	Jimmy Burnette Nielsen
25-10-2023	5.A	Music	Practical/Creative	Jimmy Burnette Nielsen
25-10-2023	4.A	Danish	Humanities	Jimmy Burnette Nielsen
25-10-2023	5.B	Music	Practical/Creative	Jimmy Burnette Nielsen

25-10-2023	5.B	Art	Practical/Creative	Jimmy Burnette Nielsen
25-10-2023	S9	Art	Practical/Creative	Jimmy Burnette Nielsen

2.1 Description of inspection

The inspection took place over two days, where I experienced both planned and unplanned activities.

In addition to attending the lessons, I spoke with students, the student council, teachers, pedagogues, resource personnel, leadership—both in formal meetings and as the school-day allows for.

Henriette Hørlücks Skole (and Odense International School) provides structure and processes so that students thrive and develop. Those responsible are the school's leadership, teachers, and pedagogues, who are all interested in seeing the children develop.

- The school is unique in its structure, culture, and processes.
- Leadership, teachers, and students are all focused.
- Students are self-driven when teachers have set structure.
- Classroom management is minimum, as students are on-task during class time.
- Teachers and students are in constant communication.
- Particularly good relations between students and teachers, whether students are 5 years old or teenagers.
- The substitute teacher system functions well, and the substitutes know what they are doing each day.
- At morning assemblies, there is a clear sense of community regardless of age group.

Henriette Hørlücks Skole (and Odense International School) has tasked themselves with giving each student a solid academic education and a quite broad and versatile cultural education. This is shown, not only in the exam results of both departments (Danish and International), but also in the school's general approach to schooling. It is also reflected in the aesthetics of the school's decoration. No two classrooms look the same. The same goes for the hallways. All vertical surfaces that are not used for instruction are full of art—new and old of countless genres. There are displays of, for example, antique toys, and the Danish library has a beautiful display of typewriters, from the oldest models, to those used just a few decades ago (a reminder of the school's technological development). Development, culture, and professionalism is evident at all levels.

The school does not only develop students in academic subjects, as the brain, hands, and body are also developed, both in and outside of class time. One example:

As far as art goes, methodical work is being done to build the students' tactile skills and a deeper understanding of materials. Work is being done on many levels, and academically, it is the broad lines and deep details that grab students' interest.

On the music side, the school provides unique opportunities for students to develop, as around 90 students in the youngest classes receive music lessons from Odense Musikskole in the school's rooms, until they are old enough to receive lessons at the music school. This figure refers to primary-aged students, which is a large number which makes an impact on

the school's everyday.

On the film-side of things, the school works with a Danish production company. During Danish classes, the students make their own short film—from the very first steps, to the finished film, including preparation, organising all functions to edit a finished product. For most consumers, a film is a product, the students learn about the work that goes into the technical and artistic process.

In summary, it can be said that the school, inside and outside lectures, supports the students' opportunity to receive a broad education and reach deep into art and culture.

Henriette Hørlücks Skole (and Odense International School) has clear goals for the education taking place in primary classes and beyond.

3. Is the teaching done in one language (except language classes)?

No

According to Section 2, paragraph 3 on the Act for Independent Schools and Private Primary Schools, the language of instruction in independent primary schools is Danish, though the language of instruction in German primary schools is German. According to section 6a, the school's teachers must be fluent in Danish, both speaking and writing, which does not include teachers in German primary schools nor schools with prior approval to instruct in a language other than Danish.

3.1 If no, has the school gotten approval to instruct in a language other than Danish from the Ministry of Education, according to the law for Independent Schools and Private Primary Schools, section 2, paragraph 3.

English

3.1 Explanation

The school has two departments—a Danish and an international department. The international department is instructed in English and is called Odense International School. The curriculum follows the Cambridge International Examinations curriculum. In development of the international curriculum, there is a large focus on being an international school in Denmark. Learning Danish in the international department is of high priority. Students' prior experience with Danish helps place the student in one of three levels of Danish.

4. Does instruction of the humanities meet primary school requirements?

Yes

According to Section 9d on the Act for Independent Schools and Private Primary Schools, the inspector must attend a number of lectures proportional to the size of the school, corresponding to at least one full school day, attend a lecture of each subject, which the public school subject can naturally be divided, discuss the content of the school's lesson plans with the school's leadership and teachers, and assess the academic and pedagogical quality of the teaching materials used.

4.1 Explanation

The fact that the school has both a Danish and an international department seems to enrich the students' thirst to understand the world around them. The international students are aware that they are going to a school in a foreign country called Denmark, and the Danish students have a daily reminder about the world's diversity through their education alongside students from all over the globe. There is much engagement from both students and teachers.

5. Does instruction of the sciences meet primary school requirements?

Yes

According to Section 9d on the Act for Independent Schools and Private Primary Schools, the inspector must attend a number of lectures proportional to the size of the school, corresponding to at least one full school day, attend a lecture of each subject, which the public school subject can naturally be divided, discuss the content of the school's lesson plans with the school's leadership and teachers, and assess the academic and pedagogical quality of the teaching materials used.

5.1 Explanation

The science classrooms are decorated in a way to meet different needs. This multi-purpose approach to the classroom structure means that floor areas can be completely cleared, because all of the heavy infrastructure, which are a facet of the science classroom, are placed on the walls and ceiling, and the work stations can be rolled away. The facilities are well thought out. There is much engagement from both students and teachers.

6. Does instruction of the practical/creative meet primary school requirements?

Yes

According to Section 9d on the Act for Independent Schools and Private Primary Schools, the inspector must attend a number of lectures proportional to the size of the school, corresponding to at least one full school day, attend a lecture of each subject, which the public school subject can naturally be divided, discuss the content of the school's lesson plans with the school's leadership and teachers, and assess the academic and pedagogical quality of the teaching materials used.

6.1 Explanation

The school has a particularly strong focus on this area, as the artisanal side of the practical/creative subject area, and the art's insistence on developing the human ability for non-verbal communication through many senses, is a central part of being human. Again, this is shown particularly in the school's well-thought-out interior design. The teachers' professional and pedagogical expertise in subjects that do not receive much attention in other educational contexts is crucial for the place that the practical/creative subject area has at Henriette Hørlücks School.

The school's stated values on the importance of art and culture within education completely align with the values carried out each day at school.

7. Is the students' level in Danish meet primary school requirements?

Yes

7.1 Explanation

Danish language, culture, myths, literature, and history has a particularly strong focus from the youngest classes up to the oldest. The school's artistic and historic decoration inside the classrooms contributes to supporting this process.

8. Is the students' level in mathematics meet primary school requirements?

Yes

8.1 Explanation

In both departments.

9. Is the students' level in English meet primary school requirements?

Yes

9.1 Explanation

As the school has both a Danish and English-speaking department, a very special interaction between English as a subject, and English as a language and culture happens. In the English-speaking department, the level of English is so high that it does not make sense to

compare it to what is required in Danish primary schools. The Danish department has a nice level, and the location of the international department seems to contribute to the generally high level of English in the Danish department.

10. Does the school prepare students for their history exam?

Yes

10.1 Explanation

11. Based on an overall assessment, does the school's total educational offer meet primary school requirements?

Yes

11.1 Explanation

In every way and more.

12. Does the school, through its purpose and activities, prepare students to live in a society, like the Danish society, with freedom and democracy?

Yes

12.1 Explanation

This requirement is part of the school's DNA, and is lived each day inside and outside the classrooms.

13. Does the school develop and strengthen the students' education in democracy?

Yes

13.1 Explanation

Kindly read the 12.1 explanation.

14. Does the school develop and strengthen the students' relationship to, and respect for, foundational freedoms and human rights?

Yes

14.1 Explanation

This is central in the whole school's work.

15. Does the school segregate based on gender in lessons?

No

15.1 Explanation

16. Does the school continually focus on assuring gender equality at school?

Yes

16.1 Explanation

Daily life is a testament to these concerns. This applies to morning assemblies, student council work, classwork, life in the hallways and outdoor areas, relationships between students, and more. It is a part of the school's DNA.

17. Do students have a developed student council, or do the students represent their common interests regarding the school in another democratic way?

Yes

17.1 Explanation

There is discussion about young people who are happy about their school. They want something for their future, not just for them, but also for others.

19. Does the school have a practices which support strict employee 'duty to notify', for example, through written procedures?

Yes

19.1 Explanation

Courses are provided in the strict 'duty to notify', procedures are explained, and the school has a resource person who focuses on this topic.

20. Does the school assure that employees know that the strict 'duty to notify' policy is personal?

Yes

20.1 Explanation

21. Donations

In previous financial year, has the school received one or more donations, which together exceeds 20,000 DKK before tax from the same donor?

No

22. Inspector's Summary

The inspection took place at the school over two days, where I was exposed to both planned and unplanned activities.

In addition to attending lessons, I spoke with students, student council, teachers, pedagogues, resource personnel, and leadership through formal meetings and the many opportunities the school day presents.

Henriette Hørlücks Skole (& Odense International School) sets framework and processes so that students are challenged and thrive. Those responsible are leadership, teachers, and pedagogues, who all want to see children and young people develop.

- The school is unique in its structure, culture, and processes.
- Leadership, teachers, and students are focused.
- The students are self-driven when the teacher has set the framework.

- Classroom management is used where relevant, as students are on-task during lessons.
- The teachers are constantly brainstorming with students.
- There is particularly good relationships between students and teachers, regardless if the student is 5 years old or a teenager.
- The substitute teacher system functions nicely, and the substitutes know what they are supposed to do with the class.
- At morning assemblies, there is a clear sense of community regardless of department or age group.

Henriette Hørlücks Skole (& Odense International School) have undertaken the task of giving each student a solid, academic, education and a broad and versatile cultural education. This not only seen in the students' exam results in both departments, but in the schools general approach to running a school. This can be seen in the whole school's interior decorating. No two classroom are the same. The same goes for the hallways. All vertical surfaces not used for teaching are full of fine art—new, old, and of all genres. There are exhibits of, for example, antique toys, and the library has a really nice exhibit of typewriters, from the oldest to those last used just a few decades ago. A reminder of the school's technological development. Education, culture, and professionalism are evident at all levels.

The school does not only develop students in an academic capacity, but the brain, hands, and body also have ample opportunity to develop, both inside and outside usual lessons. An example:

As far as art classes, there is methodical work to strengthen students' tactile skills and a deeper understanding of materials. Work is done on many levels, and academically, it is the broad lines and deep details that catch and hold the students' interests.

On the music side, the school presents unique opportunities for the students to develop musically, as 90 students from the youngest classes receive lessons in an instrument from Odense Musikskole at the school, until they are old enough to receive lessons at the music school. Since this figure does not include secondary-age students, there is a high number of primary students taking lessons, which has an impact on the school's every day life.

On the film side, the school has work with a Danish production company. During Danish lessons, HHS students make their own short film, from the very first step to the finished film, including preparation, organising (delegating) jobs to produce the finished product. For most, a film is a consumable product, but students learn the craftsmanship that goes into the technical and artistic process.

In summary, inside and outside the classroom, the school supports the students ability to receive a particularly broad education and reach great heights within the arts and culture.

Henriette Hørlücks Skole (& Odense International School) is clearly on target with the education happening in the primary school and beyond.