

# Tilsynserklæring for skoleåret 2025/2026 for Esbjerg International School:

## 1. Skolens navn og skolekode

Skolekode: 280205	Skolens navn: Esbjerg International School
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### 1.1 Navn på den eller de tilsynsførende

Jimmy Burnett Nielsen

## 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
16-03-2026	MYP 2	Danish	Humanistiske fag	Jimmy Burnett Nielsen
16-03-2026	MYP 5	Science	Naturfag	Jimmy Burnett Nielsen
16-03-2026	MYP 4	Humanities	Humanistiske fag	Jimmy Burnett Nielsen
16-03-2026	PYP 2	Danish	Humanistiske fag	Jimmy Burnett Nielsen
16-03-2026	MYP 2	Music	Praktiske/musiske fag	Jimmy Burnett Nielsen
17-03-2026	PYP 6	Science	Naturfag	Jimmy Burnett Nielsen
17-03-2026	PYP 5	Art	Praktiske/musiske fag	Jimmy Burnett Nielsen
17-03-2026	PYP 3	Math	Naturfag	Jimmy Burnett Nielsen

### 2.1 Beskrivelse af tilsynsbesøg

The inspection was conducted over two days. With a student body of 300 representing more than 60 nationalities, International School of Esbjerg demonstrates a strong alignment between its core objectives as both an IB World School and an international school in Denmark. There is a consistent focus on student learning and well-being, which is evident in the classrooms, hallways, and outdoor areas alike. In addition to classroom observations, the inspection is based on consultations with management, teachers, and students, conducted both individually and in groups.

The school admits students year-round as families relocate to the region from abroad. In doing so, the school plays a vital role in supporting the local community's need to attract and integrate specialized international labor.

#### Learning Environment and Well-being

There is a productive, focused working atmosphere in the classrooms, and students are ready to learn as soon as the bell rings. Whether working independently, in pairs, or in groups, students are highly engaged both academically and socially. The teacher-student relationships are excellent; teachers maintain a clear overview of the class dynamic while remaining attentive to the needs of the individual student.

#### Instructional Quality

The teaching is characterized by clear direction and continuity. Each lesson is firmly anchored in the previous one, ensuring that students understand the purpose of the lesson, the specific sub-goals, and the path toward the final objective. Furthermore, the school's facilities and specialized subject rooms are well-equipped to support high-quality instruction.

#### Student Engagement

The students are open, attentive, and easy to engage in conversation. During the inspection, they were consistently ready to explain the content and context of their lessons, demonstrating a high level of reflection and hospitality.

#### Overall Assessment

Based on an overall assessment, the school's total educational offering meets the standards of the Danish primary and lower secondary school system (folkeskolen).

### 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

Esbjerg International School is an IB World School, authorized by the International Baccalaureate Organization

(IBO) to offer the Primary Years Programme (PYP) and the Middle Years Programme (MYP). As these programmes correspond to the Danish primary and lower secondary levels, they are the focus of this statement. The primary language of instruction is English, while Danish is taught as a language and culture subject on par with other language offerings. Danish instruction is also provided for students preparing for the Danish final exams (FP9 & FP10). In the Danish school system, these terms refer to the exit examinations taken at the end of the 9th and 10th grades, respectively.

#### **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**

With over 60 nationalities in the student body, the school has a natural cultural input that enriches the humanities field, and therefore contributes quite naturally and convincingly to both local and global understanding. The subject Humanities is an academic umbrella that ties everything together, while at the same time, all language subjects contribute with cultural input. The teaching is automatically enriched by the diversity of the classes. Thus, the 'ping-pong' that exists between the students' input and the school's management of the curriculum provides a particularly varied and academically satisfying outcome.

#### **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**

The subject Science is a large, broad subject that gathers the traditional science subjects under one roof. The students are focused, and the science labs are well-equipped.

#### **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

The creative and performing arts subject group engages most of the human senses in both understanding and shaping our world. It is evident that students enjoy these subjects.

The focused learning environment stems from students accepting the unique working methods of this subject group, combined with the teachers' ability to maintain an overview through strong pedagogy and delivery of the curriculum. One is left with a clear impression that students at Esbjerg International School benefit significantly from this subject group's contribution to their education.

In Music, all students were actively engaged in ensemble work, either through instruments or vocals. Subject-specific terminology is integrated into the teaching, and every student understands their role in the collective performance. In Art, students were deeply absorbed in practicing Cubist drawing techniques, leading to an insightful discussion on the distinction between digital and analog art.

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

Ja

### 7.1 Uddybning

As Esbjerg International School is a truly international school with many nationalities and linguistic backgrounds—rather than just a school with an English curriculum—there is naturally a wide range of proficiency levels in Danish. The school utilizes small class sizes, a two-teacher system where necessary, and other initiatives to effectively support these varying levels.

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

Ja

### 8.1 Uddybning

The teaching is organized in a way that engages the students. One example was a lesson where students were distributed across three 'Math Stations' to work with geometric shapes. At one station, they used textbooks and exercises; at the next, they worked with physical 3D shapes and accompanying worksheets; the third station was a digital platform where students worked either alone or in pairs. The two teachers circulated between the stations,

and the students switched every 15 minutes to engage with the material in three different ways. There was a high level of student engagement.

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

Ja

### 9.1 Uddybning

As an IB school in Denmark where English is the language of both communication and instruction, it is clear that the students' academic level in English more than meets the standard requirements of the Danish 'Folkeskole'. Their proficiency by graduation is so exceptional that it transcends the benchmarks of the Danish national curriculum.

## 10. Fører skolen til prøve i historie?

Nej

### 10.1 Årsag

Prøvefri skole jf. §8a, stk. 6

### 10.3 Uddybning

The Humanities subject in the Middle Years Programme is the subject where History, in a Danish context, is included as a particularly important component. The humanities have a completely central position in the IB concept. Both inside and outside of the classroom, students show great interest in gaining an understanding of the world around them.

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

Ja

### 11.1 Uddybning

Based on an overall assessment, the school's total educational offerings match what is normally required in the primary and lower secondary school (folkeskolen).

## 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

In accordance with its purpose and through all its activities, the school prepares students for life in a society like Denmark's, founded on freedom and democracy. This is a core tenet of the IBO's fundamental philosophy and, as such, governs the school's administration of both the Primary Years Programme and the Middle Years Programme.

### 13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

### 13.1 Uddybning

The school develops and strengthens the students' democratic education. It is a part of IBO's fundamental philosophy, and it therefore applies to the school's administration of the Primary Years Programme and Middle Years Programme.

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

Ja

### 14.1 Uddybning

The school develops and strengthens the students' knowledge of and respect for fundamental freedom and human rights. This is part of IBO's fundamental philosophy, and it therefore applies to the school's administration of the Primary Years Programme and Middle Years Programme.

### 15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

### 15.1 Uddybning

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

Ja

## 16.1 Uddybning

The school is committed to fostering gender equality, a core tenet of the IBO's fundamental philosophy. Consequently, this principle guides the administration of both the Primary Years Programme and the Middle Years Programme.

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

Ja

## 17.1 Uddybning

MYP's student council presented their positive views on their influence at the school. The students I spoke with each came from different nationalities, and they felt very much at ease. They were clear about their further schooling in upper secondary education, either STX or IB, and in both cases at schools in Denmark. The students were also challenged on the question of what they expected to be doing in 10-15 years, and they were well able to describe their dreams for education and future work.

PYP's student council represented four different linguistic and cultural backgrounds. The students were open and curious. It was easy to establish a dialogue about almost anything. They had a very clear understanding that they each came from different backgrounds, and they appreciated that.

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

Ja

## 19.1 Uddybning

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

Ja

## 20.1 Uddybning

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## 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

The inspection was conducted over two days. With a student body of 300 representing more than 60 nationalities, International School of Esbjerg demonstrates a strong alignment between its core objectives as both an IB World School and an international school in Denmark. There is a consistent focus on student learning and well-being, which is evident in the classrooms, hallways, and outdoor areas alike. In addition to classroom observations, the inspection is based on consultations with management, teachers, and students, conducted both individually and in groups.

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