

Tilsynserklæring for skoleåret 2025/2026 for Aarhus International School S/I:

1. Skolens navn og skolekode

Skolekode: 280397	Skolens navn: Aarhus International School S/I
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1.1 Navn på den eller de tilsynsførende

Sven Primdal

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
06-10-2025	PYP 8	Dansk C	Humanistiske fag	Sven Primdal
06-10-2025	PYP 6	Engelsk	Humanistiske fag	Sven Primdal
06-10-2025	PYP 4	Matematik	Naturfag	Sven Primdal
06-10-2025	PYP 7	Matematik	Naturfag	Sven Primdal
06-10-2025	MYP 5	Matematik	Naturfag	Sven Primdal
06-10-2025	MYP 3	Design	Humanistiske fag	Sven Primdal
06-10-2025	PYP 8	Arts	Praktiske/musiske fag	Sven Primdal
16-03-2026	PYP 8	Dansk C	Humanistiske fag	Sven Primdal
16-03-2026	PYP 5A	Engelsk	Humanistiske fag	Sven Primdal
16-03-2026	PYP 6B	Matematik	Naturfag	Sven Primdal
16-03-2026	PYP 7A	Engelsk	Humanistiske fag	Sven Primdal
16-03-2026	PYP 7 A/B	Dansk B	Humanistiske fag	Sven Primdal
16-03-2026	MYP 5A	Matematik	Naturfag	Sven Primdal

16-03-2026	MYP 4B	Engelsk	Humanistiske fag	Sven Primdal
16-03-2026	MYP 1 A/B	Dansk	Humanistiske fag	Sven Primdal
16-03-2026	MYP 4B	Science	Naturfag	Sven Primdal

2.1 Beskrivelse af tilsynsbesøg

This is my first year as inspector at Aarhus International School. I have tried to observe most grades and subjects to get a good understanding of how the academic structure works.

Depending on the situation, I have spent from 15 minutes up til 45 minutes observing classes. The school uses IB (International Baccalaureate) as the Curriculum of AIS.

I have visited the school twice during this academic year and have each time been met with openminded and accomodating students, academic staff and other staff as well. I have not been able to meet with parents. In advance of my visit I have suggested possible dates to the Head of School and have always felt very welcome.

My report is based on the conversations I had with staff and students, my observations of classes, the school's official website and facebook page, student grades, posters, lesson plans, unit plans, syllabuses as well as school information and policies. I therefore believe that I have a solid foundation upon which to base my report.

My inspection always starts with a short briefing by The Head of School. Before I finish my inspection I hold a debriefing session with School Management. On my last inspection I held a meeting with The Head as well as the Debuty Head of school.

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

English has been approved as the language in which lessons are taught.

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

Through a wide variation of different learning approaches the students learn the knowledge that is appropriate to their level and subject. I have heard and seen presentations of a high standard, and I have been presented by test results to confirm my opinion. The student-to-teacher ratio is low, and the materials are interesting and varied. My concluding evaluation of the student body's level of achievement within the humanities faculty is that it measures up to what is normally required in Danish state schools.

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

Through a wide variation of different learning approaches the students learn the knowledge that is appropriate to their level and subject. I have heard and seen presentations of a high standard and been presented by test results to confirm my opinion. The student-to-teacher ratio is low, and the materials are interesting and varied. My concluding evaluation of the student body's level of achievement within the humanities faculty is that it measures up to what is normally required in Danish state schools.

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

I observed a performing arts class where the students had to draw sketches. I asked 3 students to tell me about their sketches - their statements were of high standard.

My concluding evaluation of the student body's level of achievement in the practical and music faculty is that it meets the levels demanded in Danish state schools.

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

Ja

7.1 Uddybning

Danish students attend regular Danish classes taught by Danes as in the Danish state schools. The level is high, and students are being accepted into the Danish high schools and other school systems. Students with Danish as a second or third language attend Danish classes of a high standard as well.

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

Ja

8.1 Uddybning

There is a clear progression from PYP 4 to MYP 5, and I found all classes of a high level measuring up the standard of Danish state schools.

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

Ja

9.1 Uddybning

To me it seems as if the level of English is higher than in Danish state schools due to the lessons being taught in English. In English classes a wide variety of authors, literary periods, and genres are being taught – often through project work.

Also, I noticed a great emphasis on the diverse use of vocabulary and correct spelling. Every day the students have

new words to spell; partly taught through conventional methods but also using quizzes, games and plays.

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 is covered by the subject Individuals & Societies with a range of global topics and time periods.

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

Ja

11.1 Uddybning

I have witnessed competent teachers using a variety of materials. There is a recognisable structure in all classes. The topics are relevant in line with and corresponding to what is recommend in "Fælles Mål". My observation is, that there is an 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.
Based on my findings I conclude that the academic level of Aarhus 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

One of the major benefits to being at an IB International School, is the global mindset and international-mindedness that runs alongside the academic curriculum. At AIS, this is all about:

- Fostering Respect and Inclusivity
- Creating Caring and Environmentally-conscious citizens
- Empowering learners with the tools to face global challenges
- Building Knowledge to create Meaningful Engagement in the world

13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

13.1 Uddybning

Action is a core part of the PYP Program, which teaches student agency (highly valued in Danish education) and International-mindedness (highly valued in IB learning). It teaches students to be responsible, caring and respectful, and empowers learners to make good choices for the benefit of their communities. AIS students demonstrate action in their communities.

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

Ja

14.1 Uddybning

Through the comprehensive Global Education & Global Citizenship Education Program students are strengthening their knowledge of freedom and human rights. Aarhus International School is fully committed to a comprehensive approach to diversity, equity, inclusion, and justice for all.

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

15.1 Uddybning

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

Ja

16.1 Uddybning

The school is focusing on equality between the sexes.

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

Ja

17.1 Uddybning

The school has a well functioning Students Council.

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

Ja

19.1 Uddybning

It is described in the school's "Child Protection and Safeguarding Policy" (<https://ais-aarhus.com/our-community/policies/>).

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

Ja

20.1 Uddybning

See above

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
Arla Foods Ambank	8260 Viby J	600000,00

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

600000,00 kr.

22. Tilsynets sammenfatning

During my inspection of AIS, I have met a very committed staff and a competent management. I have experienced a well-functioning school environment, where the ongoing challenges are taken care of, and where no one can "go under the radar". All students are seen and heard by their teacher, who has a great knowledge of his/her students. The school meets the students with positive expectations and equips the students in the best way possible to cope with life – also outside of school. From the school's side, there is a focus on the formation of the whole person to become a citizen of the world.

Based on my observations, I can conclude:

- that the teaching of Danish, Mathematics and English is commensurate with what is generally required in primary and lower secondary schools
- that the school's overall educational offerings, based on an overall assessment, are commensurate with what is generally required in primary and lower secondary schools
- that the school prepares the pupils to live in a society with freedom and democracy, and develops and strengthens the pupils' knowledge of and respect for fundamental freedoms and human rights, including gender equality and democratic education.
- I confirm that Aarhus International School measures up to the standard of the Danish constitutional schools.