

Inspector Report for School Year 2025–2026 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
11-11-2025	2.B	Music	Practical/creative	Jimmy Burnette Nielsen
11-11-2025	5.B	Danish	Humanities	Jimmy Burnette Nielsen
11-11-2025	2.A	History of Ideas	Humanities	Jimmy Burnette Nielsen
11-11-2025	0.A	Number Recog.	Sciences	Jimmy Burnette Nielsen
11-11-2025	3.A	Maths	Sciences	Jimmy Burnette Nielsen
11-11-2025	4.A	Music	Sciences	Jimmy Burnette Nielsen
11-11-2025	P5	English	Humanities	Jimmy Burnette Nielsen
12-11-2025	S10	Art & Design	Practical/creative	Jimmy Burnette Nielsen
12-11-2025	9.A	French	Humanities	Jimmy Burnette Nielsen
12-11-2025	7.A	Maths	Sciences	Jimmy Burnette Nielsen
12-11-2025	S10	English	Humanities	Jimmy Burnette Nielsen

12-11-2025	S8	English	Humanities	Jimmy Burnette Nielsen
12-11-2025	6.B	Design & Tech.	Sciences	Jimmy Burnette Nielsen
12-11-2025	S10	Biology	Sciences	Jimmy Burnette Nielsen
12-11-2025	S8	History	Humanities	Jimmy Burnette Nielsen

2.1 Description of inspection

The inspection took place over two days, and beside the classroom visits, I also spoke with students, the student council, teachers, resource staff, and leadership, both in formal meetings and informal settings.

One can clearly see the school's ambitions for meeting, and exceeding, the standards of public schools. When the school writes on their website, "The day we look like other schools, we close," during a two-day, intensive stay at the school, one gets a clear sense that they mean it.

From the youngest to the oldest classes, both Danish and European cultural heritage plays a central roll in the school's method for scaffolding activities. In this way, the Danish and international departments influence each other. Not only during the natural and informal ways students meet, but also during the school's formal activities, for example, during morning assembly. There is a clear line, and the school knows what it wants.

Performance-wise, there is talk about higher standards than what could be expected. The school has a clear direction, one that incorporates teachers' personal styles fruitfully. This means that students, from the youngest to the oldest, meet a varied palette of adults which personal and subject-based growth can build on.

3. Does learning in all subjects take place exclusively in Danish, 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 been approved to teach in a language other than Danish by the ministry of education, according to laws for public and private schools Section 2, paragraph 3.

English

3.1 Explanation

The school has a Danish and an international department. Teaching in the international department is in English, and it is called Odense International School. The curriculum follows Cambridge International Examinations. During the development of the curriculum, there is a strong focus placed on being an international school in Denmark. Teaching in the subject of Danish has a high priority. The students' prior experience with Danish establishes which of the three levels they will take.

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

In the youngest Danish classes, the children get a solid foundation in our culture's religions, myths, and legends: biblical, Greek, Norwegian. For example, the youngest students will sit and draw and colour while learning about Perseus and Medusa. The students are totally focused and immersed in both their drawings and the stories—they have the capacity for both. They have a large repertoire, so they can switch seamlessly between Greek and Norwegian mythologies. There is a solid foundation being laid for development. The older classes' subjects of history, culture, and language, the students' active participation in the morning assembly, as well as the concerted effort to decorate the school, clearly demonstrates that learning about culture and humanities is not limited to lectures in the classroom. Finally, it is completely clear that the students are interested in their future. Good student/teacher relationships are easy to see, as students explore the implications of Roman roads in olden times and how that propelled our civilization in different directions.

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 students are focussed on their tasks, and they know what is expected of them. They work alone independently and switch to working in pairs or groups seamlessly. The classrooms for the youngest students are filled with visual stimuli to challenge their senses.

In the laboratories, students are like fish in water. They must follow specific procedures, to live up to a scientific experiment, which also includes strict time limits. A started experiment must be completed within the lesson and can not continue next time the class meets. This shows that the students understand the scientific method.

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 practical music classes are rich in permanent, musical instruments, which allows students to play music at their own level of knowledge.

Rehearsing a piece of music starts with the basic sound of a student's voice, then the instruments join the ensemble in steps. The mature confidence propels the piece of music forward. It is easy to sense the students' positivity when technique supports the students' performance. It was clearly a meaningful development of the lesson.

At the school's morning assemblies, the school's insistence on the practical music subjects can be seen and heard when hundreds of children sing the day's song together.

In the subject of art in the international department, students work at a very high level for a Danish schooling context. That applies to both the physical art making, as well as artistic reflection. In regards to reflections, students must produce a portfolio, which is heavy with historic and stylistic exploration. Students thrive while losing themselves in inspiring rabbit holes, which they use to set long-term goals to meet through persistence and completely independent choices. This gives each individual student big possibilities to develop themselves personally and produce beautiful academic results. When students get the opportunity to pursue that that they are good at, they, as research has called it, "get into a flow". This was evident in S10's art class.

The school's interior design is a general testimony to the efforts of the practical music area. Hardly is a school found which is more fantastically decorated. No two classrooms are the same, and to try to describe in prose this area of the school would take up too much space in this format.

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

Yes

7.1 Explanation

Danish language, culture, myths, literature, and history, in for example "world views class" for the youngest students and history and Danish class for the older students, clearly shows that the school sees teaching these as a main task. The school's morning assembly, with its diverse line-up also contributes to the students' viewpoint in Danish. This is where the school's artistic decoration, which is on a level of its own, supports the process of putting culture, in every capacity of the word, central to the student's understanding of the world. Precisely this is what sets the achievement bar high in Danish. Naturally, there is a difference between the Danish and international students in this regard, but engagement among both students and teachers in both departments gives good results.

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 mentioned above, the school has a Danish department and an English-speaking international department, which means there is an obvious difference between the departments' competencies in this area. The international department has near-native and fluent speakers of English, while the Danish department speak at a nice level. One can clearly sense that the two departments positively influence each other.

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

The school's ambition to meet primary school requirements and exceed them is clear.

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

In all ways. Student council meetings, conversations with individual students, and perhaps especially gathering for morning assembly all shows that the school is committed to this.

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

As above... The teaching, morning assemblies, and life in the hallways and outside prove this.

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

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

I participated in one of the student council's meetings. The students felt a real ownership for their different projects.

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

Yes

19.1 Explanation

The 'duty to notify' is described and procedures support the process.

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 over two days, and additional to the lessons I visited, I spoke to students, the student council, teachers, resource personnel, and leadership, in formal meetings and informal settings.

One can clearly see the school's ambition to uphold the standards of public schools, ...and more. On the school's home page, they write, "The day we begin to look like other schools is the day we close." During a two-day stay at the school, this sentiment is clear, and they mean it.

From the youngest to the oldest classes, Danish and European cultures play central roles in the school's activities. The Danish department and the International department "cross pollinate" each other. Not only through the natural and informal meetings between students, but also through the school's formal activities, for example, morning assemblies. There is a clear line, and the school knows where it is.

Professionally, there is talk of a level above what is expected. The school has a clear direction, and the individual style of the teacher plays an important role, so that all students meet a broad array of adults with whom they can personally and professionally advance.