

Supervisory statement for the school year 2025/2026 for Viking International School:**1. School name and school code**

School code: 281454	School name: Viking International School
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1.1 Name of the supervisor(s)

Finn Oland-Petersen

2. Indication of dates of supervisory visits and in which classes and subjects the supervisory staff has attended the teaching, on the individual dates.

According to Section 9 d of the Independent and Private Primary Schools Act, the supervisor must attend classes to an extent adjusted to the size of the school, corresponding to at least one full school day, attend classes within each of the subject areas into which the elementary 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 materials used.

Given	Class	Subject	Subject area	Supervisor
25-11-2025	IC 3	Literacy	Humanities	Finn Oland-Petersen
25-11-2025	IC 1	Mathematics	Science	Finn Oland-Petersen
25-11-2025	IC 5	Mathematics	Science	Finn Oland-Petersen
25-11-2025	IC 2	Danish	Humanities	Finn Oland-Petersen
25-11-2025	IC 6	Mathematics	Science	Finn Oland-Petersen
25-11-2025	IC 3	Class Meeting	Practical/musical subject	Finn Oland-Petersen
26-11-2025	IC 2	Art	Practical/musical subject	Finn Oland-Petersen
26-11-2025	IC 2	Art	Practical/musical subject	Finn Oland-Petersen
26-11-2025	IC 5	Literacy	Humanities	Finn Oland-Petersen
26-11-2025	IC 7-8	Mathematics	Science	Finn Oland-Petersen
26-11-2025	IC 7-8	HE HAS	Science	Finn Oland-Petersen
18-03-2026	IC 2	Art	Practical/musical subject	Finn Oland-Petersen
18-03-2026	IC 5	Literacy	Humanities	Finn Oland-Petersen

18-03-2026	IC 4	Literacy	Humanities	Finn Oland-Petersen
18-03-2026	IC 4	Mathematic	Science	Finn Oland-Petersen
18-03-2026	IC 5	Literacy	Humanities	Finn Oland-Petersen

2.1 Description of inspection visits

The school includes many nationalities on both the student and teacher sides, which means that VIS is a school with a diversity of cultures and religions and worldviews. This gives a very special dynamism and curiosity to each other. The inspection was carried out over 3 days, and it is always a pleasure to visit the school, which is always buzzing of activity and commitment. As a supervisor, you are well received by both staff and students - even the school dog is there to say hello. All visits have included a conversation with both teachers and management, where I am been updated on how they experience the school and received answers to any questions I might have. Conversations with the students have been taken during breaks, or when the opportunity arose. The common denominator among the teaching staff is commitment, a professional curiosity and insight into learning and of course the very special VIS student approach, which can, among other things, is characterized by patience, empathy, respect for individual students and the ability to deliver learning in a way that only can command respect.

3. Is teaching exclusively in Danish in all subjects, except language subjects?

The best

According to the Act on Independent Schools and Private Primary Schools, etc. Section 2, subsection 3, the language of instruction in an independent primary school is Danish, however The language of instruction in the German minority schools is German. § 6 a The school's teachers must be fluent in Danish in writing and speaking, However, this does not apply to teachers at German minority schools or at schools that have been approved by another language of instruction other than Danish.

3.1 If no: Has the school been approved for a language of instruction other than Danish by the Minister of Education, cf. Act on Independent Schools and Private Primary Schools, etc. Section 2, subsection 3

English

3.1 Elaboration

The language of instruction is English, but Danish is taught as a second language in all grades. Danish teaching is studied as a subject, but is also integrated into the school's other subject areas. The exemption can be seen on the school's website. website.

4. Does the teaching within the humanities field meet the standards of what is commonly required in elementary school?

And

According to Section 9 d of the Act on 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.

4.1 Elaboration

The school uses the 'International Primary Curriculum' (IPC), which is an English-based framework. IPC is a thematic curriculum that is delimited by the different age groups and contains both academic and personal goals.

5. Does the teaching within the science subject area meet the standards generally required in primary school?

And

According to Section 9 d of the Act on 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.

5.1 Elaboration

Within the science area, the school works with STEM (Science, Engineering and Mathematics), which is fully in line with the school's holistic view of learning. STEM is an interdisciplinary teaching approach that integrates science, technology and mathematics to promote critical thinking, problem solving and innovation.

6. Does the teaching within the practical-music subject area meet what is generally required in primary school?

And

According to Section 9 d of the Act on 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.

6.1 Elaboration

In music, physical education (PE) and visual arts (ART), "Common Goals" and IPC standards are combined in a hybridized teaching program.

7. Does the students' stance on Danish language achievement match what is generally required in primary school?

And

7.1 Elaboration

The language of instruction is English, which is also generally the language spoken during breaks and play. Danish at VIS is comparable to English in a Danish primary school. Practical musical activities are attempted to be incorporated into the teaching depending on the individual student's level. On this basis, it can be stated that the subject is on par with what is generally required in a Danish primary school.

8. Does the students' standing in mathematics measure up to what is generally required in elementary school?

And

8.1 Elaboration

Mathematics has its own position on the scale, but as previously described is also included in STEM in a more holistic context. Mathematics is continuously evaluated in relation to the goals set in the IPC and the Danish "Common Goals".

9. Does the students' English proficiency level match what is generally required in primary school?

And

9.1 Elaboration

As previously mentioned, English is the language of instruction and has the same weight as Danish in Danish primary schools. English is also the language spoken during breaks and play.

10. Does the school lead to a history exam?

The best

10.1 Reason

School without superstructure

10.3 Elaboration

11. Based on an overall assessment, does the school's overall educational offerings meet what is generally required in primary school?

And

11.1 Elaboration

Throughout its existence, Vis has worked extensively on the content and form of teaching, which it has done skillfully and professionally. Whereas the school previously based its teaching exclusively on the IPC and STEM alone, in recent years it has worked with a modified model that leans on the "Common Goals".

Teaching is delivered with a clear foundation in the school's values and in a way that can only command respect.

12. Does the school, in accordance with its purpose and in all its activities, prepare students to live in a society like the Danish one with freedom and democratic rule?

And

12.1 Elaboration

The school's students come from many different cultures. In relation to this, the school works hard in daily teaching to ensure that everyone has equal rights regardless of race, religion and nationality and has made this relationship a strength instead of a challenge. The school is very concerned with the requirement for freedom and democracy, which, among other things, results in the school having personal learning goals, one of which is the UN's universal rights of the child. Throughout the school year, efforts are made to ensure that the students know both these and the rights they have in Denmark.

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

And

13.1 Elaboration

The school's declared values play a central role in daily teaching, and one of them is precisely about democracy and the right to express oneself. The teaching of democracy is supported by weekly class meetings, where students have the opportunity to talk about good or bad experiences. If there are recurring problem areas, they are discussed at a general meeting, where all the school's students are present.

Much emphasis is placed on democratic education, and the subject is taught in all grades, including topics such as democracy, parliamentary elections and the right to vote.

It is clear that students are significantly involved in, among other things, project-oriented teaching.

14. Does the school develop and strengthen students' knowledge of and respect for fundamental freedoms and human rights?

And

14.1 Elaboration

As mentioned earlier, all grades are taught the concept of democracy, with topics such as voting rights, democratic governance, parliamentary elections and the Convention on the Rights of the Child being a few of the relevant topics taught.

15. Does the school use gender-segregated activities in teaching?

The best

15.1 Elaboration

16. Does the school continuously work to ensure gender equality at the school?

And

16.1 Elaboration

The school makes a point of communicating and demonstrating in practice that all genders at the school are equal. There is a lot of attention to this, as many of the students come from cultures that are characterized by more traditional gender roles.

17 Have the school's students formed a student council or do the students represent their common interests regarding the school in some other democratic way?

And

17.1 Elaboration

The school has a well-functioning student council that meets regularly.

19 Does the school have a practice that supports employees in complying with their stricter reporting obligation, e.g. by having described procedures?

And

19.1 Elaboration

The topic is regularly discussed at staff meetings and the school collaborates closely with the municipal authorities.
The school has a fixed procedure regarding notifications. The guidelines can be found on the school website.

20 Does the school ensure that employees know that the stricter notification obligation is personal?

And

20.1 Elaboration

As a new employee, you are informed about the stricter reporting obligation and that it is personal.

21. Donations

Has the school received one or more donations in the previous financial year that together exceed DKK 20,000 excluding VAT from the same donor?

The best

22. Supervisory summary

It is my clear opinion that VIS is a very well-functioning school on all levels. The teachers and management are committed and dedicated, and this is reflected in the surroundings. The teaching reflects a high degree of relationship competence, which contributes to a safe and good learning environment. The classrooms are characterized by what is being worked on right now and in many cases also what has been worked on previously.

It should also be mentioned that the school is a frequent user of the local environment.

The teaching materials are all relevant and up-to-date.

In summary, it can be said that the school is on par with what is provided in Danish primary schools in all parameters - and in many cases more than that.

It is and has always been a pleasure to visit the school.