

INTERNATIONELLA ENGELSKA SKOLAN

Quality Report



2021
2022



"We want to give every student the possibility to meet high academic expectations and to navigate through an international environment, whatever their background."



CONTENTS

*Quality report
2021/2022*

Introduction	3
We prepare students for the world	4
A good school environment is as important as skilled teachers	6
Structured processes to ensure and improve quality	9
An effective workplace with clear procedures	22
Great success for students on the IB programme	26
Establishment of new schools	28
IES has a history to be proud of	30



Robin Kirk Johansson
Head of Education, IES

QUALITY REPORT FOR INTERNATIONELLA ENGELSKA SKOLAN 2021–2022

Welcome to Internationella Engelska Skolan's quality report covering the 2021–2022 academic year.

IES operations are based on respect for our students and an aspiration that their school life will equip them with the best possible tools for adulthood – both in the form of knowledge and social skills. Regardless of their background, students must be given every chance to reach their full potential. Succeeding in this objective is our primary measure of quality.

We have worked systematically with our quality processes over many years so that we can measure how well we succeed and identify where there is room for improvement. These processes have been developed over decades of targeted engagement to improve our quality along with thorough follow-up and evaluation. Since the 2020/2021 academic year we have summarised our work in this annual quality report.

We have grown continuously ever since we were established 29 years ago and we are currently one of the largest independent schools in Sweden, with 46 schools, 32,000 students and 240,000 registrations in the queue for our schools. One of our critical success factors is that we always endeavour to see each individual, and to never give up on any student. Those who need support should be supported, and those who need to be challenged should be challenged.

Our organisation is founded on three strong principles that together form our ethos. One of these is the high academic expectations we have for every student. Another is to provide the students with an opportunity not only to learn English, but to gain such a good command of the language that they can continue to study and work in English – a key to the world. We also constantly strive to create a safe and calm environment that enables learning.

Just like in the previous academic year, our schools were again affected by the pandemic in 2021–2022. This led to greater sickness absenteeism amongst students and personnel and an increased sense of insecurity. Now that the pandemic is hopefully behind us, we are continuing our work to enhance quality further and become an even better school for our students. Schools fulfil one of the most important functions in society, and quality in schooling is essential to students' future prospects.



WE PREPARE STUDENTS FOR THE WORLD

Within the Swedish compulsory school system, IES is currently the largest operator of independent schools. As of autumn 2022, we have 32,000 students in 45 compulsory schools, from Trelleborg in the south to Skellefteå in the north, as well as one upper secondary school. We are a bilingual school that follows the Swedish national curriculum.

Three major convictions define life in our schools

WHAT WE STAND FOR

Command of English

English is a global language and learning to command both the Swedish and English languages at an early age becomes hugely advantageous later in life. We believe fluency is best achieved through language immersion. Up to half of the education at Internationella Engelska Skolan is delivered through the English language, by native English-speaking teachers.

High academic expectations and aspirations

We are convinced that every child can achieve success irrespective of their background. This means we challenge every student to reach their full potential. We are dedicated to supporting students of every background to become responsible citizens and acquire the self-confidence and ambition to do the most with their talents.

A safe and calm school environment

We have clear structures and expectations as this helps students feel secure. This in turn is essential to a good learning environment and signals respect for the value of education. By showing respect for each other and ourselves we lay the foundations for safe and stimulating schooling, while we care for our students in our efforts to prepare them for success as adults.

32,000
students

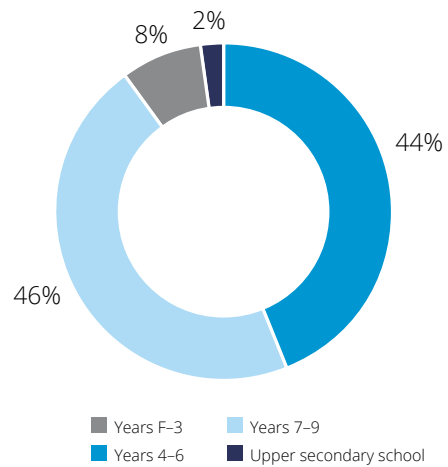
51%
girls

44%
have a foreign background

77%
of the students have at least one parent
with a post-secondary level education

FOCUS ON COMPULSORY SCHOOL

In Sweden, IES conducts school operations from the first year of school (grade F) to the final year of upper secondary school.

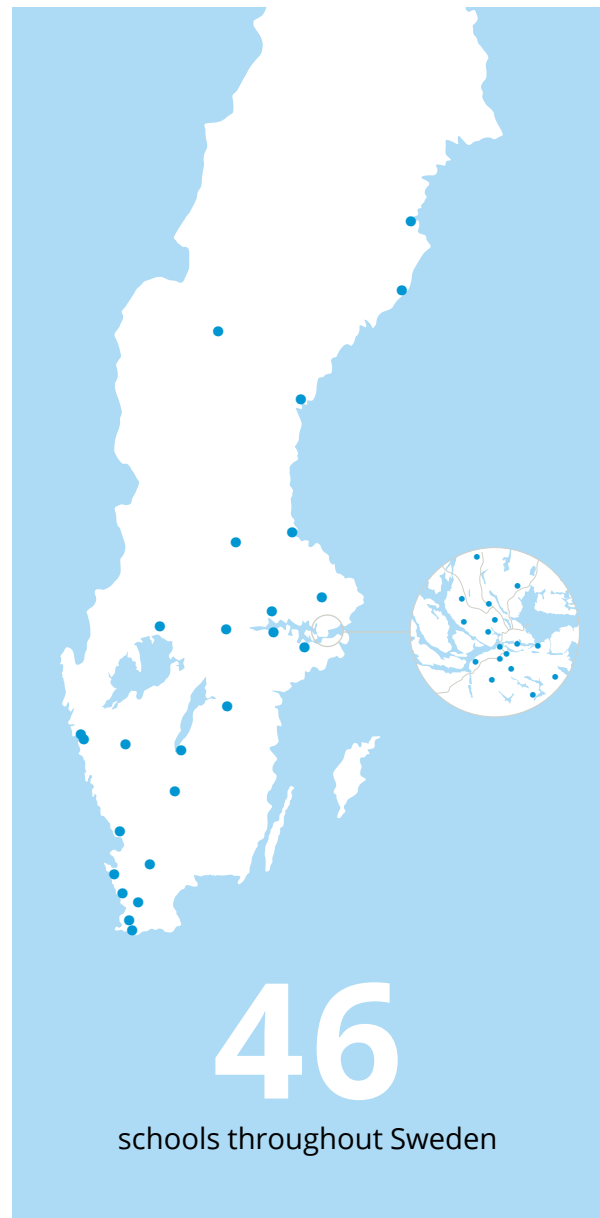


50%

Up to half of the teaching is conducted in English and around half of the teachers are native English speakers.

3,700

IES has approx. 3,700 employees,
of which 2,400 are teachers.



The IES model

A GOOD SCHOOL ENVIRONMENT IS AS IMPORTANT AS SKILLED TEACHERS

Talented teachers are essential for students to reach their full potential. A safe and pleasant school environment is just as important though. Internationella Engelska Skolan places equal focus on “pastoral” and “academics”. In this conversation, Annakarin Johansson Sandman, head of academics, and Jeremy Elder, head of pastoral, explain what these concepts mean. They also give us their opinion on what is needed to create the best conditions for all students to develop according to their unique capabilities.



HOW DO YOU DEFINE THE CONCEPT OF “QUALITY” IN TEACHING?

“It’s about providing knowledge in a way that creates a meaningful learning experience for the student. In other words, the student doesn’t simply assimilate the knowledge; they develop an interest and curiosity in a subject. All students should be given the chance to absorb the information that the teacher conveys, regardless of their individual abilities. In this way, the student isn’t just a passive recipient of information, instead they develop their own ability to question and to expand their knowledge. Additionally, the student has to learn ‘grit’, that is the importance of putting in the effort to achieve their goals,” says Annakarin Johansson Sandman.

“Skilled teachers are essential for us to succeed in this. It also requires an environment where students feel safe and seen – and where every student’s unique needs are met. Our goal is for 100 per cent of the students to qualify for upper secondary school when they graduate from our compulsory schools – and our duty is to ensure that they are given the best chance to do that,” she continues.

WHAT DOES “PASTORAL” MEAN AND WHY IS IT IMPORTANT?

“Pastoral means student care, student health and safety – in other words everything that takes place in the school that is not teaching. It’s about creating the best possible environment for students to learn and for teachers to teach,” says Jeremy Elder. “School is our children’s working environment, a place where they spend a large proportion of their waking hours and where they are expected to develop into responsible adults who make a positive contribution to society. So we put great effort into creating a calm environment to minimise distractions.”

“This in turn requires an organisation with clear structures and procedures. Nobody should feel unsure about how they are supposed to do things. Good communication is also essential in this, as well as trust and strong relationships between students, teachers and parents. An additional important factor is the constant presence of safe adults who act as good role models and can quickly deal with any problems as they arise,” he adds.

WHICH OF THESE ASPECTS IS MOST IMPORTANT?

“Both aspects are intricately linked. Each needs the other. That’s why Jeremy and I, as well as the people in charge of academics and pastoral in each school, work so closely together,” says Annakarin Johansson Sandman.

“We pay great attention to ensuring that students succeed both academically and socially. What we mean by this is that students are encouraged to interact with others respectfully and that they are open and curious about the world. To succeed in this we must provide a safe and secure environment where students flourish, where their emotional and social health are nurtured. In many ways it’s about the fundamentals of bringing up children,” says Jeremy Elder.

“It also involves being a good role model. Which is why our school principals learn every student’s name and wait outside the schools every morning to welcome students by name. It’s also why our employees are constantly present in the corridors, spend time with the students during breaks and eat lunch with them,” he continues.

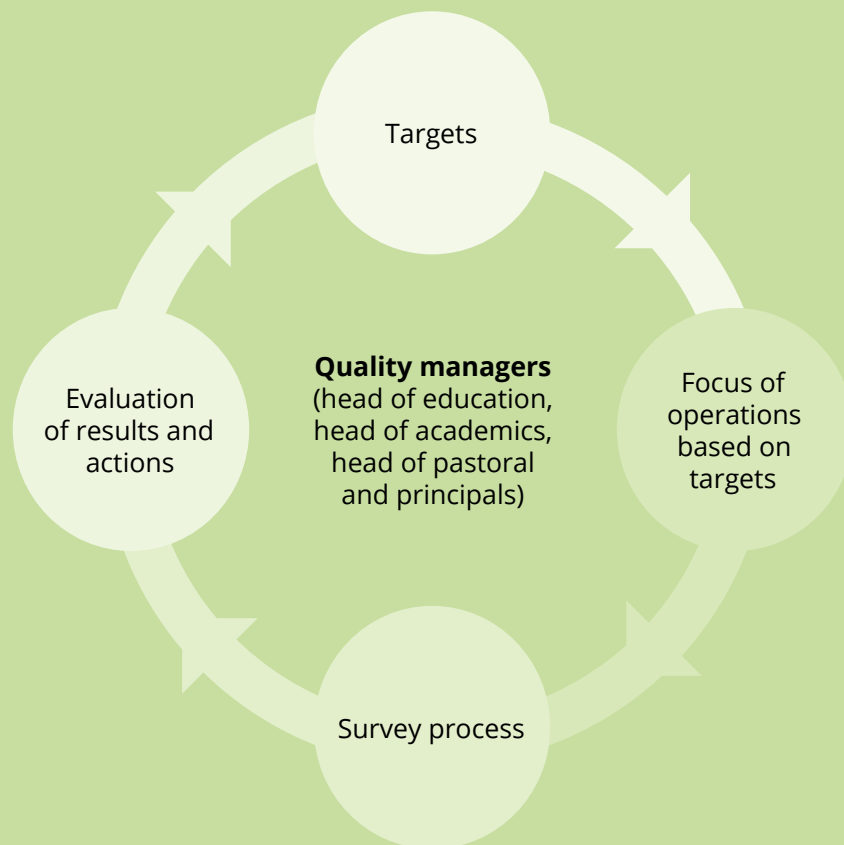
HOW DO YOU CREATE A CULTURE THAT’S CONDUCIVE TO LEARNING?

“Apart from what we’ve already mentioned, such as clear structures and a calm and safe environment, strong leadership is also necessary. IES operates under a set of core values that are based on a number of fundamental principles – and it’s up to the principal of each school to ensure that these are observed. The principal determines the culture. We have to recruit the right people, teachers as well as other support staff. Everybody has to have the same school vision – and they must be able to put that into practice,” says Annakarin Johansson Sandman.

“It’s also important for us to remain focused on the students – always. We want to sow the seeds that help grow our children into good adults. So they must be able to handle conflicts and learn that adversity isn’t dangerous – and never to give up. That’s ‘grit’ in our world, and it’s what we want the students to take with them when they leave us,” adds Jeremy Elder.







IES quality process

STRUCTURED PROCESSES TO ENSURE AND IMPROVE QUALITY

Internationella Engelska Skolan’s overall goal is to give every student the possibility to achieve high academic expectations and aspirations and to navigate through an international environment, whatever their background. The academic expectations are high for every student, in every school that IES runs. The journey there has to be tailored to the composition of students and local circumstances, though. To succeed in this, IES must maintain a consistently high level of quality across all our operations, based on the same underlying principles.

Internationella Engelska Skolan is a bilingual Swedish school with an international profile, where each student is given the opportunity to achieve high academic expectations and aspirations and where teaching takes place in a safe and calm environment. The organisation was founded in 1993 with one school in central Stockholm.

Our organisation has always believed in the same basic idea, that there must be a high level of quality in our education and that teachers must have high academic expectations

for their students, regardless of their starting point.

One important factor here is creating a supportive, safe and dynamic environment that helps to generate a positive view of the school and the learning experience. In other words, it’s about “hard” and “soft” quality. IES follows a systematic approach to ensure quality and identify potential areas for improvement, including regular evaluation, actions and follow-up. These are based on four indicators: a student survey, a parent survey, a teacher survey and national tests. ▶

IES QUALITY IMPROVEMENT WORK IS BASED ON FOUR INDICATORS:

Student survey

Parent survey

Teacher survey

National tests

STRUCTURED FOLLOW-UP

Throughout the entire organisation there is a strong desire to keep improving so as to fulfil our promise to parents and students. While it can be difficult to measure the quality of different schools, one measurement that can be used is the national test results as these tests are conducted by all schools. This is why IES has focused on following up the results of these tests for many years. When measured over time, the results of IES' students are approximately 15 per cent higher than the national average in the subjects of mathematics, Swedish and English. One of the primary goals for IES is for all students to qualify for further studies. In the 2021/2022 academic year, 95 per cent of IES students qualified for upper secondary school, compared with the national average of 85 per cent.

STRONG AND CLEAR LEADERSHIP

Strong local school leadership is an important parameter for a safe and orderly school environment. This is in turn essential to effective learning – in other words to achieving quality. IES is driven by its core values and recruits principals who live and lead according to these. The role of the principals is to ensure that IES' core values are converted into actions and behaviours, every day.

This work is based on the *Basic Defining Policy*, which describe IES' targets, expectations and ethical guidelines. The principal is responsible for ensuring that operations live up to these

policies. All students and parents sign off on the school rules, and all teachers are expected to act as role models for how these should be put into practice.

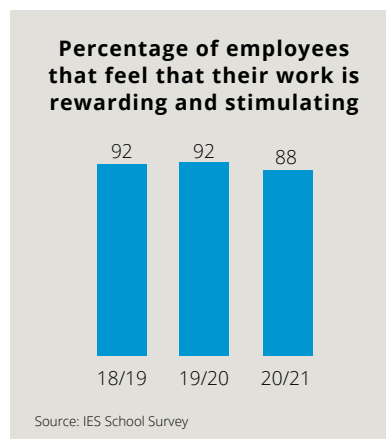
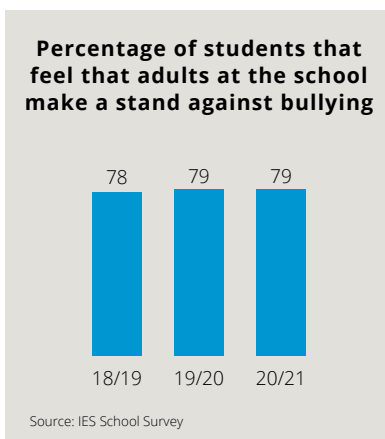
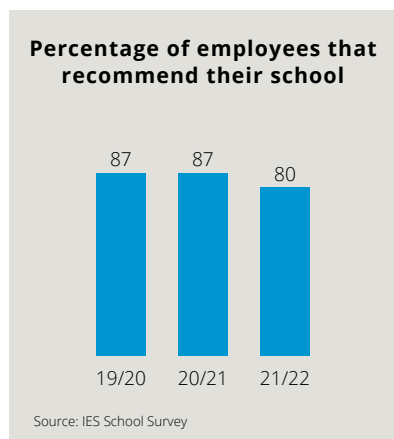
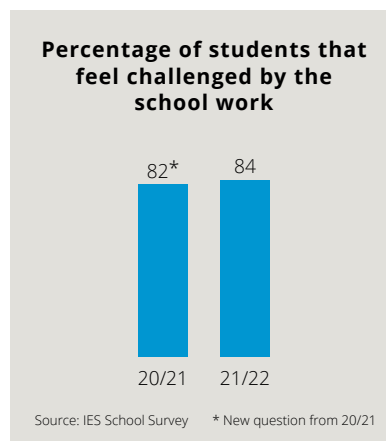
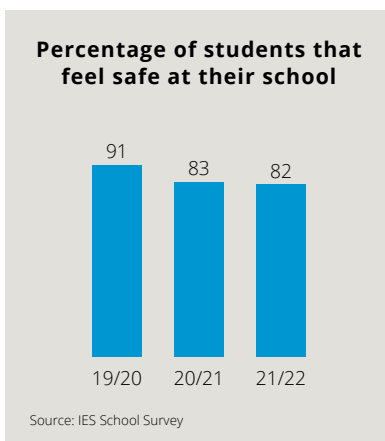
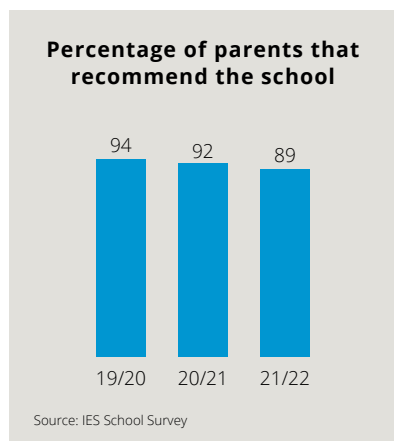
STRUCTURED AND CONTINUOUS QUALITY PROCESS

Quality improvement work follows a carefully structured annual process. Every school sets goals and plans its operations for the upcoming academic year. In other words, while goals are set locally, they are agreed against the overarching goals for IES as an organisation. These goals include results and environmental factors, i.e. the dimensions of quality defined by IES.

In April every year, students, parents and employees are surveyed to assess how well the organisation lives up to these goals. The questions are formulated per target group under the categories of academic environment, social environment (i.e. safety, support and a calm study environment) and the school environment. Parents and employees are also asked about how well the school's leadership works.

The answers are evaluated during the summer by the school's quality managers, i.e. IES' head of education, head of academics, head of pastoral and the principal of each school. Any deviations versus the goals are identified, and an action plan is developed jointly with the relevant school at the beginning of the academic year. ▶

STATISTICS FROM OUR ANNUAL ANONYMOUS SURVEY OF TEACHERS, STUDENTS AND PARENTS





IES' quality improvement system can monitor several different areas, including per student, school, academic year and subject, and it allows comparisons over time. Data is compiled in a report that every school works with during the entire academic year.

It is most likely that the pandemic has affected the results of the quality surveys for the past academic year as teacher and student absenteeism due to illness have been higher than usual, which has decreased the sense of safety. When measured over time though, our quality indicators generally remain at a high level. Our focus is now on implementing actions to improve the areas where a decline has been noted. Due to the pandemic, several schools were forced to depart from certain procedures, and these have been reinstated during the year, which is one area we are focused on to ensure safety and a calm study environment.

"The way IES works with integrity in grading continues to be successful"

GREAT INTEGRITY IN GRADING

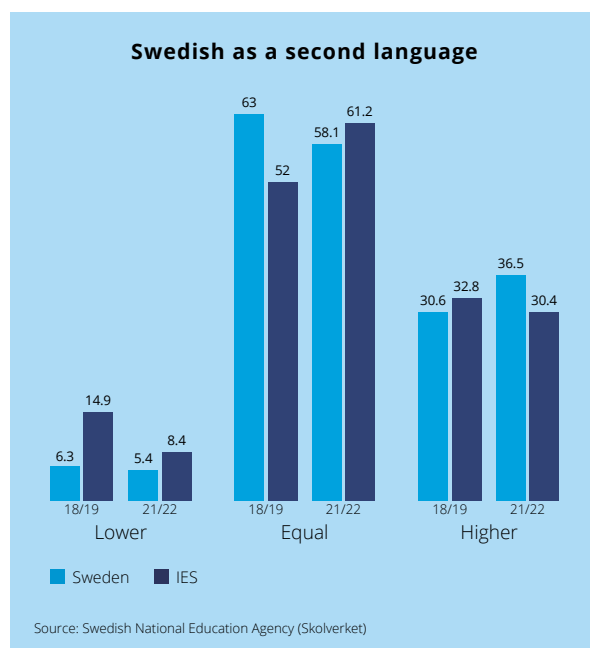
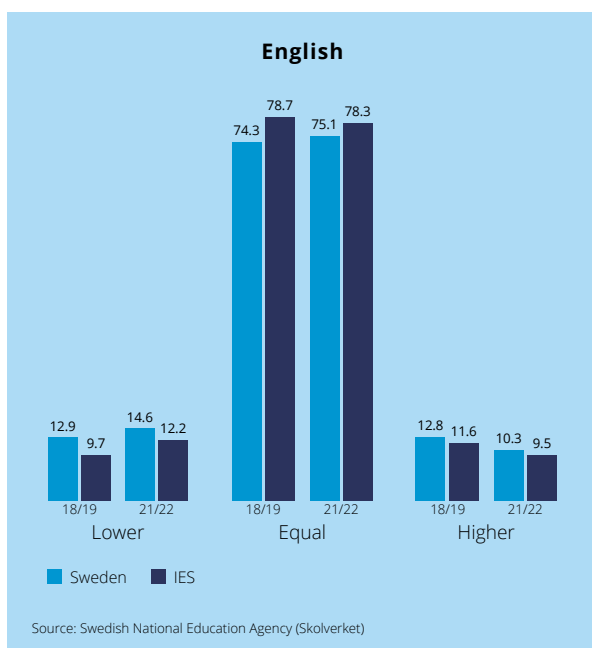
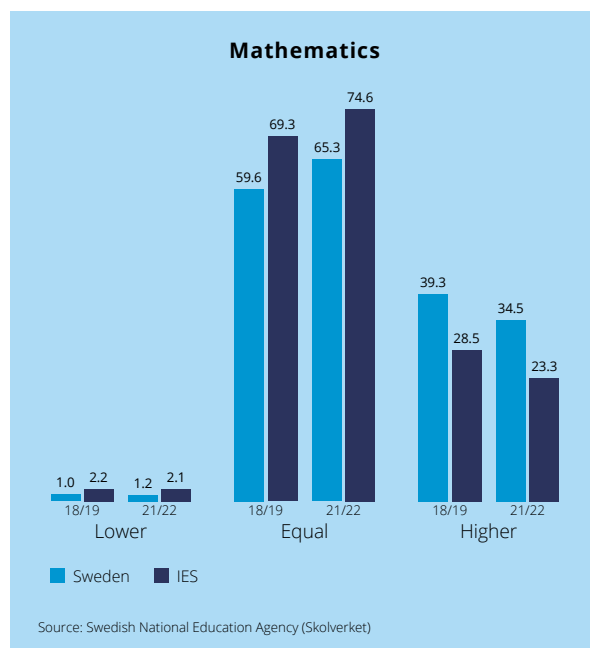
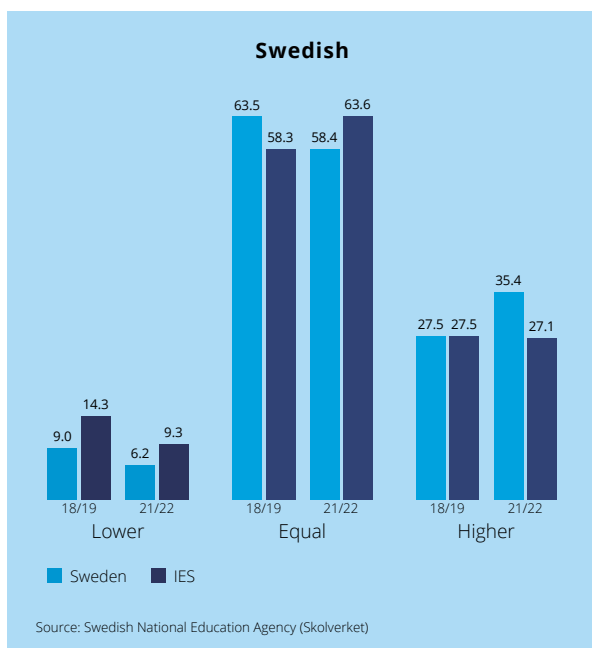
Integrity in grading is a major priority of IES' systematic quality work. In 2021, we introduced a new type of statistics database, which the individual IES schools and IES centrally use to evaluate, compare and analyse grading. Any deviations in grades compared to the results in the national tests, and any deviations compared to the IES average and municipal and national averages, are examined to ensure that the teachers grade correctly.

Every teacher has been granted the authority to set grades and IES supports them in this by providing the right conditions for

teachers to make fair assessments. To help teachers and ensure grades are set fairly, we have set up an internal moderation process between subject teachers from IES schools, in which the subject teachers compare student work before setting grades, so as to increase the chances of fair grading. In addition, specific subject managers are tasked with coordinating the quality of teaching and grading between the schools. Further training in this area is also held for the academic managers of the schools.



IES STUDENTS' FINAL GRADES ARE MORE CONSISTENT WITH THEIR RESULTS ON THE NATIONAL TESTS THAN IN THE COUNTRY AS A WHOLE



IES teachers that have a foreign teaching degree receive specific support for grading. The heads of departments and academic managers in each school are responsible for ensuring that new teachers from other countries quickly gain an understanding of the Swedish system of grading and the Swedish national curriculum.

In several places around the country, IES has also started to collaborate with municipal schools to compare grading and learn from each other. Results in the national tests also serve as a guideline for grading and are specifically taken into account when teachers give grades. The Swedish Schools Inspectorate (Skolinspektionen), which conducts regular audits of the grading work of school operators, has also

confirmed that IES' grading works well. IES was one of the school operators audited as part of the report *How school operators promote fair and equal grading in compulsory schools (Huvudmans arbete för att främja rättvisande och likvärdiga betyg i grundskolan)* published in December 2021. In that report, the Schools Inspectorate's assessor stated that IES as a school operator "implements measures of high quality to create the conditions for fair and equal grading".

The updated national curriculum, that was introduced in autumn 2022 – LGR22 – contains fewer value-related words in the grading criteria. It is believed that this should make grading easier in the future, and also allow teachers to focus more on student learning and on teaching situations. ▶



"Joudy and I like the same subjects: PE, chemistry, physics, maths, art and home economics. Ahead of tests we usually help each other to revise and ask each other questions. It's also good to have targets for the different subjects. I really like this school – I feel safe here and it's easier to learn than in my last school," says Annabel.

"It's also fun to get to play basketball and football during breaks, we both enjoy that. We usually do other things together, like baking. We love baking chocolate brownies (kladdkaka)! We've both talked about studying to become doctors in the future," says Joudy.

**BEST-FRIENDS JOUDY AND ANNABEL,
6B STUDENTS, IES HELSINGBORG**

NATIONAL TESTS

IES closely monitors each student's national test results. This is an important part of our quality improvement work, and ensures that students develop the knowledge and skills they need for the future.

In both the 2019/2020 and 2020/2021 academic years, the Swedish National Agency for Education decided to cancel the national tests due to the pandemic. National test data is therefore not available for the previous year. The National Agency for Education offered all schools in the country a voluntary replacement test for the national test. IES recommended that all of its schools carry out these tests, but no statistics are available as the tests were voluntary. IES increased its focus on moderation of work in all subjects to ensure integrity in grading in our schools. During regional meetings, workshops focused on grading were held for IES academic managers, and IES subject specialists also increased their level of support to teachers.

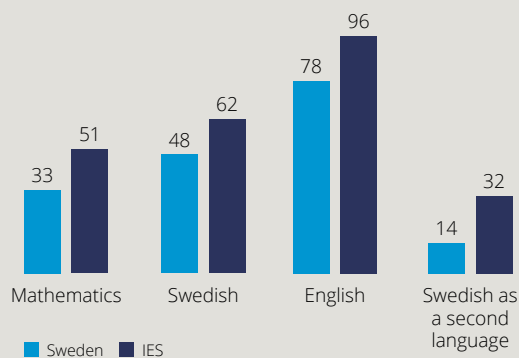
In the academic year 2021/2022, students in years three, six, and nine once again took the national tests. The National Agency for Education's statistics based on the year nine results in the tests demonstrate that IES works successfully to ensure accurate and fair grading. In Swedish, mathematics, Swedish as a second language and English, there was greater consistency between final grades and the results in the national tests for IES students than the national average (see graphs on page 13). The percentage of students who were graded higher than their result in the national test is also lower than the national average. The percentage of IES students whose test result is consistent with their final grade has also increased since the national test was taken in the 2018/2019 academic year. Furthermore, a greater percentage of IES students pass the national test compared to the rest of the country.

When it comes to the national tests, IES students have always performed better on average than the national averages. As an example, 62 per cent of IES students were awarded grades A-C in the year nine national tests in Swedish in 2022, compared with the national average of 48 per cent.

IES has advocated for a central system of grading for many years now, which we hope will soon be put in place. Until then we will continue to implement systematic cooperation between our IES schools on moderation of the national tests.

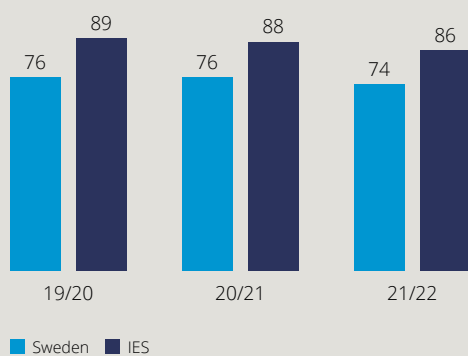
In subjects for which there are no national tests, such as technology, crafts, art, music and home economics, each school submits its preliminary grades one month prior to grading. The purpose of this is to see the distribution of the grades and identify any deviations. If deviations are noticed, the relevant school is asked to further analyse the situation. ▶

Percentage of students with top grades (C+) in the national tests



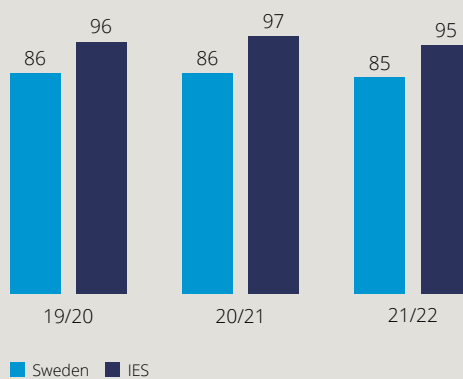
Source: Swedish National Education Agency (Skolverket)
Refers to the 2021 national tests.

Percentage of students that achieved knowledge targets in all subjects



Source: Swedish National Education Agency (Skolverket)

Percentage of students qualified for upper secondary school



Source: Swedish National Education Agency (Skolverket)

A safe place to learn

RACHEL KJELLMAN,
PRINCIPAL, IES HELSINGBORG

At the IES school on Söder in Helsingborg, Swedish is the second language of about 65 per cent of the 503 students. “We have students who can hardly read, speak or write in Swedish when they start with us in year four. To help them catch up with their classmates quickly, we give them targeted tuition using visual aids and other measures. But it’s the mentors that have the most important part to play,” says Rachel Kjellman, the school’s principal.

“Bring a new dimension to an area with social challenges.” This was one of the main ideas of Helsingborg municipality when it gave the thumbs up to IES to restore the old Gustaf Adolf school on Söder in Helsingborg to its original purpose. It would once again be a compulsory school for students in years 4–9. Helsingborg has been a segregated city for many years with workers, and later many immigrants, living in the southern area of the city (Söder) and well-off residents in the northern area.

The opening of the school in 2017 was part of the municipality’s initiative to make Söder a more attractive and safe area. It was also a way to address the shortage of schools in the municipality. Today, five years later, the school has proven that it can attract students from the neighbouring area and from the entire municipality. It has also demonstrated its ability to deliver quality in teaching to all students, regardless of their background.



“MENTORS PLAYS AN IMPORTANT ROLE”

“Our focus is on creating the right conditions for every student to qualify for upper secondary school. In the last academic year we reached 95 per cent but we’re not content with that, we aim for 100 per cent,” says Rachel Kjellman.

Rachel Kjellman believes that creating a safe and calm environment is essential to achieving that academic target, along with identifying each student’s unique needs.

“The mentors have an incredibly important part to play. Clarity and structure are also important – everybody should know exactly what is expected of them. That creates a sense of security. It also requires us to differentiate our teaching. For example, our teachers use pictures as support for students who have difficulties reading and writing when they come to us,” she continues.

WANT TO TEACH THE STUDENTS TO OVERCOME ADVERSITY

Work to identify each student’s needs commences even before the student starts through a test lesson that helps the school to compile suitable classes. Continuous measurement of each student’s progress is an important element of the process. It also allows the school to react quickly.

“We set goals for each student and measure progress compared to these goals. The goals are ambitious as we want to teach the students to put in the effort needed. If they find it really hard to achieve their goals, we analyse whether this is due to academic or social reasons, and try to support the student,” says Rachel Kjellman.

IES HELSINGBORG

503

students

8 of 10

students recommend
the school

65%

students with origins
outside Sweden

95%

students qualify for
upper secondary school

86%

students achieved the know-
ledge targets in all subjects

Numbers as per September 2022.



“I’ve been going to this school since year five. What I like best here is that you learn better, compared to my last school. It’s calmer and there are more rules here. It feels like the teachers are more engaged too.”

“My favourite subject is physical education and health. I think I get a lot of encouragement in those lessons, and other subjects.”

ARVID, YEAR 8A, IES SKELLEFTEÅ

"My mum, who is from Vietnam, wanted my sister and me to go to an international school and this one is also close to where we live. At home we speak Swedish and Vietnamese – and we're helping mum with her English now too. I think it's good that I get the chance to learn so many languages. I want to work in IT in the future, preferably developing games. One of my hobbies is to crochet different characters from games."

SAGA, STUDENT AT IES HELSINGBORG



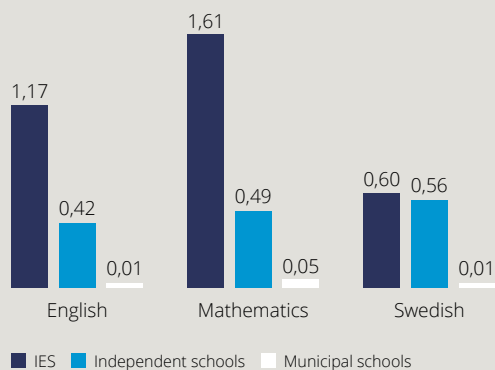
VALUE ADDED

One way to analyse the quality of schooling, and what a specific school actually contributes to the child's learning, is through a value-added metric. This measures how much better students at a school perform compared to predictions, given their earlier results and background characteristics. In this way the value-added score can be used as an indicator of quality that shows the value a school adds, compared to other schools. This analysis compares the national test results in year six, student by student, with their results in year nine. If the difference is positive and is larger than in other schools, it is indicative that the IES school has contributed positively to the student's progress during their schooling. In countries such as Norway, England and the US the value added is measured systematically as part of the school system*. In 2020, independent researchers carried out an analysis of the value added, based on the results of the 2019

national tests**. The report indicated higher value-added scores for IES than for the country's municipal schools in the subjects of English, Swedish and mathematics. Compared with other independent schools, IES had higher value-added scores in English and mathematics, while the difference in Swedish was less clear.

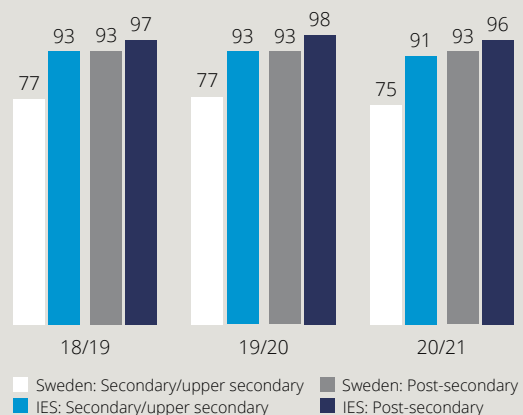
Value added is based on student-level data from Statistics Sweden (SCB) for all students registered to take the national tests in the 2018/2019 academic year. To ensure that the value-added score captures the quality of the school, the calculations also take different background variables into account, such as the students' and their parents' country of birth as well as the parents' level of income and education. The benefit is even greater for students whose parents have a lower level of education. The next report on IES' value-added performance will be published in 2023. ▶

Value added compared to other independent schools and municipal schools in municipalities where IES has a school



Source: Policy report from IFN "The Value Added of Internationella Engelska Skolan"

Percentage of students that qualify for upper secondary education by parents' level of education



Source: Swedish National Education Agency (Skolverket)

* Source: "Föräldringsvärdets värde – att mäta skolors och lärares effektivitet", Gabriel Heller-Sahlgren

** Source: Policy report from IFN – "The Value Added of Internationella Engelska Skolan"



"I get motivated by setting my goals with my teachers; for example I've got goals for algebra and English grammar that I get help to achieve. I want to study law in the future and be a lawyer like my parents. My two younger brothers and I travel 40 minutes together to get to the school. I really think it's worth the journey time as it's fantastic to have all the different cultures and languages here. I'm also proud that I won the 'Spirit Award' last year."

GABRIEL, YEAR 7C, IES HELSINGBORG

SCHOOL VISITS TO ENHANCE QUALITY

Internal school quality visits are carried out at schools where IES' quality indicators have signalled shortcomings (for example low results in annual quality surveys or other reports submitted). During these visits, which take place several times per year, the head of education together with the head of academics and the head of pastoral interview teachers, principals and academic managers. They also attend lessons, after which they share their observations and suggested areas for improvement with the principal, who is subsequently responsible for drawing up an action plan to improve the organisation. The plan is followed up continuously over the year with the principal.

Schools where no deviations have been noted are also visited regularly. School quality visits were carried out digitally during the pandemic, but returned to physical visits in January 2022.

COMPLAINTS

IES is keen to develop close and trustworthy collaboration with parents, for the good of the children and their education. If students or their guardians have a complaint, they are encouraged to contact the student's mentor who will document the complaint and start an investigation if needed. The mentor may also forward the complaint to the head of year, the head of department, academic manager or another member of staff. If the complaint concerns an employee, it is sent immediately to the principal or assistant principal.

If no acceptable solution can be reached within the school, the complaint can be forwarded to the organisation that

operates the school, in other words Internationella Engelska Skolan i Sverige AB.

FULFILLING STUDENTS' DIFFERENT NEEDS

IES helps all students reach their full potential, which is a crucial factor for them to achieve good results. In practice it means the school must help those in need of support, while also ensuring that high-performing students are sufficiently stimulated and challenged, and we never give up on any student. As a role model, the school has to show as much 'grit' – determination and a burning desire not to give up – as is expected of the students.

Students perform diagnostic tests in Swedish and mathematics in years four and six to identify those who need extra support or those who need more of a challenge. Since IES started in 1993 it has offered homework support in addition to regular lessons so that students can study a subject in more detail, receive more challenging work or get help. Those schools that have a large proportion of students with a weaker socio-economic background often stay open longer in the afternoons to offer students a calm place to do their homework. They also serve breakfast to ensure that the students get a good start to the day.

By motivating every single student to do their best and by having high expectations of all students, IES achieves better results for students from all types of backgrounds. As an example, 91 per cent of IES students whose parents have no post-secondary education qualified to study at upper secondary school (see graphs on page 17). This compares with the national average of 75 per cent (figures refer to the 2021/2022 academic year). ▶



"I'm passionate about my subject, I'm passionate about art in all its forms - which can perhaps be seen in all the student artworks in different materials that hang on the walls here in my classroom. It is extremely stimulating to have the opportunity to encourage students to develop their creativity."

SYBILLE CVASIN,
ART TEACHER, YEAR 6-9, IES HELSINGBORG

“We never regard a student’s background as an excuse for weak academic results”

FREDERIK GRANSTRÖM,
PRINCIPAL, IES SKELLEFTEÅ

“Our strategy is to identify each student’s needs and define a plan for achieving the individual goals.” So says Frederik Granström, principal of IES Skellefteå. “This is also one of the main reasons for the school’s excellent academic results,” he states.

IES is the first major independent school in Skellefteå, a municipality that has traditionally been governed by the Social Democratic party. It is also the first IES school with a completely international section that conducts teaching exclusively in English. One reason the municipality was interested in establishing an IES school in the town was because there has been great demand for a while for an independent school that provides the type of education that IES offers. The arrival of Northvolt was a major contributing factor to the school’s opening in 2019. When the company selected Skellefteå as the location for its massive battery factory, an international school with a high standard of quality was one main prerequisite as Northvolt depends on attracting international competence.

THE INTERNATIONAL SCHOOL IS GROWING

IES Skellefteå currently has about 451 students. Since 2021, the school has also included an international school which currently has some 30 students.

“One major difference is that all teaching is done in English at our international school, in accordance with Cambridge Assessment International Education, which is highly regarded by higher education institutions all over the world. All tests are graded on site in Cambridge,” explains Frederik Granström.

“We have weekly contact with Northvolt who want to know about places for new students in the international school when they recruit new people. So this part of the business is constantly growing,” he continues.

SHARED RESPONSIBILITY FOR EACH STUDENT

Just like most of the other schools that IES runs, the composition of the student groups in Skellefteå is diverse. Around 33 per cent of the students have a foreign back-



ground, for instance many of them come from North Africa or the Middle East. There are also children who commute every day from all corners of the vast municipality, and even from the neighbouring municipality of Piteå, as well as those who live within a stone’s throw of the school.

“With such a varied group of students it’s a challenge to make sure that each one of them has the opportunity to develop in the best way for them. Our assumption is that we will succeed, however. Many people in the school world are all too ready to blame poor academic results and performance on the student’s background and previous school experience. We don’t do that,” comments Frederik Granström.

Thorough planning for each student is essential to be able to optimise their learning. Any extra support needed is identified early on and can be provided during the ordinary teaching, in additional lessons and/or summer school. There is continuous follow-up to check that the student is progressing according to plan.

“We all work in the same way, which helps create a sense of safety and security for the students and employees. There’s also a team for every student so teachers don’t need to feel like they’re alone – we share the responsibility.”

“Our clear structures and expectations lay the grounds for the strong culture within the school. While the principal is an important cultural ambassador, it cannot only be down to one person. The entire management team along with the rest of the employees share the responsibility for embedding the culture throughout the organisation,” he continues.

PARENTS ARE THE BEST MARKETING

As the principal and leader of the school’s establishment he has worked hard to change the initially sceptical views some people locally had towards independent schools.

“You have to be open. That’s why we’ve been active in many venues across the municipality where we’ve informed residents about the freedom to choose a school and about IES. Slowly but surely more and more people have become more positive to our organisation. The major proof of our right to exist, however, is the quality of the education we deliver – and the best proof of that is when parents of students in the school recommend us to other parents,” says Frederik Granström.

IES SKELLEFTEÅ

451

students

8 of 10

students recommend
the school

33%

students with origins
outside Sweden

100%

students qualify for
upper secondary school

83%

students achieved the know-
ledge targets in all subjects

Numbers as per September 2022.



PRIORITISING SAFETY

Providing safety is also important to achieving good academic results. One way to ensure this is through the *Plan Against Abusive Treatment* that all IES schools have. This describes how the school actively and purposefully works to prevent all forms of abusive treatment. Physical safety around the school is another priority, including the traffic situation and any potential threats from external visitors. IES applies a “closed-campus” policy which means all students remain within the school during school hours and all visitors must register at a manned reception.

IES’ activities to improve student health, safety and the physical working environment are governed by the document *Checklist Health and Safety*, and the schools’ principals are responsible for implementing and following up this work. The results of the Swedish Schools Inspectorate’s evaluations also provide input to these efforts. The schools’ academic manager helps teachers to identify students who need extra

resources or otherwise need to be given more attention, while the student health coordinator ensures that other educational resources are made available.

Students have the right to be treated respectfully and have a calm study environment. To secure this right, all students and parents sign a summary of the school rules. IES’ ethical guidelines and code of conduct form part of the *Basic Defining Policy* which clearly expresses our zero tolerance for all types of offensive behaviour or bullying. IES adheres to chapter six of the Swedish Education Act and complies with the obligation which each school has to notify, investigate and act. In addition, the principals of each school develop a more detailed plan for preventing and dealing with bullying. These procedures are described in each school’s local plan against abusive treatment. The outcomes of these activities to improve safety are then followed up via the annual survey in which students are asked whether they feel safe in the school.

International tests to provide an extra challenge

IES students can choose to take extra exams, known as Cambridge IGCSEs (International General Certificate of Secondary Education) from Cambridge Assessment International Education. These tests are internationally recognised and based on teaching materials from Cambridge International with a significantly higher level than those set in the Swedish curriculum.



Cambridge Associate

Internationella Engelska Skolan is a registered member of Cambridge Assessment International Education.



Organisation

AN EFFECTIVE WORKPLACE WITH CLEAR PROCEDURES

The success of IES is built on our ability to create schools that are effective workplaces where teachers can teach and students learn. We ensure this through clear processes and procedures for identifying, recruiting and developing the best and most engaged leaders and teachers.

CLEAR LEADERSHIP – THE IMPORTANT ROLE OF THE PRINCIPAL

Internationella Engelska Skolan is strongly driven by its core values, which permeate the culture and guide the organisation. The most important duty of the organisation's leaders is to inspire people and ensure they uphold our core values in their work. That's why IES must recruit principals – the primary leaders of each school – who live and lead according to these values. The role of the principals is to ensure that IES' core values are converted into actions. Principals have full responsibility for their individual schools and staff.

It is their duty to recruit competent staff, motivate them to work unflinchingly to foster the students' academic and social development and ensure that they comply with IES' core values. They recruit teachers who are passionate about their subjects and who inspire their students. IES principals are present throughout the school day, from welcoming students in the morning to being around in the corridors

and the dining hall during the course of the day. In other words, the principals have a clear role with a great deal of responsibility.

85%

of IES teachers have a degree in teaching
(average for Sweden is 79%)

So that new school principals have the best possible start and a chance to live up to the high expectations placed on them, they take a number of introduction courses during their first few months. These are focused on important matters including student health, labour law, quality, the Education Act and safety. Since there are 46 schools there are also 46 leaders, and this gives the principals a unique opportunity to collaborate and share experiences. Along with the other leaders, and with the same focus and conviction, they work regularly and consistently to improve the schools.

They are also given support through an internal mentorship programme. For the last several years, IES has run a leadership programme for a number of years for future leaders within the organisation.

A STIMULATING ENVIRONMENT FOR TEACHERS

IES works actively to be an attractive employer, a place where competitive employment terms and a good working environment are a given. Providing a safe and stimulating working environment is of vital importance for attracting competent and engaged employees to the schools.

A good working environment for the teachers requires clarity in how things are done so that everybody works according to the same principles inside and outside the classroom. It also means ensuring that teachers never feel alone in their professional role, which can sometimes be a vulnerable position. The IES model entails having support staff in place, including a team focused on student health and guidance which works alongside teachers and supports them in matters that fall outside of their specialist areas. This allows the teachers to focus on teaching and makes work more enjoyable. The IES organisation also consists of heads of department and heads of years to ensure quality in teaching and in the school environment. This type of organisational structure is unique to IES compared with other schools, and it is also one of the keys to our strong academic results and high number of students who qualify for upper secondary school.

Recently recruited teachers commence their employment with an introductory course, which focuses on IES' core values and methodology. For international teachers, the programme also includes the Swedish school system and national curriculum. Every academic year begins with an

introductory week when we bring all employees together to ensure engagement in IES and the school's core values and focus on the areas of development for the year ahead.

IES recruits many talented teachers from other countries and helps them to settle in so that their introduction to Sweden goes as smoothly as possible. For instance, IES gives them information on how the Swedish system and society work and how to find somewhere to live. We also help with arranging visas and opening bank accounts. Many teachers choose to remain at IES and make Sweden their long-term home. Teachers from other countries are often attracted to Sweden by the beautiful nature and secure conditions the country offers, and to IES due to our profile and culture. Recruiting teachers from outside of Sweden is also a way to deal with the teacher shortage in Sweden.

Staff turnover within IES remains stable. Across all employees it was 20 per cent in 2021/2022 (19 per cent in the previous year) and for permanent employees it was 13 per cent (same as in the previous year).

IES works with a partner for preventive and rehabilitative health care and offers employees a support hotline that is available 24/7. To promote transparency and responsible behaviour, IES uses a whistleblower function provided by an independent third party. IES carries out an employee pay survey to ensure that there is no unjustified unequal pay between women and men.

“Knowing that everybody works in the same way creates a sense of security for the students as they never need to wonder what’s right or wrong – or how they’re meant to act. Not wanting to be different is only natural. New students quickly follow the example of the other children.

All students, parents and employees at IES schools sign a contract agreeing to uphold our shared core values and work together to ensure that our schools remain welcoming and free from bullying. This creates a strong cohesive foundation for our organisation.

I grew up in Skellefteå and studied to become a teacher in Luleå after previously working as a nurse. My first teaching job was at a municipal school. Then I happened to visit IES Skellefteå on one occasion. It was like stepping into a different world. The teachers were happier, it was calm and pleasant, and the principal was visible throughout the school, in the corridors and the dining room – not just in meetings. I was so happy when I was offered a job as a teacher here. It feels like I’ve landed in the right place.”

EMMELIE LUNDSTRÖM, SWEDISH AND SOCIAL SCIENCE TEACHER, YEAR 4–6, IES SKELLEFTEÅ





“Teaching is a team sport – just step into any classroom and you’ll see for yourself. It helps students and teachers gain a sense of security. The teaching profession can feel lonely and tremendously challenging if problems arise with a student or a class. At IES you don’t have to just grin and bear it and try to solve it yourself as there’s an entire team of teachers and specialists to discuss things with.

The conversations we have with parents every month help to give parents confidence too. They get insight into their child’s development, and they are continuously updated on what happens in the child’s daily life and at the school.

If support measures are needed, these can be discussed and agreed promptly.

I moved to Skellefteå from England with my wife Charlotte in 2018. We longed for a calmer life in the countryside, close to nature – that’s what attracted us. To begin with we thought we’d give it a year, but now we’ve got no intentions of moving back to England, we want our daughter to grow up in this environment. We absolutely love it; it’s so easy to live here.”

STUART GARBUTT,
MATHS AND SCIENCE TEACHER, YEAR 4–6, IES SKELLEFTEÅ

“Working at a school where such a large proportion of the children are from different backgrounds has its own set of challenges. For example, we have students in year seven who have never been in a classroom before and who also have a language hurdle to overcome. But we’re stronger as a team. We constantly check in with each other to see if we can do things even better and we make sure we adapt our teaching for every single student.”

JEAN VARGES,
HEAD OF MATHS DEPARTMENT, IES HELSINGBORG



3,500

IES employees as at September 2021, an increase of 11 per cent compared to September 2020.

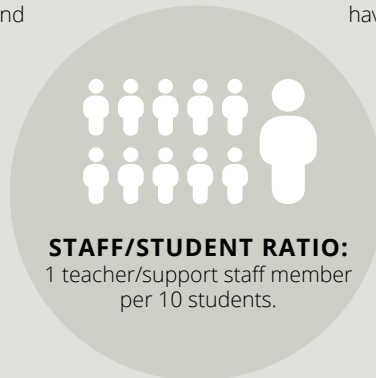
2,300

teachers employed as at September 2021, an increase of 15 per cent compared to September 2020.

1,070

international teachers employed at IES as at September 2021.

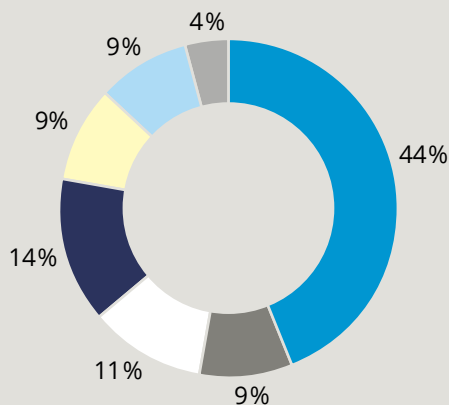
IES' employees mainly come from Sweden and English-speaking countries such as Canada, the US and the UK. Around 2,300 of IES' 3,500 employees are teachers. 85 per cent of the teachers have a teaching degree, of these 38 per cent were educated at a Swedish university and 47 per cent hold a degree in teaching from another country. Across Sweden's compulsory schools as a whole, an average of 79 per cent of the teachers



have a teaching degree. IES encourages teachers from other countries to apply for a Swedish teaching qualification.

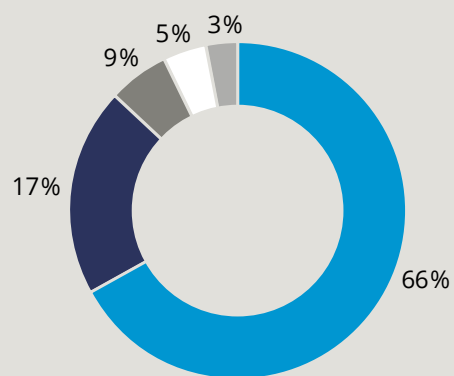
The IES model entails having support staff in place, including a team focused on student health and guidance which works alongside teachers and supports them in matters that fall outside of their specialist areas. This helps the teachers to focus on teaching.

Teachers' origins



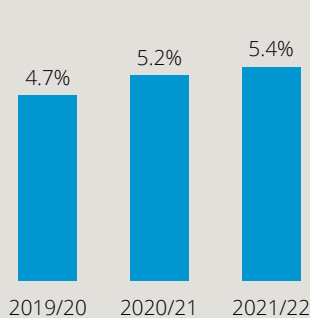
Sweden England and Ireland USA Canada Rest of Europe Rest of the world South Africa

Employees per role



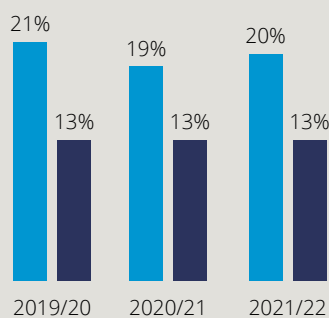
Teachers Student support Administration School leaders Other school staff

Absenteeism



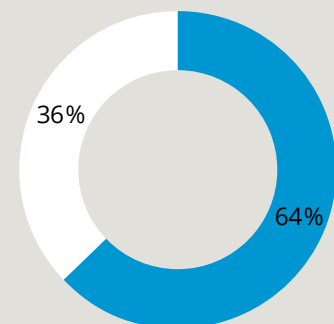
All staff

Staff turnover



All staff Permanent employees

Gender distribution employees



Men Women

Internationella Engelska Gymnasiet

GREAT SUCCESS FOR STUDENTS ON THE IB PROGRAMME

IES' upper secondary school, Internationella Engelska Gymnasiet Södermalm (IEGS), achieved great success in the International Baccalaureate programme in the 2021/2022 academic year when 91.5 per cent of the students passed the IB compared to 85.5 per cent globally. About a quarter of the students study the IB programme, which also qualifies them for higher education abroad or at institutions where all subjects are studied in English. As with the rest of the IES organisation, the upper secondary school focuses on constantly improving and enhancing quality within teaching.

Internationella Engelska Gymnasiet Södermalm offers four national upper secondary programmes in addition to the international IB programme. The school is located on Södermalm in Stockholm, has around 720 students and there is a strong academic and multicultural tradition throughout. IEGS is run by the same organisation as other IES schools and its activities are based on the same principles and ethos, in other words giving every student the possibility to achieve high academic expectations and aspirations and to navigate through an international environment, whatever their background.

Since teaching is conducted in English by teachers whose native language is English, students are prepared for international education and work.

MORE STUDENTS ATTRACTED TO THE IB PROGRAMME

In spring 2022, 60 students graduated from the school's IB programme, which is an internationally recognised academic programme offered in more than 3,000 schools in 47 countries all over the world. IEGS students excelled in their results, which were higher than the global average. The course content and exams are the same at all IB schools around the world. One of our students gained full marks, something fewer than one per cent of all IB students achieved globally.

IEGS has offered the IB programme since 2013, and the programme has attracted more and more students since then, many of whom hope to continue their studies abroad. One thing they all have in common is a strong interest in the English language. While the IB is a two-year education programme it encompasses three years of studies, just like all other upper secondary programmes. The first year is a

preparatory year followed by the two-year IB programme, including in-depth studies in six subjects. Students that pass the IB can apply to universities including Oxford, Cambridge, Princeton, Harvard, Heidelberg and the Sorbonne.

SURVEYS FORM THE FOUNDATION FOR QUALITY IMPROVEMENT

Surveys of students and teachers provide the primary input to IEGS's quality improvement work across all of its areas of activity. The questions cover both academic quality as well as softer values such as safety and wellbeing in the school environment. In addition to this, the school analyses the results of other surveys, such as the Swedish National Agency for Education's annual survey of all year two upper secondary students. If answers suggest there is a short-coming in any area, such as safety, priority is given to measures that address the issue.

One indicator of quality is how well each student develops. The student's level of knowledge is therefore analysed in the first week of the first term of year one, followed by regular checks and assessments of the student's progress over time. If progress does not go in the right direction, the student is offered different kinds of support.

LESSON QUALITY IS EVALUATED

Goals are set at the beginning of the academic year and activities are targeted towards achieving these. To evaluate how successful the teaching is, the subject managers attend lessons during the year. Support is then offered to any teachers who are deemed to need it.

At the end of the spring term the school principal also sits in on classes to observe how well the teaching lives up to the goals.



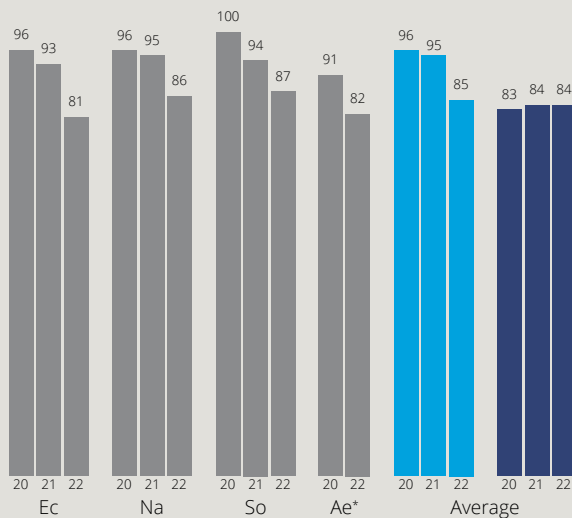
"Apart from good teachers, I also really like the international atmosphere at the school. Many of my classmates are now studying abroad and I'm planning to study a Master's in mathematics in another country so I can hopefully go on to do research in mathematics and natural sciences."



"We got on well with each other in the class – and since we were assessed by international standards, we didn't compete with each other. Instead we supported and helped each other to make sure the whole class performed well. I thought that was good and I made a lot of friends that way."

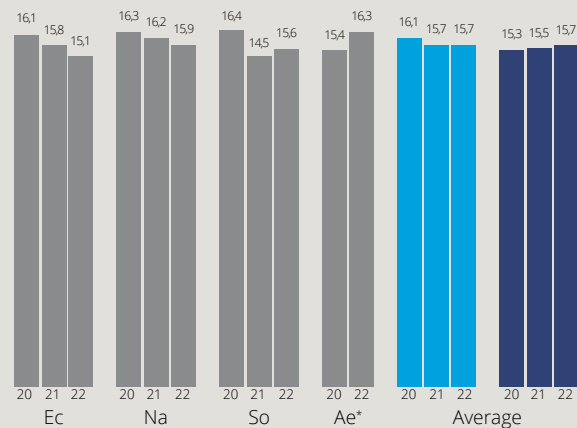
LOVISA, FORMER STUDENT AT INTERNATIONELLA ENGELSKA GYMNASIET

Students qualified for university (%)



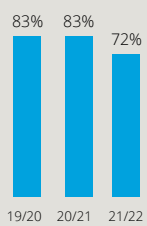
■ IEGS per programme ■ IEGS ■ All schools in Stockholm municipality
 * No graduating class of 2020/2021.
 Source: Swedish National Education Agency (Skolverket) and data reported to Statistics Sweden

Average merit points



■ IEGS per programme ■ IEGS ■ All schools in Stockholm municipality
 * No graduating class of 2020/2021.
 Source: Swedish National Education Agency (Skolverket) and data reported to Statistics Sweden

Percentage of students who recommend their school



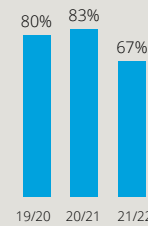
Source: IES

Percentage of students who feel safe



Source: IES

Percentage of students who feel supported by their mentor



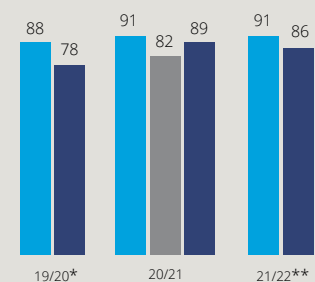
Source: IES

Percentage of employees who recommend the school



Source: IES

Baccalaureate Diploma pass rate (%)



■ IESG ■ Sweden ■ Global
 * No exams in Sweden due to Covid.
 ** No official figures for Sweden 21/22.

Establishment of new schools

DEMAND FROM MUNICIPALITIES DETERMINES WHETHER WE ESTABLISH NEW SCHOOLS

There has to be a clear need and desire in a municipality for Internationella Engelska Skolan to consider opening a new school. “The municipality notifies us of its interest, and tells us where the school will be located, when it should open, which years it needs to cover and how big it has to be,” said Jörgen Stenquist, the deputy CEO at IES, who is responsible for the establishment of new schools. “It may be because a new area of the city is being built, or the municipality is competing for a new international company to locate there, or it wants to improve a socially vulnerable area,” he continues.

Internationella Engelska Skolan will soon have existed for 30 years and currently runs 45 compulsory schools in Sweden, from Trelleborg in the south to Skellefteå in the north, as well as one upper secondary school on Södermalm in Stockholm. We consequently have tried-and-tested processes for setting up new schools.

“We never make the decision about where we will open a new school on our own accord. It is usually the municipality that sees a need that we could fill, and then they contact us. In some cases contact is made via a construction company which may have been assigned by the municipality to build a new area of the city which includes a school,” says Jörgen Stenquist.

REDUCED INVESTMENT REQUIRED BY THE MUNICIPALITY

IES can reduce the investment that municipalities need to put into a new school due to its long-term, close cooperation with big property companies, which is one reason why municipalities are interested.

“To build a new school costs somewhere between SEK 250–800 million, a cost that the municipalities often pass on to a construction company. So they want a solid, long-term tenant – such as IES – to make this an interesting proposition. Our contract usually has a term of 20 years and through our long tenancy, it’s really IES that covers the investment,” says Jörgen Stenquist.

“Furnishing of the school is also required, which is another substantial investment that IES takes on. We invest SEK

25–30 million in furniture and equipment in every new school and continually replace materials that get worn or damaged. IES is often a major and important employer in those municipalities where we open new schools. The municipality also benefits in other ways, for example as we buy services from the local business community”, he continues.

IES does not have any influence over where the school is located, how big it needs to be, which years it has to accommodate or when it has to open – this is all decided by the municipality.

A COMPLEMENT TO THE EXISTING CHOICE OF SCHOOLS

IES’ international profile is a further reason that so many municipalities welcome the school. Its international profile is a complement to the existing choice of schools.

“We are not interested in driving out other efficient school organisations – we aim to be a complement to them,” comments Jörgen Stenquist.

“Municipalities want us there for different reasons, and that’s why there is also space for IES. Our experience is that local politicians, regardless of political party, are often pragmatic and focus more on the needs of the municipality/s residents than on politics. We have several examples where the desire for the new school stems from the municipality wanting to offer a school with a high standard of quality to improve a socially vulnerable area. There are other examples where the municipality wanted to attract





ILLUSTRATIVE TIMETABLE FOR OPENING A NEW SCHOOL

- 2016** Initial dialogue with the municipality and property owner. Internal feasibility assessment of the project (need for schools in the municipality, potential student numbers, etc).
- 2019** Letter of intent signed, along with a contingent contract with the property owner.
- 2020** Before the end of January an application is sent to the Swedish Schools Inspectorate. Construction of the school commences during spring.
- 2021** Principal is recruited and information meeting is held for interested parents. Work intensifies with the municipality regarding the detailed development plan of the school.
- 2022** Recruitment of school personnel commences in February. The Swedish Schools Inspectorate performs its 'new establishment control' (etableringskontroll). Students are enrolled in the new school and an information meeting is held with students and parents. August: School opens!

international companies via a school with teaching in English, or perhaps build a new area of the city where we would help attract new residents," he says.

INTERNATIONAL SCHOOL GAVE SKELLEFTEÅ NORTHVOLT

Northvolt's massive battery factory is an example when different municipalities competed against each other to attract a whole new industry with the potential to increase tax revenues and the number of jobs. Northvolt is investing in one of the biggest industrial projects in Sweden for decades with a factory that is estimated to employ around 4,000 people once it is in full operation in 2023. One of the major criteria in the company's location decision was access to an international school. The traditionally Social-Democrat-governed municipality wanted be more attractive to Northvolt and enable the company to attract important, international skills. So it approached IES, and we opened our school in the city in 2019.

"This is exactly how it should happen," comments Jörgen Stenquist.

COLLABORATION BETWEEN THE MUNICIPALITY AND THE INDEPENDENT SCHOOL

Eskilstuna is a good example of how an independent school and a municipality can work together to break a negative trend in an area. When a municipal school in Fröslunda, an area with socio-economic challenges, was moved, the

municipality was left with empty premises and high costs. The closure of the school was the start of a downward spiral in the area, and it was followed by the police moving to new premises, the shutting down of the municipality's social services and the shops leaving the centre. Fröslunda became one of Eskilstuna's most segregated areas and was put on the police's list of socially vulnerable areas. When the Social-Democrat-led municipality decided to combine forces to drastically improve the area of Fröslunda a few years ago, IES was a natural partner. We took over the

"As long as there is demand from students and parents, then we're interested in opening new IES schools."

school and a number of other premises that had previously stood empty and made the centre feel unsafe. IES is also part of a new initiative between the municipality and other local stakeholders. The idea is that school staff, social services,

the police and after-school staff will collaborate better to detect youngsters who are in the risk zone for criminality.

The Liberal-led Landskrona worked intensively over many years to bring IES to the municipality. It considered that the school, along with attractive new homes, would be important to reversing the negative trend in the municipality and appeal to more businesses and people. The school, which was built for IES, is part of a new area on the outskirts of Landskrona and it opened in 2017.

"As long as there is demand from students and parents, then we're interested in opening new IES schools. But where and when has to be determined by the municipality's needs analysis and the student base," says Jörgen Stenquist.



History

IES HAS A HISTORY TO BE PROUD OF

IES was founded in 1993 by Barbara Bergström, a science teacher from the USA. Within the Swedish compulsory school system, IES is currently the largest operator of independent schools.

Internationella Engelska Skolan has a long experience as a high-quality school organisation. Barbara Bergström, the founder, who was a teacher herself, saw the need for an alternative to existing schools at the time. She believed in the need of discipline, to create a safe and orderly environment, in which teachers can teach and students learn. It was important to raise high expectations for every student and she believed that the young needed to fully command both the Swedish language and English, which had become the key to the world. The best way to achieve this is via “language immersion”, with many teachers recruited from English-speaking countries.

After spending a few years working in municipal schools in Sweden, she decided to start her own school. The first Engelska Skolan was opened in central Stockholm, together with a teaching colleague. IES has grown successively since, both in number of schools and geographically in Sweden. Within the Swedish compulsory school system, IES is currently the largest operator of independent schools. We teach more than 32,000 students in 45 compulsory schools, from Trelleborg in the south to Skellefteå in the north, as well as one upper secondary school. We are a bilingual school that follows the Swedish national curriculum and believe that learning starts with a safe and calm environment.

KEY FIGURES

Key figures for the extended financial year, 1 January 2021 – 30 June 2022, will be available in 2023.

FIVE-YEAR SUMMARY	2020/21**	2019/20	2018/19	2017/18	2016/17
Operating income, MSEK	1,545.7	3,082.00	2,781.10	2,347.90	2,043.30
Adjusted operating profit, EBIT, MSEK*	97.9	245.6	215	155.1	204.2
Profit for the year, MSEK*	66.4	265.8	154.6	116.5	152.1
Number of employees in Sweden	3,054	2,887	2,669	2,456	2,129
Number of schools in Sweden	39	37	36	34	30
Investments, MSEK	97	67	77	89	55
Number of registrations in the queue, at year-end	226,900	204,900	191,799	190,000	144,000

* Excl IFRS ** Refers to 1 July 2020 – 31 December 2020 only due to a change in the financial year.



