

INTERNATIONELLA ENGELSKA SKOLAN

QUALITY REPORT 2020–2021





Our overarching objective is to give children and young people the opportunity to reach their full potential, whatever their background.



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2020-2021*

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Robin Kirk Johansson
Head of Education, IES

QUALITY REPORT FOR INTERNATIONELLA ENGELSKA SKOLAN 2020-2021

Welcome to Internationella Engelska Skolan's first ever external quality report covering the 2020-2021 academic year. The purpose of the report, which will be published annually, is to demonstrate how IES works systematically to fulfil our promise to parents and students, in other words to give children and young people the opportunity to reach their full potential, whatever their background.

For more than 28 years, our organisation has been guided by three strong principles that form the foundation of IES, we refer to this as our ethos. The ethos involves offering a safe and orderly school environment where teachers can teach and students learn. Students should also gain a good command of the English language – the key to the world – and have high academic expectations and aspirations.

We create the right conditions to achieve this with the support of the strong leadership within each local school. Our success stems from our goal to see each individual and never give up when it comes to our students. Students who need support should be supported, and those who need to be challenged should be challenged.

At its heart this work is driven by the systematic quality processes that are set out in this report. These processes have been developed over decades of targeted engagement to improve our quality, along with continuous follow-up and evaluation.

Just like the rest of society, during the past academic year we have had to deal with the particular challenges brought about by the pandemic. This period has also shown that schools fulfil an even more important function for children and young people in times of crisis. IES constantly strives to enhance quality further and to become an even better school for our students.

WE CREATE HIGH AMBITIONS FOR FUTURE GENERATIONS

Within the Swedish compulsory school system, IES is currently the largest operator of independent schools. As at autumn 2021, we have 31,000 students in 42 compulsory schools, from Lund 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.

IES SCHOOLS ARE RUN ACCORDING TO THREE GUIDING PRINCIPLES

1

A safe and orderly school environment where teachers can teach, and students learn:

Order, structure and safety are fundamental prerequisites for learning, and they also indicate respect for the value of education. We expect good behaviour of students, and we are strict about norms while we also genuinely care about students as we prepare them for success in adulthood. This is what we call "Tough Love".

2

Command of the English language:

English is the "key to the world" and our children should develop a good command of both Swedish and English from an early age. We believe that the best way to learn a language fluently is to be completely immersed in it. This is why as much as half of the education at our schools is conducted in English by teachers whose native language is English.

3

High academic expectations and aspirations:

IES is convinced that all children can succeed, regardless of their background. This belief drives us to support every student to reach their full potential. We work with the goal of helping all students to become responsible citizens with the self-confidence and ambition to use their own talents.

THE HISTORY OF IES

Internationella Engelska Skolan (IES) was founded in 1993 by Barbara Bergström, a science teacher from the US. After spending a few years working in municipal schools in Sweden, she decided to start her own school and run it according to her own convictions about what makes a school good.

1993 In August Barbara Bergström and a teaching colleague open the first Engelska Skolan in central Stockholm.

1998 The organisation moves to Enskede with years 6–9 and IES also opens an upper secondary school.

2002 IES establishes its second school, IES Järfälla.

2003 - 2011 IES starts 14 new schools between 2003 and 2011.

2012 TA Associates, backed by a leading American university, acquires 75% of IES.

2012 - 2020 22 new IES schools are opened.

2016 IES is listed on NASDAQ Stockholm.

2020 Peutinger AB acquires IES.

2021 New schools are opened in Solna, Kungsbacka, Sigtuna and Värmdö. As of August 2021, IES had 43 schools.

31,000
students

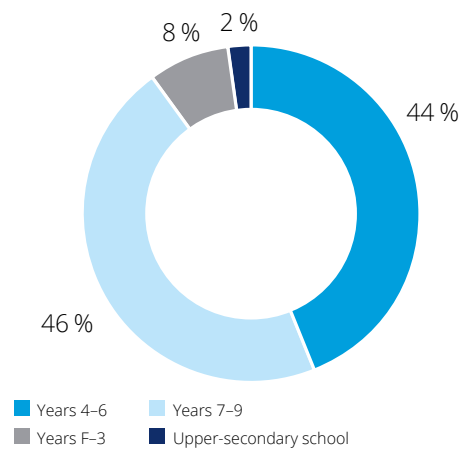
51%
girls

39%
have a foreign background

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

FOCUS ON YEARS 4-9

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



220,000

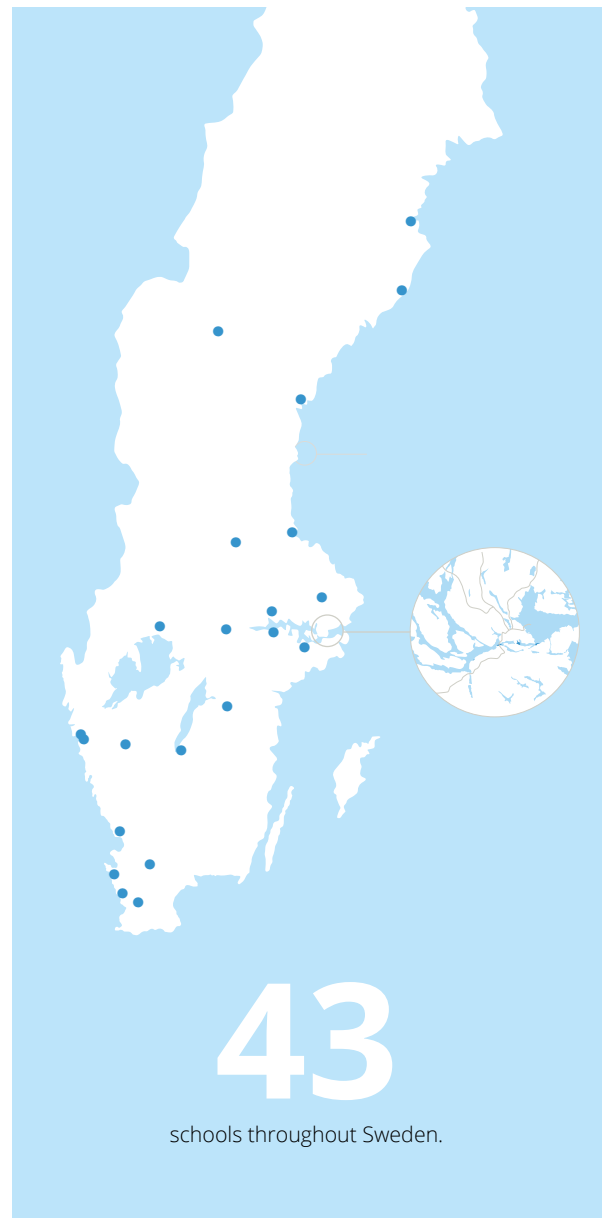
registrations in the queue for IES schools,
at year end 2020/21

50%

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

3,500

IES has approx. 3,500 employees.





Svenska 13¹⁰-14¹⁰

- Läsa och analysera S...
- vi fortsätter läsa och karaktärerna

Peter
Mira
Maja
Leo
Anni

Sune
David

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A message from the CEO

QUALITY IS DEEPLY EMBEDDED IN OUR DNA

When American teacher Barbara Bergström founded Internationella Engelska Skolan in 1993 it was as a result of her frustration at the lack of leadership that she experienced in Swedish schooling. Ever since then, strong local leadership has defined how we operate and provided the foundation for continuous quality improvement. Each and every one of our 43 schools around Sweden has a principal that works tirelessly with their team to give our students a thoroughly good start in life.

When IES was founded, the objective was to create a safe and orderly school environment where teachers can teach, and students learn. High academic demands were to be placed on students, and students were to become completely bilingual through receiving a significant portion of their education using the English language. Since the first school opened in Enskede, the organisation has grown considerably and IES is currently the leading operator of independent compulsory schools in Sweden, with schools across the whole country. There is strong demand from both parents and students for an IES education. This is reflected in an ever-growing queue, and in the fact that the business world and many municipalities, regardless of political party, are eager for IES to set up a school in their area.

The main reason for this is our strong focus on quality and the good results this generates. Substantially more of our students qualify for upper secondary school and perform better in the national tests, compared to the national average. We know that quality can quickly deteriorate though, and we constantly strive to improve it. We set high academic goals for our students and have well-established structures in place to ensure the right conditions exist for them to achieve these. In practice this for example means that there is a student health team at each IES school and that our teachers work together in year teams and subject teams.

There are many aspects to quality in schooling, one of which is integrity in grading. Teachers are personally responsible for setting grades, but it is the organisation's



duty to make sure that they have the right tools to do so properly. This is why we constantly work to improve grading processes. The national tests are an important parameter in our grading, and after an absence of two years, we look forward to these tests taking place again during the current academic year.

Quality is deeply embedded in our DNA, and everybody at IES has a responsibility to develop and maintain it. As the CEO, I am ultimately responsible for quality within the organisation, along with the board. At our board meetings discussions regarding how IES will ensure and further enhance quality are always high on the agenda. During this past and challenging year of the pandemic, a great deal of energy has gone into supporting the schools and staff to maintain quality. For example, a special pandemic crisis group was quickly set up to assist the schools with daily information and support.

We are convinced that schools fulfil one of the most important functions in society, and that quality in schooling for all children is a key area of focus for our country. Schools are essential to students' future prospects and Sweden's competitiveness, and we want to do our part. IES has proven that we are able to run successful schools. We endeavour to constantly improve quality, be a good role model and expand our operations so that we can teach more students.

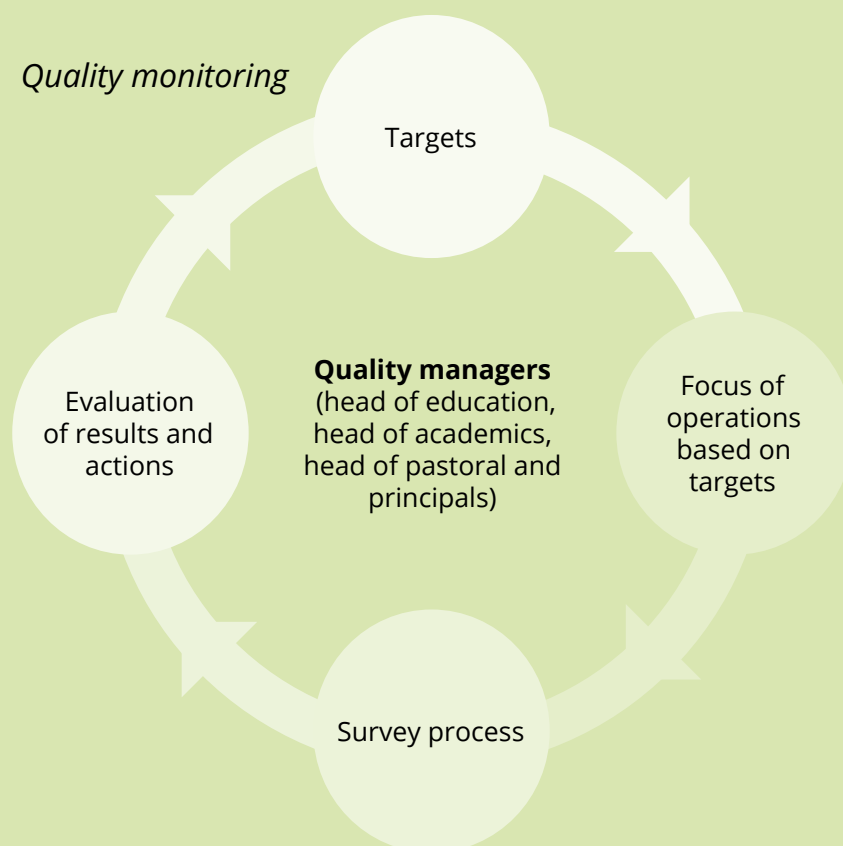
Anna Söreljus Nordenborg
CEO

IES's quality process

SYSTEMATIC APPROACH TO DELIVER "HARD" AND "SOFT" QUALITY

IES's quality improvement work is based on four indicators *Quality monitoring*

- 1 Student surveys
- 2 Parent surveys
- 3 Teacher surveys
- 4 National tests



IES's main aim is to give children and young people the opportunity to reach their full potential, whatever their background. To succeed in this, it is fundamental for IES to maintain a consistently high level of quality in the school operations and in the education provided. 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.

Structured follow-up

IES has always prioritised quality, ever since it first opened its doors in 1993. 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's students are approximately 20 percent higher than the national average in the core subjects of mathematics, Swedish and English. One of the primary goals for IES is that all students qualify for further studies.

Strong and clear leadership

Together with the strong local school leadership, IES provides a safe and orderly school environment, which is essential to effective learning – in other words to achieving quality. IES is driven by its core values, and it recruits principals who live and lead according to these. The role of the principals is to ensure that IES's core values are converted into actions and behaviours, every day.

This work is based on the school's Basic Defining Policy, which describes the school's targets, expectations and ethical guidelines. The principal is responsible for ensuring that operations live up to these policies. All students and parents sign up to the school's 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 orients 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

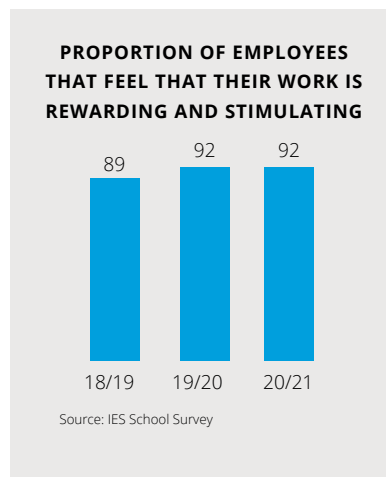
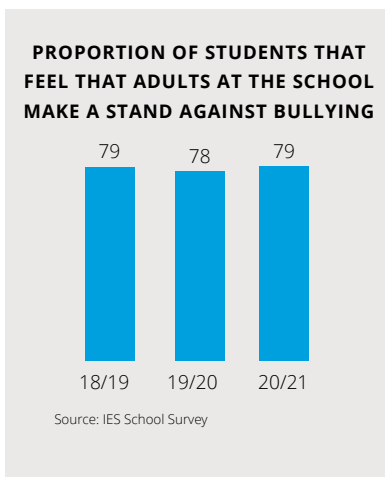
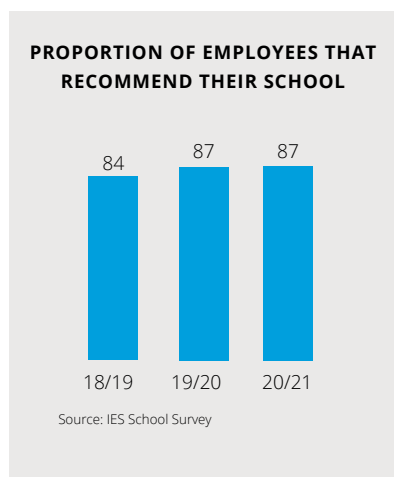
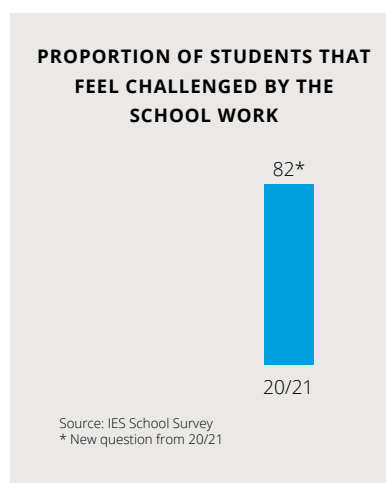
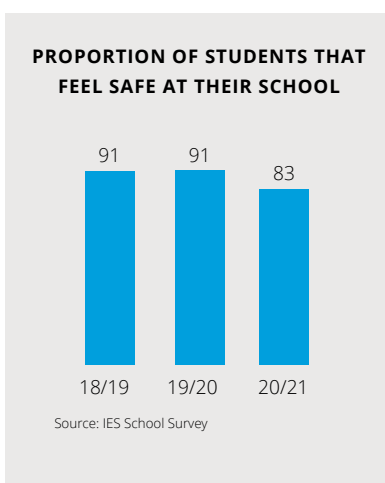
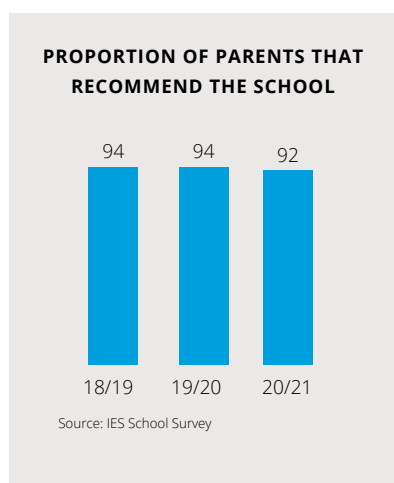
questions are formulated per target group under the categories of academic environment, social environment (i.e. safety, support and a calm study environment) and the school environment. Parents and employees are also asked about how well the school's leadership works.

The answers are evaluated during the summer by the schools' quality managers, i.e. IES's 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.

IES's 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 positive that despite the pandemic we continue to see very strong results in our quality surveys, and that the quality indicators remain high overall. We are now focusing on implementing measures in the areas where we have seen a decline. As a result of the pandemic, several schools had to set aside certain key routines and these are now being reintroduced, which is a focus area to ensure security and a calm study environment.

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



Integrity in grading

Every teacher has been granted the authority to set grades and IES supports them in this in a number of ways.

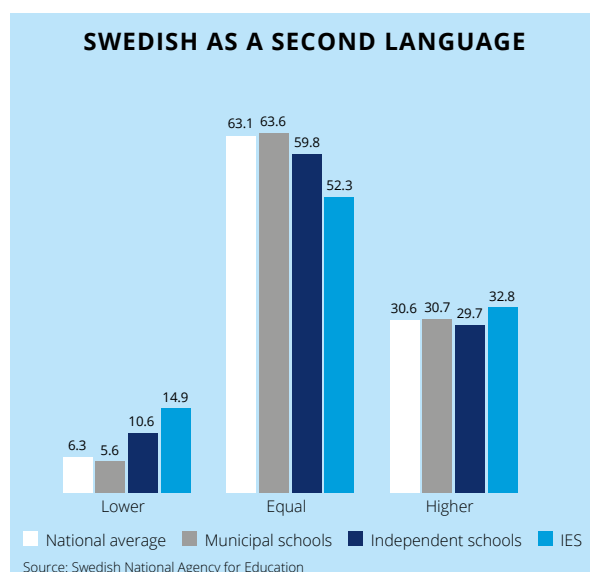
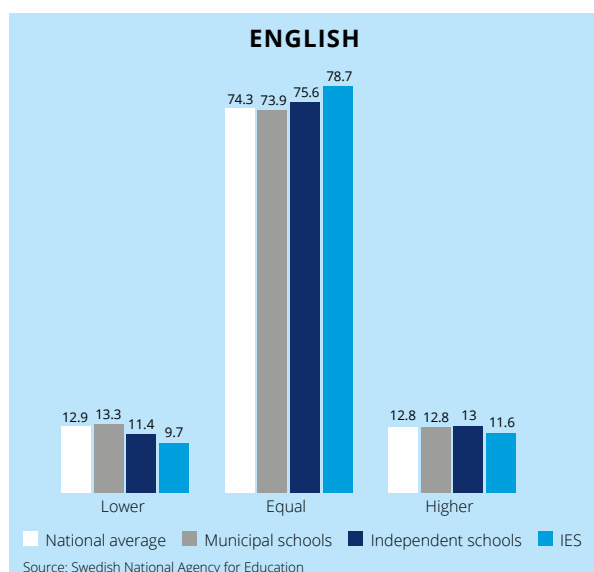
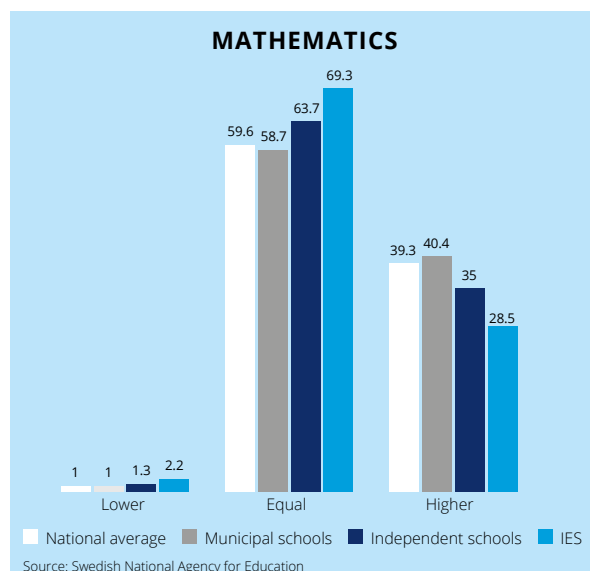
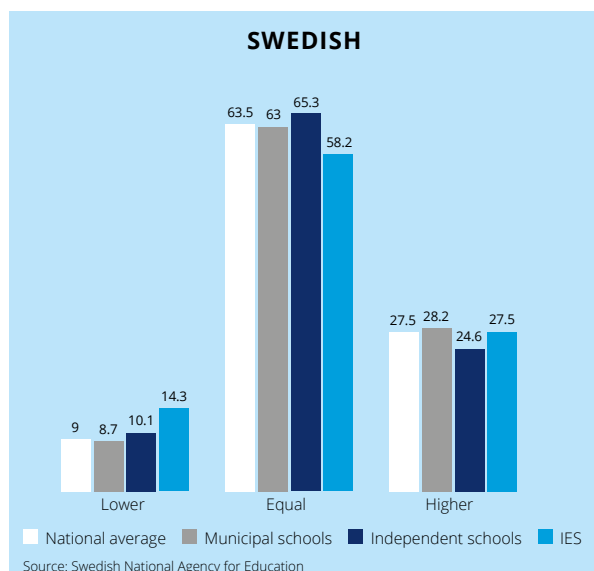
For example, the organisation systematically uses various methods to ensure integrity in grading. To help teachers and ensure grades are set fairly, we have set up an internal moderation process between subject teachers from IES schools. In addition, specific subject managers are tasked with coordinating both the quality of teaching and grading between the schools. Regular grading workshops are also held for the academic managers of the schools. IES teachers that have a foreign teaching degree initially 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. All teachers work with their subject teams and the school's

academic managers on grading, and through internal moderation subject teachers compare student work before setting grades, so as to increase the chances of fair grading.

In 2021, IES introduced a new tool called the Academic Dashboard, which IES schools can use to view and compare how grades are set within their own school unit. The overall organisation uses the tool to view, compare and analyse grading across all IES schools.

The updated curriculum that will be introduced on 1 July 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, on teaching situations and on formative assessment situations than on summary assessments and test situations.

A HIGH PROPORTION OF STUDENTS AT IES SCHOOLS RECEIVE FINAL GRADES THAT MATCH THEIR GRADES ON THE NATIONAL TESTS 2018/19



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. 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.

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 last year. To provide an alternative metric, IES has instead put more focus on the preliminary grading. This involves teachers submitting the grades that they intend to set to both the local leadership and the overall organisation. Grades are compared and analysed to check whether they are reasonable versus previous years, the national average etc. If any deviations are identified, teachers are expected to explain and justify the grade. During this academic year, three workshops focused on grading were held for IES academic managers, and IES subject specialists also increased their level of support to teachers. 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.

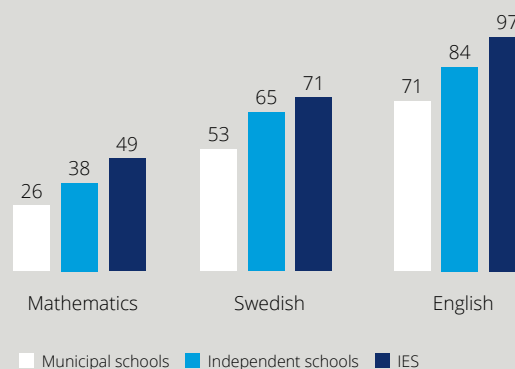
When it comes to the national tests, IES students have always performed better on average than the national average. As an example, 70 per cent of IES students were awarded grades A-C on the year 9 national tests in Swedish in 2019, compared with the national average of 55 per cent. Meanwhile, the average merit points (meritvärde) at IES schools in 2020 was 269 for year nine, compared to the national average of 231.

Additionally, the number of students that graduate from IES compulsory school qualified for upper secondary studies has increased every year.

The Swedish Schools Inspectorate also carries out regular re-grading of national tests, and in 2019 it selected 21 IES schools and some 2,000 samples from 23 tests. The Inspectorate highlighted deviations in samples from only three tests. In one English test in year 6 it was found that the teacher set grades that were too low, and in two English tests in year 9, IES was too high in its grading.

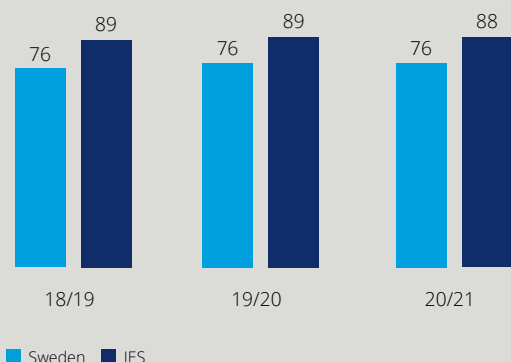
In subjects for which there is no national test, such as technology, crafts, art, music and home economics, each school submits its preliminary grades one month prior to grading. The purpose of this is to see the distribution of the grades and identify any deviations. If deviations are noticed, the relevant school is requested to explain, analyse and justify their grades. This relatively new tool was introduced by IES in 2018 and is now a standard procedure in all IES schools.

PROPORTION OF STUDENTS WITH TOP GRADES (C+) IN THE NATIONAL TESTS



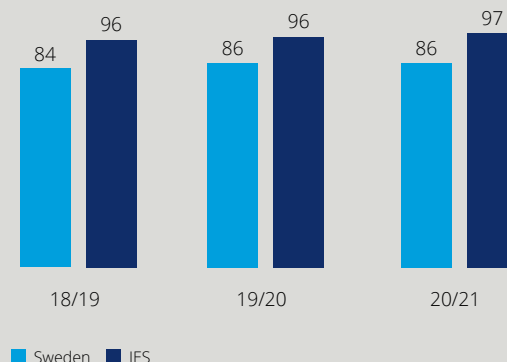
Source: Swedish National Agency for Education
Refers to the 2019 national tests.

PROPORTION OF STUDENTS THAT ACHIEVED KNOWLEDGE TARGETS IN ALL SUBJECTS



Source: Swedish National Agency for Education

PROPORTION OF STUDENTS QUALIFIED FOR UPPER SECONDARY SCHOOL



Source: Swedish National Agency for Education

PASCAL BRISSON,
PRINCIPAL OF IES SUNDSVALL:

“As soon as we achieve a goal, we set the next one.”

With its 1,200 students, IES Sundsvall is not only one of the largest IES schools, it is also one of the largest schools in northern Sweden.

According to a survey by the National Agency for Education, it is also one of the best schools in the country, as shown by both its national test results and all the trophies and diplomas displayed in the entrance hall.

Since it started in 2009, the school has attracted more and more students from the entire municipality. In the beginning it took in 250 students, but as the queue grew the school also grew. In 2018 an extensive expansion of the premises was carried out, supported by the local municipality as there was a shortage of school places for older students. Today, the organisation includes years 3–9.

The principal Pascal Brisson has led the school since it opened. He believes that IES Sundsvall is successful because year after year, the school demonstrates that it delivers quality.

“We live and breathe the IES core values. This helps when we grow and receive new students and teachers, we never



lose focus on the three cornerstones of our organisation. We also place great focus on safety.

Another important aspect of quality for us is that we dare to have fun. We want to generate a school environment that makes both students and staff feel that coming here every day is a positive experience. The IES culture encourages both the staff and students to challenge each other in a light-hearted way. As soon as we achieve a goal, we set the next one,” he says.

“Every student should feel seen”

Pascal Brisson adds that quality is about always going back to the high expectations that the school has of every single student.

“Every student should feel seen and have their needs met, regardless of whether that requires different types of support or challenges,” he says.

According to Pascal Brisson, the low staff turnover is a further testimony to the quality of the school operations.

“Having the right people is essential to long-term success and we have recruited carefully. We have also succeeded in creating an environment where teachers want to stay – and to which students want to come back and work,” he says.

IES SUNDSVALL

1,120

students

9 out of 10

students recommend the school

16%

origins outside Sweden

97%

of students qualify for upper secondary school

91%

of students achieved the knowledge targets in all subjects.



“I’m good at maths. In my last school they gave me drawing to do when I completed an exercise – at IES I was challenged to do Cambridge maths, which was much more interesting. I always enjoyed school here and was happy that I could come back and work at the school after upper secondary studies before I apply for university.”

NELLIE LARSSON,
RECEPTIONIST AND FORMER
STUDENT AT IES SUNDSVALL

“The best thing about this school is that we learn to take responsibility for ourselves. I feel that they give me challenging work, for example I studied for the Cambridge maths exam and got the highest marks in it. I think it’s good that we have to sign up to the rules when we start – it helps you feel safe. Since it feels so safe you also dare to speak up if anything happens after school.”

NEO, STUDENT YEAR 9 IES SUNDSVALL

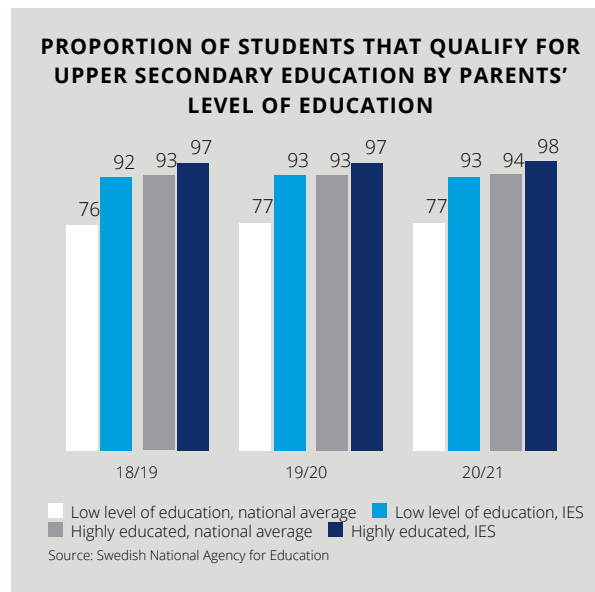
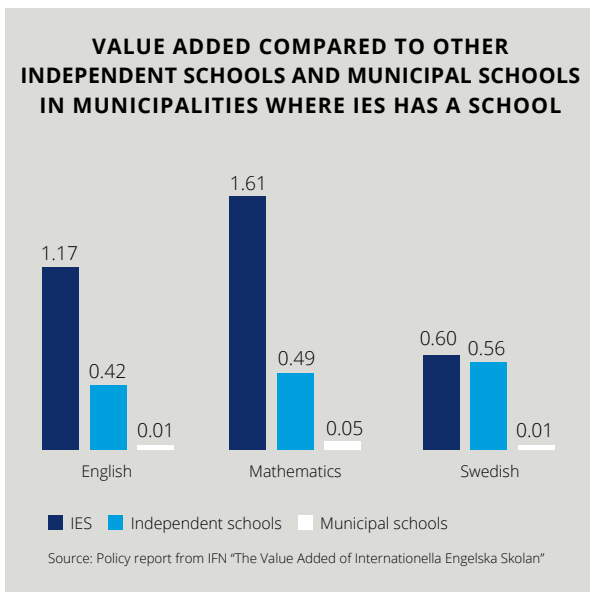


VALUE ADDED

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 6, student by student, with their results in year 9. 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 core 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 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. More information about the research is available at engelska.se.



* Source: Förädlingsvärdets värde – att mäta skolors och lärares effektivitet. Gabriel Heller-Sahlgren

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



"Everybody follows the same rules here, which gives more structure. It also helps create a calm school environment which makes it easier to teach."

SCOTT GATES, ASSISTANT PRINCIPAL, IES BORÁS



"I feel safe at this school, which is important for me to enjoy it. It's also calm in lessons, which I really appreciate. I like that there are teachers from different countries, it means we get input from different cultures."

ALICIA, 6D STUDENT, IES SUNDSVALL

SCHOOL INSPECTIONS TO ENHANCE QUALITY

School inspections are carried out at schools where IES's quality indicators have signalled shortcomings (for example low results in annual quality surveys or other reports submitted). During the school inspections, 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 and improving the organisation. The plan is followed up continuously over the year with the principal.

Schools where no deviations have been noted are also inspected every other year. School inspections have been carried out digitally during the past year.

COMPLAINTS

IES is keen to develop close and trustworthy collaboration with parents, for the good of the children and their education. In the event that complaints cannot be dealt with via the mentor teacher, parents or students should contact the school's leadership, i.e. the principal or assistant principal.

Should the problem remain unresolved, it is possible to contact the overall IES organisation and IES's central complaints function, the Ombudsman.

All complaints are examined by the Ombudsman objectively and remain focused on the facts. Regardless of the

situation, the Ombudsman encourages constructive and ongoing dialogue between the school and the family.

FULLFILLING STUDENTS' DIFFERENT NEEDS

IES strives to help 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. Students perform diagnostic tests in Swedish and mathematics in years 4 and 6 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 on top of 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 from 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, 93 per cent of IES students whose parents have no post-secondary education qualified to study at upper secondary school. This compares with the national average of 77 per cent (figures refer to the 2019/20 academic year).



"My duty is to support and coach the teachers. I attend their lessons to observe whether any teacher needs support, either academically or socially. It makes no difference whether you are new to the profession – or have 25 years of experience – sometimes help is needed to overcome some kind of barrier."

SHANNON LEHNBERG,
MANAGER OF THE STUDENT DEVELOPMENT TEAM,
IES SUNDSVALL

MARITZA MOLIN, PRINCIPAL, IES BORÅS

“We interact with every student, every day.”

“We interact with every student, every day.” IES Borås is the most culturally diverse school in the municipality. It also has the highest student academic results of all schools in the municipality, year after year. This includes the best results in the national tests and the best qualification points (final grades) of all the compulsory schools in Borås.



environment in the school, generating a solid foundation for learning.

“We interact with every student every day – from greeting the students when they arrive at school, to acknowledging them in the classroom, dining hall and corridors,” says Maritza Molin.

“This also involves dealing with any conflicts and disagreements that arise before they become a major issue,” she continues.

IES Borås was established in 2010. When it first opened for business, there were 230 students in years 4–9 at the school. That number has now doubled to 530, which is the maximum capacity of the school, and there are more than 3,000 students in the queue. More than half of the students, 53 per cent, have non-Swedish origins, while the teachers come from many of the world’s English-speaking countries, in addition to Sweden.

“The school’s international atmosphere makes it easier for people to settle in here, even those who are not native Swedish speakers,” says Maritza Molin, principal of IES Borås.

“We have no expectations on how students should “look”. We also constantly change the composition of the groups to avoid “cliques” being formed and to make sure that everybody gets to know everybody.”

Building relationships with each and every individual is seen as an important factor in creating a safe and positive

IES BORÅS

“Every student is everyone’s student.”

IES Borås works constantly to prevent bullying and promote the mental health of the students, for instance by helping students learn how to manage social media. A pilot project was initiated in autumn 2021 that aims to map out the mental wellbeing of the students.

“We want to look into whether the students are more anxious in the aftermath of the pandemic – and if so, take action to address this,” says Maritza Molin.

She also explains that when the school notices a student being disruptive, the staff try to provide the student with tools to otherwise deal with their frustration.

“Every student is everyone’s student. This is something that IES drills into all new members of staff. It is also important for employees to be there for each other and to support and acknowledge their colleagues. These are critical success factors for creating a good school environment,” says Maritza Molin.

530

students

9 out of 10

students recommend the school

53%

non-Swedish origins

100%

of students qualified for upper secondary school

92%

of students achieved the knowledge targets in all subjects.



“I really like the social interaction at this school and the best thing of all is the teachers. I’ve always done well at school, and they give me additional exercises that make it even more fun.”

EMMA, 6A STUDENT, IES BORÅS

“An important cornerstone of the organisation is having goals that we set before every academic year, which we can constantly refer back to and check off against. They give us confidence that we are heading in the right direction.”

THERESE PALMIER, ACADEMIC MANAGER, IES BORÅS



PRIORITISING SAFETY

Safety is important in allowing effective study. All IES schools have a non-discrimination policy that describes how the organisation actively and purposefully works to prevent all forms of offensive behaviour. Physical safety around the school is another priority, including the traffic situation and 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’s 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 school’s 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 code of conduct. IES’s ethical guidelines and code of conduct form part of our “Basic Defining Policy” and clearly express our zero tolerance for all types of offensive behaviour or bullying. IES adheres to chapter 6 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 to prevent offensive 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 Swedish curriculum.



Cambridge Associate

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

Henrik Jordahl, Economics professor:

“QUALITY NEEDS TO BE IMPROVED IN SWEDISH SCHOOLS”

Quality needs to be improved in Swedish schools to give students the chance of a good education. Succeeding in this also requires a common definition of quality and a standard way to measure it. This is according to Henrik Jordahl, Economics professor at Örebro University and a faculty member of the Research Institute of Industrial Economics, who together with the education researcher Gabriel Heller-Sahlgren (London School of Economics) has written a policy report in which they measure school quality based on the value-added measurement.

What is your perception of quality in Swedish schooling today?

“One of the basic problems in Swedish schools is that it is difficult to measure how good they are. There’s a lack of fair metrics to measure school quality, which makes choosing a school more difficult. It also makes the quality-related activities of schools and municipalities harder if they can’t compare themselves with each other.”



“We also find that there is a higher probability of a test result actually being registered for IES students, compared with students at municipal schools and those at other independent schools, after adjusting for the student’s background and earlier results. So if anything, IES’s quality advantage is actually higher, at least if low-performing students are often absent from the national tests,” says Henrik Jordahl.

The researchers have created a value-added metric so that quality can be measured - it is based on the results of the national tests in year six and year nine, and measures how much better students at a school perform compared to predictions given their earlier results and background characteristics. The value-added scores in the report are based on the year 9 national tests for the 2018/19 academic year in the three core subjects of English, mathematics and Swedish.

“In this way the metric focuses on the students’ progress. To further ensure that the value-added score captures the quality of the school, our calculations also take background variables into account, such as the students’ and their parents’ country of birth as well as the parents’ level of income and education,” explains Henrik Jordahl.

IES has a higher value-added score.

The policy report shows that IES has a higher value-added score than municipal schools in the country and other independent schools in English, Swedish and mathematics. This higher quality score is also seen in students with foreign backgrounds, and is even more marked for students whose parents have a low level of education. IES’s quality advantage is greatest in mathematics and smallest in Swedish, but the differences have been statistically assured in all three core subjects. IES improves students’ test results by an equivalent of 1.6 points in mathematics, 1.2 points in English and 0.6 points in Swedish.

According to the researchers, IES’s higher quality holds true in several different versions of the statistical modelling. They hope that the value-added scores they’ve calculated illustrate the benefit of having comparable quality metrics for Swedish schools.

“A clear focus on knowledge is required for better quality.”

Henrik Jordahl believes that a clear focus on knowledge and systematic quality improvement are required to raise the quality of Swedish schools. “By a focus on knowledge, I mean more teaching hours. Research shows that a higher proportion of student-centred teaching, where students plan more of their own time, leads to poorer academic results.

“Measuring knowledge is of paramount importance. However, parameters such as wellbeing and the school’s role in upbringing, i.e. developing the students’ self-confidence, social skills and belief in the future, are also significant and provide important information about a school’s quality. It is therefore important to systematically analyse all the relevant parameters, for instance through surveys of students, parents and staff,” adds Henrik Jordahl.

More information about the report is available on IES’s website www.engelska.se



Internationella Engelska Gymnasiet Södermalm

KNOWLEDGE THAT QUALIFIES STUDENTS FOR HIGHER EDUCATION ABROAD

Internationella Engelska Gymnasiet Södermalm (IEGS) is IES's upper secondary school. It has a strong academic and multicultural tradition. The school offers four national Swedish programmes and one International Baccalaureate programme, which qualify the students for higher education in Sweden and overseas. As with other IES schools, IEGS focuses on constantly improving and enhancing quality within the organisation.

Most of the teaching at IEGS is done in English and many students apply for higher education in the UK or the US once they have graduated.

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 supporting and challenging students so that they can reach their full potential. The organisation is driven by its mission to create a better world through education, to prepare students for the world of today and tomorrow, and to develop young people who are courageous thinkers, reflective learners and curious about the world we live in.

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

Surveys form the foundation for quality improvement

Surveys of students, parents and teachers provide the primary input to IEGS's quality improvement work. The questions cover both the perceived 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 2 upper secondary students. If answers suggest there a shortcoming 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.

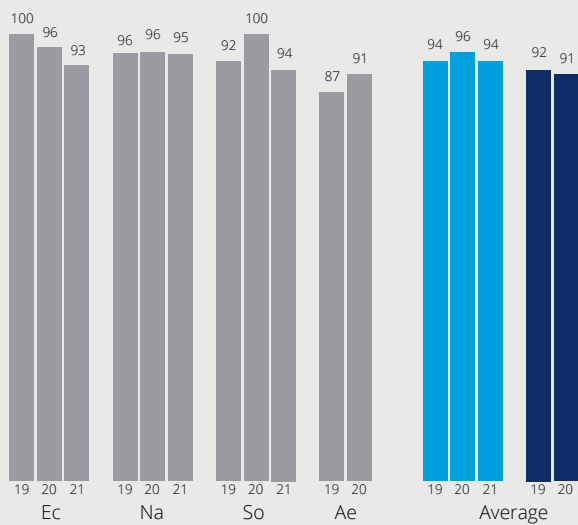
At the end of the spring term the school principal also sits in on classes to observe how well the teaching lives up to the goals. Statistics are gathered, such as the proportion of students that graduate, the average merit points and data on the number of students who recommend their school.



"It was like stepping into a different world, defined by structure and order – not to mention the talented, engaged teachers who were passionate about their subjects. They deepened my interest in the natural sciences and they are an important contributing factor to why I'm where I am today."

NICOLE NOVA,
FORMER IEGS STUDENT WHO CURRENTLY RESEARCHES VIRAL DISEASES AT THE PRESTIGIOUS STANFORD UNIVERSITY, USA

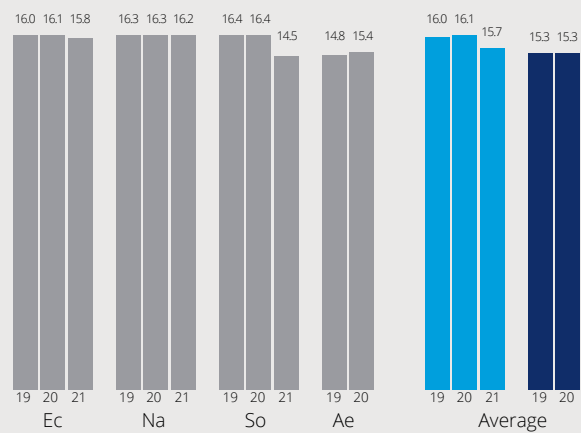
STUDENTS QUALIFIED FOR UNIVERSITY



■ IEGS per programme ■ IEGS ■ All schools in Stockholm municipality

Source: Swedish National Agency for Education and data reported to Statistics Sweden

AVERAGE MERIT POINTS



■ IEGS per programme ■ IEGS ■ All schools in Stockholm municipality

Source: Swedish National Agency for Education and data reported to Statistics Sweden

PROPORTION OF STUDENTS WHO RECOMMEND THEIR SCHOOL



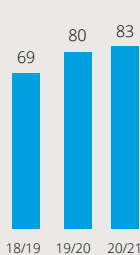
Source: IES

PROPORTION OF STUDENTS WHO FEEL SAFE



Source: IES

PROPORTION OF STUDENTS WHO FEEL SUPPORTED BY THEIR MENTOR



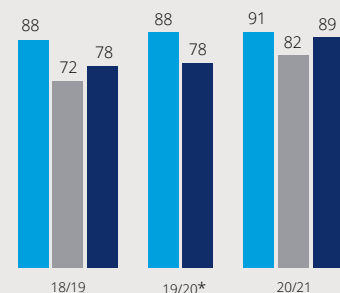
Source: IES

PROPORTION OF EMPLOYEES WHO RECOMMEND THE SCHOOL



Source: IES

BACCALAUREATE DIPLOMA PASS RATE



■ IESG ■ Sweden ■ Global
* No exams in Sweden due to Covid.

FOCUS ON LOCAL EFFORTS

IES's most important sustainability activities take place locally at each individual school, and they are focused on student and employee care. Priority topics include action against bullying, orderly and structured lessons, a high level of physical safety, high educational quality and good academic results.

Through its schools, IES helps to create a more inclusive society and greater freedom of choice. Several of the schools are located in socially vulnerable areas and most of them have a higher share of children with foreign origins compared to the average for Swedish schools. Certain schools conduct teaching in some 40 different mother tongues. The fact that IES's teachers come from many different countries, and that around half of teaching is conducted in English creates a more neutral linguistic environment, which supports the integration process.

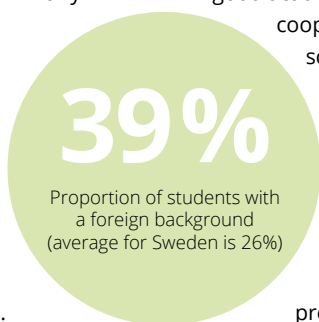
IES has an important role to play in enhancing school results in Swedish schools through its educational methods which promote effective study and a safe study environment for students and teachers. Another important component of IES's community engagement is the capacity it provides to the Swedish school market. As an example, in autumn 2021 IES opened four new schools and the overall number of students in IES schools increased by 2,000. IES's presence in a municipality can make it more attractive to live there and can attract companies to set up in the area, which contributes to societal development. Due to the Covid-19 pandemic, the organisation's sustainability activities in 2020-2021 were entirely focused on the health of students and staff, and on maintaining a high level of educational quality, despite high absenteeism of both students and staff at times.

Four focus areas

IES has four sustainability focus areas, each with an action plan and targets (see the chart below). Outcomes of these activities are measured and followed up. A sustainability board comprised of selected internal experts and members of the executive management govern the sustainability work and present proposals for management and the

IES focus areas 2019 – 2022

Student wellbeing	Educational excellence	Community involvement	Green initiatives
<ul style="list-style-type: none"> • Safety • Order • Anti-bullying • Student health • Equal treatment 	<ul style="list-style-type: none"> • Workplace health and safety • Professional development • Diversity • Attractive workplace • Leadership training • Quality in teaching 	<ul style="list-style-type: none"> • Integration • Collaboration with local communities • Expansion of school capacity 	<ul style="list-style-type: none"> • Energy efficiency • Waste management • Vegetarian food • Digital meetings



board to decide on. The most important stakeholders for IES are parents, students and teachers, and also suppliers, trade unions, municipalities and other members of society. The most significant sustainability issues include action against bullying, orderly and structured lessons, a high level of physical safety, high quality in education and good academic results. Community engagement and cooperation with the local communities where the schools are located is also important to IES. This includes integration through schooling, good relationships with parents, municipalities and local organisations, and also building new schools to support local and national development.

IES mainly runs its schools in rented premises, which limits the organisation's direct environmental impact. The majority of the environmental work takes place locally in each school based on the needs that exist there, and work is managed by the principal and the local leadership.

IES and human rights

The UN Convention on the Rights of the Child is deeply ingrained in Swedish society via the Education Act, the National Agency for Education's regulations and oversight, and the values upheld by Swedish schools, including IES. IES's commitment is expressed in the organisation's Basic Defining Policy and through IES's core values. In 2020, IES defined a framework for how the schools are to integrate the UN Convention on the Rights of the Child into their work. IES also integrates sustainability matters into its teaching, per the national curriculum. Part of IES's impact occurs via teaching subjects such as biology, physics, chemistry, social sciences and home economics, which aim to equip students to understand sustainability from a range of perspectives.



Key figures and owners

QUALITY ENABLES GROWTH

In the past five years, 2015/16-2019/20, the IES group has reported a profit after tax (excluding IFRS) of 816 MSEK. During the same time it has paid dividends to owners on two occasions (16/17 and 18/19), totalling approximately 90 MSEK. In the same period IES paid 145 MSEK in taxes. The average profit per student after tax totalled 6,850 SEK per student – or 570 SEK per student per month.

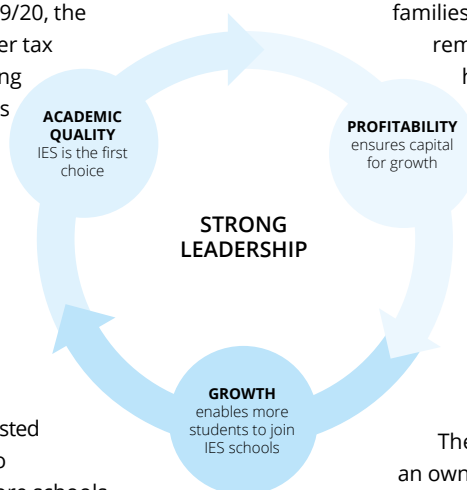
The majority of the profits are reinvested in the organisation and are used to develop the business and open more schools.

IES's owners

Since autumn 2020 IES has been owned by the Swedish limited company Peutinger AB, backed by approximately a dozen owners comprised of funds, foundations and

families. The founder Barbara Bergström still remains one of the three majority owners via her foundation, The Hans and Barbara Bergstrom Foundation. The largest owner is Paradigm Capital which was founded by Swede Jan Hummel. Combined Paradigm Capital and The Hans and Barbara Bergstrom Foundation own 75 per cent of the IES votes. Other owners are passive, and each owns less than 10 per cent of the votes.

The Swedish Schools Inspectorate performs an ownership and leadership assessment whenever material changes occur in a school's leadership structure. The Inspectorate approved the new ownership group on 1 July 2021 and a list of owners is available at engelska.se.



5-YEAR SUMMARY	2020/2021**	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



"One of the main reasons that I'm still here and enjoy it so much is the strong team spirit between colleagues. Acknowledging and challenging each other is at the core of how we do things, which means I am constantly developing."

MALIN RIISE, HEAD OF DEPARTMENT FOR SWEDISH, YEARS 7-9, IES BORÅS

Employees:

STRONG AND CLEAR LEADERSHIP

Delivering the promised educational quality is dependent on IES's ability to attract, recruit, develop and motivate the best school leaders and teachers.

Strong and clear leadership in the schools

IES is driven by its core values, and it recruits principals who live and lead according to these. The role of the principals is to ensure that IES's core values are converted into actions. Principals have full responsibility for their individual schools and employees. Through its principals IES builds and upholds long-term and strong partnerships with universities in English-speaking countries.

New school leaders attend an introductory course focused on priority areas, such as core values, student health, labour law, quality, the Education Act and safety. They are also given support through a mentorship programme. Over and above this, IES has run a Leadership Academy for a number of years for junior leaders within the organisation.

Structured process for supporting and developing teachers

IES works actively to ensure that teachers are given market-based terms and a good working environment, centrally and locally. Recently recruited teachers commence their employment with an introductory course which focuses on IES's core values and methodology. For international teachers, the programme also includes the Swedish school

system and national curriculum. Every teacher is part of an academic team and a mentor team, supported by the local school leadership.

IES recruits many talented teachers from other countries. They are employed on a two-year contract, which affects the staff turnover figures, although many of them choose to stay and settle in Sweden. Across all employees staff turnover was 19 per cent in 2020/21 (21 per cent in the previous year) and for permanent employees it was 13 per cent (13 per cent in the previous year).

85%

of IES teachers have a degree in teaching

(average for Sweden is 79%)

Providing a safe and stimulating working environment is of vital importance for attracting competent and engaged employees to the schools. School leaders participate in training focused on the working environment. IES works with a partner for preventive and rehabilitative health care and also 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.

3,500

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

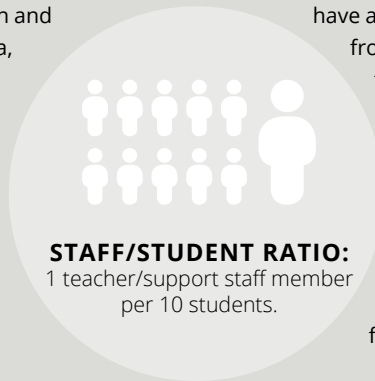
2,300

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.

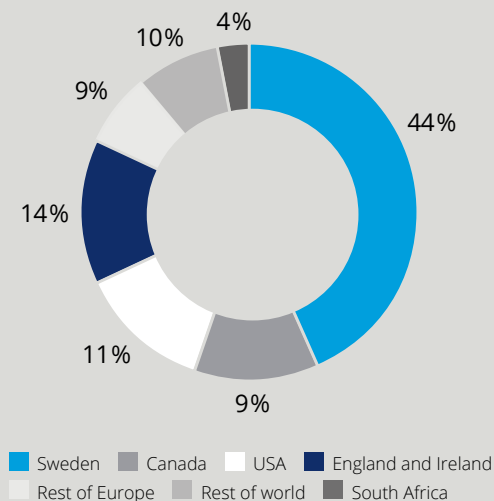
IES's employees mainly come from Sweden and English-speaking countries such as Canada, the US and the UK. Around 2,300 of IES's 3,500 employees are teachers. 85 per cent of the teachers have a teaching degree, of these 38 per cent were educated at a Swedish university and 47 per cent hold a degree in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



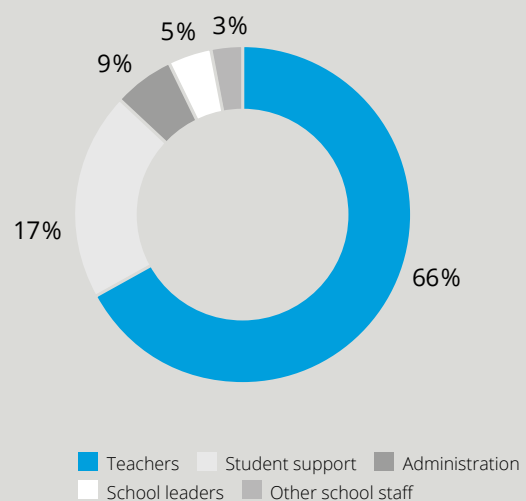
have a teaching degree. IES encourages teachers from other countries to apply for a Swedish teaching qualification.

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.

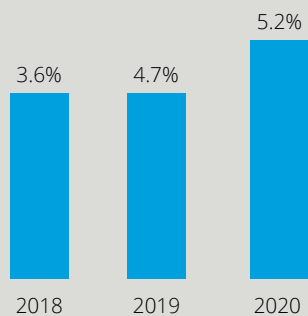
IES SWEDEN - TEACHERS' ORIGINS 2021/2021



EMPLOYEES PER ROLE IN SWEDEN

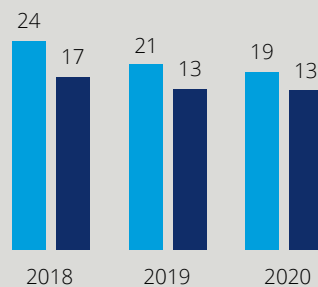


ABSENTEEISM



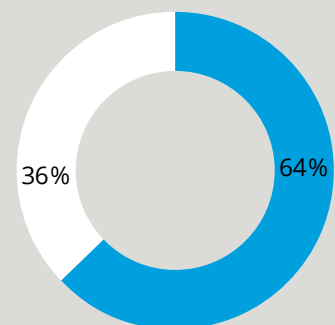
All staff

STAFF TURNOVER



All staff Permanent employees

GENDER DISTRIBUTION EMPLOYEES



Women Men

OUTCOMES OF QUALITY IMPROVEMENT WORK

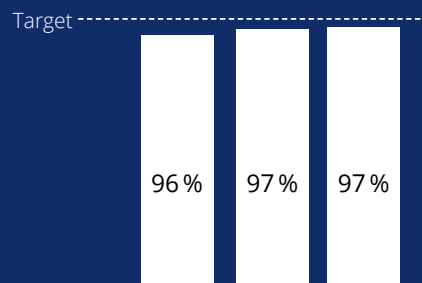
IES measures quality in terms of “hard” value, in other words the academic results and how well the students achieve their educational goals, and “soft” value, i.e. how the students, parents and teachers perceive the school environment and the education. Below is a summary demonstrating how well IES lives up to its ethos.

Brief facts showing that IES fulfils or exceeds the expectations laid out in its ethos:

- 97 per cent of the students qualify for upper secondary education (20/21)
- 96 qualify for higher education after upper secondary school (19/20)
- Students perform better on the national tests
- Teachers give special consideration to the national test results in final grading
- Employees and students assess both the academic and social environment
- Strong recommendations from both parents and employees, who provide great assessments
- Experienced and well-educated school leaders inspire and reinforce the other staff members, in line with the IES model
- Qualified and motivated teachers and other employees deliver according to the principles that form the IES ethos

ACADEMIC QUALITY TARGETS

Target: 100% qualified for upper secondary school
2020/21 outcome: 97%



Academic dashboard

In 2021, IES introduced a new tool called the Academic Dashboard, which IES schools can use to view and compare how grades are set within their own school unit. The overall organisation uses the tool to view, compare and analyse grading across all IES schools.



