

INTERNATIONELLA ENGELSKA SKOLAN

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Internationella Engelska Skolan

WE PREPARE STUDENTS FOR THE WORLD

We are convinced that it is clarity and commitment to our ethos, coupled with ambitious and dedicated teachers that create the foundation for a really good school. A school where everyone is working toward common goals. We know that structures and routines inside and outside of the classroom creates stability and security. Our students are the focus of all we do. Our aim is to assist them in their academic and social development to ensure they can confidently step into the adult world. Teachers and staff share our fundamental values and are driven to challenge each student to achieve their personal best. We are always working to develop our students' self esteem and sense of grit. As a student at IES, you will have abundant opportunities to grow, both academically and personally, while being encouraged to reach your future dreams.



ROBIN KIRK JOHANSSON

HEAD OF EDUCATION, INTERNATIONELLA ENGELSKA SKOLAN

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. That is why up to half of the education at Internationella Engelska Skolan is conducted in English.

► High academic expectations and aspirations

We are convinced that every child can achieve success irrespective of their background. This means that 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 set 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.

Command the English language

WHY A BILINGUAL EDUCATION?

Confidence in an international environment, understanding of the world, the ability to think in new ways. A bilingual school offers many benefits.

Internationella Engelska Skolan is one of the largest independent schools in Sweden, with schools across the country – from Trelleborg in the south to Skellefteå in the north. All of our schools are bilingual and follow the Swedish national curriculum.

This means that we are a Swedish school and we safeguard the Swedish language. Swedish is vital to your child in terms of being a part of this culture, integrating into Swedish society and enjoying everything that this country has to offer. English, on the other hand, is a language of the world. The labour market of today is global, and in the academic world – including in Sweden – some elements of the education are often conducted in English. More and more sectors use English as their working language. With a bilingual education we equip students for the future.

While our focus is on Swedish and English, a blend of many languages and cultures becomes a way of life

for our students, who learn in a truly international atmosphere and meet the world at school every day. They have classmates and teachers who represent many cultures. This promotes global understanding, so that your child will also learn to understand different cultural perspectives.

When your child first steps into our school, he or she might only speak one language. We kick-start the education of the youngest children by making sure to get their language skills up-to-speed as quickly as possible. After a few short months, most students will start to feel confident in English and Swedish.

Up to half of the education at Internationella Engelska Skolan is delivered through the English language, by qualified teachers from English-speaking countries including Australia, Canada, South Africa, the USA, and the UK. This language immersion helps our students become truly bilingual, commanding both languages fully.

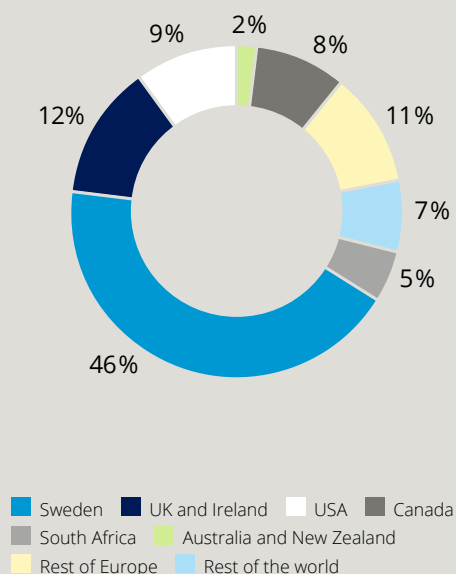
31 000
students

51%
are girls

49%
have a foreign background

74%
have at least one parent with a
post-secondary level education

Where our teachers come from



Numbers as per September 2024.



50%

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

Learning English from an early age

WE LAY THE GROUNDWORK FOR LIFELONG LEARNING

At many of our schools, we offer education all the way from preschool class.

Our approach to the younger years combines playful learning with a strong emphasis on both Swedish and English. With no prior knowledge of English required, our students will gradually develop a solid foundation for lifelong language learning.

Already from preschool class (*förskoleklass*), children are introduced to a bilingual environment, by hearing English spoken in the corridors and during fritids, as well as by playing and singing in both Swedish and English. This creates a solid foundation for the natural development of both languages.

Our students also benefit from a truly international

culture, where teachers and classmates come from many different countries and backgrounds.

Our goal is to provide our students with a safe, calm, and welcoming learning environment, where daily interactions with school leaders, teachers, and other staff are the norm.

Through clear goals and expectations, we create the conditions for our students to experience the satisfaction of meeting and exceeding their learning objectives early on. We believe in challenging each student by promoting "grit", the inner motivation to overcome obstacles and reach their full potential.



84%

of IES teachers have a
degree in teaching

Source: Swedish National Agency
for Education 2023

High quality teaching

HELPING YOUR CHILD REACH THEIR FULL POTENTIAL

School is one of the most important parts of every child's life. It plays a vital role in your child realising their hopes and dreams, and in shaping who they become as a person. We encourage every student's desire to learn, because all children should be inspired to do their best.

We recruit passionate teachers to deliver well-planned lessons. At the same time we recognise that each child is unique, so our teachers take account of their strengths, needs, and distinct personality to differentiate when needed. We will know when your child needs extra help or when they need an extra challenge, and we'll make sure that they get both types of support. We believe that by setting high academic expectations for all children and having clear rules and routines, we make sure they can all succeed, no matter their background.

As guardians, we will ask you to be actively involved in school life, working together with us to help your child reach their full potential, in terms of both academic and personal growth.

Skilled teachers are essential for us to succeed. 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 our 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.

Any child can succeed with excellent teachers who inspire them. We hand-pick educators with strong qualifications and dedication to ensure the best learning experience. They will help your child to set their own expectations, and to meet or exceed them.

We have a long track record of helping our students achieve high academic results and we aim to always maintain the highest quality in teaching. Grades, including national tests and final grades, are rigorously checked so they give an accurate picture of each student's and each school's achievements. We also share best practice between our schools to continuously improve the quality of our education.

INTERNATIONAL TESTS TO PROVIDE AN EXTRA CHALLENGE

There is a growing interest from students at our schools all over the country in studying and taking exams according to the high standards of the Cambridge programme. This offers a unique opportunity for our students to challenge themselves further, as a Cambridge qualification is more demanding than the Swedish curriculum.

Internationella Engelska Skolan is recognised by Cambridge International Education as an accredited school organisation. This means IES students can choose to study for and take the Cambridge IGCSE exams (International General Certificate of Secondary Education). Cambridge IGCSE is the world's most popular examination for 14 to 16 year-olds.

Cambridge International Education is part of the University of Cambridge. They work with schools all over the world with a curriculum that shapes knowledge, understanding, and skills. Through Cambridge, students who want to challenge themselves further can supplement their regular teaching according to the Swedish curriculum with an internationally viable education.

The Cambridge IGCSE is trusted and recognised around the world and can open up doors for studies and a career abroad. Some students are looking for an extra challenge, others want to open as many doors as possible to studying and working

internationally, a third group wants to improve their English language skills.

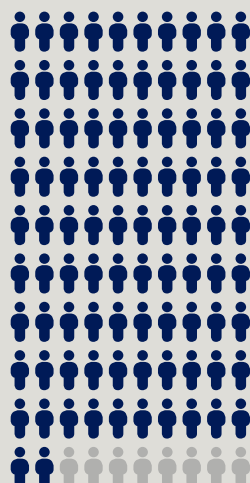
Cambridge works with more than 10,000 schools in 160 countries which offer its programmes and exams. Currently, IES is the largest Cambridge provider in Sweden. IES students are also amongst those who achieve the best results internationally when it comes to taking the Cambridge IGCSE exam in English as a second language.



CAMBRIDGE
International Education

Cambridge Associate

Internationella Engelska Skolan is a registered associate of Cambridge International Education.

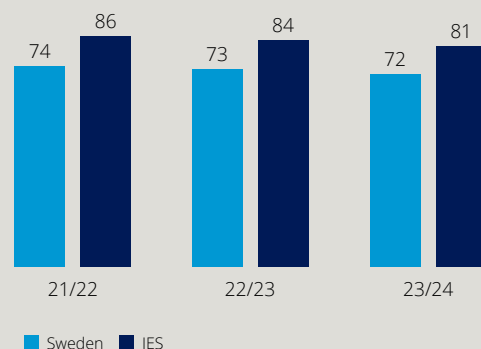


92%

92 per cent of IES' students who completed year 9 in spring 2024 qualified to attend upper secondary school. The national average was 84 per cent.

Source: Swedish National Education Agency (Skolverket)

Percentage of students that achieved knowledge targets in all subjects



Source: Swedish National Agency for Education (Skolverket)



Peace and calm

A SAFE PLACE TO LEARN

Great teachers are essential for students to reach their full potential, but a safe and calm school environment is just as important.

We believe that the starting point for all learning is to establish a safe and calm school environment. To be able to take in knowledge, students need a safe, calm and stimulating school where they enjoy being, have friends and trust adults.

We pay great attention to ensuring that students succeed – both academically and socially. Students are encouraged to interact with others respectfully and to be open and curious about the world. Together we create an atmosphere where your child can concentrate and be ready to learn, and where teachers can focus on delivering engaging lessons. It also involves being a good role model. Which is why our school principals or other members of staff wait outside the school every morning to welcome their students. It's also why our staff are constantly present in the corridors, spending time with the students during breaks and eating lunch with them.

We want to sow the seeds that help grow our children into good adults. They learn to handle conflicts, that adversity isn't dangerous, and to never give up. We want them to learn 'grit', which is putting in the effort to achieve their goals – and that is what we want the students to take with them when they leave us.

Students, guardians and staff who join IES sign an agreement to uphold a common set of values, which clearly states that we will work together to ensure that our schools remain welcoming spaces, free of vandalism, bullying and noise. Everyone is responsible for contributing to a pleasant school environment.

A WHOLE TEAM TO SUPPORT AND CHALLENGE

We work equally hard with what happens during lessons and what happens outside the classroom. We have well-educated teachers and specialists in each school to help and challenge your child. Our teachers are supported by academic managers, heads of department, heads of year, the student care team and other specialists, who provide extra assistance to meet the emotional and academic needs of students.

All students have a mentor with a special duty to support them. The mentor is the main contact between you as a guardian and the school. We provide formal feedback four times a year, while mentors maintain regular contact with guardians throughout the school year. This level of contact is important as your family also has a key role in helping your child succeed.

Providing stability

A WELL-STRUCTURED SCHOOL DAY

Students thrive when they know what to expect. A well-structured school day helps your child feel confident and contributes to a good learning environment. Routines provide a sense of predictability and when students feel organized and in control, they are more likely to be engaged and motivated to learn.

Line-up

Before each lesson, students line up outside the classroom before being welcomed by their teacher. This simple routine helps everyone to calm down and focus from the first minute.

Mobile-free schools

Several of the procedures already introduced by Internationella Engelska Skolan have subsequently been implemented in all Swedish schools as a norm, for example giving grades in earlier school years. This is also the case for mobile-free schools, an initiative the Swedish government put forth in 2024, but which our schools have applied for many years.

Mr and Ms

At our schools the teachers are addressed as Mr or Ms, by students and guardians alike. It is intended that the title serves as a symbol of respect. It also brings a sense of professional pride for teachers as the role of the teacher is not questioned.



Meet and greet

Every morning, the principal or another member of staff stands at the entrance for what we call a meet and greet, which is when all students are greeted and welcomed as they arrive at the school – whatever the weather. The fact that we greet everybody every morning is a small act that means a great deal, and our goal is for everybody to start the day feeling like they are seen and important.



"One thing that's different about this school compared with some of my friends' schools is that there is more structure and order. I think this is good, it's much easier to learn. And there's also the English, and the multicultural atmosphere with lots of students and teachers from other countries. It makes me curious about the world."

AXEL, STUDENT AT IES JÖNKÖPING



Focus on reading

BRINGING OUT THE DESIRE TO READ

Research shows that reading is important to students' language development and for their ability to imagine, empathise and sympathise.

We have staffed school libraries in all of our schools. The library personnel work with teachers and fritids staff to promote students' desire to read. Not only does reading help students to develop their vocabulary, language, listening skills and ability to concentrate, it also improves their imagination, helps them relate to others and gives them a moment of peace and quiet.

Cracking the reading code gives children self-confidence, self-esteem and the ability to think logically and creatively. It is not only about being able to decode the words, but also understanding what they read and being able to interpret things that are not directly expressed in the text, i.e. reading between the lines. This is essential for the students to succeed in their studies in all subjects. Students' language development and reading comprehension are a matter for all teachers of all subjects. Reading also brings about new experiences, meetings and thoughts.

It's also important for guardians to get involved in their child's reading development. For example, if they read aloud to their child, this can have several positive effects on the language progress. It can also improve their imagination and ability to form ideas, spoken language and vocabulary, storytelling and the ability to express thoughts, interest in pictures and texts, and their ability to understand their environment.

Reading aloud can entice children to want to read for themselves – and this is where the school library is important. The library has to offer the right literature that engages the children, and then the librarian can visit the classrooms and promote the library.

By providing a stimulating reading environment and a wide variety of texts, our school libraries can support the school's reading education. Getting students to read becomes skills training for later studies.

Creating a positive and productive atmosphere

MAKING THE MOST OF EACH DAY

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.

Healthy food

A nutritious, healthy lunch plays an important role in enjoying a happy and productive day at school. This is why all of our schools serve high-quality food, providing a choice of meals which always includes a vegetarian alternative. They are also able to cater for any allergies.



Sunshine calls

Our teachers maintain regular contact with the home to involve the entire family and make them an active part of their child's educational journey. We call these *sunshine calls* as their purpose is to inform you about your child's development and progress. We believe in positive reinforcement, and it affects the students' self-esteem and ability to handle adversity well.

Focus on student health

Students' health is key to school performance and to developing into a dynamic adult. The health and well-being of children and young people have drastically declined during and after the pandemic. This is why our health initiative #movewithIES was started in 2021. The initiative not only focuses on improving students' physical health, it aims to enhance their social and mental health. Each #movewithIES school has its own designated health motivator and within the next years all of our schools will be a part of #movewithIES.

Providing safety

We work extensively to create a safe and calm school environment – both inside and outside the classroom. One way to ensure this is through our *Plan Against Abusive Treatment*, which describes how our schools actively work to prevent all forms of abusive treatment.



"My teacher is kind and keeps the class calm, which means I can work better. I also like that we stand behind our chairs before the lesson starts and greet the teachers. I like the school library, I usually go there to read a book or to draw."

STELLA, STUDENT AT IES LINKÖPING



After school activities

FRIDIDS AND JUNIOR CLUB

Fritids and junior club are safe and fun places for our students to spend time before school, after school, or both.

At our schools which teach children in grades F-3, we offer fritids at both the start and end of the school day. Our fritids is a pedagogical centre which works closely with all of the other departments at the school, and where education follows the curriculum. Staff arrange activities and field trips and students can play, enjoy games, and have plenty of opportunities to make new friends in other classes. The *fritids programme* is fun, stimulating and created to encourage and promote childrens' curiosity and willingness to learn.

For our students in grades 4-6 we offer an after-school junior club. Junior club provides a wide range of activities to actively engage children while providing the chance to socialise and make friends with students from other classes. There are a number of activities such as sports tournaments and games in

the gym, arts and crafts, music and dance, baking, board games, and much more.

We serve breakfast every day at fritids, we also provide an afternoon snack for students attending fritids or junior club after school. Students at fritids and junior club also have the opportunity to do their homework and, in doing so, receive help and support from staff.

TUTORIALS FOR EVERYONE

Our schools also offer teacher-led academic tutorials, which are open to all students. This is a place where students can complete their homework, get extra help or ask for a challenge, and learn at a pace which suits them.

Former student at IES

"I WAS A DIFFICULT STUDENT AND IES HELPED ME TO CHANNEL MY ENERGY"

Her great drive is probably the main reason behind her fast journey into the legal profession. Another is her desire to prevent the segregation she herself experienced growing up. Just as important were the dedicated teachers who sparked her interest in school and learning during years 7-9 at IES Örebro. Meet Gona Chalak, one of Sweden's youngest criminal defence lawyers.

An energy vibrates around her small frame as Gona Chalak hurries off to the district court in Sollentuna after our meeting. She works for a law firm in Örebro, but her job as a public defence counsel takes her to many district courts around the country, so travel is part of her normal work day.

Her Kurdish parents travelled a far longer distance some 35 years ago when they fled to Sweden from Iraq, where her father had fought as a guerilla soldier against Saddam Hussein's regime. Gona was born in Karlstad but her family moved to Vivalla in Örebro when she was six years old. It has been classed by the Swedish police as a particularly vulnerable area, in other words a neighbourhood with a low socio-economic status where criminals influence the local community. She herself describes her upbringing in the area as being safe; residents helped each other, and neighbours were seen as part of an extended family.

"At the same time, I saw when my friends, often the boys, would be stopped by the police because of their appearance, without having done anything wrong. I felt that this was a complete injustice and it fuelled my desire to work to counter segregation," says Gona.

BEING SEEN CHANGED HER OPINION OF SCHOOL

She went to Vivalla school for her primary and lower-secondary school years, but when it was time for her to start year seven, her father, who was afraid that she would end up in the wrong circles, wanted her to start at IES Örebro.

"I was pretty disengaged in school, and at first I thought all the IES rules were a hassle. I had loads of energy and was a difficult student who was visible and loud. I was easily distracted, felt lost and

preferred to muck about in the corridors," she says. This all turned around, and Gona's opinion of school work changed, with the arrival of a new principal at the school.



"Suddenly there was a person who saw and heard me. I felt acknowledged and was encouraged to channel my energy into my school work. In years eight and nine, I worked intensively to get good grades and was supported by my teachers. By the time I graduated from secondary school, I had received the award for "most improved" several times. Then when I started upper secondary school, I felt that I had a head-start compared to my classmates," she says.

INSPIRING YOUNG ADULTS TO WORK HARD

Successful upper-secondary education led to a scholarship and Gona was accepted to study law at Örebro University. After an exchange year in Canada she passed the Master of Laws degree at the age of 23. Three years later, 26-year-old Gona was admitted to the *Swedish Bar Association* (Advokatsamfundet) as one of the youngest lawyers in Sweden. In parallel with her studies she has provided homework support and held lectures for school students.

"I want to stimulate children and young adults to see opportunities and not feel defined by their background. I've had to fight to get where I am today, but it really has been worth it. Today I have a stimulating job as a defence lawyer – and I'm proud of myself as there aren't too many young female lawyers with an immigrant background.

"The positive view of school and education that I received during my years at IES Örebro were crucial for me to learn how to channel my energy constructively. I now want to inspire others to work hard to realise their dreams," she says.

Graduation

A MILESTONE WORTH CELEBRATING

At the end of each spring term, students across our schools mark a significant moment in their educational journey – graduation from year nine. It is a proud tradition, celebrated with heartfelt ceremonies, blue caps and gowns, and a shared sense of achievement.

For our students, graduation is more than just the end of compulsory schooling – it is a symbolic and emotional step forward. It is the moment when they stand on the threshold between childhood and young adulthood, looking ahead to high school and beyond.

A PROUD TRADITION WITH GLOBAL INSPIRATION

As a Swedish school with an international profile, we have embraced a tradition found in many English-speaking countries: the ceremonial wearing of caps and gowns. Our year nine students wear these classic symbols of graduation with pride as they gather for a special ceremony to mark their achievements.

This tradition adds a sense of significance to the day and helps students reflect on how far they've come. Whether they joined us in preschool class or transferred later, graduation day allows us to acknowledge each student's personal journey. For staff, it's a powerful reminder of the role we've played in preparing these young people for the wider world.

PREPARED FOR THE WORLD

Our motto, "We prepare students for the world," is not simply a slogan – it's a commitment we live by

every day. Through a combination of strong academic foundations, bilingual education, and a safe, calm school environment, we ensure that every student is given the tools and support they need to thrive.

Graduation reflects these efforts. The ability to present oneself with confidence, to communicate effectively in both Swedish and English, and to step into new challenges with ambition – these are the qualities we aim to instil in all our students. Watching our graduates leave us, ready for the next stage in their lives, is a proud moment for everyone involved.

LOOKING BACK – AND AHEAD

Our schools are built on three core beliefs: command of English, high academic expectations, and a safe, calm environment. These values shape everything we do and are clearly visible on graduation day – in the speeches, the smiles, and the sense of respect among students, staff, and families alike.

We are proud of our year nine graduates – of all they have achieved and of the people they have become during their time with us. As they step out into the next chapter of their lives, we send them off with warm wishes for continued success, happiness, and growth.



"I felt appreciated at IES, it wasn't uncool to be nerdy or smart, it was rather encouraged, and that had a really positive impact on me. IES was hard at times, but I truly learned discipline and that hard work pays off. But the most important thing isn't what grades I got or how much I studied – it's that I had fun and made amazing friends."

ELSA SANDIN, FORMER STUDENT AT IES BROMMA AND THE FOUNDER OF "SVENSKA BROTT" – ONE OF SWEDEN'S BIGGEST PODCASTS



How to apply

JOIN OUR SCHOOL

Internationella Engelska Skolan was founded in 1993 and is one of the largest independent schools in Sweden, with schools across the country – from Trelleborg in the south to Skellefteå in the north. All of our schools are bilingual and follow the Swedish national curriculum, with up to half of the education delivered through the English language.



REGISTER IN THE QUEUE

Our queue runs on a first-come, first-served basis, while giving priority to siblings (*syskonförtur*). Every school has its own queue, and you can place your child in the queue from 1 February the year after they were born. Scan the QR code to apply to one or more of our schools across Sweden.



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If you have questions, please contact info@engelska.se

