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## Part 1: Executive Summary

Parental perceptions of the school leadership have increased dramatically in 3 years. Students and staff are also largely positive and survey results show a steep upward trends in many areas. National test results are above IES averages in the majority of subjects and year groups. Naturally, there are always some areas that require a focus for improvement.

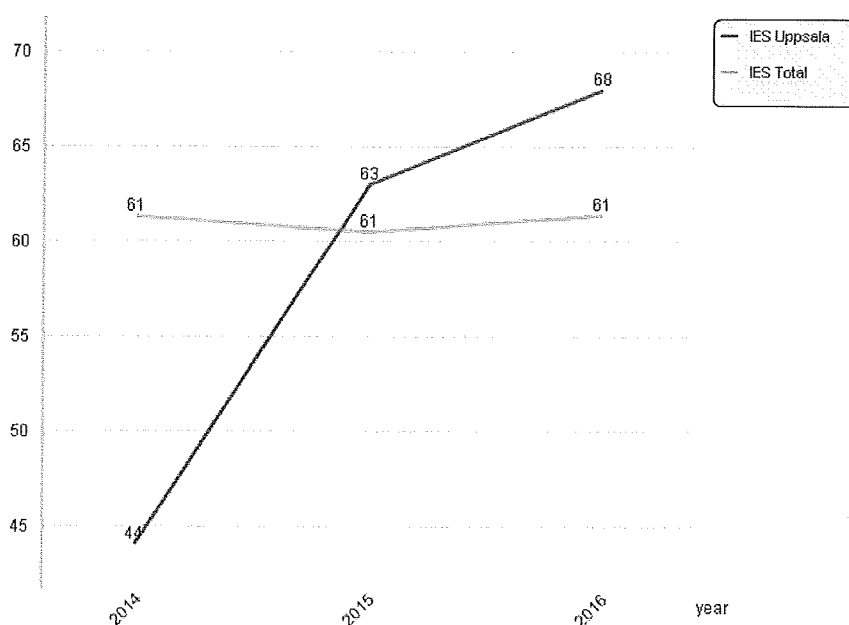
## Part 2: Current Stakeholder Perceptions of the School

### Observations Parent Surveys

#### Areas of Strength

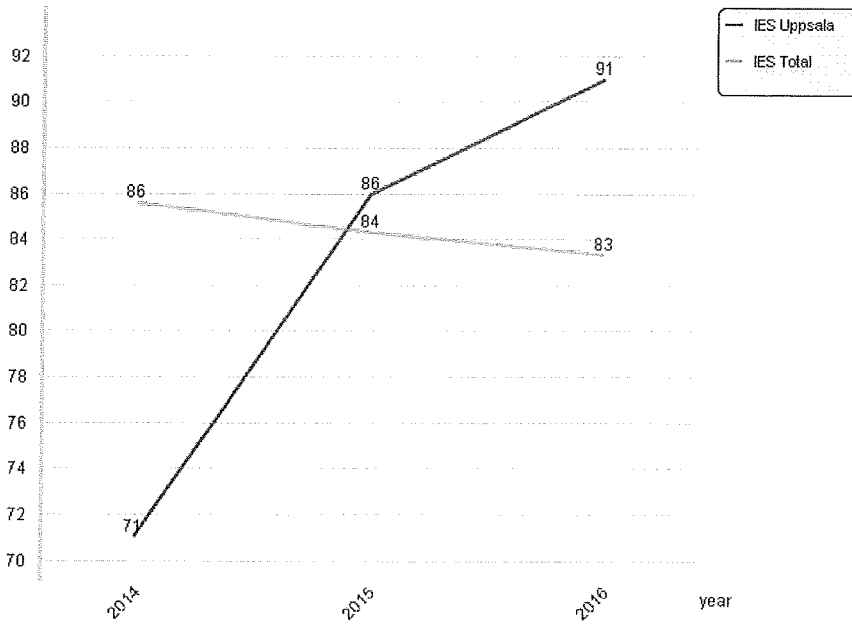
- 98% of parents say their children get homework regularly
- 98% of parents would recommend the school
- 95% of parents are happy with the academic feedback their children receive
- Parental involvement increasing and at 68%

What is your assessment of the school's parental involvement? % 4 & 5



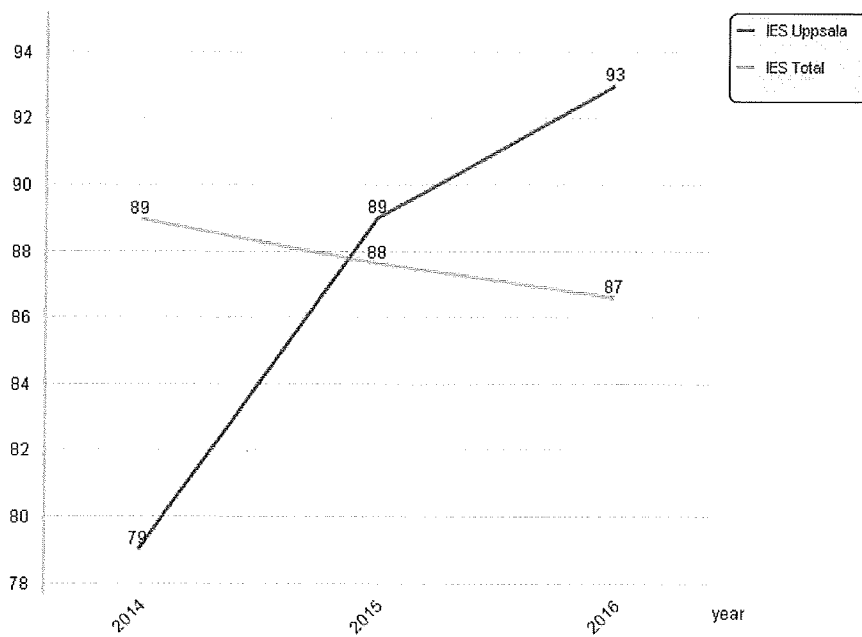
- Perception of principal and leadership increased to 91%

What is your assessment of the Principal and school leadership? % 4 & 5



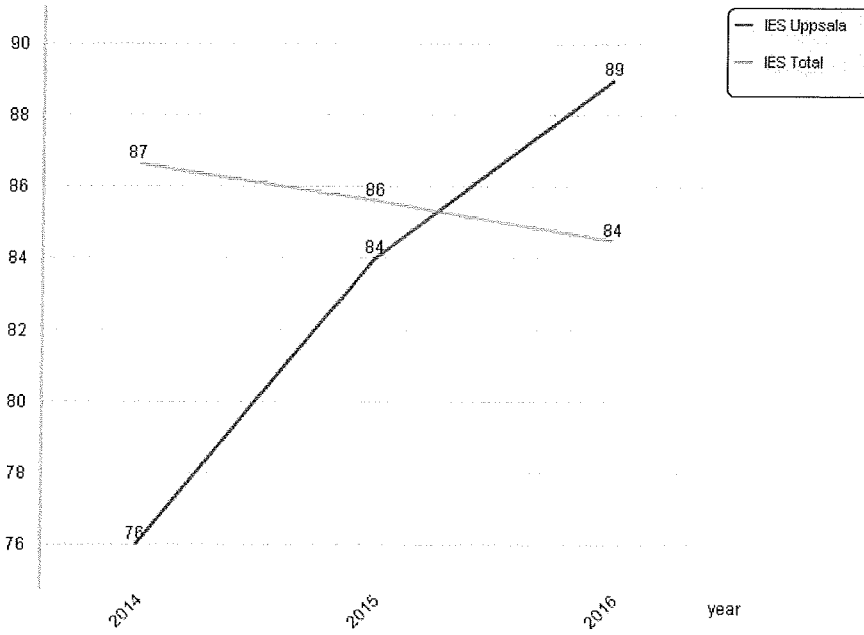
- Overall quality increased to 93%

What is your assessment of the overall quality of the school? % 4 & 5



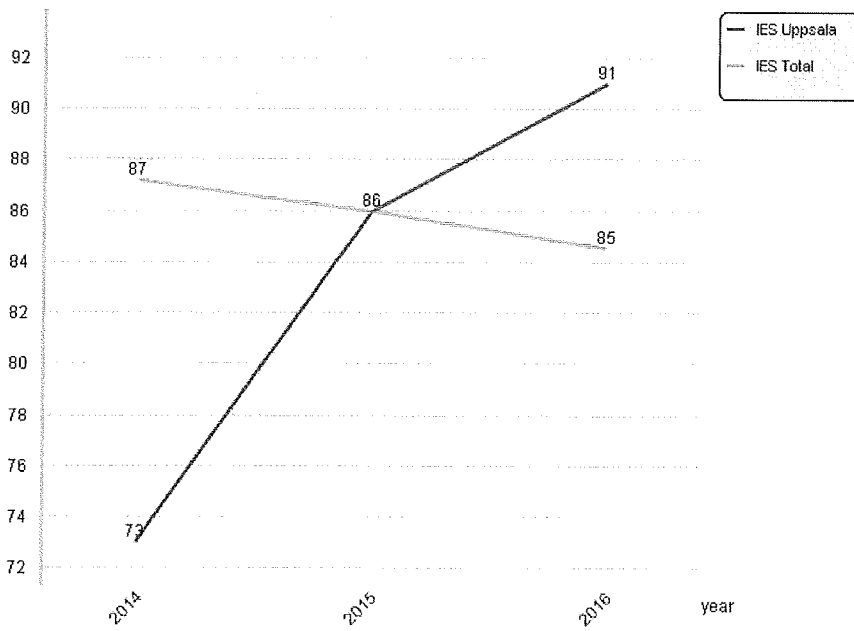
- Perceptions of safety and security at 89%, now above IES average

What is your assessment of the school's safety and security? % 4 & 5



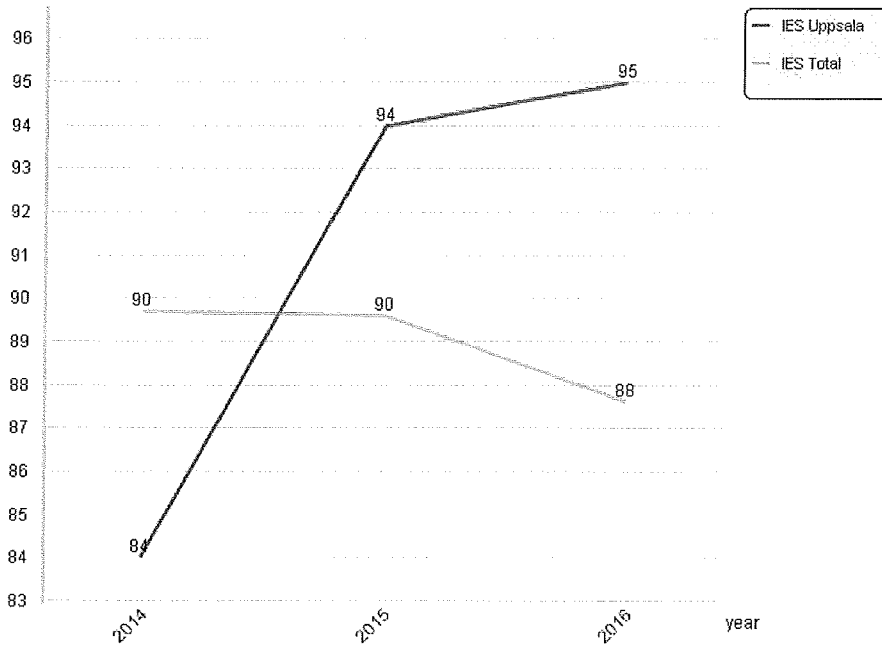
- Parental perceptions of discipline and order also now above IES average at 91%

What is your assessment of the school's discipline and order? % 4 & 5



- Parental perceptions of academic feedback at 95%

Do teachers let your child know how they are doing in the different subjects...? % 3 & 4



Areas for potential focus

- 46% say they receive personal contact home, -6% points on last year
- Meet and greet 79%, IES average 84%

**Observations Student Surveys**

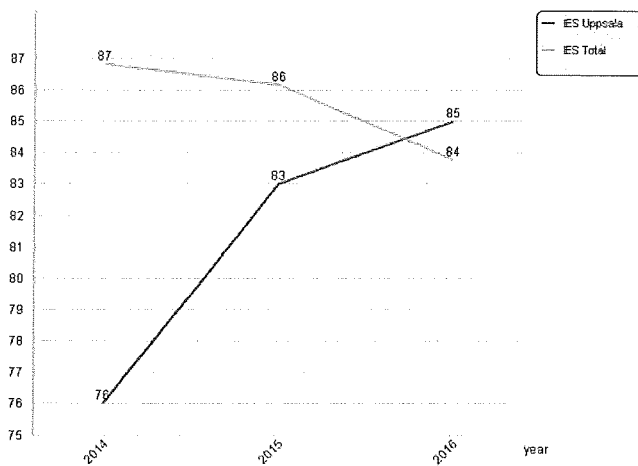
Areas of Strength

- 93% of students feel that surgeries are available for them, above IES average of 91%
- 93% say they receive homework regularly

Areas for potential focus

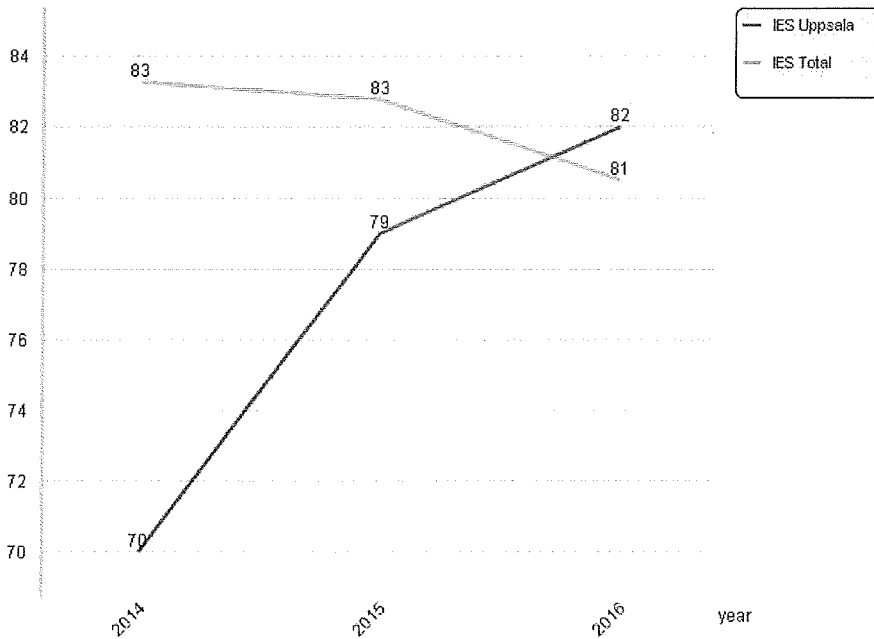
- Student recommendation of the school has increased to 85%

Would you recommend our school to a friend who asked you? % 3 & 4



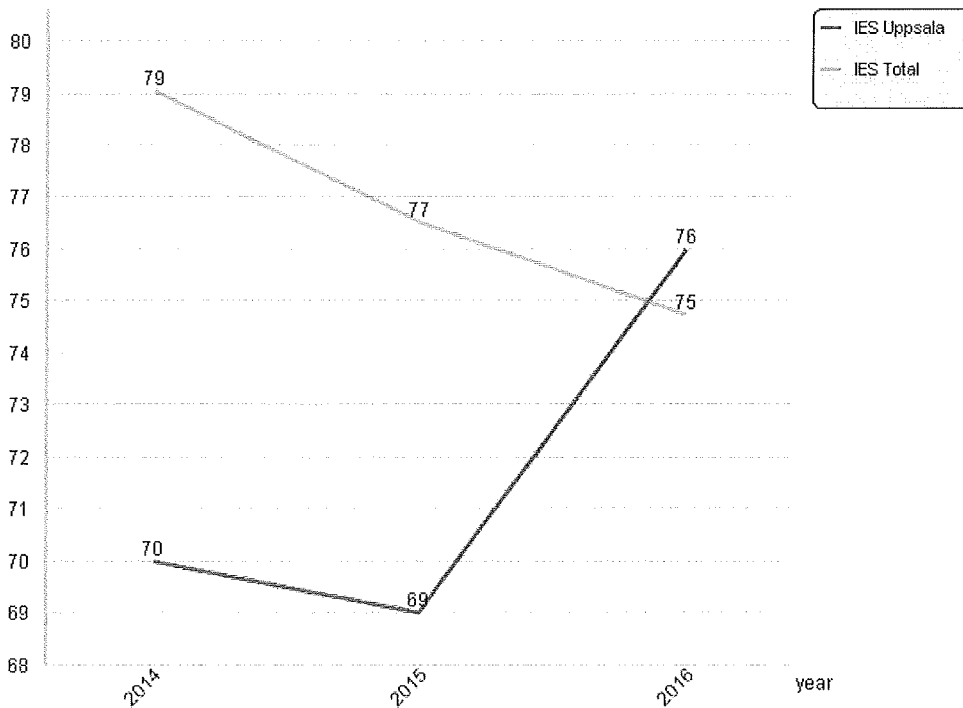
- Student perceptions of peace and quiet have increased to 82%

We expect peace and quiet in the school... does this hold true? % 3 & 4



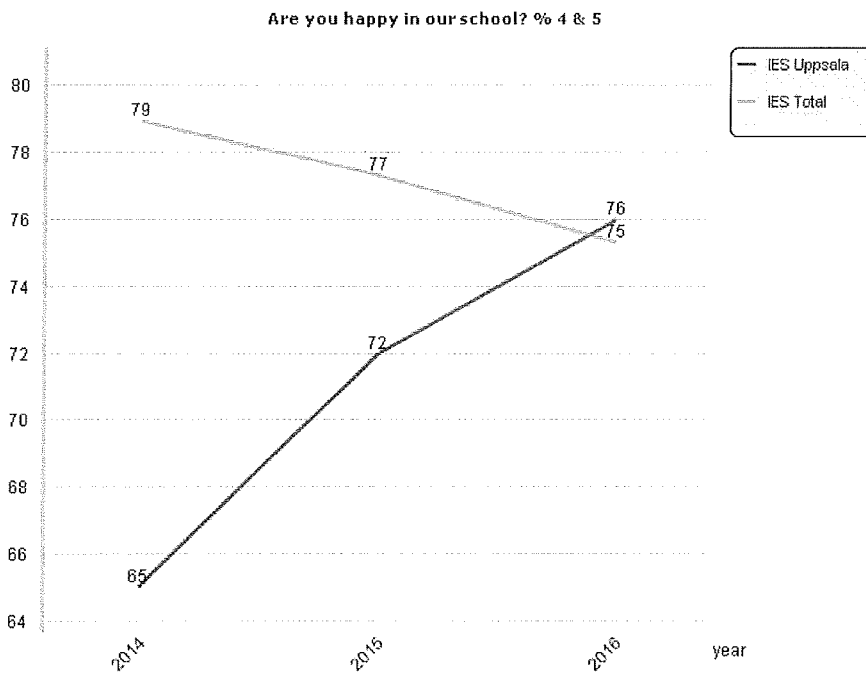
- 9% of students do not feel safe
- 17% feel adults do not take a stand against bullying
- 25% of students do not feel they receive adequate academic feedback
- 28% of students do not feel like the teachers differentiate their teaching
- 23% of students do not feel listened to
- Perceptions of an active and visible student council have increased to 76%

Does your school have an active and visible student council? %YES



- 22% feel like garbage is an issue in the school
- 57% do not think their toilets are clean and fresh, bottom 3 in IES
- 17% think that graffiti is an issue in the school
- 21% do not feel they receive regular mentoring
- 20% do not feel harder more challenging work is available to them if they want it

- 76% of students are now happy in school

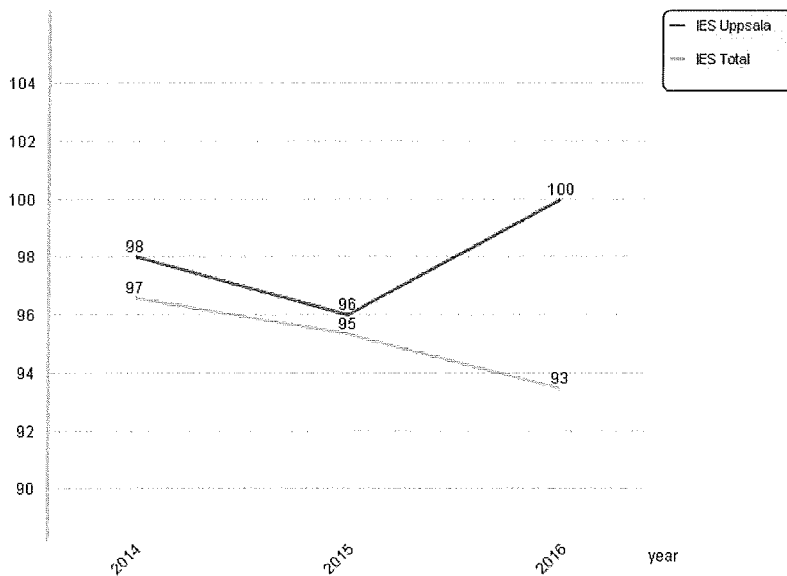


## Observations Staff Surveys

### Areas of Strength

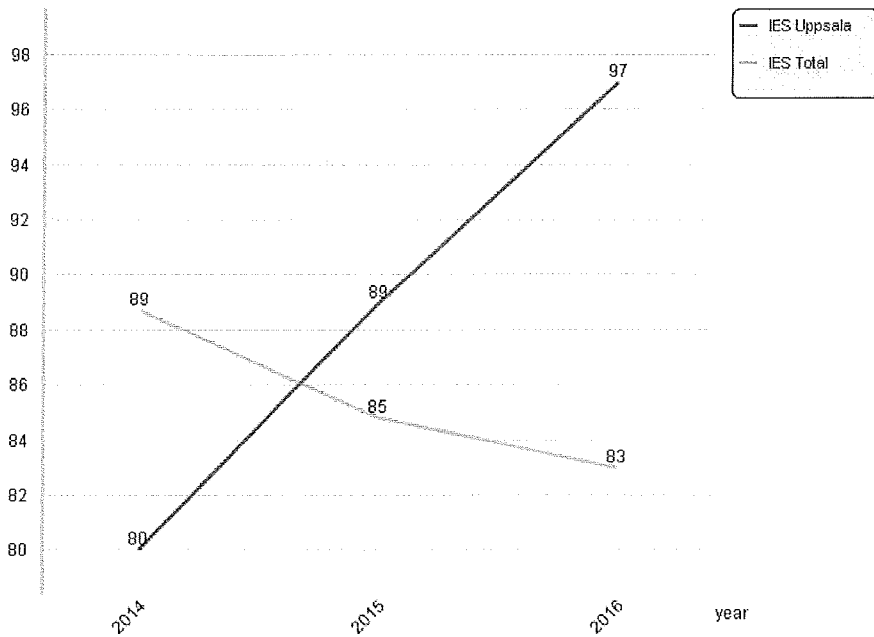
- 93% of staff would recommend the school, above IES average of 90%
- 90% of staff feel that their contributions are recognized, above IES average of 87%
- 100% of staff can start lessons without problems

Can you usually start lessons on time and without significant problems? %YES



- 97% of staff say the school is a place of peace and quiet

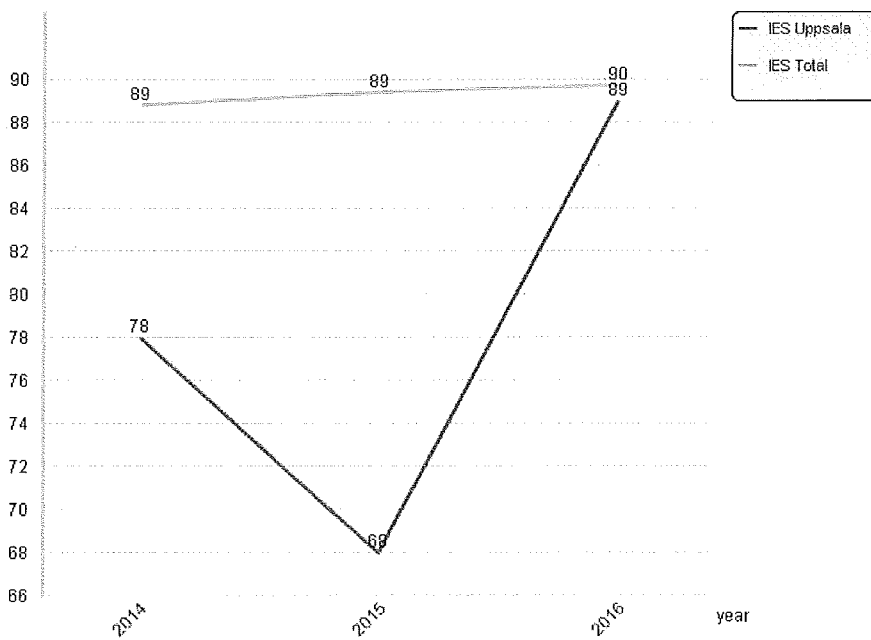
We expect peace and quiet in the school so that teachers can teach and students can work. How w...



#### Areas for potential focus

- 28% of staff do not feel that their professional development needs are being met
- Staff perceptions of garbage have significantly improved to 89%

Do you agree that the school is a garbage free environment? % 3 & 4



- 10% of staff feel that graffiti is an issue
- 7% of staff do not feel that their work is rewarding or stimulating

### Part 3: Review of Targets and Actions Stakeholder Perceptions from Previous Year

Target and Area of Focus	Actions	Comments
<p>Aimed to improve student perception of feeling listened to (2015 result 78% +1 on last year)</p>	<p>Continue developing mentor time program by introducing a mentor time rota system.</p> <p>Defining the role of the mentor with both staff and students at the beginning and throughout the year.</p> <p>Mentor time rota ensuring that mentors have individual talks with their students once a month.</p> <p>Improve student feedback channels through Student Council</p>	<p>Declined by 1% point to 77%</p>
<p>Aimed to improve student perception of student council (2015 result 69% -1 on last year)</p>	<p>Student Council is up and running earlier in the year (improved from last year, but can be improved on further);</p> <p>Allocate notice boards around the school for SC news, and photos of members;</p> <p>Use both information screens and daily notices for regular SC updates;</p> <p>Monthly mentor class meetings where ST reps feedback to class and ask for feedback to bring to ST;</p> <p>Food Council - sub group of SC set up and have monthly meetings with Principal</p> <p>Year plan outline complete by höstlov with main events;</p> <p>Meetings changed to Monday mornings so that SC reps do not miss mentor time, and information can be fed back to class immediately after.</p>	<p>Achieved, now at 76%</p>
<p>Aimed to improve % of students feeling safe (2015 result 92% + 2 on last year, still ranked in bottom 3 of IES)</p>	<p>PTA lobby 30 sign and speed bump on Bäcklösavägen (Jnr school road)</p> <p>Improve safety - students survey done again (involve student care) and SCT team analyse results and take relevant action.</p> <p>Toilet locks changed so they can not be opened from the outside.</p> <p>Increase the number of staff out in the corridors during break.</p> <p>Explain to all classes how our procedure for dealing with bullying works. HoY to explain in their year group on mentor time, once in autumn and once in spring.</p>	<p>Declined by 1% point to 91%</p>
<p>Aimed to improve student perception of garbage and toilets</p>	<p>Hand dryers installed in all toilets instead of paper to reduce paper on the floors.</p>	<p>Garbage has declined by 2% points</p>



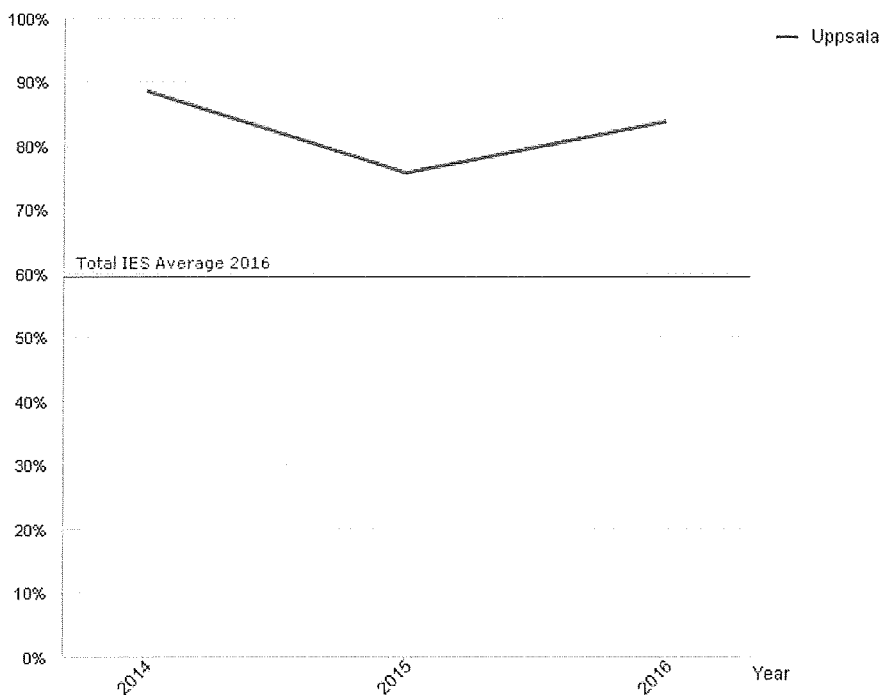
<p>(2015 result garbage 80% 0 on last year, and toilets 40% -13 on last year</p>	<p>Once a day mid-day cleaning of toilets included in deal with cleaning company.</p> <p>Mentor classes on litter rota, picking up litter and cleaning of graffiti during mentor time (once per term).</p> <p>Graffiti procedures - clean it up straight away or inform management so they can do it (or get it done). Remind staff of procedures regularly.</p>	<p>Toilets have increased by only 3% points</p>
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## Part 4: Current Academic Quality in the School

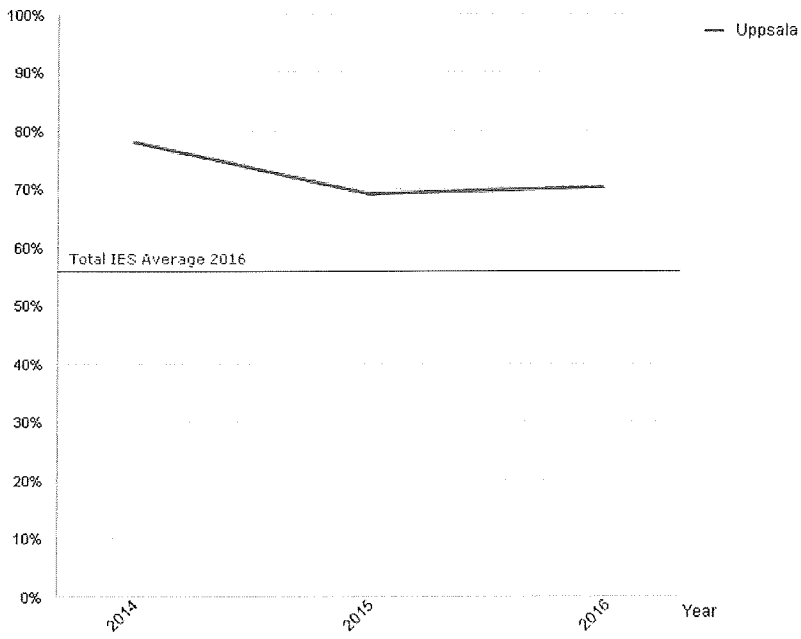
### Observations Academic Results

#### Areas of Strength

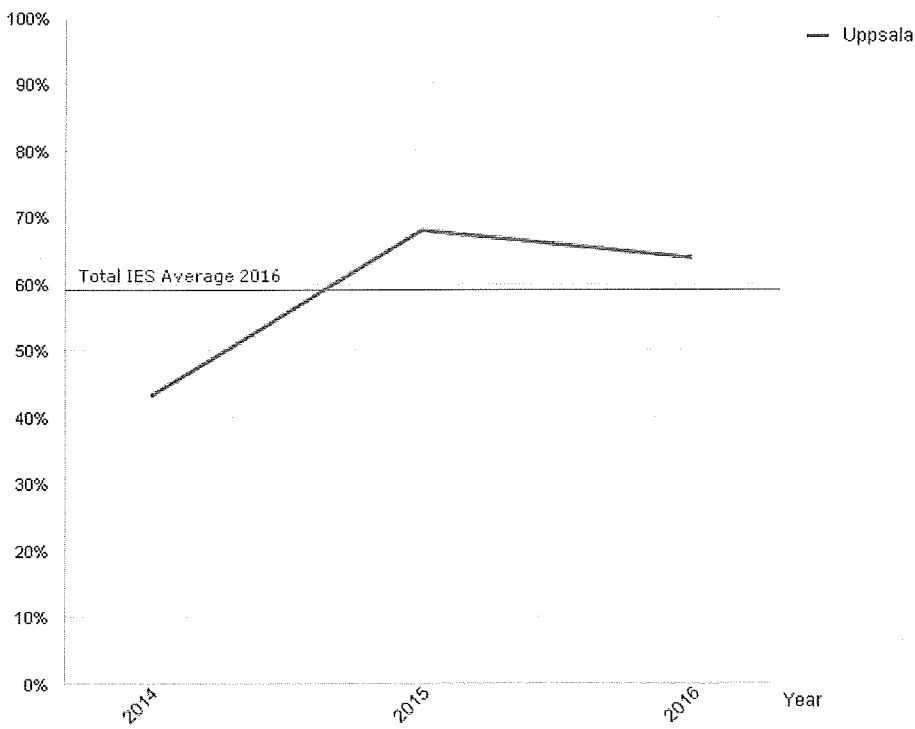
- 97% behörig till gymnasiet
- 100% C+ in the Grade 9 English national test
- 99% C+ in the Grade 6 English national test
- 84% C+ in the Grade 9 Math national test



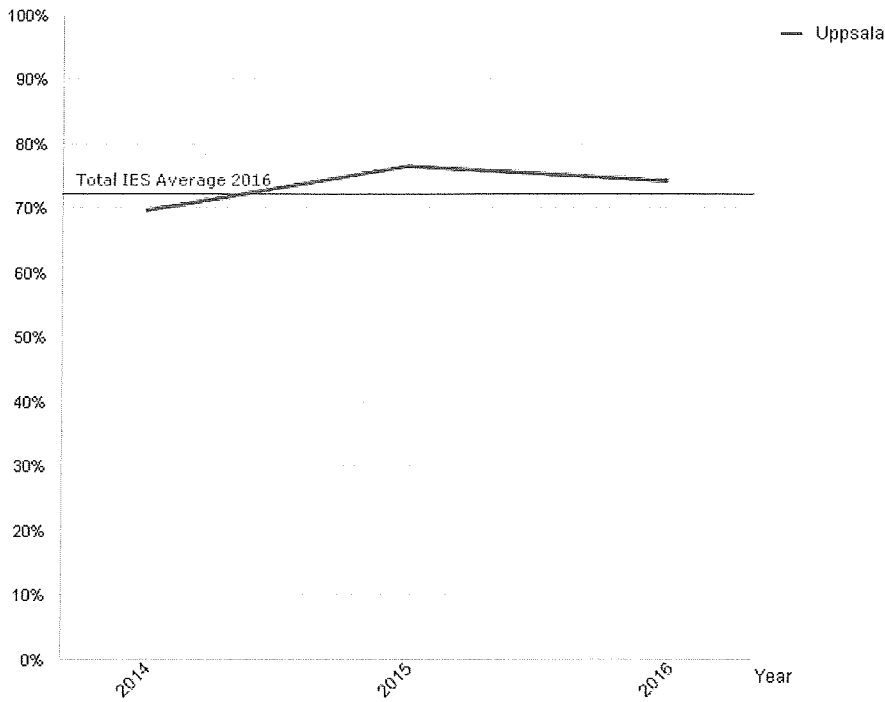
- 70% C+ in the Grade 6 Math national test



- 64% C+ in the Grade 6 Swedish national test



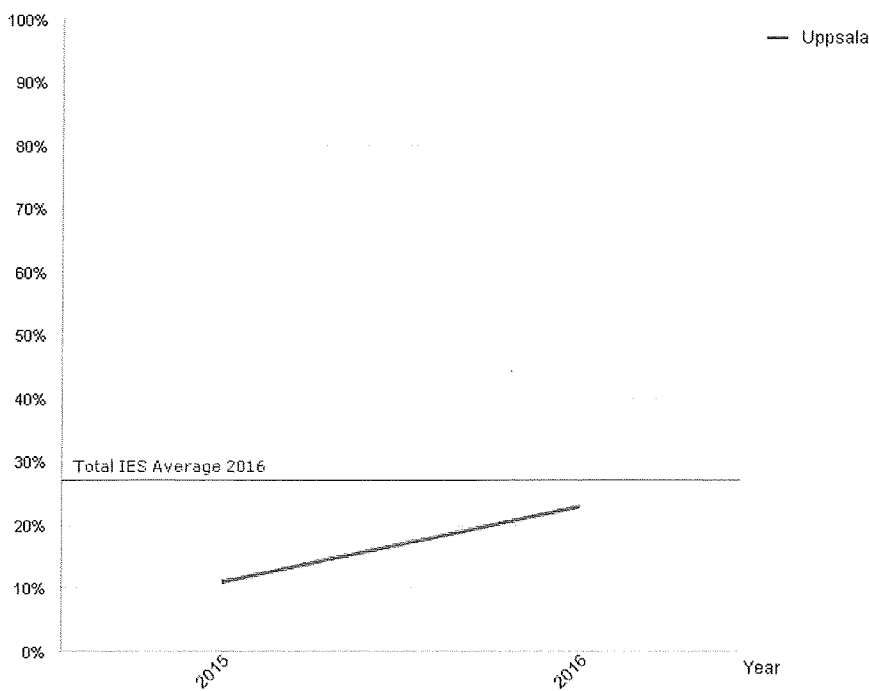
- 74% C+ in the Grade 9 Swedish national test



- 80% C+ in the Grade 9 History national test, top in IES

#### Areas for potential focus

- 23% C+ in Grade 9 SVA national test, 13 entrees



- 51% C+ in the Grade 9 Biology national test, IES average 56%
- Meritvärde from 259 last year to 261 this year, IES average 271

#### National test to final grade comparison

- All final grade results are safely within national test average boundaries.

Grade 9 2016 V Grade 6 2013 national test comparison

- Grade 9 did better in Math and Swedish 2016.

## Part 5: Review of Targets and Actions from Previous Academic Year 2015-16

Target and Area of Focus	Actions	Comments
Aimed to improve the % of students being eligible for further education (behörighet till gymnasiet)	<p>Analysis of KR, are there key skills that need to be addressed earlier in order to pass.</p> <p>Increase support for failing students at an earlier stage.</p> <p>Diagnose students difficulties in core subjects and target with specific support.</p> <p>Utilize the schools two spec ed teachers to support failing students and increase their skill levels.</p> <p>Professional teacher development focus (in service): Utilize spec ed teacher to train teachers in differentiation, including support structures for failing students.</p>	97% again this year
Aim to make the Science profile visible to stakeholders	<p>Short term plan: Our own booth at Scifest, Selected for participation in Gnistan project at Tekniska Museet, Science lab half classes from year 6-9</p> <p>Long term plan: Science themes should permeate the units of other subjects</p>	Biology national test below average this year
Aim to maintain the reduced gender gap in Grade 9 Swedish national test	<p>Continue working with Theme reading, scaffolding in writing assignments, balanced literature choices throughout the course.</p> <p>Analysis of National Test to better understand key skills needed to succeed, eg. reading comprehension strategies and writing strategies.</p>	<p>Increase from 10% to 17% difference in Grade 9 national test</p> <p>From 45% to just 5% difference in Grade 6</p>
Continue working with differentiation in the classroom leading to increased C-A levels and lower F-levels in all subjects in Year 9	Professional Development programme on Differentiation and feedback on In Service days through the year.	No change in perceptions observed
Continue working with our plan for full implementation of Growth Mindset in the lessons this year to ensure students	Instructions and criteria for use of Growth Mindset was delivered at start of year and reminded again on In Service after Autumn break.	

perseverance increases		
Make learning visible to the teacher and teaching visible to the students	<p>Implementation of first-person narrated success criteria instead of general lesson objectives for all units across all year groups.</p> <p>Feedback: teachers focus on giving timely feedback during the learning process (not only at the end of the learning process).</p>	

## Part 5: Review of Other Observations and Targets Academic Year 2015-16

These observations relate to legal, HR and other issues potentially affecting quality in the school

Observation	Actions (only if deemed necessary)	Comments
Complaints directed to the IES Ombudsman have seen a dramatic decline this year which is a very positive signal		0 complaints recorded this academic year
Students feel happier at school and therefore greater loyalty	<p>Introduction of a House system;</p> <p>Working to introduce a Talent Shows during Spring term;</p> <p>New food company to improve lunches;</p> <p>Continued work with Growth Mindset;</p> <p>Relocating lockers to improve traffic in corridors;</p> <p>Building of new Student Lounge to give year 7-9 space during breaks.</p> <p>Use of Junior Club Lounge for year 6 breaks.</p> <p>Positive reinforcement - postcards/emails sent home.</p>	

## Part 7: Targets for Academic Year 2016-17

**Where and how do you intend to show measurable progress in relation to IES Quality?**

## Survey Targets

Target	Actions
<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>personal contact home, increase to above IES average</li> <li>Meet and greet 79%, Increase to above IES average</li> <li>98% of parents say their children get homework regularly increased to 100%</li> <li>98% of parents would recommend the school increased to 100%</li> <li>95% of parents are happy with the academic feedback their children receive to 100%</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>9% of students do not feel safe, decreased to 5%</li> <li>17% feel adults do not take a stand against bullying, decreased to 10%</li> <li>25% of students do not feel they receive adequate academic feedback, decreased to 15%</li> <li>28% of students do not feel like the teachers differentiate their teaching, decreased to 20%</li> <li>23% of students do not feel listened to, decreased to 15%</li> <li>Perceptions of an active and visible student council have increased to 76%, increase to 80%</li> <li>22% feel like garbage is an issue in the school</li> <li>57% do not think their toilets are clean and fresh, bottom 3 in IES</li> <li>17% think that graffiti is an issue in the school</li> <li>21% do not feel they receive regular mentoring</li> <li>20% do not feel harder more challenging work is available to them if they want it, decreased to 10%</li> <li>76% of students are now happy in school, increased to 86%</li> </ul> <p><b>Staff</b> Areas for potential focus</p>	<p>One on One meetings Mentor-Hoy and Hoy-AP to check this is followed. Also brought up in Dev Talks. Ensure staff who struggle are supported in this. Discuss planning time to do this.</p> <p>Send emails to all parents informing that management are greeting at the entrance every morning.</p> <p>Promote the importance of homework even more.</p> <p>Never leave a loose end in issues that come to management attention</p> <p>Keep improving the way we give feedback rather than increasing the number of times we give feedback</p> <p>Investigate through SC and then act on results</p> <p>Strengthen the info on where to turn to when feeling bullied. Assemblies during the year.</p> <p>Increase parent awareness of what feedback students are given</p> <p>Recognizing student feedback and using notices and screens to highlight how student opinions have been acted on Give SC president access to write in daily notices to share info and communicate with student body</p> <p>Class rota on cleaning in and outside every week, more bins Bins back in restrooms, and check toilets daily with lunch time cleaning Repainting the school and more elaborate wall paintings and decorations, staff assigned to graffiti watch Increased focus on mentoring in mentor time, Mentor rota once a month Focus on Dept Heads leading discussions on how to challenge students</p>

<ul style="list-style-type: none"> <li>• 28% of staff do not feel that their professional development needs are being met, decrease to 10%</li> <li>• Staff perceptions of garbage have significantly improved to 89%, increase to 95%</li> <li>• 10% of staff feel that graffiti is an issue, decrease to 5%</li> <li>• 7% of staff do not feel that their work is rewarding or stimulating, decrease to 0%</li> </ul>	<p>New model for CPD, staff driven through AST plus individual money for each teacher in depts.</p> <p>Remind it is a collective responsibility to keep the school clean</p> <p>Giving adequate feedback to all staff and making sure staff feel listened to.</p>
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## Academic Targets

Target	Actions
<ul style="list-style-type: none"> <li>• Be above IES average in the National Test for Science.</li> <li>• Meritvärde from 259 last year to 261 this year, IES average 271</li> <li>• 30% C+ in Grade 9 SVA national test, 13 entrees</li> <li>• 100% C-A English Y9</li> <li>• 80% C-A Math Y9</li> <li>• 100% eligible for Gymnasiet</li> </ul>	<p>Continue working with assessments that simulate NT:s</p> <p><b>Correct GPA for 2015/2016 is 263,3 increasing from 253,5, we will continue building on this</b></p> <p>Continue working with individually challenging work for all students</p> <p>Keep working to increase support for teachers and students in how to work with students who struggle and offer alternative ways of presenting knowledge. Small groups in math in year 6, 7 and 9 to support weak students. Ensuring math is used in all aesthetics subjects.</p>

## Other Targets

Target	Actions
<ul style="list-style-type: none"> <li>• Maintain perceptions of overall school quality above IES average</li> <li>• Increase active GM culture in teaching and learning</li> <li>• Planning for activity pauses in lessons</li> </ul>	<p>Keep putting the work in</p> <p>Monthly CPD for all staff during the year</p> <p>Brainstorming with pilot teachers</p>

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## For Reference:

### Internationella Engelska Skolans Nyckeltal – Key Performance Indicators

A review of the figures and key areas that contribute to a discussion on the overall quality of an IES school.

#### Kunskapsresultat – Academic Results

- National Test Results Grade 6 and 9
  - % of students gaining C+
  - % of students with F
  - % of boys and girls gaining C+
  - Number of students who did not complete all parts of the national tests
- Final Grade to National Test Comparison Grade 9
  - % of students with lower, the same or higher final grade compared to national test result
  - % of students with 1, 2, 3, 4 or 5 grades higher or lower, in final grade when compared to national test result
- Final Grades G6 & 9
  - % breakdown of grades per subject A-F G6 & 9
  - Meritvärde – Average points score Grade 9 leavers
  - Behörighet till Gymnasiet – % qualified for further studies Grade 9 leavers
- Contextualizing Figures
  - A review of all of the above figures in relation to prior performance as well as, where possible, comparisons with: IES, national, län and kommun averages
  - SALSA värde (*SIRIS Skolverket*) – Average points score compared with estimated result
    - Educational level of Grade 9 parental cohort
    - % of Grade 9 cohort newly arrived to Sweden in past 4 years
    - +/- Residual result over time
  - % of students in Grade 9 cohort reading SVA
  - % of students in Grade 9 cohort reading Mother Tongue
- Contextualizing Figures – Future
  - Grade 6 national test results 2013 comparison with Grade 9 national test results 2016
  - DLS and PRIM Swedish/Mathematics diagnostic tests for all students in Grade 4 will begin August 2015 to identify low, middle and high ability students in given cohort. Results will be compared with national test results in Grade 6 2018. Similar ability tests and comparisons will be conducted when the cohort reaches Grades 6 and 9

#### Kundåsikter – Stakeholder Views

##### Parents

- How did they hear about the school?
- Why did they choose the school?
- Would they recommend the school?



- Do management meet and greet students in the morning?
- Do students receive regular homework?
- Do students get meaningful feedback from teachers about their work?
- Do parents get regular personal contact with mentors? (call home or meeting at least once a month)
- Is the school safe and secure?
- Does the school have a climate of order and discipline?
- How do parents rate their own involvement in the school?
- How do they rate the quality of school lunches?
- How do they rate the quality of teaching?
- What is their overall assessment of the quality of leadership?
- How do they rate the overall quality of the school?

### Students

- Would they recommend the school?
- Is the school a place of peace and quiet?
- Do they feel safe?
- Do adults pay attention to incidents of bullying?
- Do lessons start on time?
- Do they get regular feedback concerning their work? (formative assessment)
- Do teachers understand them and adjust their teaching style where needed? (differentiation)
- Do teachers listen to them?
- Is there an active student council?
- Is the school garbage free?
- Are the toilets clean and fresh?
- Is the school graffiti free?
- Do they receive regular mentoring from their class mentor?'
- Are surgeries (extra stödtid) available for them?
- Do they feel challenged academically?
- Do they receive regular homework?
- How do they rate the quality of school lunches?
- Are they happy in school?

### Staff views and other information

- How long have they been in IES?
- What % are Swedish speaking / native English speaking / other? (Minimum English speakers should be 40%)
- % of qualified and certified teachers from Sweden and abroad
- Would they recommend the school?
- Do they know the IES Ethos?
- Do they believe in the IES Ethos?
- Do they feel their lessons start on time?
- Do they feel the school is a place of peace and quiet?
- Do they feel their colleagues pay attention to incidents of bullying?
- Do they feel their school is garbage free?
- Do they feel their school is graffiti free?
- Are their professional development needs being met?
- Do they feel safe and secure in school?
- Do they enjoy their job? Is it rewarding?
- Is the school leadership open and approachable?

- Are their contributions recognized by their Principal?

#### Other Personnel Information

- Sick leave data
- Leave (other reason) data
- Staff turnover statistics

#### Finansiella Nyckeltal - Financial KPIs and other Key Figures

- Number of Students
  - Number of classes
  - Number of students per class
  - Number of students in queue
  - School voucher per student
- Number of Staff
  - Average number of teachers per class
  - Average teacher salary
  - Average number of non-teaching staff per class
  - Average salary for non-teaching staff
  - Other personnel costs as % of salaries and social security contributions
  - Personnel cost per student
- Building Costs
  - Rent per square meters – building
  - Cost of cleaning per square meters – building
  - Square meters per student
  - Premises cost per student
- Other Costs and Key Figures
  - Cost of meals per portion per student
  - Cost of meals per portion per staff
  - Annual educational costs per student
  - IT costs per student per year
  - Annual school voucher minus rent per student
  - Real management cost per class
  - Total Capital expenditure as % of total revenues
- Actual Results %
  - Operational profit / premises cost %
  - Operational profit / total rental commitment %
  - Profit before tax % of total revenue