



Jigsaw24 1:1 Impact Report

**Schools feedback on their
experience with Apple technology.**

The Jigsaw24 1:1 Impact Report 2020

How schools are benefiting from rolling out iPad

There's a lot of talk about the benefits of rolling iPad out to students on a 1:1 (one device per user) basis, and there's no denying that we are ardent believers in the learning successes of providing pupils with this important technology.

The Jigsaw24 Scale School Report has been compiled to help show the impact that deploying 1:1 devices has had across a range of educational institutions. This report highlights key findings from a cross-section of schools, academies, independent schools and colleges, and looks at the impact on teaching and learning, judgments by Ofsted and curriculum goals, rather than the technology itself.

An honest look at learning benefits...

Undertaking a 1:1 iPad project is no small task and we have asked institutions to share their experiences with complete honesty. By sharing these, we hope to demonstrate a true reflection on the impact of deployment and we thank the institutions for being candid and open around such obstacles.

We also want to share the successes and solutions for overcoming such challenges and included this summative information to help **Headteachers, Senior Leadership Teams, Governors, Principals and Trust Leaders** who are thinking of undertaking such a project.

Enjoy!

The Jigsaw24 education team

Look out for...

These key findings include the impact on:



Progress/attainment



KS1/KS2/KS4 exam results



Attendance



Closing the gap



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What we offer...



The Crestwood Secondary School

Background

The Crestwood School are a co-educational secondary school and sixth form based in Dudley, West Midlands. Rated Good across the board in their 2014 Ofsted report, Crestwood were looking to improve to an Outstanding rating, focusing on encouraging students to reflect on teachers' comments more in order to improve, reinforce literary skills in other subjects in Key Stage 3, and give more able students the opportunities they need to extend and deepen their knowledge and understanding.

Successes

In 2016, Crestwood decided to conduct an iPad 'intervention' to gauge the impact of 1:1 iPad. They equipped one group of students with iPad on a 1:1 basis in four selected lessons from the new GCSE topics for two weeks, while a control group would do the same but without the use of iPad.

Both groups were picked as equal ability based on prior attainment, and after two weeks, they had to complete an end of unit GCSE exam. On the exam, the group who weren't using iPad gained an average score of 9.8/22 marks (41.2%), whereas the group with iPad gained an

average score of 13.1/22 marks, equating to a percentage score of 60%. That's a difference in attainment of nearly 20% in just two weeks of using iPad.

On top of the exam results, the teacher conducting the intervention also noticed a huge increase in engagement from students, both in and out of school. The group were given their lessons via the Showbie app, and used Apple Books to record their lessons. As lessons progressed, conversations with students showed their understanding was so fluid and embedded they were hitting the objective of the lessons without actually realising, and Blooms questioning with the more able students let them show off what they had learned.

Outside school, students took pride in their iBooks and would continue work at home, or even complete work when off ill. Students would also message and ask questions using Showbie on their iPad and their school emails, while the group who didn't use iPad did not make contact outside of lessons.

Progress

60% attainment for students using iPad v 41.2% attainment for students not using iPad, over just two weeks.



About the school



INSTITUTION TYPE
Co-educational secondary and sixth form



PUPILS ON ROLL
712



AGE RANGE
3-18 years



LOCATION
West Midlands



DEVICES DEPLOYED
200



FUNDING METHOD
Parental contribution leasing



FSM PUPILS
240

Crestwood's iPad experiment

Charting the journey and results of the school's iPad intervention study

In mid-2016, Crestwood pick two equal ability groups of students for their two-week iPad intervention.

iPad	No iPad
<p>Group 7A1 (18 participants) are given iPad.</p>	<p>Group 7B2 (19 participants) don't receive iPad (sorry, kids).</p>
<p>Lesson handouts Group 7A1 are given lessons via Showbie and digital textbooks.</p>	<p>Lesson handouts Group 7B2 are given lessons via traditional paper-based handouts.</p>
<p>Engagement The teacher notices increased engagement with Group 7A1.</p>	<p>Engagement Engagement from Group 7B2 remains at normal levels.</p>
<p>Learning objectives Conversations and Blooms taxonomy questions show learning objectives are met.</p>	<p>Learning objectives Group 7B2's were completing work, but not at same understanding level of Group 7A1.</p>
<p>Offsite work Outside school, Group 7A1 would continue work, and email teachers with any questions.</p>	<p>Offsite work Group 7B2 did not make contact or continue work outside of lessons.</p>
<p>Exam results On the exam, Group 7A1 gained an average score of 13.1/22 marks (60% score).</p>	<p>Exam results Group 7B2 gained an average score of 9.8/22 marks (41.2%) on the exam.</p>

Nearly 50% attainment increase!

Over just two weeks, the difference in attainment between the iPad group and non-iPad group was nearly 50%!



Stephenson Memorial Primary school

Background

The school deployed 1:1 devices in 2012 to all KS2 pupils, staff and teaching assistants. The goal was to increase engagement within the curriculum and therefore increase gains in attainment and progress for all pupils.

The device itself is not at the heart of the school improvements; it is how it is being used. The impact on learning is testament to the creativity of the staff and the regular in-house staff development program. The training is run by both staff and students – sharing good practice.

Challenges

The school had a history of low attainment and struggled to hit national targets, and they knew that parent engagement was going to be crucial to success. 58% of students at the school are in receipt of free school meals, and initially the main barrier was that the school knew it would need to get parents on board to meet the cost.

The iPad scheme started in the Summer term 2012 and relies on every child in Year 5 owning (renting) their own device which goes between home and school. The families enter into a two year rental agreement (non-profit, so very low repayments of approx. £3.50 per week). At the end of this period, the family will own the device. The scheme has allowed the children to take ownership of their learning beyond 3pm every day. It has propelled a change in the way the school delivers teaching and learning which in turn has directly impacted on standards and attainment.

Successes

- The school had a considerably large **SEN boy cohort** who previously had only made 1.8 points progress in a year but after introducing devices they increased progress to 4.6 points in a year.
- The school has appointed a series of **'Digital Leaders'** who support teaching and learning regularly throughout school. The 'DLs' are Year 5 and 6 students who have been trained in a specific area, or using a specific app, supporting teachers and other pupils.
- The school managed to get **100% sign-up for the iPad scheme** by putting the weekly cost of the leasing scheme against the price of a pint of lager, children's toys and other things the parents would relate to.

Attendance

In 2014, the attendance rate at this school was 95%. This is a **decrease in absenteeism of 12.3%** compared to the previous year.

About the school



INSTITUTION TYPE
Co-educational primary school



PUPILS ON ROLL
424



AGE RANGE
3-11 years



LOCATION
Walsall, West Midlands



DEVICES DEPLOYED
156 devices



FUNDING METHOD
Leasing model (Year 5 & 6) & capital purchase Year 3 & 4



FSM PUPILS
29.8%



A **4.6 point increase** in progress for SEN boys.



Measuring the impact of iPad

Impact on progress

(expected progress achieved by pupils)

Reading



In 2014, **100%** of pupils achieved expected progress in reading.

This is an increase of **21%** since 2013.

Writing



In 2014, **98%** of pupils achieved expected progress in writing.

This is an increase of **3%** since 2013.

Impact on test results

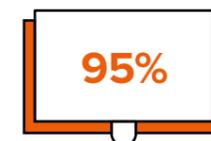
Grammar, punctuation and spelling



In 2014, **68%** of pupils attained Level 4 or above in the Key Stage 2 grammar, punctuation and spelling test.

This is an increase of **15%** since 2013.

Reading



In 2014, **95%** of pupils attained Level 4 or above in the Key Stage 2 reading test.

This is an increase of **24%** since 2013.

Writing



In 2014, **90%** of pupils attained Level 4 or above in the Key Stage 2 writing assessment.

This is an increase of **8%** since 2013.

Closing the gap

Grammar, punctuation and spelling



In 2014, **100%** of disadvantaged pupils achieved expected progress.

This is an increase of **26%** since 2013.



100% of other pupils achieved expected progress.

This is an increase of **16%** since 2013.

Writing expected progress



In 2014, **96%** of disadvantaged pupils achieved expected progress.

This is an increase of **1%** since 2013.



100% of other pupils achieved expected progress.

This is an increase of **7%** since 2013.



Stephenson Memorial Primary school continued...

“ I think it's crucial that schools help provide equal access to new technology. You hope that children are being given these opportunities at home, but unfortunately that isn't always the case for a lot of children who attend our school. By introducing them to iPad, we're also introducing it to their whole family, so we see this as a family and community project here at Stephenson rather than something that just helps our pupils. **”**

Andrew Pridmore,
Headteacher, Elizabeth Woodville Primary School

Read the full story at www.Jigsaw24.com/stephenson-memorial



Yew Tree Primary School

Background

Yew Tree Primary School has the same aims and aspirations for all of its pupils. In a caring, disciplined and happy environment, pupils are provided with many opportunities to develop spiritually, socially, physically and intellectually.

In order to ensure that their mission statement of "excellence and happiness in a caring, family school" is fulfilled, the school places a great deal of emphasis on the emotional wellbeing of their pupils. The school has deployed 1:1 devices across KS2 and has several sets available for EYFS and KS1 students.

Successes

Yew Tree School is an Apple Regional Training Centre (RTC) and offers training courses on how Mac and iPad can enhance the curriculum.

The 1:1 programme has let the school offer pupils greater personalisation, creativity and choice, facilitating independence and collaboration.

“Staff had been used to using iPad to deliver aspects of the curriculum, so when we announced the 1:1 rollout, they were delighted. They knew the value they would bring to enhancing their teaching. Over time, iPad has become indispensable to them.**”**

**Tamsie Mclean, new RTC Manager,
Yew Tree Primary School**

Attendance

In 2014, the attendance rate at this school was 95.6%. This is a **decrease in absenteeism of 26%** compared to 2013.

Progress

Reading

In 2014, **97% of pupils achieved expected progress in reading**. This is an increase of six percentage points since 2013 and the school's result was in the top 20% of similar schools' results, and in the top 40% of all schools nationally.

Writing

In 2014, **100% of pupils achieved expected progress in writing**. This is an increase of two percentage points since 2013 and the school's result was in the top 20% of similar schools' results, and top 20% of all schools nationally.

About the school



INSTITUTION TYPE

Co-educational primary school



PUPILS ON ROLL

Approx 570



AGE RANGE

3-11 years



LOCATION

Walsall, West Midlands



DEVICES DEPLOYED

1:1 Years 3-6



FUNDING METHOD

Capital purchase



FSM PUPILS

25.8%



6% increase in reading level attainment.

26% decrease in absenteeism compared to 2013.



Jesmond Gardens Primary School

Background

Hartlepool's Jesmond Gardens Primary School is a Foundation to KS2 school that is committed to finding innovative ways to teach children skills that will equip them for the real world, rather than just disseminating information. When their site was rebuilt as part of the Primary Capital programme, Jesmond Gardens moved from PC to Mac and launched an ambitious 1:1 iPad rollout across Years 5 and 6, as well as using the devices with EYFS (Early Years Foundation Stage) pupils.

In September 2011, Jesmond Gardens received funding for a new school build as part of the Primary Capital programme. As part of the refit, they decided to move from PC to Mac computers because they liked the fact that Apple equipment and software was very intuitive and the transitional workflow between apps was much easier. They felt the whole Apple solution would help them use technology rather than be a barrier to it.

Successes

Pupils are more engaged than ever, and have instant access to a wide range of high quality learning resources via iPad. Jesmond Gardens are now an Apple Regional Training Centre, and generate extra revenue by offering 'learning walks' around their iPad deployment to pass on best practice.

The school has seen "brilliant outcomes from apps like Talking Larry and Puppet Pals with our EAL children and a couple of children we had who were diagnosed with selective mutism. The first time those children talked to our staff here was via those apps, so they certainly helped to break down barriers and to give children access to learning more quickly than they would have had usually."

Assessment has changed and the SLT now have "more evidence than we know what to do with" thanks to the cameras and microphone built in to iPad. "We have visual and verbal dual feedback, which usually you wouldn't have any evidence trail for, but now store videos using cloud solutions which allow teacher, pupil and parental access through secure services."



About the school



INSTITUTION TYPE

Co-educational primary school



PUPILS ON ROLL

347



AGE RANGE

3-11 years



LOCATION

Hartlepool



DEVICES DEPLOYED

156 devices



FUNDING METHOD

Capital purchase



FSM PUPILS

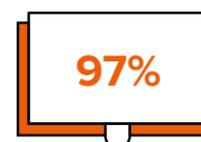
33.9%

Measuring the impact of iPad

Impact on progress

(expected progress achieved by pupils)

Reading



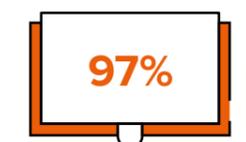
In 2014, **97%** of pupils achieved expected progress in reading and the school's result was in the top **20%** of similar schools' results, and in the top **40%** of all schools nationally.

Maths



100% of pupils achieved expected progress in mathematics and the school's result was in the top **20%** of similar schools' results, and in the top **20%** of all schools nationally.

Writing



In 2014, **97%** of pupils achieved expected progress in writing and the school's result was in the top **20%** of similar schools' results.

Impact on test results

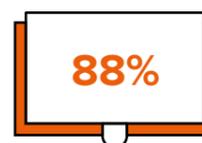
Grammar, punctuation and spelling



In 2014, **91%** of pupils attained level 4 or above in the Key Stage 2 grammar, punctuation and spelling test. The school's result was in the top 20% of similar schools and top 20% of all schools.

This is an increase of **18%** since 2013.

Reading



In 2014, **88%** of pupils attained Level 4 or above in the Key Stage 2 reading test.

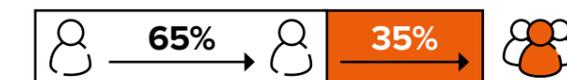
This is an increase of **10%** since 2012.

Closing the gap

Grammar, punctuation and spelling

SPAG expected progress

The gap in attainment for spelling, punctuation and grammar between economically disadvantaged students and the rest narrowed by **65%** in 2014 from the previous year.



Economically disadvantaged 2013

Economically disadvantaged 2014

Rest of the cohort

Reading



Reading expected progress

In 2014, **96%** of disadvantaged pupils achieved expected progress in reading, while **100%** of other pupils achieved expected progress.



Conyers School

Background

A high achieving secondary school and sixth form in Stockton-on-Tees, Conyers School aims to encourage independent, determined students and enthusiastic, empathetic people who will contribute positively to their community.

Conyers School initially wanted to make learning more accessible and to help teachers innovate, and joined our e7 Pilot scheme in order to trial iPad. 18 months later, they have a 1:1 rollout from Years 7-11.

Successes

Conyers provided staff with iPad ahead of the student rollout, and trained up key members of staff to act as 'super users' who could offer tips and support to less confident colleagues. At the same time, a number of students were appointed as Digital Leaders and encouraged to borrow

staff iPad in order to see if they found iPad helpful and whether the school network could support iPad in the classroom.

According to Chris, "our parental survey and our student survey both reflect that learning is more engaging now, it's more creative, and they're able to access learning better than they used to. Students are able to stretch themselves, they're able to get extra support and advice when they need it.

"Since iPad arrived, I've seen a change in students' learning practice and my teaching practice. They're taking ownership of their learning, they're being much more independent, they're picking pathways which suit them, they're able to assess their work and proofread. So I can take a step back, in a sense, and facilitate their learning, marking for progress rather than silly mistakes."

18 months ago we were standing still in terms of innovation. We thought there had to be another way to embrace and engage with all our learners and we thought iPad could be the way to do that. We wanted learning to be a personalised learning experience for students, so they could learn in a way that suited them.

Hamish Mackenzie, Director of Digital Strategy, The Royal Hospital School



About the school



INSTITUTION TYPE
Co-educational secondary school and college



PUPILS ON ROLL
Approx 1300



AGE RANGE
11-18 years



LOCATION
Stockton-on-Tees



DEVICES DEPLOYED
1:1 Years 7-11



FUNDING METHOD
Parental contribution leasing



FSM PUPILS
4.4%

Student Voice Survey

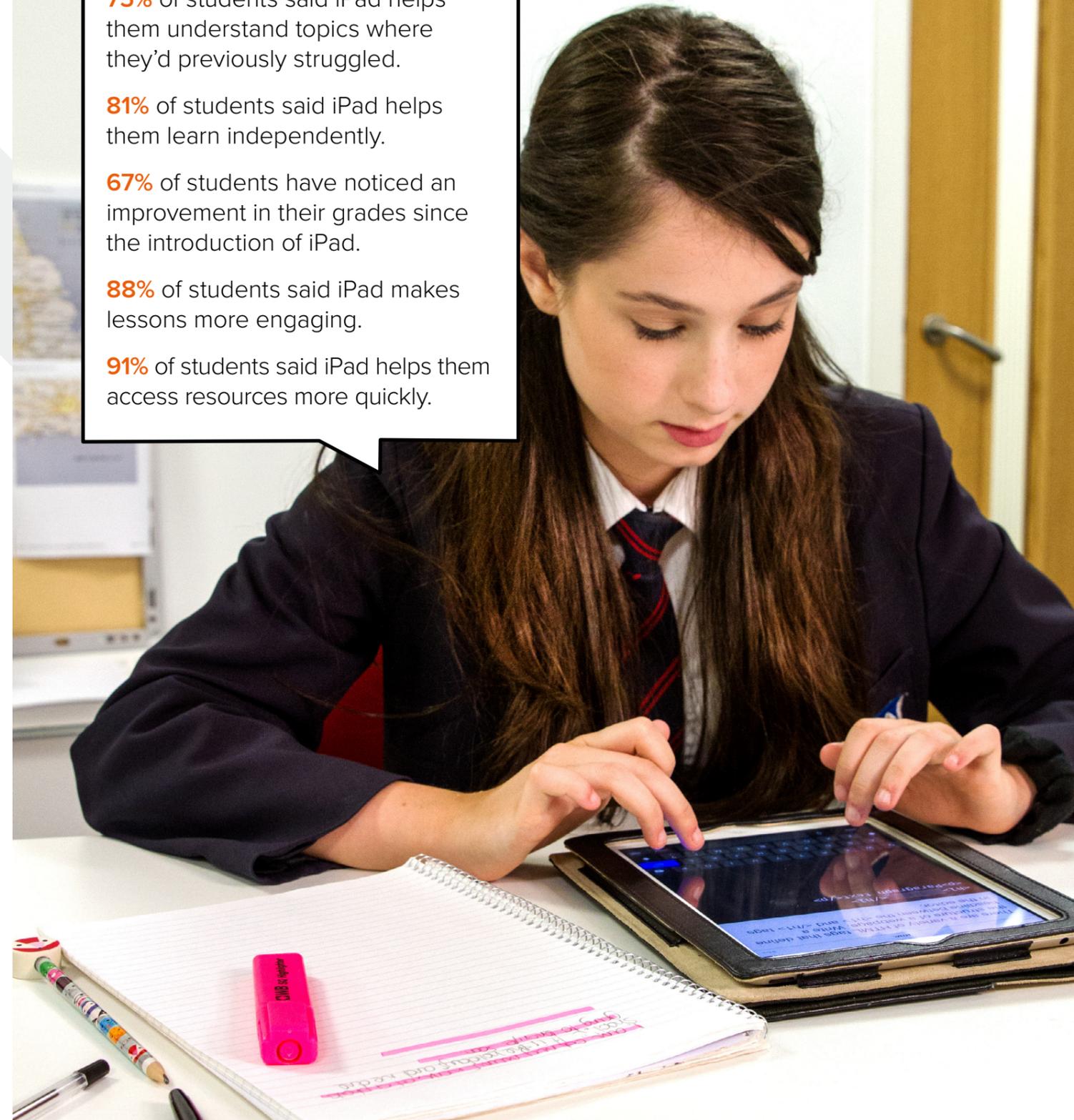
75% of students said iPad helps them understand topics where they'd previously struggled.

81% of students said iPad helps them learn independently.

67% of students have noticed an improvement in their grades since the introduction of iPad.

88% of students said iPad makes lessons more engaging.

91% of students said iPad helps them access resources more quickly.





Churchill Community College

Background

Churchill Community College was graded Outstanding by Ofsted in June 2014 – in every aspect. They are also a newly designated Teaching School with an excellent reputation as a high performing school; their value added data places them first against similar schools in the whole country and thirty-fifth against all schools nationally.

Churchill Community College is a smaller than average 11–18 foundation school. Most students are of White British heritage with a small proportion who speak English as an additional language. The proportion of students known to be eligible for pupil premium is high and the school is located in area of high social deprivation. The proportion of students supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average. The college holds sports college status to support its provision and curriculum. They hold various awards including the Leading Parent Partnership award (LPPA) and in October 2015 reached the Silver Award stage of the National Teaching Awards in three categories – Secondary Headteacher of the Year, Team of the Year and Outstanding use of Technology in Education. The college is a leading partner in the North Tyneside Learning Trust of schools, of which its headteacher is chairperson. The Headteacher is also a National Leader of Education and the college itself is a Teaching School.

Successes

Reading

Over 2014/2015, which was the first year of 1:1 deployment all teaching observed where iPad were used was graded at good or better, with a significant percentage graded as outstanding.

Home Learning

Increased creativity being seen in home learning across curriculum areas where students are maximising use of iPad to create exciting pieces of learning.

94% buy-in, with remaining students using a 'College Device' during the working day.

Attendance

Persistent absence is down.

Progress

As a consequence of the iPad@CCC initiative, the impact upon the learning experience that students have at Churchill Community College is marked in terms of data as well as in the feedback of all stakeholders. The college has exceeded the targets that it has set for itself in recent years in terms of student progress and staff development.

About the school



INSTITUTION TYPE
Foundation trust school – Secondary



PUPILS ON ROLL
738



AGE RANGE
11-18 years



LOCATION
Wallsend, Tyne and Wear



DEVICES DEPLOYED
298 1:1 and 105 1:2 Department sets



FUNDING METHOD
Choice of Lease Scheme or BYOD for KS3 students. Capital investment for Department's 1:2 Deployment

Students are most frequently using iPad in:



PE



Art



Food/Textiles



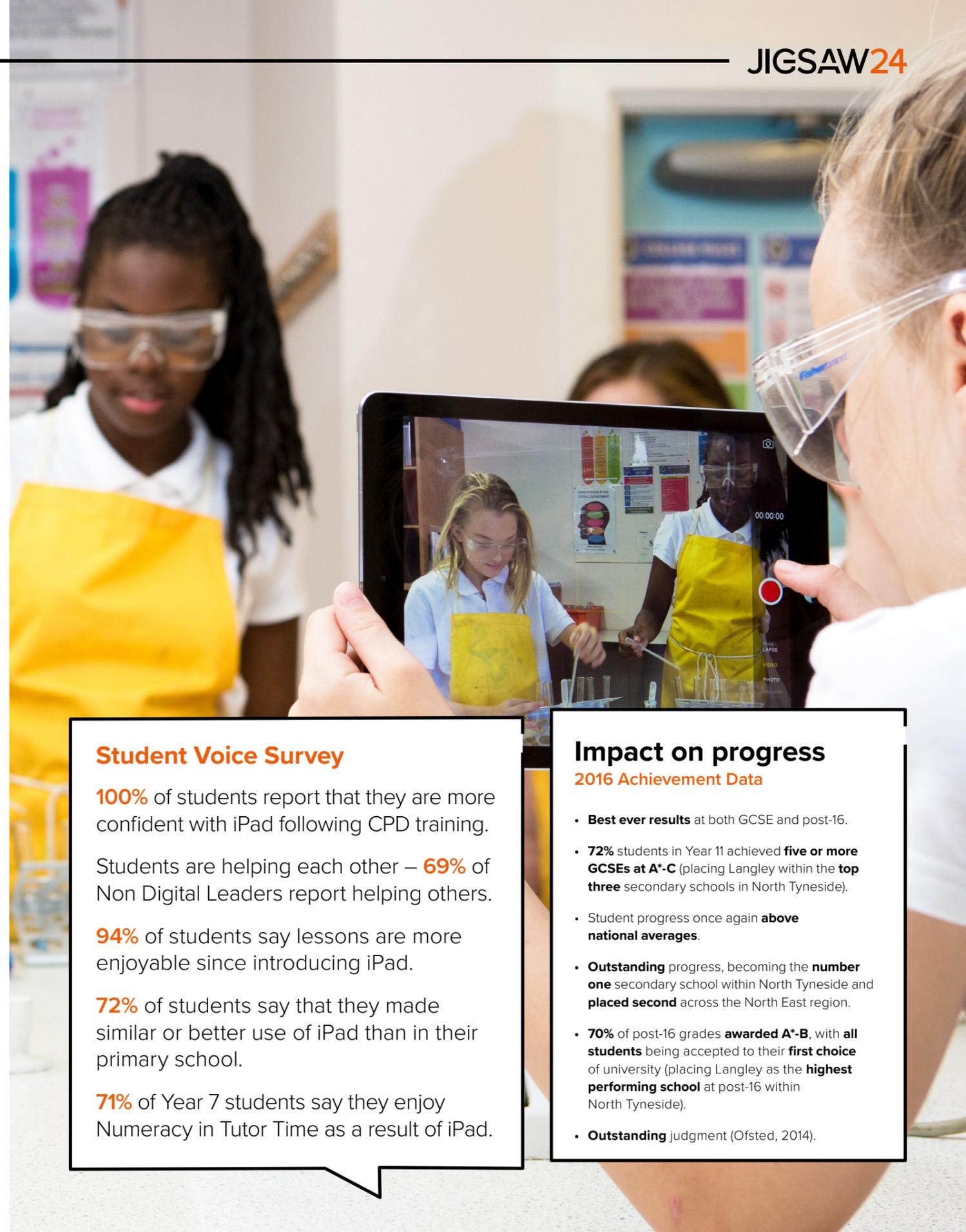
Numeracy



MFL



Music



Student Voice Survey

100% of students report that they are more confident with iPad following CPD training.

Students are helping each other – **69%** of Non Digital Leaders report helping others.

94% of students say lessons are more enjoyable since introducing iPad.

72% of students say that they made similar or better use of iPad than in their primary school.

71% of Year 7 students say they enjoy Numeracy in Tutor Time as a result of iPad.

Impact on progress

2016 Achievement Data

- **Best ever results** at both GCSE and post-16.
- **72%** students in Year 11 achieved **five or more GCSEs at A*-C** (placing Langley within the **top three** secondary schools in North Tyneside).
- Student progress once again **above national averages**.
- **Outstanding** progress, becoming the **number one** secondary school within North Tyneside and **placed second** across the North East region.
- **70%** of post-16 grades **awarded A*-B**, with **all students** being accepted to their **first choice** of university (placing Langley as the **highest performing school** at post-16 within North Tyneside).
- **Outstanding** judgment (Ofsted, 2014).



Nether Alderley Primary School

Background

After a successful pilot study in 2014, Nether Alderley Primary School introduced 1:1 iPad for Years 5 and 6 at the beginning of the 2015 academic year. The school's goals were to increase pupil engagement in school and at home, make it easier for pupils to work at home and support a flipped learning model. Staff also wanted to be able to provide multi-modal feedback, create bespoke video tutorials for pupils and make use of electronic textbooks.

Successes

In 2016, 86% of Nether Alderley's outgoing Year 6 cohort met the expected standard in reading, writing and maths, compared to a national average of 52%. **29% of pupils met the higher standard for reading, writing and maths, placing the school in the top 1% nationally.**

Progress

Reading

Nether Alderley's Scaled Score for reading is 107.7 points – 5.1 points above the national average and up 1.3 points on the previous year.

86% of students met the expected standard in reading.

43% of students met the higher standard for reading – 24% more than the national average.

Writing

43% pupils achieved the higher standard for writing – putting Nether Alderley in the **top 3% nationally**. This is an increase of 21% from 2014.



About the school



INSTITUTION TYPE

Co-educational primary school



PUPILS ON ROLL

Approx 95



AGE RANGE

4-11 years



LOCATION

Cheshire



DEVICES DEPLOYED

60



FUNDING METHOD

Capital



FSM PUPILS

4

Impact on test results

Percentage of students reaching higher standard in reading, writing, grammar, punctuation, spelling and maths before and with iPad.

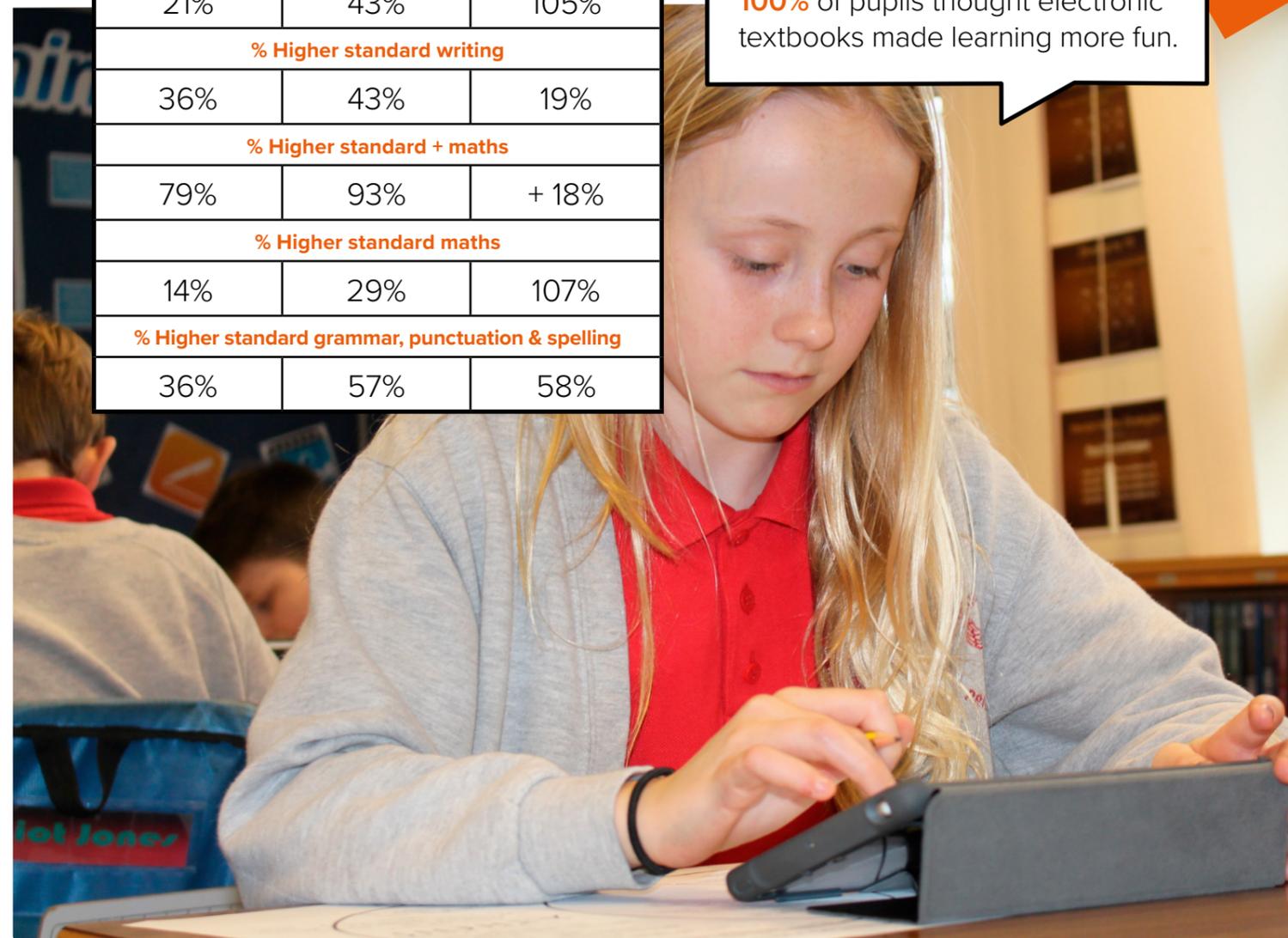
2015 Before iPad	2016 With iPad	% Percentage increase
% Expected standard (reading, writing and maths)		
57%	86%	51%
% Higher standard (reading, writing and maths)		
7%	29%	314%
% Higher standard reading		
21%	43%	105%
% Higher standard writing		
36%	43%	19%
% Higher standard + maths		
79%	93%	+ 18%
% Higher standard maths		
14%	29%	107%
% Higher standard grammar, punctuation & spelling		
36%	57%	58%

100% of pupils think multimodal feedback is more effective than traditional marking.

100% of pupils recognised that the use of the spelling A+ app had helped to improve their spelling.

100% of pupils agreed that the ability to share others' work via Apple TV had a positive impact on their own work.

100% of pupils thought electronic textbooks made learning more fun.





Langley Grammar School

Background

Langley Grammar School is a co-educational selective school in Langley, Berkshire. The school has been independent of the local authority since gaining academy status in April 2011. Students come from a wide range of communities both local and further afield. Langley's aim is to enable students to fulfil their potential and achieve high standards within a supportive environment where they will be stimulated and challenged.

Impact

The school constantly focuses on new and innovative ways to improve teaching and learning. 1:1 technology has created new ways of challenging students to go beyond a textbook and comprehension style activity, and challenge whether they genuinely understand a topic well enough to produce a well thought out creative piece of media.

In some cases, curating evidence of learning in the form of student-produced eBooks has helped students consider the way they explain ideas and describe change to people and places. Using the collaborative tools that come with iPad, there are more opportunities to create scenarios in which students need to develop these skills and show they are getting ready for a workplace where they are increasingly unlikely to be working in isolation.

Because all students are using iPad, they have certainty about the tools students have at their disposal, and this gives them the capability to think more innovatively about the kind of opportunities they can create for students. Some students have benefited from the range of creative apps that are readily at their disposal. For example, the Paper app for art exam courses, iMovie in English, and Adobe SparkPage and Skitch in geography.

About the school

- INSTITUTION TYPE**
Co-educational selective school
- PUPILS ON ROLL**
1089
- AGE RANGE**
11-16 years
- LOCATION**
Berkshire
- DEVICES DEPLOYED**
1:1 devices for Years 9 and 10
- FUNDING METHOD**
Leasing

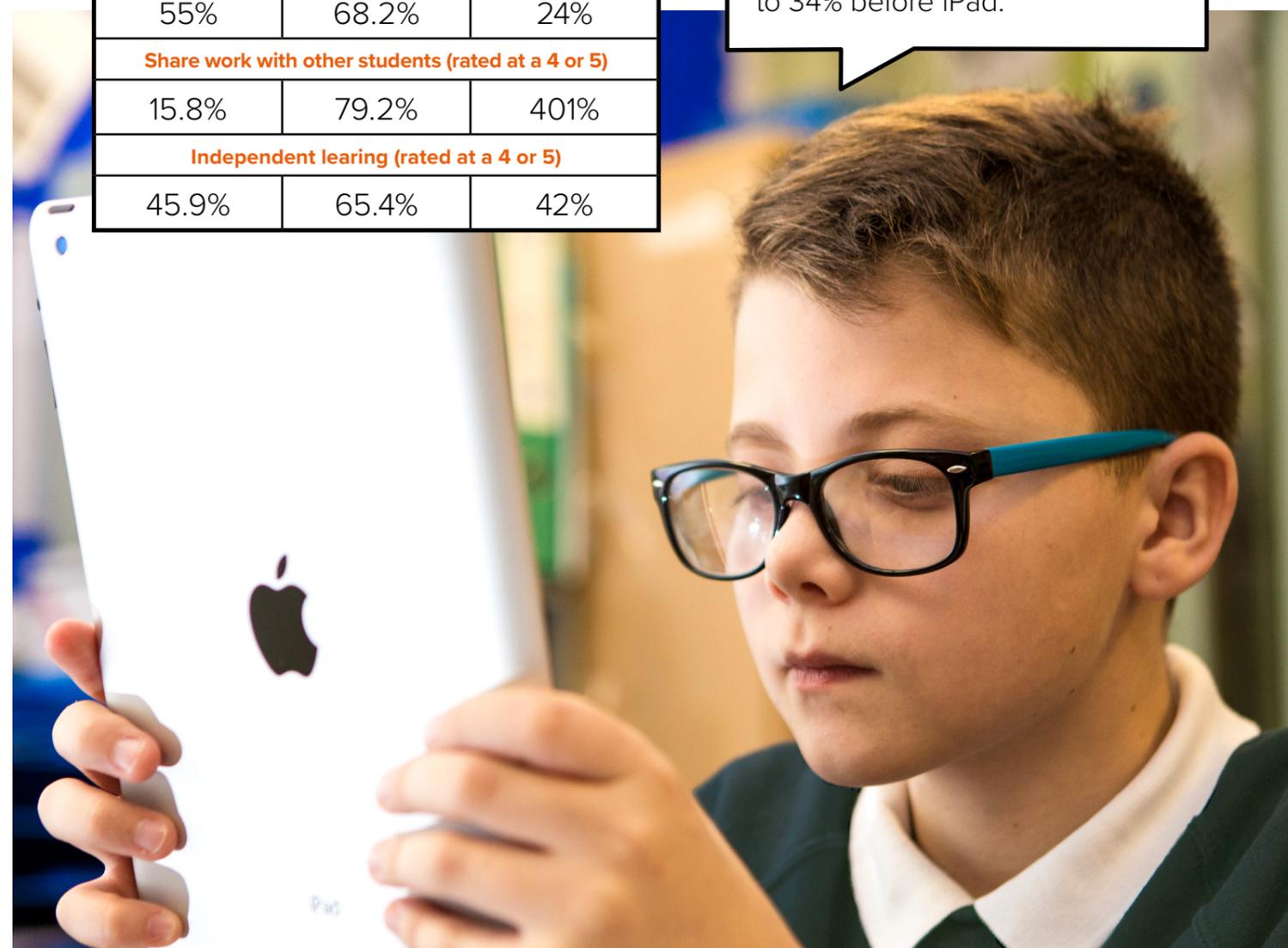
Classroom experience		
Students were asked to rate various aspects of their classroom experience on a scale of 1 to 5 before and after the iPad project.		
2015 Before iPad	2016 With iPad	% Percentage increase
Enjoyment of lessons (rated at a 4 or 5)		
34.6%	81.9%	137%
Support from other students (rated at a 4 or 5)		
39.2%	65.5%	67%
Feedback from teachers (rated at a 4 or 5)		
55%	68.2%	24%
Share work with other students (rated at a 4 or 5)		
15.8%	79.2%	401%
Independent learning (rated at a 4 or 5)		
45.9%	65.4%	42%

64% rate their independent study time in lessons 4/5 or higher (previously just 45% did).

62% more students say they share work with peers often.

64% rate the level of support they get from their peers 4/5 or higher (it was 35%).

82% rated their enjoyment of lessons 4/5 or higher, compared to 34% before iPad.



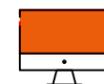
The next steps for your school...

The Scale School Report has shown that rolling out iPad on a 1:1 basis has had a huge impact on student learning, on absenteeism and on the effectiveness of using technology in the classroom. If you're looking to follow in the footsteps of these schools, you may have a whole heap of questions that you need answering.

We're a bit different to your usual education IT provider – we have a clear focus on teaching, learning and supporting the curriculum, all the way from EYFS to degree level. Our dedicated team of education advisors and trainers understand that technology can only ever complement the skills of the teacher, and we never forget that buying equipment is just one part of getting the most from it. Of course we're an Apple Solution Expert for Education and can provide the full Apple lineup, with top-notch services and support too, as you would expect!



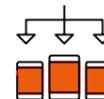
Our top education solutions



Mac Mac desktops and notebooks, PC/Mac integration and management solutions.



iPad iPad, iPod, cases and storage, sync and charge solutions, app management, file sharing solutions.



Mobile device management Help with MDM solutions, Apple's Device Enrolment Programme (DEP) and Volume Purchase Programme (VPP).



CPD training Continuing professional development curriculum training delivered by our very own Apple Education Trainers.



Creative software From Adobe's creative apps to Microsoft Office, as well as advice on your licensing options.



Audio equipment Full audio studios, keyboards, interfaces, headphones and speakers, as well as consultancy, installation and training.



Content creation Video cameras, lighting, live production and streaming equipment, editing suites, consultancy, installation and training.



AV solutions Interactive touchscreens, displays, digital signage, video walls, audio and immersive environments.



Storage Mobile and desktop external drives, rackmount solutions, NAS and SAN, backup and archiving solutions.



Printing Printers for classroom and office, AirPrint wireless printers, 3D printing, ink and media (try our configurator for the perfect match).



Finance and insurance Leasing and rental schemes, insurance for school and student-owned devices, advice on payment schemes and schedules.



Consultancy Advice on workflows, servers, storage and networking, futureproofing your IT and onboarding staff, students and parents.



WiFi and networking Not only will we take care of all your cables and network infrastructure, but we can advise on futureproof WiFi and eSafety setups too.

Want full support for your devices? We offer extended warranties and repairs, onsite support, helpdesk, training for first line technicians, IT health checks and more, including an annual phone support contract (complete with regular site visits from our education team) from just £995.

Things to think about...

How do we set up and manage Apple devices?

An MDM (mobile device management) solution and DEP (Apple's Device Enrolment Programme) will do lots of the work for you. We can recommend a system for you, and even provide MDM as a managed service if you have no IT team.

How can we make sure our students are learning industry-standard skills?

As well as helping schools and colleges, we work with 25,000 of the UK's top creative companies, so can help you create industry-standard setups on a budget, so you can equip students with real-world skills.

If we share our vision with you, can you advise on how we measure success?

Yep! We'll work with you to quantify the impact of technology on your teaching and learning outcomes.

How do we tell if our WiFi is up to scratch?

It's best to give us a call about a WiFi survey. This will determine the coverage and capacity of your current system, and then we can recommend ways to improve and futureproof it.

What are VPP, DEP, MDM and all those other confusing terms all about?

They're optional tools Apple have in place to help you save time and money when setting up new devices and buying apps. They're not compulsory but we'd definitely recommend using them!

Can we use iPad with our interactive whiteboards? Or should we even do that?

iPad works with a lot of different displays, touchscreens and smartboards, and we recommend using it alongside your current tools – whatever best suits your teaching style.

If we share our vision with you, can you advise on how we measure success?

Parental contribution schemes can work well, and we can help with events and purchasing portals to support them. We can also arrange leasing and insurance through our partners at Burnett's and CHG Meridian.

How do I offset the cost of a 1:1 scheme?

Some schools have found that the deployment pays for itself quickly. Here are some sample savings from one of our secondary schools.

Planners (school year's worth)	£4650	Now have an app
Newsletters (4 per year)	£3750	Just to print, also cost saving on not posting home
Reports sent via post binded (twice per year)	£4983	No more printing, posting or binding costs
Known text book orders cancelled	£9840	Staff used iBooks author to create own
Printing difference from year 1	£8700	Savings should rise each year
Text messages home (1 year)	£1200	Now email home
Average letter home (always min of 7 whole school per year)	£6930	Each A4 letter posted home to students costs £990
Digital cameras	£1900	Bought by multiple departments, now use iPad
ActivExpression	£3100	Voting pods replaced by Socrative apps
Savings based on 150 pupils per year	£45,053	After the initial outlay, each year's refresh of iPad mini will cost £45,000





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