



Samuel Ryder Academy uses Apple Technology to form future leaders

Like so many schools in the UK, Samuel Ryder Academy was faced with many challenges. The Academy is now an outstanding centre of technological and educational excellence. It is, without a doubt, completely unrecognisable compared to its past self, but it took a lot of hard work with support from the right people to get there.

Snap Shot

Who are Samuel Ryder Academy?

Samuel Ryder Academy are an ambitious comprehensive school with around 1300 students ranging from Primary School to Sixth Form all on the same site in St Albans.

How did we help?

We provided the school with a 1:1 roll out of iPads; a comprehensive ongoing training plan; financial and technical expertise; and ongoing strategic support.

What was the impact?

The school have experienced a huge number of positive impacts as a result:

- Attendance has increased
- Pupil and Staff practice has improved
- Behaviour has improved as a result of a happier work environment
- The school has become an Apple Regional Training Centre
- The school is also an Apple Distinguished School

"Using Apple technology as a learning tool for staff and students has been a key driver in improving the quality of teaching and learning at Samuel Ryder Academy".

Lucy Miles, Deputy Headteacher



Quick STATS since the roll out of iPads

Year 7 intake has risen from 65 to over 200 students

Good/Outstanding teaching is now observed at **100%**

Behaviour for learning is excellent

Students NOT receiving homework sanctions has seen a rise of **24%**

Attendance has risen to over 96%

Savings of over **£3000** each year on paper

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Rebuilding through Technology

Back in 2012, the school changed its name and began re-building its entire holistic approach to education. As Lucy Miles (Deputy Head Teacher) puts it, 'the predecessor school did not have the standing in the local community that we wanted and over the years, numbers had dwindled. In such a competitive educational environment, we wanted to provide a unique experience for our students in the area and in light of the need for young people to be competent users of technology, decided to start a 1:1 programme.'

Changing Perspectives

Samuel Ryder Academy had a huge challenge ahead of them. The main focus of their 1:1 Scheme has always been about providing their students with an innovative educational experience. However, the early days of their technological journey, was also designed to actively improve the school's standing in the community and ultimately re-build their reputation. By providing students and teachers with an iPad (relatively quickly), the school were able to change the public's perspective almost over night.

With the support of the parents and a clear purchasing plan delivered by JTRS, Samuel Ryder Academy were able to embed the technology seamlessly. Lucy explains that 'Financing such a scheme was a crucial feature of the planning. Through a parental contribution scheme, as well as school funding, we have been able to realise our vision in a financially sustainable way'.

A Solid Solution

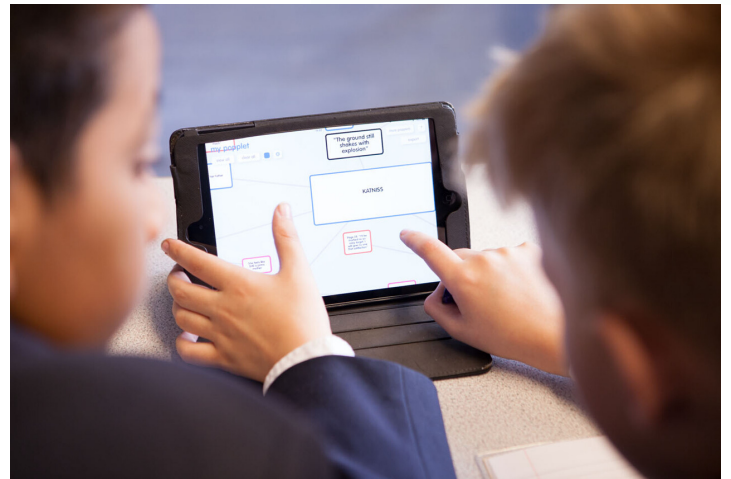
The act of becoming a '1:1 school' made a big difference to their standing in the community and has had a profound impact on the school's intake every year. However, making a difference in the classroom has always been more important to Samuel Ryder Academy. Lucy Miles explains the school ongoing expectation of the Apple iPad is to 'ensure that teaching and learning are at the cutting edge of educational innovation and places our students in the best possible position to succeed in a technology driven society- whilst of course not losing sight of the traditional values that are the bedrock of any successful school.' So, how did they embed the technology into the day-to-day learning for an enhanced educational experience for all?

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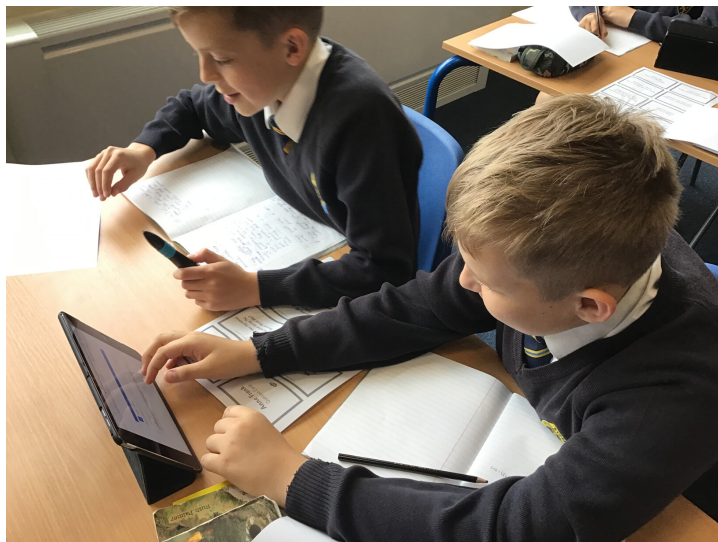
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The answer is CPD. Perhaps more than most schools, Samuel Ryder Academy invested a lot of time in shaping an ongoing training plan. Through careful strategic planning, the school really took advantage of the professional development available to them. Don't take our word for it though, Lucy Miles explains that 'from a training point of view, we have an excellent collaborative relationship with JTRS that has built up over the years of working with them.

The training has been personalised in discussion with us as a school and is always of excellent quality driving that improvement for T&L.



Allowing the staff time to explore and develop their skills has been a key factor in their ongoing training. It's no secret, that a 1:1 scheme can succeed or fail at the hands of the teachers. They are ultimately the main instigators when it comes to embedding the technology in to lessons. The CPD started by exploring cross-curricular apps before honing in on subject specific applications. This meant that the cohort, in it's entirety, were able to engage with a wide ranging suite of apps before filtering them down to a smaller number of core programmes that they would ultimately embed in to their day-to-day practice. Whilst, every teacher across the school uses some key applications, each department have their own 'go-to' apps. The students are therefore constantly engaged with the resources that each department utilises.



In addition, the work that JTRS have undertaken with the students has been of equally high quality- most recently helping them to achieve their Apple Digital Leader status.' Focussing on both teachers and pupils alike has harboured a technological continuity within the school like no other. Everyone is an Apple Expert, from the newest year seven child to the most senior member of staff.



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The Results

Samuel Ryder Academy has seen a huge impact as a result of their technological roll out both holistically and quantifiably. The learning environment has transformed. Lucy explains that, 'The Academy's environment enables students to learn in bright, flexible surroundings designed to create the best possible learning environment and the flexibility of using iPads means that the technology can be and is used in any of these spaces, encouraging students to use all spaces for their learning at any time not just in directed lesson times.

Any classroom can become an IT room just at the click of a 'home button.' This has not only helped to increase engagement in homework but has significantly improved the behaviour within the school as it is undoubtedly a happier environment to work in. What's more, the subject of 'Computing' has seen a significant increase of engagement as the technology continues to capture the pupil's imaginations. During the iPad scheme, Samuel Ryder Academy have become a Regional Training Centre for Apple and are proud to share their good practice with other schools in the community. Their reputation is without question repaired.

Overall, Samuel Ryder's success has been down to their willingness to invest in their teachers as well as their technology. The school have a strong sense of the future. They know that teaching and learning has to adapt to the ongoing development of technology. Lucy Miles sums this up perfectly 'Our vision is clear – all members of the Samuel Ryder community are set high and challenging academic goals and they are given both the support and encouragement to succeed. We are privileged as adults that the greatest gift we can give to our young people is a first class education to provide them with the "Education for a changing world" – to be the leaders of the future in our globally diverse and competitive world.' By continuing to provide their staff and pupils with training, the school never falls behind and in turn maintains their excellent reputation as a centre of innovative educational experiences.

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