



10th Anniversary / Impact Report 2017



The PTI works to improve the quality of education for children in state schools in England and Wales. We believe that all children are entitled to be taught by passionate teachers who are knowledgeable about the subject that they teach. We help schools to systemically change the outcomes for all of their students, regardless of their background.

Over the course of more than ten years since His Royal Highness The Prince of Wales introduced his Education Summer Schools, we have been inspiring teachers and school leaders to become more influential, enthusiastic and effective by putting subjects at the heart of schools.

Thanks to the support of our generous donors, we help teachers to re-discover their love of their subject, enabling them to raise the aspirations of their students and make lasting improvements in what and how they teach.

In the last ten years we have reached over 16,000 teachers and helped them to challenge and inspire their students. Our partnership with the University of Cambridge brings teachers into contact with the latest academic thinking. More than 1.25 million children have benefited from a richer subject experience because of our work.



A message from our Chairman

I believe that the PTI's aim, to improve the quality of teaching for children in England and Wales, is essential for empowering people to achieve their full potential. Subject-focused professional development for teachers is at the heart of what we do and I am proud that the PTI works to provide transformational change through rich subject provision.

I am delighted at how far the charity has come since its inception 10 years ago. Since 2007 we have inspired over 16,000 teachers and approximately 1.25 million children from 1,700 schools have benefitted from aspirational leadership and subject rich knowledge; an exceptional achievement. In 2016/17 alone, we reached over 437,000 students by training and supporting 4,400 teachers at our inspirational events. Through supporting Head Teachers, Heads of Departments and teachers themselves, we are able to reach thousands of additional pupils and have a huge impact.

The current economic climate continues to bring challenges to the education sector and the gap between rich and poor, worsened by a decline in social mobility, is continuing to widen. Students from lower socioeconomic backgrounds are still far less likely to attend university and students from the poorest households are 55 times less likely than independent school students to attend Oxbridge. We know that education is key to combatting economic disadvantage and that pupil progress depends more on the quality of teaching than on anything else, which makes our work even more relevant. Research has shown that pupils from disadvantaged backgrounds, in particular, gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers.

The PTI's results continue to defy the many challenges facing the sector. An impressive 89% of teachers attending our subject specific days believed that the course had given them the knowledge and skills to be a better teacher and 94% agreed that the course will have a direct impact on their pupils. Following participation in our courses, over 67% of participants said they were less likely to leave the profession as a result of attending a PTI course.

Looking ahead, we are piloting e-seminars which build on the success of our long running CPD days and overcome the significant barrier of having to find teacher cover. Our aim is to reach as many children as possible with the transformative power of our work and we couldn't do this without the support of the individuals, corporates and trusts and foundations who we work with.

Thank you.

Keith Breslauer, Chairman, The Prince's Teaching Institute

Our Impact Since 2007



Over
16,000
teachers
reached

14
subject
programmes

More than
1,300
days training
teachers

1,700
schools
involved

1.25m
children
benefiting

We believe all teachers should have access to high quality professional development. We need your support to reach more state school teachers across England and Wales.

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Ten years of transforming teaching

2016/17

First online e-seminar piloted in English

2015/16

Primary Leadership Programme launched

2014/15

First Primary Leadership Residential held

2013/14

Blueprint for a new College of Teaching, now the Chartered College of Teaching, published. Third New Teacher Subject Days centre opened in Birmingham.

2012/13

Art, Music and Latin added. Second New Teacher Subject Days centre opened in Manchester.

2011/12

10 year lecture series run to mark the ten-year anniversary of the first Prince of Wales Education Summer School. First New Teacher Subject Days courses launched.

2010/11

First Leadership Residential held and the Schools Leadership Programme launched. Associate Schools Programme Departments created. Modern Foreign Languages added.

2009/10

An expanded programme of one-day CPD events held in Mathematics, Science, English, History and Geography.

2008/09

Mathematics added. First PTI Marks awarded to Schools Programme departments who successfully increased the challenge of their departmental work.

2007/08

Membership Schools Programme launched. First Leadership Conference held. Geography added.

2006/07

Science added to English and History. One day CPD courses launched.

2005/06

His Royal Highness The Prince of Wales announces the creation of his 17th charity, The Prince's Teaching Institute, in partnership with the University of Cambridge, to continue the work of his English and History Education Summer Schools.



Raising teaching quality to boost social mobility

“The effects of high quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers.”

Improving the impact of teachers on pupil achievement in the UK, Sutton Trust, 2011

“All the evidence from education systems around the world shows that the most important factor in determining how well children do is the quality of teachers and teaching... They make sure that teachers receive effective professional development throughout their career.”

The importance of teaching White Paper, 2010

“Schools that are seen to be struggling in terms of pupil outcomes and/or inspection results appear less likely to prioritise subject-specific CPD over more generic... approaches.”

Developing great subject teaching, Wellcome Trust, 2018

2017/2018

The challenging education landscape

Schools plug gaps with unqualified teachers

The Times, January 2018

Teacher retention efforts ‘not working’

BBC News, September 2017

Disadvantaged pupils learning watered down curriculum, says Ofsted

The Guardian, October 2017

Top academy schools sound alarm as cash crisis looms

The Guardian, January 2018

Out of **36** countries, England ranks **30th** in the amount of time spent on professional development which equates to roughly **4** days per teacher per year. This is far lower than the average of approximately **11** days across schools in other OECD countries.

OECD, 2016

“75% of surveyed staff in England wanted more opportunities to participate in subject-specific CPD”

Annual Teacher Omnibus Survey, NFER, 2017



We address a crucial knowledge gap

We are working to improve every child’s life chances. We believe that all children, whatever their background or ability, are entitled to be taught by passionate teachers who are knowledgeable about the subjects they teach.

More than **67%** of teachers who had considered leaving the profession are less likely to because of their work with the PTI. Over **90%** of teachers are more excited about teaching their subject after working with the PTI. **97%** of members state that membership of the Schools Leadership Programme is helping to increase the focus on teaching and learning in the school.

“The PTI has helped me to become the teacher and leader that I am today”



“No other CPD opportunity gives teachers access to the best practitioners and researchers in their field.”

Dan Browning has worked with the PTI for 10 years, teaching at Tendring Technology College, then King Richard and St John’s Schools, and now is the Headteacher at Wymondham College.

How did you get involved with the PTI?

I was involved in the very first summer school back in 2007 as a Head of History. At that time, our department had been on a huge journey from underperforming, with low student numbers, to becoming very successful in GCSE and A Level with very high student numbers.

The PTI gave us the opportunity to refocus on what really matters; namely, outstanding teaching and learning which is underpinned by cutting edge subject knowledge taught by teachers who are both inspirational and inspired themselves. Later on, the inspiration provided by our membership of the PTI was immense, and other departments at Tendring followed our lead and became members.

How has working with the PTI helped you as a headteacher?

When I moved on to my first headship in 2014, I was keen to get our middle leaders involved with the PTI so that they could benefit from the professional networks and high quality CPD. This was especially important as my schools served the British military community in British Forces Cyprus. As I expected, when the Head of History returned from his first summer school, he was as professionally invigorated as I had been back in 2007.

In September 2017, I moved to Wymondham College in Norfolk as Headteacher. Once again, I was keen for our middle leaders to join the PTI. Our Head of English will attend her first summer school this year and I am confident that access to outstanding CPD and professional networks will have a huge impact on her, her team and will ultimately help further improve the already excellent provision for our wonderful students.

What benefits has your work with the PTI had for your school?

Our school has become more outward looking as new research is brought directly to the classroom. Having access to outstanding CPD with inspirational speakers has proved instrumental in helping our school strive for greater challenge within the curriculum. Continuing to build professional networks through the PTI and sharing practice with other schools has been invaluable.

Why would you recommend working with the PTI?

No other CPD opportunity gives teachers access to the best practitioners and researchers in their field. No other professional network allows open, helpful and positive sharing of best practice. This is what makes the PTI so unique.

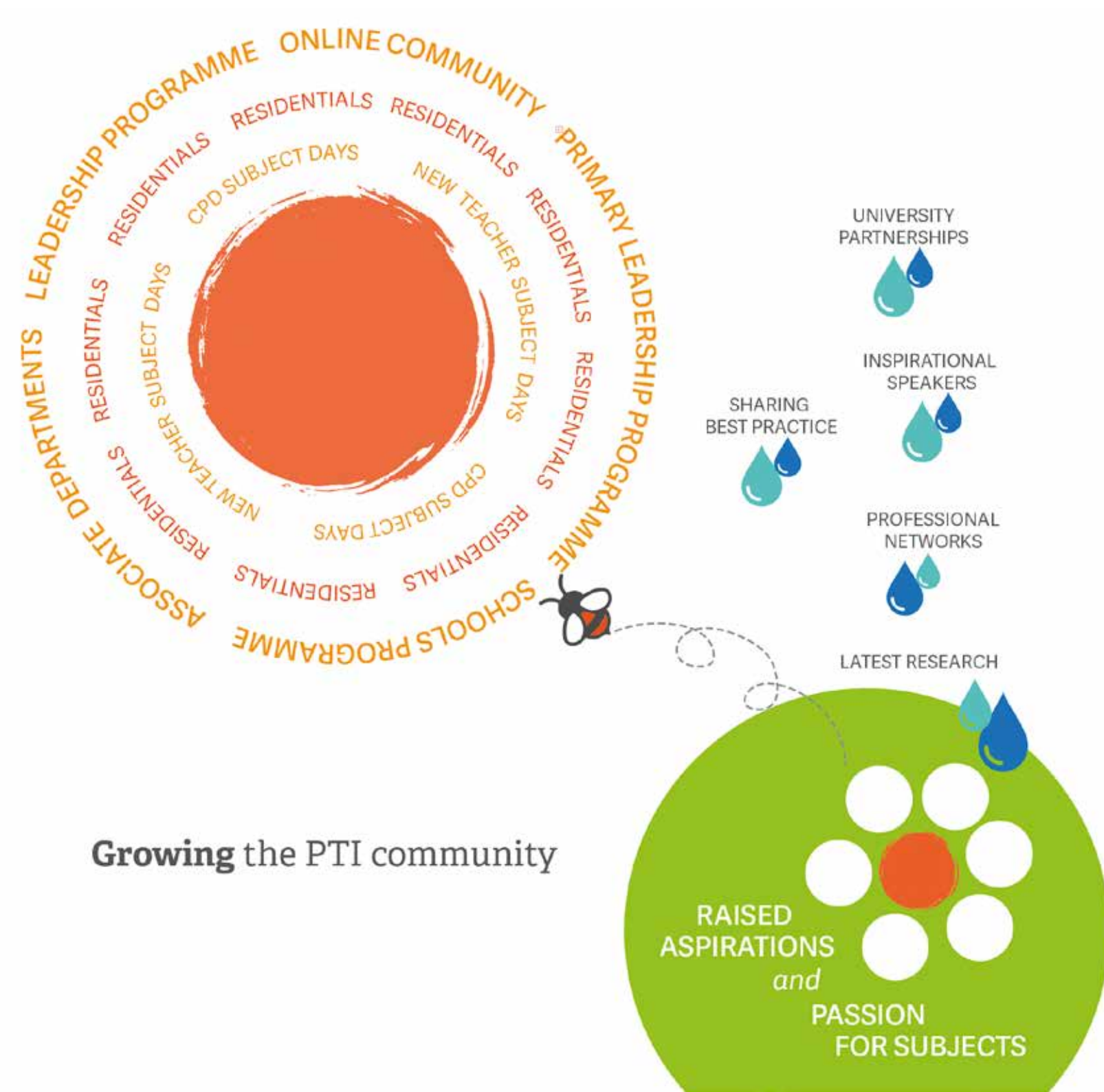
Why is the PTI’s work valuable?

The PTI has helped me to become the teacher and leader that I am today. Collaboration and outward looking approaches now underpin everything I do, and have helped dramatically improve the teaching in the schools I have worked in.

What impact do you think the PTI’s work has on your students?

Our teachers are revitalised and their knowledge is refreshed, which leads to more confident teaching and learning. Our resources and schemes have improved through the sharing of best practice and the professional networks we have established through the PTI. Our on-going relationship has supported growth of our teachers and myself, as a teacher and leader.

“Having access to outstanding CPD with inspirational speakers has proved instrumental in helping our school strive for greater challenge within the curriculum.”



Our ambition

We are working to create a world where all teachers have access to high quality professional development, and feel enthused and passionate about the subject that they teach.

- In 2016/17 we reached 486 schools which equates to 11% of secondary schools across England.
- This year we launched our digital pilot, to bring online CPD to our members and the wider teaching profession. We know that teachers are struggling to find the time to get out of the classroom and offering online courses will bring high quality CPD opportunities to many more teachers. We plan to continue refining our online model this year to ensure it is of the same quality as our current work.
- Our three-day Subject Enrichment Residential support subject leaders (usually Heads of Department) from state secondary schools to develop a more relevant and inspiring curriculum, enriching their teaching with applicable problems, the latest thinking and current real-life applications of their subject. In 2017/18 we will be opening up the first day of the Residential to welcome all staff from member departments to come and expand their perspective on their subject.
- Our Primary Leadership Programme has been running for three years now and feedback has been extremely positive. Following multiple requests from primary heads we will be offering new one-day topic specific courses to members of this growing Programme in 2017/18, beginning with science and English literature.

The Prince’s Teaching Institute

The following information is extracted from The Prince’s Teaching Institute audited accounts for year end 30th September 2017 but is presented here in a more user friendly format, which separates the endowment funds (£100k of which can be drawn down each year) from other income. A full copy of our audited accounts is available on our website or on request.

| | 2016/17 £ | 2015/16 £ |
|---|--------------|--------------|
| Incoming Resources | | |
| Grants and donations* | 708,629 | 1,225,485 |
| Charitable activities: | | |
| Schools Programme Affiliation Fees | 171,387 | 166,130 |
| Summer Schools | 44,110 | 50,490 |
| Continuing Professional Development events | 109,772 | 112,206 |
| Heads' Residential and Schools Leadership Programme | 17,840 | 11,552 |
| New Teacher Subject Days | 86,618 | 143,370 |
| Primary Heads Residential and Leadership Programme | 22,705 | 13,200 |
| Total charitable activities | 452,432 | 496,948 |
| Bank interest | 2,951 | 5,352 |
| Investments: | | |
| Endowment income | 45,095 | 17,385 |
| Transfer from Endowment Fund | 54,905 | - |
| Total investments income | 100,000 | 17,385 |
| Total Income | 1,264,012 | 1,745,170 |
| Expenditure on: | | |
| Raising funds | 142,954 | 187,251 |
| Charitable activities: | | |
| Schools Programme | 269,633 | 279,008 |
| Summer Schools | 285,317 | 285,585 |
| Continuing Professional Development | 178,240 | 177,861 |
| Heads' Residential and Schools Leadership Programme | 113,612 | 109,414 |
| Primary Heads Residential and Leadership Programme | 60,560 | 35,543 |
| New Teacher Subject Days | 178,094 | 621,744 |
| Website and CRM | 31,758 | 35,825 |
| Total Cost of Charitable Activities | 1,117,214 | 1,544,980 |
| Total Expenditure | 1,260,168 | 1,732,231 |
| Net (expenditure)/ income for the year | 3,844 | 12,939 |
| Total funds at 1st October 2016 | 837,292 | 824,353 |
| Total funds at 30th September 2017 | 841,136 | 837,292 |

*2015/16 figure includes £586k, the final tranche of a four year grant from the National College for Teaching and Leadership for our New Teacher Subject Days (the organisation has now been discontinued by the Department for Education).

| | Endowment Funds | |
|---|-----------------|--------------|
| | 2016/17 £ | 2015/16 £ |
| Incoming Resources: | | |
| Grants and donations | - | 442,856 |
| Total Income | - | 442,856 |
| Expenditure on: | | |
| Management of investments | 11,051 | 7,785 |
| Total Expenditure | 11,051 | 7,785 |
| Transfer to Unrestricted Funds | 54,905 | - |
| Net (expenditure)/ income before other recognised gains/ (losses) | (65,956) | 435,071 |
| Gain/(Losses) on foreign exchange | 6,878 | (43,532) |
| Net gains/(losses) on investments | (15,628) | 85,607 |
| Net income for the year | (74,706) | 477,146 |
| Total funds at 1st October 2016 | 1,855,731 | 1,378,585 |
| Total funds at 30th September 2017 | 1,781,025 | 1,855,731 |

| Balance Sheet at 30th September 2017 | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|
| Balance Sheet at 30th September 2017 | 2017 £ | 2017 £ | 2016 £ | 2016 £ |
| Fixed assets | | | | |
| Tangible fixed assets | | 887 | | 2,001 |
| Investments | | 1,397,020 | | 1,374,272 |
| | | 1,397,907 | | 1,376,273 |
| Current assets | | | | |
| Debtors | 137,796 | | 86,669 | |
| Cash at bank and in hand | 1,428,614 | | 1,551,884 | |
| | 1,566,410 | | 1,638,553 | |
| Creditors | | | | |
| Amounts falling due within one year | (342,156) | | (321,803) | |
| Net current assets | | 1,224,254 | | 1,316,750 |
| Net assets | | 2,622,161 | | 2,693,023 |
| Funds | | | | |
| Restricted funds | | - | | - |
| Endowment funds | | 1,781,025 | | 1,855,731 |
| Unrestricted funds | | 841,136 | | 837,292 |
| | | 2,622,161 | | 2,693,023 |



Why I support The Prince's Teaching Institute...



Sally Bacon OBE

"The Clore Duffield Foundation has a particular interest in supporting arts education. We created the Cultural Learning Alliance to champion the right to culture for every child. There has never been a more important time to support those who share this interest, given that new accountability measures are gradually eroding access to the arts in our education system. We particularly want to help those who are supporting the teaching of art, music, dance and drama at secondary level, so are therefore delighted to be funding the PTI's Schools Programme for Music & Art for the next three years."



Anthony Frieze

"I have been an active supporter of the PTI for almost 10 years now and seen it grow, flourish and extend its reach to hundreds of thousands of secondary school pupils. The key appeal for me is the PTI's unerring focus on tracking the effect of participation in its programmes by schools and the outcomes in terms of improved subject engagement and challenge at the departmental level and, of course, that of pupils. There is a constant, relentless emphasis within the organisation on refining the metrics on feedback, attitudes to learning and raised expectations from the point at which the PTI first engages. As one of our biggest individual donors commented to me early on: this is an organisation focused on hard, measurable outcomes."

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Thank you

We are incredibly grateful for the continued support of all of our donors, in particular the members of our Chairman's Circle, Investors Club and Patrons listed below, as well as a number of anonymous donors. Your continued support enables us to help more teachers to become effective, enthusiastic and influential by putting subject-centered teaching at the heart of schools.

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in every pound raised
goes directly into
our charitable activities



For enquiries please contact office@princes-ti.org.uk or call us on 020 3174 3106

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