



THE PRINCE'S  
TEACHING  
INSTITUTE

Impact Report 2016

For every child, in every school, every teacher matters



## A message from our Chairman

Here at The Prince's Teaching Institute, we see our supporters as the cornerstone for all that we achieve; your commitment, altruism and passion allow us to continue building on our achievements. With more than 5,000 teachers engaged with our work, I am delighted to say that 520,000 children are now benefitting from enhanced educational standards.

The current climate of educational change brings with it many challenges. 2015/16 saw a major recruitment crisis where teachers leaving the profession reached a ten-year high and the number of new teachers enrolling significantly declined. The press seemed fuller than ever of stories about low teacher morale and high attrition rates.

Nevertheless, this backdrop serves to illuminate the invaluable work we do and the significant impact that the Institute is having. Surveys carried out amongst the heads of department and newly qualified teachers who pass through our doors found that 50% of them had considered leaving the teaching profession. However, following participation in PTI courses, 71% of those teachers said they were now less likely to leave and 92% felt reinvigorated and more excited about teaching - a momentous achievement! With teacher retention becoming an ever-greater concern, I am proud that the PTI has successfully helped teachers re-discover their love of teaching, a revived enthusiasm that they will take back to their students.

Last year saw the PTI commission an external evaluation of its Schools Programme by the UCL Institute of Education. Assessing our impact on students, Professor Hugh Starkey concluded: *"Across the country students are benefiting greatly from the stimulus provided to their teachers from participating in the PTI Schools Programme"*. This reassuring external stamp of approval provides validation of our strong model.

2017 marks the 10th Anniversary of The Prince's Teaching Institute - a significant moment in our history. Our 10th Anniversary Appeal seeks to raise an additional £1M to enable us to accelerate and reach a further 1 million children over the next 5 years. With our intervention costing as little as £3.35 per child and 88p in every pound raised going directly to charitable activities, I see this as an ambitious but achievable goal.

I would like to extend my thanks to all of our donors over the past ten years and in particular to the loyal group of Patrons, both old and new, who continue to support our work. I am extremely proud of what The Prince's Teaching Institute has achieved and have no doubt that it will continue to improve the lives of thousands of children for years to come.

Sir Harvey McGrath  
Chairman, The Prince's Teaching Institute

## What inspires me

My mother was a teacher so teaching was always at the forefront of my childhood. I was always so impressed by her and admired her greatly - when I was very young I would go with her into school and then go home to place my dolls in a row in front of a blackboard and pretend I was the teacher!

But it wasn't until after completing my degree that I truly fell in love with the profession. I observed a primary class in South Bristol and was caught up by it all, excited by the potential of making a difference. I vividly remember writing on my PGCE form: *"I want to make a difference... I want to work in a school with disadvantaged children"*.

And for the first 16 years of my teaching career, that is exactly what I did. I learnt such a great deal about what expectations can do to our children. If you have unlimited expectations of them, they rise to infinite levels of achievement, whereas if you talk down to them, it has such a negative and debilitating effect on their confidence. It was seeing these differences in the schools that I worked in, and seeing how these differences affected the children, that inspired me to run my own school, and to run it with a very positive, aspirational philosophy. And both schools I've led - one in the state and the other in the independent sector - have had this vision at their hearts.

It is this concept that is written into the aims of The Prince's Teaching Institute; all children, irrespective of their background or ability, are entitled to a subject-rich curriculum that is rigorously taught. We should have high expectations of everybody and no child should be labelled or written off. No child should ever be told they will 'never be a scientist' or they are 'never going to be good at maths'. Instead, it is our responsibility as teachers to find a way to teach that child in such a way so that they too fall in love with that subject. Every child can be a scientist or mathematician, we just have to teach them first.

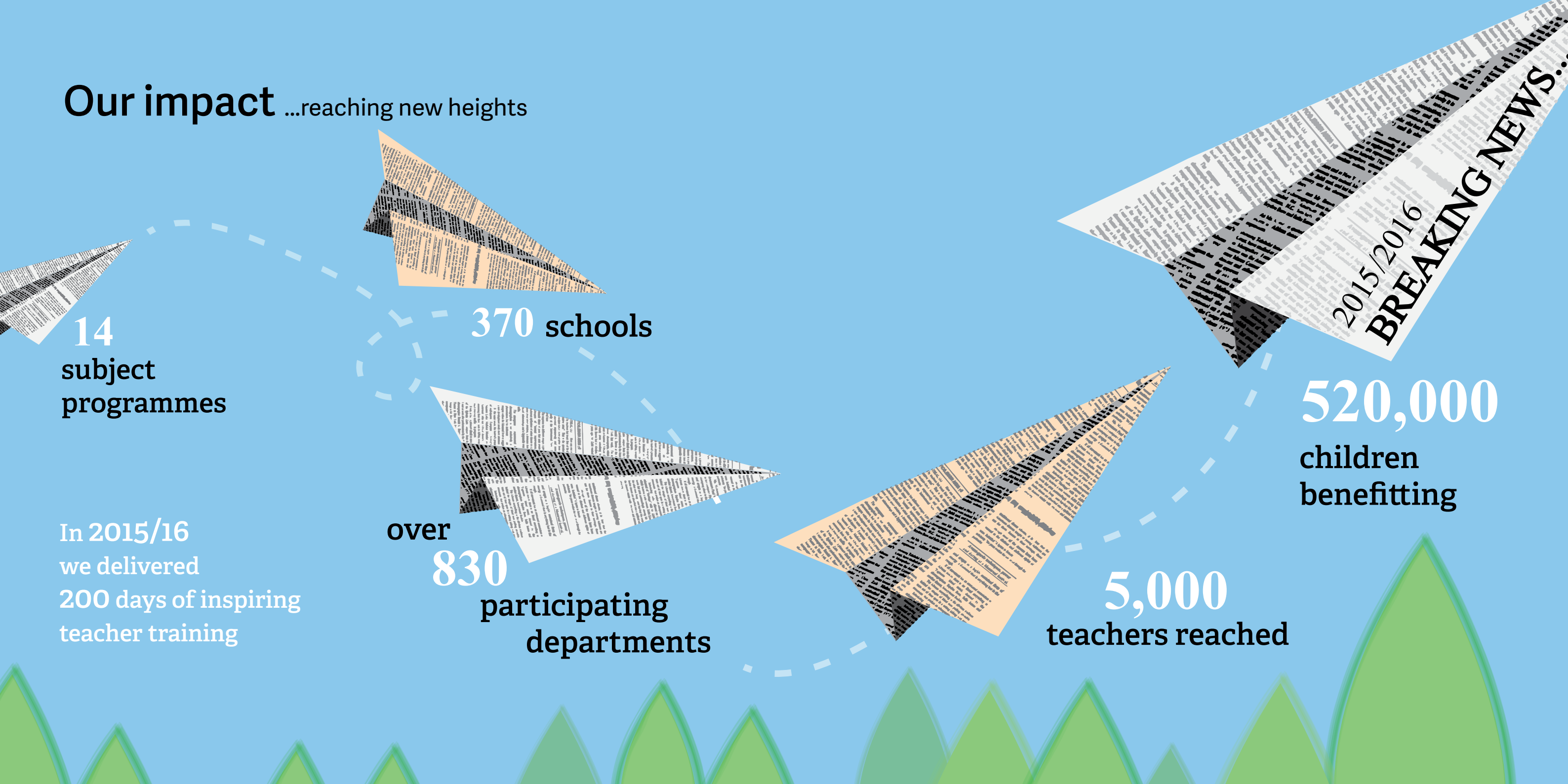
As we celebrate The Prince's Teaching Institute's 10th Anniversary, an important milestone, I can't help but look to the future. We have continued to grow year-on-year and are extremely proud of the impact we have had on our teachers and the children that they teach. Our events have proven to be powerfully transformative for teachers and each year I am inspired and humbled by the thanks we receive from them. But this growth needs to continue in order to truly make us an institute by teachers, for all teachers.



**"We should have high expectations of everybody and no child should be labelled or written off. No child should ever be told they will 'never be a scientist' or they are 'never going to be good at maths'."**

Bernice McCabe  
Co-Director, The Prince's Teaching Institute  
Headmistress, North London Collegiate School

# Our impact ...reaching new heights



**14**  
subject  
programmes

In 2015/16  
we delivered  
200 days of inspiring  
teacher training

**370** schools

over  
**830**  
participating  
departments

**5,000**  
teachers reached

**520,000**  
children  
benefitting

2015/2016  
**BREAKING NEWS...**



| State school children  
are losing their best teachers

**Highest teacher leaving rate  
in a decade** – Schoolsweek, June 2016

Warning over England's

**‘teacher brain drain’**

– BBC News, February 2016

**Number of teachers with specialist knowledge drops**

– The Telegraph, June 2016

DISCONTENT AMONG UK TEACHERS DRIVES

**RECRUITMENT CRISIS**


UK Schools Suffering as  
Newly Qualified Teachers  
**‘Flock Abroad’!**

– The Guardian, February 2016

**Three-quarters**  
of teachers are  
thinking of quitting

– Times Educational Supplement, April 2016

– Financial Times, May 2016

A woman with brown hair and glasses is smiling while holding a black marker and writing on a whiteboard. The background is slightly blurred, showing other people in a room.

## We inspire teachers to fall back in love with teaching

We had 450 responses to our teacher questionnaires:

50% said "I have at some stage in my career considered leaving teaching"

....but after attending PTI courses...

92% say

"I have come out of this experience **reinvigorated and more excited about teaching my subject**"

71% say

"I am **less likely to leave the profession** as a result of attending this course"

"The way in which we enthuse and encourage students is vital, as the classroom can really direct students towards their future careers"

"It has been helpful and refreshing to be reminded that it is a worthwhile profession to be in and that I do an important job"

"It has reminded me of why I came into teaching and allowed me to think clearly about how I can improve things in my own school"

"It has been an excellent opportunity to reflect deeply and celebrate the good as well as find solutions to issues"

"It has been encouraging to feel valued as professionals - something that can be lacking at times"

"The course has made me realise how important the experience of science within the classroom is for the economy and future success of the country, especially as we become more competitive globally"



# UK EDUCATION FALLING BEHIND

## PISA RANKINGS 2015

### Reading

1. Shanghai (China)
2. Hong Kong (China)
3. Singapore
4. Japan
5. South Korea
6. Finland
7. UK 2000
8. Taiwan
9. Canada
10. Poland
11. Estonia
12. Liechtenstein
13. New Zealand
14. Australia
15. Netherlands
16. UK 2012
17. Switzerland
18. Macao (China)
19. Vietnam
20. Germany
21. France
22. Norway
23. UK 2015
24. United States
25. Denmark

### Mathematics

1. Shanghai (China)
2. Singapore
3. Hong Kong (China)
4. Taiwan
5. South Korea
6. Macao (China)
7. Japan
8. UK 2000
9. Switzerland
10. Netherlands
11. Estonia
12. Finland
13. Canada
14. Poland
15. Belgium
16. Germany
17. Vietnam
18. UK 2012
19. Australia
20. Ireland
21. Slovenia
22. Denmark
23. New Zealand
24. Czech Republic
25. France
26. UK 2015

## We address a crucial knowledge gap

Unlike other professions, continuing professional development is not mandatory for teachers and there is little subject training available to them.

Teachers at every level should have access to experts in their subject and an awareness of the latest developments in their field.

## This is exactly what The Prince's Teaching Institute delivers.

This year, thanks to PTI programmes, 520,000 children benefitted from teaching that was up-to-date, that drew better connections with the world beyond the classroom and raised their aspirations for their future careers.





“My love of Science and Mathematics can, without a doubt, be attributed to the teachers who have inspired me in recent years”

Tirion Davies

Ysgol Rhiwabon, North Wales

“Without teachers there would be no doctors, lawyers, leading scientists or most importantly, people to inspire young students”

“As Stephen Hawking said, *‘intelligence is the ability to adapt to change’* and in a time where education is more important than ever, we should all become a part of that change, inspired and supported by great teachers”

## Pupil Profile

My name is Tirion Davies, I am fifteen years old and currently in my last year at Ysgol Rhiwabon, North Wales, studying for my GCSEs. Although I enjoy all aspects of school my favourite subject areas are Mathematics, Science and Languages.

Personally, I believe teaching is the most important career in our modern society. **Without teachers there would be no doctors, lawyers, leading scientists or most importantly, people to inspire young students, who in my area may often come from disadvantaged backgrounds, to have ambition and achieve everything they are capable of.**

One teacher who I will always remember is my French teacher last year, Mrs Appleby. She constantly encouraged me and my classmates to strive to work at our very best and would never accept anything less than that. These high expectations of students, if put across in the right way, motivate us to achieve at our very best level, often beyond original expectations. **Such teachers instill self-belief way beyond any classroom.**

**My love of Science and Mathematics can also, without a doubt, be attributed to the teachers who have inspired me in recent years.** My Physics teacher Mr Gordon has taught me since Year 8 and he has been a constant source of information which he always delivers with enthusiasm. **Success of students in any subject, from my own experience, is linked directly to enthusiasm from teachers. A teacher’s passion for the subject and a belief in us makes all the difference.**

Recently, I achieved an A\* in my Mathematics Numeracy GCSE. The amount of hours the Head of Department, Mrs Devereux, put into helping me achieve my personal goal was extensive, and just like Mr Gordon, any student can see she really loves her subject. **A good teacher makes their subject interesting and worthwhile, inspiring learning for learning’s sake.**

Thinking about my future aspirations and jobs where Physics and Mathematics are necessary led me last summer to apply for a work experience placement at Airbus. During my time at the international aeronautical engineering company I was able to experience the fast moving world of engineering first-hand and was inspired by the female workforce I met there to join the small group of women changing the world through a passion for Science and Maths. **I aim to go into a career to do with engineering and am confident in the knowledge that I know a very strong group of teachers who will be willing to offer me any advice and support they can.**

Ysgol Rhiwabon is a comprehensive secondary school in North Wales. Their Modern Languages, Maths, Science, English, History and Music departments, and the Leadership team, are all longstanding PTI members.

## Our impact on students

### Report by UCL Institute of Education

"Across the country students are benefitting from the stimulus provided to their teachers from participating in the PTI Schools Programme"

This year we commissioned Professor Hugh Starkey of UCL Institute of Education to independently assess our impact on students, focusing on the Schools Programme, which sits at the heart of our operations. The Schools Programme supports subject leaders to embed enriched subject teaching across their whole department, within and beyond the curriculum, to raise the aspirations of their pupils.

"The PTI provides a unique form of CPD. In an educational landscape characterized by constant change, intrusive monitoring of performance, intense competition, and political and ideological controversy, the PTI appears as a neutral space that provides opportunities for teachers to step out of their daily struggles and put them into perspective.

The Schools Programme is uniquely placed to offer, without motives of profit and on the basis of a humane and inclusive vision, exchanges of experience between schools. Many departments have found ways of motivating minority and less academic students.



Professor Hugh Starkey



The PTI encourages the teachers to set themselves and their departments challenging but achievable targets that, in turn, lead to a variety of exciting and innovative approaches to developing subject study. Teachers know that they can count on the support of their peers and on the whole institution that the PTI has become."

"focus on aspiration,  
inspiration and enjoyment of  
the subject instead of an  
obsession with data"

"Being able to network with other professionals,  
facing similar challenges, is invaluable during a period  
of such substantial change"







Ian Doswell, Headteacher of Ark Primary Academy

## The challenge of subject teaching in primary schools

Rigorous and challenging subject teaching gives all children, whatever their background or ability, the chance to find their niche and thrive, both in school and beyond. Only teachers who are experts in the subjects they teach can raise the bar high enough to not limit children's learning.

Instilling high expectations and love of learning can begin a long time before subject teaching traditionally starts in secondary schools, so we were delighted that the primary headteachers who joined the PTI this year felt inspired to promote passionate, rigorous and inspirational teaching that ignites pupils' joy for learning and raises aspirations for all.

"Most successfully, the quality of teaching and learning in writing improved from 64% to 82% across the school"

"The PTI are lead practitioners in their field so you have a whole wealth of expertise to tap into and to drive you in the right direction"

## Literacy for all

Many of our students come from challenging socioeconomic backgrounds, with 16.3% of our pupils across the school receiving free school meals. We are all too aware of the link between disadvantaged children and poor educational attainment, and we are also aware that **education can unlock unrealised potential for disadvantaged students and create alternative possibilities for them, a vision shared by the PTI.**

Literacy is a crucial tool that allows children to access the rest of their education. Before joining the PTI, writing in all year groups at Ark Academy was slightly below the target set for our school, and we recognised a real need to improve outcomes in children's writing across the curriculum. Rather than focus purely on English, I believed it was paramount to apply these skills across the whole curriculum.

**As a direct result of our PTI project, we have seen concrete progress in our pupils' work.** Pupils' enjoyment of writing has improved, as well as their stamina. We now regularly witness children writing quality work at length, which had previously been an issue, especially in the older year groups. The impact on teacher confidence was marked, with the majority of teachers stating that their enjoyment levels had dramatically improved.

**Most successfully, the quality of teaching and learning in writing improved from 64% to 82%** across the school. One Year 6 pupil commented: *"I really enjoy being able to learn how to write in my English lesson then see it in my topic work later on".*

**What the PTI does is strengthen your capacity as a leader.** It gave me the opportunity to network and talk to other headteachers, as well as offering Ark Academy the chance to collaborate with other schools. I have also been encouraged to reflect on the strengths of my staff. It has shown me that it is okay to identify that one person who is really good at teaching writing, a teacher who can then share their knowledge across the school.

**Ian Doswell, Headteacher of Ark Primary Academy, a comprehensive school located in Wembley Park.**

*This action-based research project was undertaken as part of Ian's PTI Primary Leadership Programme membership. 150 schools across the country are conducting their own research and sharing their results with the network.*



More  
inspiring  
teaching

520,000 children

Passion for  
subjects

Leadership  
Programmes for  
headteachers

Professional  
development  
for teachers

Primary Leadership  
Programme  
for primary school  
leaders

Schools Programme  
for subject leaders

Subject-knowledge  
enhancement for  
new teachers

How the  
PTI works

Raised  
aspirations

The latest  
research

Helping  
disadvantaged students

Sir Ranulph Fiennes, Summer Lecture 2016



Inspirational speakers



Sharing best practice



Celebration of great work



Networking



## The Prince’s Teaching Institute

The following information is extracted from The Prince’s Teaching Institute audited accounts for year end 30th September 2016 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.

TOTAL FUNDS EXCLUDING ENDOWMENT		
	2015/16 (£)	2014/15 (£)
<b>Incoming resources</b>		
<b>Grants and donations</b>	<b>1,225,485</b>	<b>1,245,755</b>
<b>Charitable activities</b>		
Schools Programme affiliation fees	166,130	162,580
Summer Schools	50,490	37,185
Continuing Professional Development events	112,206	147,484
Heads' Residential and Schools Leadership Programme	11,552	15,635
Subject Days	143,370	137,800
Primary Heads' Residential and Leadership Programme	13,200	-
<b>Investments</b>	<b>22,737</b>	<b>6,117</b>
<b>Total income</b>	<b><u>1,745,170</u></b>	<b><u>1,752,556</u></b>
<b>Raising funds</b>		
<b>Charitable activities:</b>	<b>187,251</b>	<b>112,053</b>
Schools Programme	279,008	269,841
Summer Schools	285,585	295,983
Continuing Professional Development	177,861	191,173
Heads' Residential and Schools Leadership Programme	109,414	118,969
Primary Heads' Residential and Leadership Programme	35,543	-
Subject Days	621,744	883,654
Website	35,825	89,538
<b>Total cost of charitable activities</b>	<b>1,544,980</b>	<b>1,849,158</b>
<b>Total expenditure</b>	<b><u>1,732,231</u></b>	<b><u>1,961,211</u></b>
Transfer from endowment fund	-	100.000
<b>Net (expenditure) income for the year</b>	<b>12,939</b>	<b>(108,655)</b>
<b>Total funds at 1st October 2015</b>		
	824,353	933,008
<b>Total funds at 30th September 2016</b>	<b><u>837,292</u></b>	<b><u>824,353</u></b>

ENDOWMENT FUNDS		
	2015/16 (£)	2014/15 (£)
<b>Incoming resources</b>		
<b>Voluntary income</b>		
Grants and donations	442,856	573,364
Investments		10,473
<b>Total income</b>	<b><u>442,856</u></b>	<b><u>583,837</u></b>
<b>Expenditure on:</b>		
Raising funds	7,785	-
<b>Total expenditure</b>	<b>7,785</b>	<b>-</b>
Transfer to unrestricted funds	-	100,000
<b>Net (expenditure) / income before other recognised gains / (losses)</b>	<b>435,071</b>	<b>483,837</b>
(Losses) on foreign exchange	(43,532)	-
Net gains on investments	85,607	-
<b>Net income for the year</b>	<b>477,146</b>	<b>483,837</b>
Total funds at 1st October 2015	1,378,585	894,748
<b>Total funds at 30th September 2016</b>	<b>1,855,731</b>	<b>1,378,585</b>

### Balance Sheet at 30<sup>th</sup> September 2016

	2016 (£)	2016 (£)	2015 (£)	2015 (£)
<b>Fixed assets</b>				
Tangible fixed assets		2,001		2,666
Investments		1,374,272		-
		1,376,273		2,666
<b>Current assets</b>				
Debtors	86,669		73,932	
Cash at bank and in hand	1,551,884		2,303,353	-
	1,638,553		2,377,285	
<b>Creditors</b>				
Amounts falling due within one year	(321,803)		(177,014)	
<b>Net current assets</b>		<u>1,316,750</u>		<u>2,200,271</u>
<b>Net assets</b>		<b><u>2,693,023</u></b>		<b><u>2,202,938</u></b>
<b>Funds</b>				
Restricted funds		-		-
Endowment funds		1,855,731		1,378,585
Unrestricted funds		837,292		824,353
		<b><u>2,693,023</u></b>		<b><u>2,202,938</u></b>

For every £1 spent on fundraising, we raise £6.55

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

**Alan Kelsey**



"I have been a firm supporter and Trustee of The Prince's Teaching Institute for ten years. I believe the most effective charitable focus, that benefits society as a whole, is on improving education outcomes - the PTI is a highly effective and efficient way to achieve this. There is considerable "bang for your buck" of donations received, reaching numerous children and I have seen the effectiveness of this myself, through contact with many schools and teachers who have benefitted markedly from the help the PTI provides."

**Jenny Eastwood**



"I work in the field of parenting and have four children. It's clear that the environment at home and school are critical to a child developing self-esteem, feeling confident, building resilience and finding a passion in life. Teachers carry an incredible responsibility on their shoulders and The Prince's Teaching Institute does a critical job in supporting teachers with this job. If we want teachers to inspire our children, they need to feel inspired too. I know when I do training for my job I come back fizzing with energy and ideas which are then passed on to multiple clients. I believe all teachers deserve to feel this way and this is what The Prince's Teaching Institute provides with their training and summer schools. This is then passed onto to numerous children, helping them to develop the skills for a fulfilling and meaningful life."

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# Thank you

The Prince’s Teaching Institute would like to thank all our donors, in particular members of the 2012 Club and Patrons listed below, as well as a number of anonymous donors, who have committed multi-year financial support to the charity.

### 2012 Club Members

Mr Ian Armitage and Miss Johanna Cunningham  
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in every pound raised goes directly  
into our charitable activities



For enquiries please contact [info@princes-ti.org.uk](mailto:info@princes-ti.org.uk) or call us on 020 3174 3106

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