



# Impact and Effectiveness Report 2025

*Inspiring teachers, Changing lives*

## A message from our Co-Directors

The PTI improves educational outcomes, especially for disadvantaged pupils, by providing inspirational training that strengthens their teachers' skills, subject expertise, and motivation: an approach backed by the best academic research.

The PTI's mission is crucial to addressing the deep-seated issues within our education system. With a strong track record of improving teacher retention, motivation, and subject-specific expertise, our work is making a tangible difference in the lives of 6,030 teachers and 535,000 students each year. The PTI is also an exceptionally efficient and effective way to impact on the fortunes of young people in England and Wales because every teacher whose teaching is enhanced will impact on hundreds of pupils in their schools.

This report presents the evidence of our impact and highlights the progress we are making in fulfilling our mission.



HUGH RAYMENT-PICKARD MBE | CAROLYN ROBERTS MBE

# Thank you

We are profoundly grateful for the unwavering commitment of our loyal donors, without whom none of our achievements would be possible.

Thanks to the remarkable generosity of our philanthropic supporters – who provide over 70% of our funding – our programmes continue to inspire teachers and transform lives.

For a formal acknowledgment of this much-valued support, please see pages 58 and 59.



# 535,000

**children and young people  
received improved teaching  
to lift their chances of  
success at school and beyond**

## Our mission

The PTI is dedicated to ensuring an outstanding education for every child, delivered by great teachers in all schools.

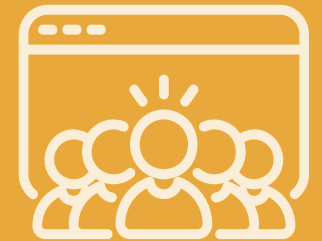
## What we do

We achieve this by giving teachers in hard-pressed state schools access to high-quality training programmes.



## What we achieve

Our programmes had a notable effect last year, benefiting 6,030 teachers and shaping the lives of 535,000 pupils.



**6,030**  
teachers reached

The PTI is not a commercial CPD provider, but a charity, backed by philanthropy, dedicated to supporting teachers and the children they teach.

## Our growth plan

The PTI is delivering an ambitious plan to extend its work, increasing the number of schools, teachers, and pupils it works with and on whom it has a positive impact.

	Historic		2025	Projected	
	2023	2024		2026	2027
<b>Overall number of participating schools</b>	431	664	754	940	1,200
<b>Overall teachers impacted</b>	3,942	4,422	6,030	7,500	10,000
<b>Primary Hubs</b>	7	20	32	50	75
<b>Continuing Professional Development (CPD) delivery days</b>	174	199	244	300	375

“ I am delighted to see that The PTI is fulfilling its mission that every young person, no matter their background, is entitled to a rich education delivered by knowledgeable and capable teachers. ”

DR HUGH RAYMENT-PICKARD,  
Co-Director of The PTI

## Case Study

### John Wilkinson

### Head of Geography, St Edward's College

#### Before The PTI

When I became Head of Geography at St Edward's College, I encountered several significant challenges. These included low recruitment and retention at Key Stages 4 and 5, a fragmented team of Geography teachers, and a built environment with classrooms that were ultimately condemned.

My ambition was to change the narrative so that students didn't come to lessons to simply learn about Geography, but to develop as Geographers. I wanted learning to feel like part of a much bigger intellectual journey. I quickly realised that the most powerful lever for achieving this transformation was the curriculum itself.

#### What I did with The PTI

I took part in The PTI's Department Development Programme in 2019, which provided a first-class framework for curriculum development. The programme is structured around four *PTI Pillars*:



**Pillar 1:** Creating coherence and quality of challenge within the curriculum.



**Pillar 2:** Enthusing pupils through subject-based activities beyond the curriculum.

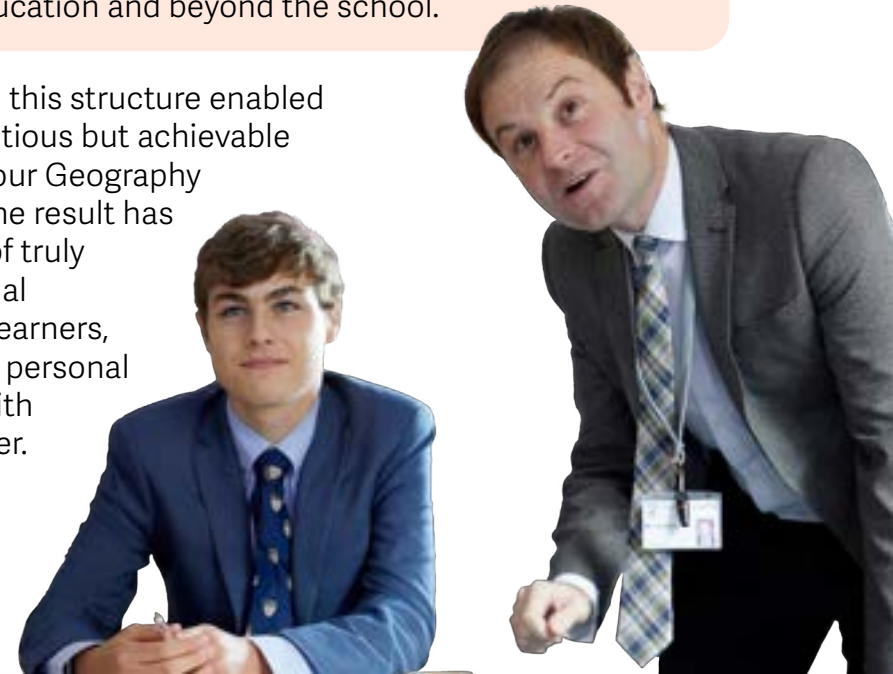


**Pillar 3:** Exploring, developing, and sharing specialist subject knowledge.



**Pillar 4:** Raising the profile of the subject within education and beyond the school.

Working within this structure enabled me to set ambitious but achievable objectives for our Geography department. The result has been a series of truly transformational outcomes for learners, enriching their personal geographies with awe and wonder.



## The impact at department level

Working with The PTI refined my values and attitudes towards education and brought clarity to my long-term goals. Our curriculum is now deliberately designed, intellectually coherent, and rooted in disciplinary thinking. We focus on local sense of place, lived experience, identity, and the built and physical environment, enabling us to develop Geographers who think globally, act locally, and live sustainably.

Geography has been the most popular GCSE subject for four consecutive years, driven by quality-first teaching. We have also established a GCSE Geology course as part of our extracurricular enrichment offer, which enhances pupils' understanding of Geography. Examination results in physical Geography improved by 8% in 2024 compared with the previous year – thanks to the presence of Geology strengthening conceptual learning. The real success story, however, is that we now have 40 students attending Year 10 GCSE Geology lessons in their own time. In 2024-25, only 527 students across the UK were entered for GCSE Geology.

My engagement with The PTI reinforced the value of deep professional learning. I now prioritise my own CPD and am currently studying for a part-time PhD in coastal change, which directly benefits my A-level students and their coursework.

In 2024, our Geography department used the £5,000 Bernice McCabe Award from The PTI to create an 875-metre Woodland Trail on the school campus. This exemplifies how curriculum thinking can extend beyond the classroom, enriching pupils' lives.

## The impact on pupils

“ There is no department like the Geography department. Dedicated, inspiring and insightful, they have not only deepened my geographical knowledge, but also shaped me into the person I am today. ”

PATRICK, former student at St Edward's College

“ Studying Geography sparked my passion for understanding the world and broadening my perspective within this field. My Geography teachers' dedicated guidance not only inspired me to pursue Geography at university but also shaped my life by nurturing a curiosity-driven approach to exploring the complexities of our planet. ”

SHAY, former student at St Edward's College

Patrick is now studying Geography at the University of Cambridge.  
Shay is now studying Geography at the University of Liverpool.



# Why The PTI is needed



## The Problem

Not every child receives a rich educational experience, provided by inspiring and knowledgeable teachers.

Young people, particularly those from disadvantaged backgrounds, fall behind with their learning. Without solid qualifications, they are at risk of long-term unemployment and poverty.



## The Causes



Uninspiring and unengaging lessons contribute to poor attendance and are detrimental to young people's educational success.

## The Evidence

Persistently disadvantaged young people are

**19.1 months**

behind in their learning by age 16.

Education Policy Institute Annual Report 2025<sup>1</sup>

**18.7%**

of pupils were persistently absent from school in 2024-25, and pupils from disadvantaged backgrounds are much more likely to be persistently absent.

Department for Education (DfE) 'Pupil attendance in schools', 2025 Headline facts and figures.<sup>2</sup>

2024-2025 outputs:

**6,030** teachers

**244** CPD days

**754** schools

**450** primary schools

**304** secondary schools

1. <https://epi.org.uk/annual-report-2025/>

2. <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025>



## Our Solution

The PTI provides training that helps classroom teachers to be more effective at teaching their subject. We develop subject leaders and heads of department to drive transformational change within their schools.



## Our Impact

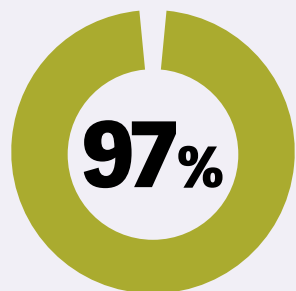
The overall outcome of The PTI is a transformative educational experience that fosters young people's lifelong love for learning, empowering them to reach their full potential and thrive.

**Teachers who have taken part in PTI activities report a positive impact on their teaching and their likelihood of staying in teaching.**

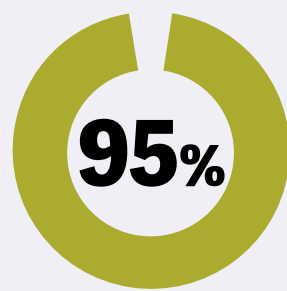


Data provides convincing evidence that, across the country, students are benefitting from the stimulus provided to their teachers from participating in The PTI Schools Programme.

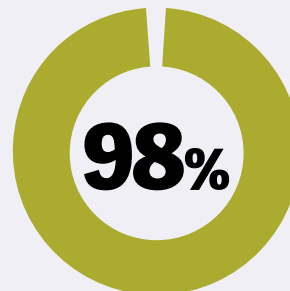
PROFESSOR HUGH STARKEY,  
University College London



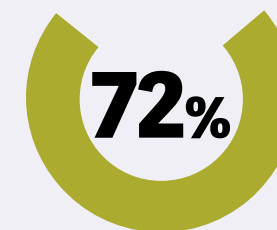
**97%**  
of teachers believed that they had gained knowledge, ideas, methods or activities that they could share with colleagues at school.



**95%**  
of new teachers anticipated an impact on their pupils' learning, saying the course would make them a better teacher.



**98%**  
of teachers who attended a Primary Hub believed that attending the course gave them the knowledge and skills to be a better teacher.



**72%**  
of teachers attending our Subject Enrichment Residentials believed that they were less likely to leave the teaching profession.

## Inspiring teachers...



Getting involved with The PTI has been a real lifeline for my teaching career, significantly strengthening my confidence in the classroom and renewing my enjoyment of the profession.

The CPD on offer has been the best I've received in over 16 years of teaching – specifically the Middle Leader Certificate, which helped to increase the level of challenge within our curriculum offering, improving both pupil outcomes and their enjoyment of Art. This coupled with the opportunity to connect with colleagues and share good practice in a realistic yet energising environment has been invaluable.



JONNY LAMIN, Head of Art and Design at St Edward's College



Inspiring students...

Entrepreneur?

Vet?

Lawyer?

Footballer?

Actor?

# Inspiring teachers...

## Secondary offer

### For ECTs and trainees and non-specialists

#### Subject Expertise Certificate

- Three subject-focused enrichment days across the year
- Practical teaching strategies and classroom-ready resources
- Insight and inspiration from leading subject experts
- Personal accreditation for participating teachers

We have a constant focus on quality training and a culture of continuous improvement based on teacher feedback.

ECT = Early Career Teacher

### For teachers at all levels

#### CPD Subject Days

- One-day professional development
- Focused on practical impact in the classroom
- Delivered by renowned subject specialists and practicing teachers

#### CPD Online Courses

- Virtual courses on subject-specific topics
- Gain inspiration for the classroom
- Access to cutting-edge research and pedagogy

#### Teacher Leader Certificate

- Personal accreditation for PTI delivery partners
- Develops exceptional facilitators of professional development
- Builds leadership capacity within the teaching profession

### For subject leaders

#### Subject Enrichment Residential

- Three-day residential course
- Engage with high-profile subject experts

#### Department Development Programme

- Long-term programme for sustained improvement
- Develop practical leadership approaches and revitalise your department
- Annual objectives supported by expert Development Partners
- Eligibility to receive The PTI Subject Mark for departments demonstrating annual impact
- Collaborative national community

#### Middle Leader Certificate

- Personal accreditation for middle leaders
- Focused on curriculum design

### For school leaders

#### Leadership Programme

- Three leadership CPD days
- Long-term strategic school improvement
- Eligibility to receive The PTI Leadership Mark
- Support a passion for learning
- Collaborative national community

#### Leadership Symposium

- Two-day residential course
- Engage with leading academics and educationalists
- Build a positive narrative for the future of education

# ...at every stage of their career

## Primary offer

### For ECTs

#### Primary ECT Certificate

- Personal accreditation for early career teachers and those seeking to strengthen their subject teaching
- Builds subject confidence and classroom expertise

### For teachers and subject leads at all levels

#### CPD Subject Days

- For all teachers but particularly subject leads
- Three bespoke in-person CPD days
- Collaborative national community

#### CPD Online Courses

- Including a number of subject streams and specialist early-years training

#### Teacher Leader Certificate

- Personal accreditation for The PTI Delivery Partners
- Focused on leading exceptional CPD

### For school leaders

#### Leadership Programme

- Three leadership CPD days
- Long-term strategic school improvement
- Eligibility to receive The PTI Leadership Mark
- Support a passion for learning
- Collaborative national community

#### Leadership Symposium

- Two-day residential course
- Engage with leading academics and educationalists
- Build a positive narrative for the future of education

Primary training is bespoke to each group of schools and driven by their needs.



# Inspiring teachers...

Everything The PTI does is directed towards ensuring that all young people receive excellent, inspiring teaching. At every stage of a teacher's career, we provide unique, high-quality training.

## Subject Expertise Certificate

**JORDAN SANDFORD,**  
Geography teacher  
at Leeds West Academy

“  
All the speakers were experts in their field and made everything adaptable for the sessions. I feel inspired and excited to apply this knowledge back in the classroom.”

## Primary Hub Day

**STEPHANIE PARKINSON,**  
class teacher at St Bernard's  
RC Primary School

“  
The content was invaluable CPD that I don't think I could have accessed anywhere else. The expertise, knowledge, and quality were exactly what I need as an enthusiastic, but not expert, subject coordinator.”

“  
The beauty of The PTI is everyone learns from everyone. You might be a really experienced Senior Leader, but you can still learn new approaches about tackling complex challenges from Early Career Teachers, as they bring fresh ideas and new perspectives.”

CIARAN CLINTON, Headteacher at Archbishop Ilsey Catholic School

## ...at every stage of their career

### Subject Enrichment Residential

CHERINE ASAFU-ADJAYE,  
Head of English at Eltham Hill School



This course was very inspiring, and I came away feeling enriched and reminded about my role as a teacher. The weekend has been great and I will be telling my whole department about it.



### Primary Leadership Symposium

DAVID SPRUCE, Headteacher at  
Appleby Primary School



An extremely thought-provoking and inspirational conference. I am returning to school revitalised and re-energised. I will be taking back numerous pieces of work which will no doubt continue to build upon the transformational influence that The PTI has already brought over the last few years.



Working with teachers from across the country who are at different stages in their careers and working in very different contexts is an incredibly enriching and enlightening experience.



MICHELLE RODDY, Assistant Headteacher at St Bonaventure's RC School





The Primary Hub offer includes 13 subjects  
Primary Hub D&T Day in Wigan, September 2024

**Nearly 1000 teachers attended a Primary Hub Day in 2025**  
Primary Hub PSHE Day in Greenwich, November 2025



## Case Study

# Allison Reed Year 3 Teacher, Belle Vue Primary School



### Before The PTI

When I was asked to take on the role of Geography subject lead three years ago, my reaction was one of anxiety rather than confidence. Geography was the area of the primary curriculum I felt least assured in, and I felt uncertain about my subject knowledge and my ability to inspire others.

At the same time, pupil understanding and engagement in Geography were weak. When I spoke to children across the school about what Geography was, many were unsure or confused. Responses ranged from “stuff to do with maps” to “I don’t think I go to Geography lessons, do I?”. There was a clear disconnect between what we were teaching and how pupils perceived the subject. Learning felt abstract, knowledge was not being retained, and Geography lacked a clear identity within the school.

### What I did with The PTI

I attended The PTI Primary Hub Day in Penrith, led by Dr Paula Owens. The course was deeply reassuring and transformative, challenging my assumptions about what Geography is and how it can be taught.

The PTI’s approach was distinctive in its focus on subject integrity, lived experience, and joy in learning. I learned that Geography does not have to be neat or intimidating; maps can be messy, creative and imaginative; and fieldwork does not have to be expensive or distant, but can be local and meaningful. We explored how children’s understanding of place is shaped by lived experience, and how this should shape curriculum design.

This subject-led, research-informed approach filled a significant gap in my training and gave me both the confidence and the practical tools to lead Geography with purpose.

## The impact at department level

Following my work with The PTI, Geography at Belle Vue Primary underwent a significant cultural and curricular shift. Our curriculum was redesigned to prioritise experience, fieldwork, and meaningful engagement with place, ensuring learning connected to pupils' lives and interests.

We introduced an annual whole-school Fieldwork Week, during which pupils from Reception to Year 6 explore the question: "Where in the world is Belle Vue?". We also established a Geography Club called *Champions of Antarctica*, appointed Geography Pupil Ambassadors, and launched an annual mapping competition that now attracts over 100 entries.

Geography is no longer a marginal subject. It has a clear identity, strong leadership, and a culture of curiosity that is visible across the school. Pupils now see themselves as mini geographers and associate Geography with getting out and learning about our world. They bring maps into school that they have created at home for fun, talk confidently about places, and retain knowledge because it connects to their experiences. Learning is memorable, meaningful, and emotionally grounded.

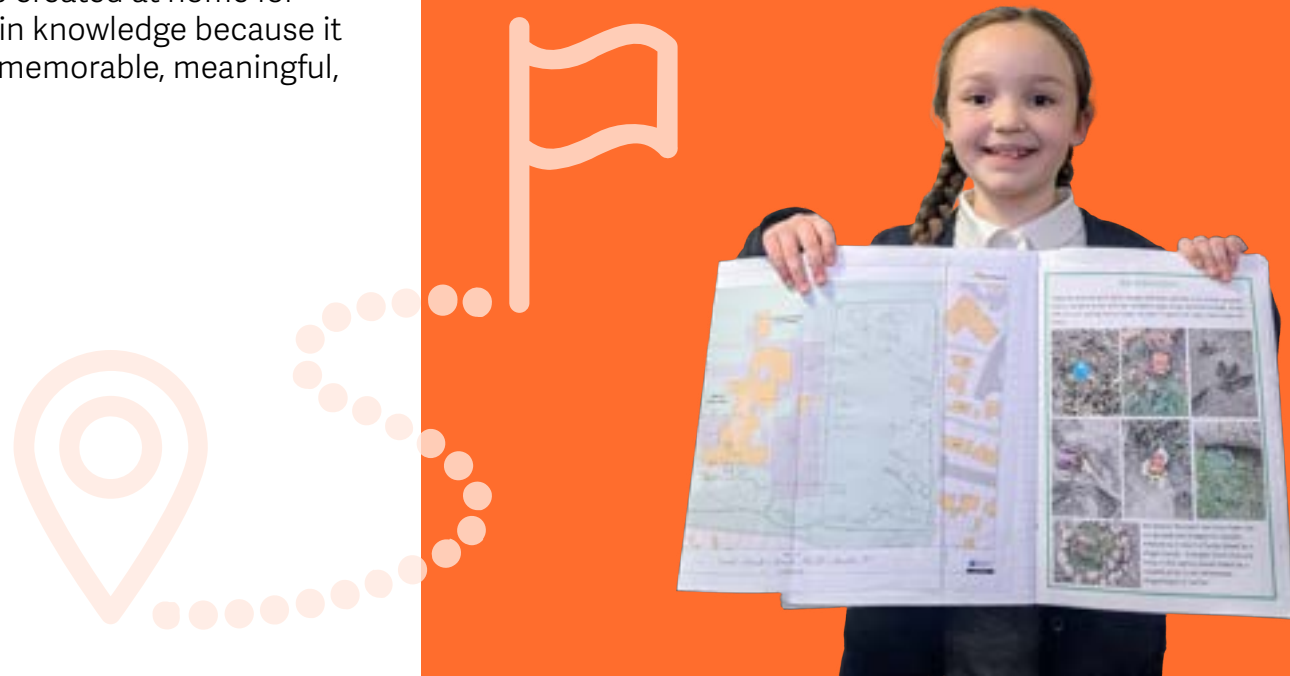
## The impact on pupils

“ We went around the school on a dragon hunt and used an OS map to plot all the treasures the dragon left. We found a gemstone in the end. It was the most fun thing ever!

EVIE, Year 4 student at Belle Vue Primary

“ I love being a Geography Ambassador because we get to do lots of really cool things. We help Mrs Reed run our after-school club, *Champions of Antarctica*, which is really fun. My favourite part is judging the mapping competition during our Fieldwork Week because it's exciting seeing everyone's work and picking the winners.

ROSIE, Year 6 student at Belle Vue Primary



## Teachers who love teaching...



At the heart of The PTI's work is a simple but powerful truth: when teachers are inspired, knowledgeable, and trusted as experts in their subjects, classrooms become places where children succeed. High-quality teaching is our "secret" formula for success – because when teachers love teaching, children love learning.



CLARE O'SULLIVAN, Head of Educational Strategy, Membership & School Development at The PTI



My time with The PTI has continued my academic education well beyond my university days. Every lecture and discussion allows me to learn from the best academic historians at the forefront of their fields – learning that I take straight back to my students.

Confident subject knowledge is key to engaging students and developing a love of learning that transcends the classroom and extends into lifelong interest. It has also been extremely important in building respect and trust between me and my students, since they know that my subject knowledge is worthy of the privilege of their time and attention.



RHEA GREEN, History teacher at King Edward VI School



## ...children who love learning



Seeing Mr Wilkinson's passion planted a seed within me and helped my learning flourish. He showed me what true teaching meant and how school can be filled with excitement and opportunity for positive change.



POPPIE, former student at St Edward's College



The exceptional teaching and constant encouragement from my Geography teachers sparked my love for the subject and played a key role in my academic success.



SEAN, former student at St Edward's College

**Poppie is now studying Dentistry at the University of Liverpool.  
Sean is now studying Geography at the University of Liverpool.**

## The impact of inspired teaching



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When I think about ‘inspired teaching’, I think first about what it is that inspires a teacher. There is, of course, the subject or specialism, which for many educators is a key reason for entering the profession in the first place – every subject having a rich and textured history to explore and be excited by. Equally, inspiration can come from one’s aims and insights. I think of this in terms of conversation: what are you hearing when the world speaks to you, and what do you want to say in response? Here, inspiration comes from your core values and the argument you might want to have with the ideologies and structures that shape our shared world.

Most of all, however, I believe teachers can and should be inspired by their students. It may sound obvious, but the “unknown unknowns” of a teaching-learning relationship is one of the most exciting elements of teaching. Students’ aims, ambitions, fears, and fascinations can inspire new ways of approaching the curriculum and raise questions you might never have considered. The inspired teacher is the one who trusts that they can learn something from their students and is willing to learn with these same students in ever shifting contexts, as well as – hopefully – inspiring their students to want to do the same.

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JEFFREY BOAKYE, ambassador for The PTI. Ex-teacher turned writer, speaker, broadcaster, and educator.



**Pilot?**

**Paramedic?**

**Artist?**

**Electrician?**

**Research  
scientist?**

## The importance of strong subject knowledge



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The value of strong subject-knowledge cannot be overstated. In a subject such as D&T, where the knowledge is so broad and needs to be underpinned by practical and manufacturing skills, meeting students' needs across all key stages can be incredibly challenging. Support from specialist subject teachers with expert classroom practice has been invaluable. It ensures that the methods showcased are backed by evidence and real experience, often refined throughout the process of teaching to meet students' needs as effectively as possible.

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MICHAEL NOONAN  
Head of Digital Teaching and Learning at Queen Elizabeth's School, Barnet

# Subject knowledge matters



Subject specific knowledge remains the best investment we have to secure the education young people need in a world of rapid technological and social change.

Being secure in foundational subjects such as maths and science will remain pivotal, now and in the future; as will young people's understanding of human culture through the humanities, languages and arts.



**The Government's Curriculum and Assessment Review 2025**



## The Issue

Strong subject knowledge is fundamental to great teaching. But there are too few opportunities for teachers to develop their subject expertise and subject pedagogy.

Improving teachers' subject knowledge and confidence is at the centre of The PTI's approach.



## The PTI's success

### Teacher feedback

"This course has provided me with ideas/methods/activities that I can use in the classroom."

Agree / strongly agree

**98%**

"This course will have a positive impact on my pupils."

**96%**

"This course has given me knowledge/ideas/methods/activities that I can share with colleagues at my school."

**98%**

There has been a 22% increase in attendance at the Subject Enrichment Residential compared to 2024.



English subject stream at the Subject Enrichment Residential  
University of York, July 2025

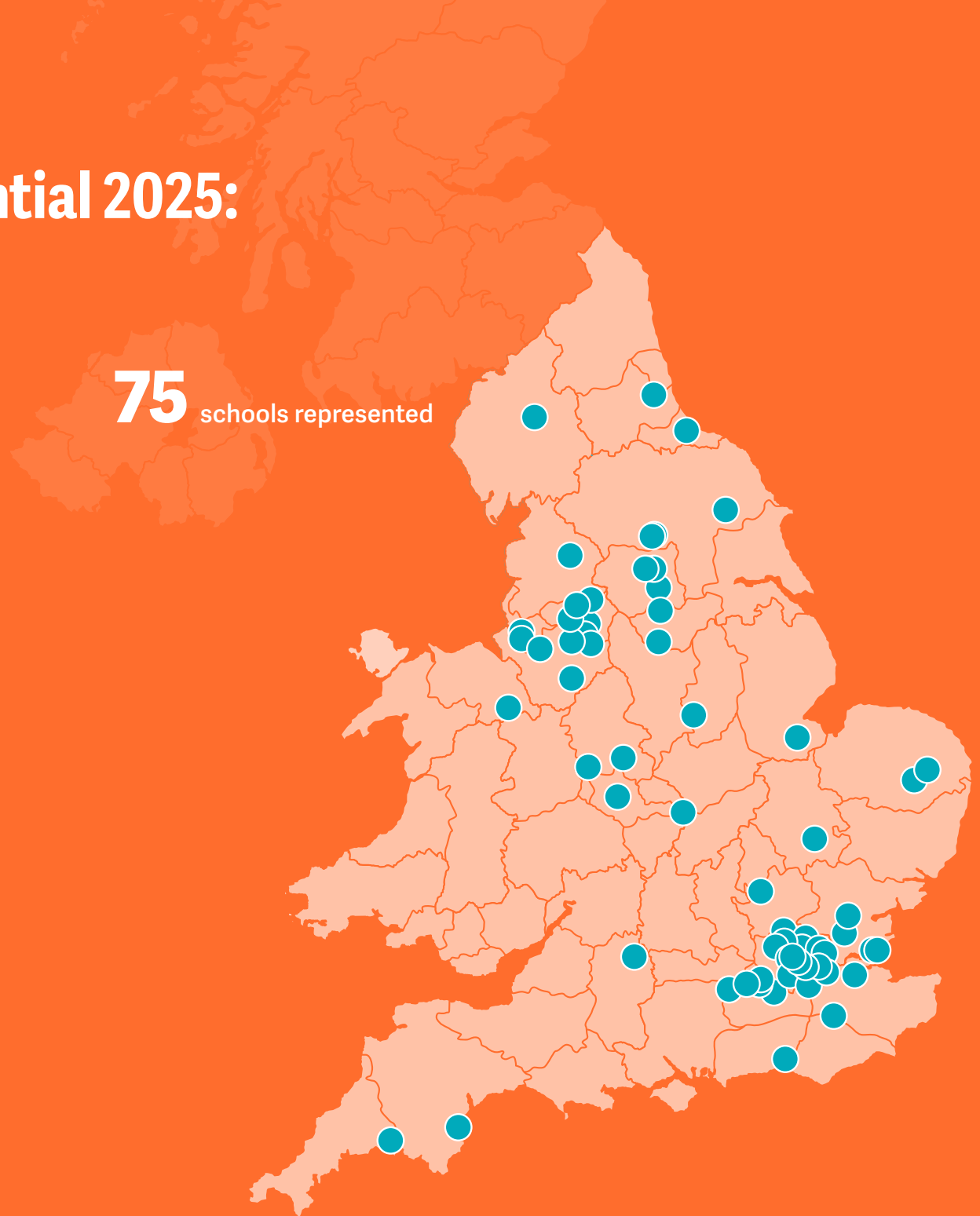


# Subject Enrichment Residential 2025: University of York

**133** teacher attendees

**75** schools represented

	Departments	Teachers
Art	24	26
English	31	38
Maths	18	18
Music	10	11
PE	9	10
Science	26	30
<b>Total</b>	<b>118</b>	<b>133</b>



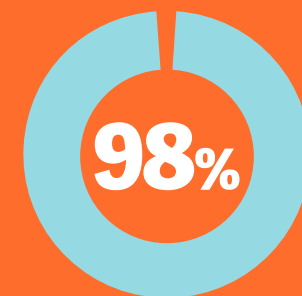
# The cascade impact

**75**  
schools

**133**  
subject leads  
attended

**988**  
departmental  
staff influenced

**38,000**  
pupils impacted



agreed that  
"this course has given me  
knowledge/ideas/methods/  
activities that I can share with  
colleagues at my school".

## Developing a rich, inspiring curriculum



At The PTI, our community of teacher leaders shapes everything we do. They tell us what teachers truly need in an ever-changing subject landscape – and we act on it. Guided by teachers, for teachers, we conduct in-depth research to find inspirational speakers who bring each topic to life – whether that’s 3D printing, globalisation or women in the medieval period.

What makes our courses so special is our careful curation: we connect teachers with speakers who inspire, challenge, and ignite new thinking. We aim high because teachers deserve nothing less.



DANIELLE ROBINSON, Head of Core Programmes at The PTI



The PTI has helped me to reconnect with my passion for my subject and given me the opportunity to reflect on outstanding practice with active tools to achieve this. Networking with other teachers and seeing the fantastic work they do is inspiring and is a great opportunity to form an educational community amongst schools.



KATHARINE BRANT, teacher leader for The PTI and History teacher at Woodford County High School



### Department Development Programme, 2025

Teachers of Music, History and MFL from St Angela's Ursuline School with their PTI Subject Marks

2025  
THE PTI  
Subject  
This is to certify that the  
Music  
Department at  
St Angela's Ursuline School  
has been awarded  
The PTI Subject Mark  
2025

2025  
THE PTI  
Subject  
This is to certify that the  
History  
Department at  
St Angela's Ursuline School  
has been awarded  
The PTI Subject Mark  
2025

2025  
THE PTI  
Subject  
This is to certify that the  
MFL  
Department at  
St Angela's Ursuline School  
has been awarded  
The PTI Subject Mark  
2025

# Teachers who love teaching, stay in teaching



## The Issue

High-quality CPD has been shown to improve teacher retention



## The PTI's success

### Teacher feedback

"I am less likely to leave teaching"

69%

"At some stage in my career, I have considered leaving teaching"

58%

"I am feeling more positive and enthusiastic about teaching"

92%

Respondents from The Subject Enrichment Residential 2025

Agree / strongly agree



Being involved with The PTI brings consistent joy and a lifeline to an otherwise very challenging job. It is an organisation that genuinely values teachers' input and expertise, in an educational landscape where trust in educators is slowly being eroded. I have absolutely no hesitation in saying that working with The PTI is one of the main reasons I am still in the classroom, and it has deepened my love of Chemistry more than I ever thought possible.



DAVID FAIRCLOUGH,  
Chemistry teacher at St John Fisher  
Catholic Voluntary Academy

# The importance of teacher retention




Teachers are crucial to high-quality curriculum and teaching. Blindingly obvious, but recruitment and retention problems have become so acute that short-term crisis responses can seem like sensible ideas, while funding pressures make cheaper alternatives politically attractive.

Schools are where society cares for its young until they're old enough to take on the mantle of adult citizenship. Teachers are simultaneously public intellectuals with advanced interpersonal skills and a genuine liking for the young. This is a challenging – and relatively rare – skillset. Without it, learning and culture cannot be transmitted down generations. Nor can disciplinary thinking, creativity, and specialism be developed in learners.

Teachers make their contribution through their subject, which they love and understand. They are curriculum makers, designing coherent and exciting learning experiences which work for all their students – those who acquire learning quickly and slowly.

Teachers learn through experience. Those who are school leaders understand that teachers need time to refine their practice, alongside the freedom to plan, collaborate, and experiment. They need to be nurtured and trusted as diligent and committed professionals.

Where teachers are scarce, they are replaced by faceless online provision. Where teaching is weak because too many have left the profession, lesson planning becomes centralised, lesson delivery is standardised, and behaviour management inflexible. The result is a diminished educational experience – one that is dispiriting for learners and dangerous for the development of active citizens and learning in the future. 

Our society, democracy, and culture depend on quality, valued teachers.

CAROLYN ROBERTS MBE, Co-Director of The PTI

## Case Study

# Simon La & Sadia Ali

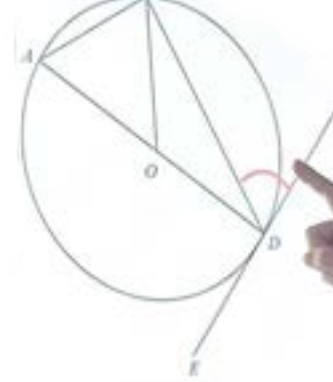
## Maths Department, Plashet School

### Before The PTI

Before my involvement with The PTI, I was in the early stages of my role as subject leader and seeking greater clarity around the long-term direction of the Mathematics curriculum.

Through our work with the Maths Hub, we had begun moving towards a Maths Mastery approach, with an increasing focus on representation, structure and reasoning. However, this work was still developing, and curriculum planning remained heavily influenced by exams and short-term outcomes.

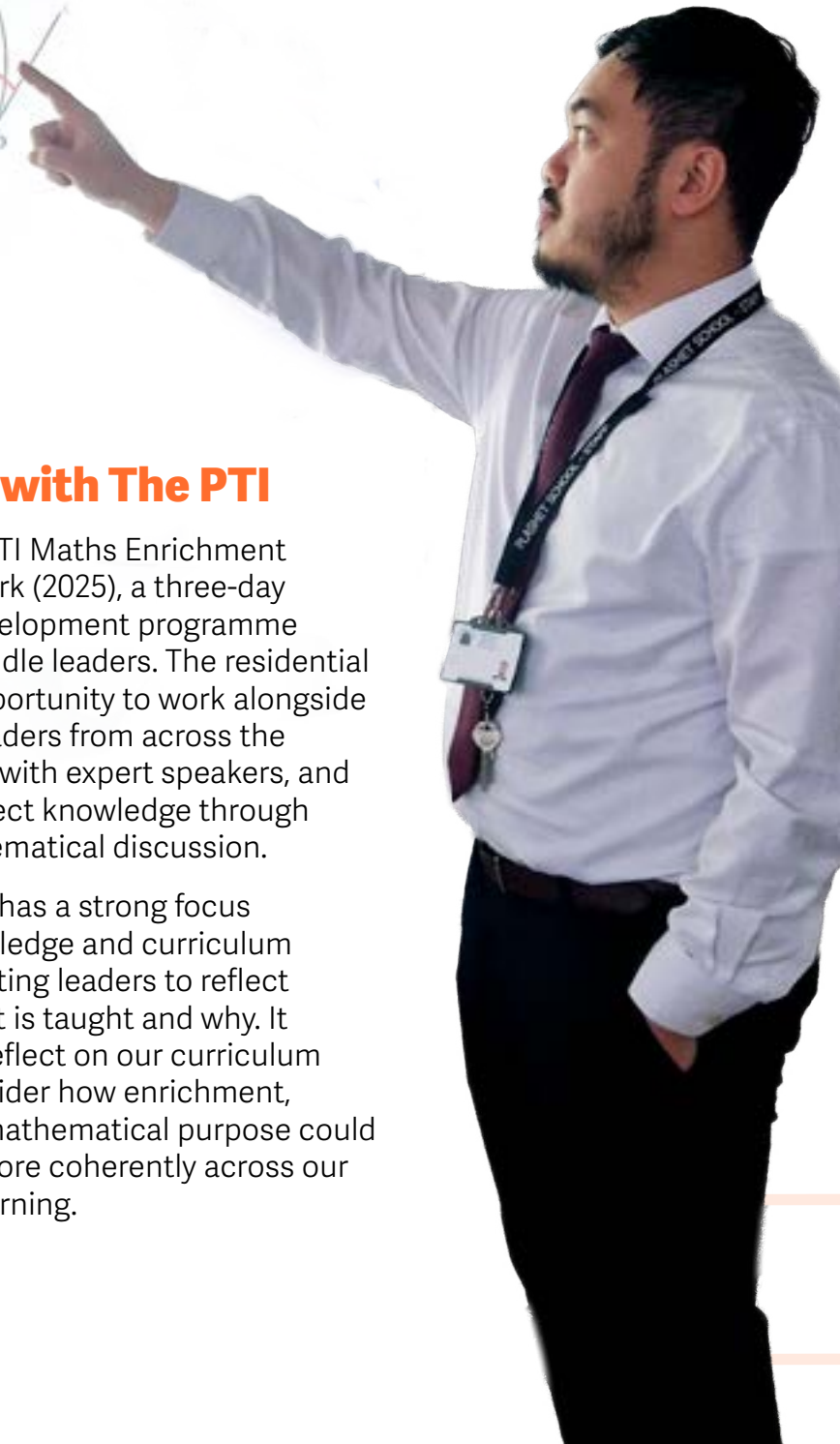
I wanted to strengthen mathematical understanding across the curriculum and ensure that challenge and opportunities for deep mathematical thinking were planned more intentionally, particularly for pupils who lacked confidence.



### What I did with The PTI

I attended The PTI Maths Enrichment Residential in York (2025), a three-day professional development programme designed for middle leaders. The residential provided the opportunity to work alongside mathematics leaders from across the country, engage with expert speakers, and deepen my subject knowledge through sustained mathematical discussion.

The programme has a strong focus on subject knowledge and curriculum thinking, supporting leaders to reflect critically on what is taught and why. It enabled me to reflect on our curriculum design and consider how enrichment, challenge, and mathematical purpose could be embedded more coherently across our teaching and learning.

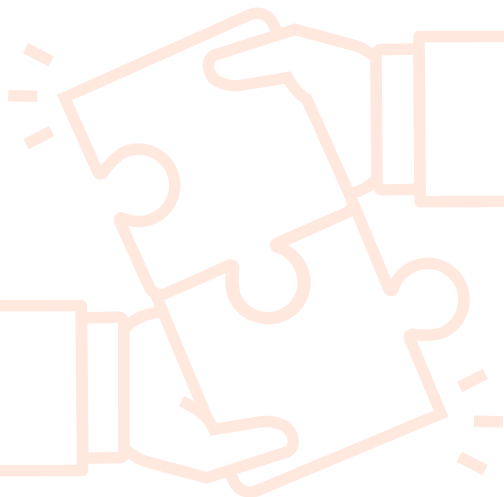


## The impact at department level

As a result of our work with The PTI, there has been a clear shift in both curriculum planning and the wider work of the mathematics department. Lesson planning is now a collaborative process which prioritises depth, reasoning, and carefully sequenced challenge rather than surface-level coverage.

Alongside this, the department has expanded enrichment opportunities for pupils, including partnerships with external organisations to broaden students' experiences of mathematics beyond the classroom. Engagement with The PTI from a whole-school perspective has also increased staff confidence to collaborate more meaningfully across subjects, particularly with Science, D&T, and Art. This has strengthened the coherence of mathematical thinking across the curriculum.

Collectively, these changes have supported a clearer departmental vision, richer professional development for staff, and a more comprehensive curriculum. Pupils now approach mathematics with greater confidence, curiosity, and resilience.



## The impact on pupils

“ Mr La’s lessons have taught me to think for myself and understand why things matter, rather than just accepting answers. His passion for Maths has also motivated me to take greater pride in my work and continually challenge myself. ”

KAPIRNA , Year 11 student at Plashet School

“ The Maths department consistently makes the effort to link mathematics to real life, helping to prepare me for the future. This guidance has strengthened my confidence, not only as a student, but as a young adult. Understanding the purpose of what I’m learning motivates me to take an active role in class by engaging more in lessons. ”

ZAYNAB, Year 11 student at Plashet School



## Great teaching helps those...



The overwhelming body of research finds that the most important factor in improving student outcomes is good teaching. Therefore, helping teachers become better is the most important responsibility we have.



**Great Teaching Toolkit:  
Evidence Review, 2020.**



Tees Valley Education partnered with The PTI over two years ago, and since then the quality of training and breadth of its offer have become central to strengthening teacher development and embedding deeper subject knowledge across the Trust. The PTI offer is now strategically woven into our three-year professional development plan for all teaching staff, ensuring coherence, sustainability of impact, and clear milestones for improvement.

Across the Trust, subject teams use The PTI training days as structured opportunities to evaluate curriculum intent, implementation, and impact. This work feeds directly into Trust-level reviews and development planning, strengthening consistency of understanding, use of professional language and literature, and the application of phase and age development, as well as raising levels of subject expertise. It has also continued to add to curiosity here at the Trust and further supported leaders of all levels to make evidence-rich, informed decisions about curriculum quality and progression.

Our long-term investment in professional learning has also become a defining feature of the Trust's recruitment and retention strategy. High-quality subject-specific professional development; access to nationally and internationally recognised subject experts; and clear professional pathways have strengthened professional identity and career satisfaction for teachers at all stages of development. Feedback from The PTI training has been consistently strong, with subject working parties and leadership groups using this learning to refine and improve Trust-wide practice. The PTI's emphasis on scholarship and subject integrity supports both early career teachers and experienced practitioners to optimise current opportunities and sustain high standards.

The PTI resources are embedded within planning and assessment cycles across the Trust, enabling teachers to draw on high-quality scholarship and disciplinary thinking before, during, and after subject development activity. National and international subject experts provide both support and challenge to leaders and teachers in a way that ignites professional passion, curiosity, and professional debate.

Overall, the partnership has strengthened subject leadership, improved curriculum quality, and established a culture of professional learning rooted in enthusing colleagues, expertise, reflection, and long-term impact across the Trust.



KATRINA MORLEY OBE, Trustee of The PTI and CEO of Tees Valley Education

## ...who need it most

Those who have most to gain from The PTI's work are disadvantaged children who are currently not succeeding at school.



A quarter of all GCSE pupils are currently eligible for free school meals in England. Many of them are the pupils who need school the most, not least because their families don't have the means to provide them with additional support. So how do they do? There is a huge variety of data available, and success can clearly be measured in many ways. But passing your English and Maths GCSEs (with what used to be at least a grade C, now a 4) is a good platform for the world of work or higher education. And the bad news for FSM pupils is they are significantly more likely to leave school without these passes than with them – only 38% got them in 2023/4.



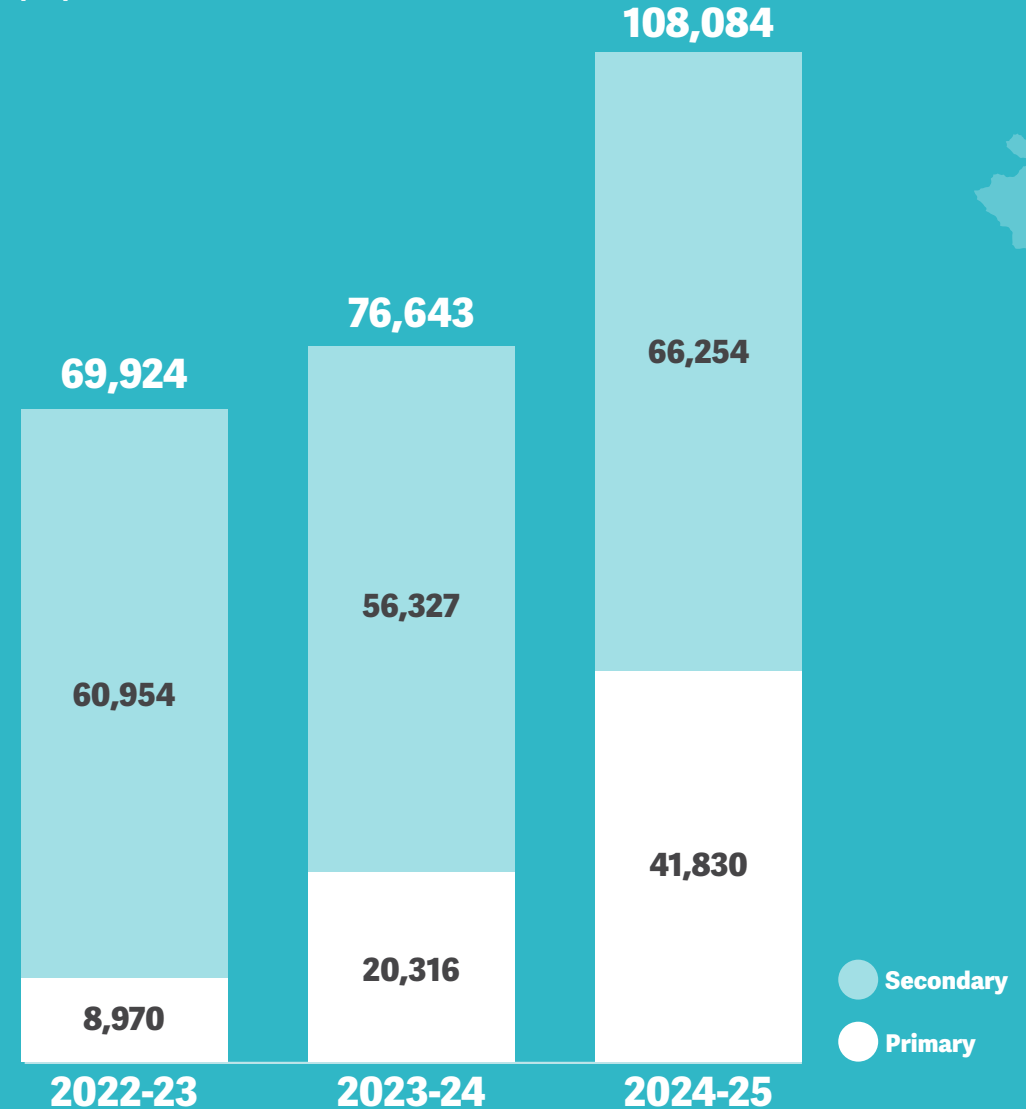
*Stop failing poor children: a new plan*, Jonathan Slater, UCL Policy Lab, 2025

# Our commitment to serving those most in need

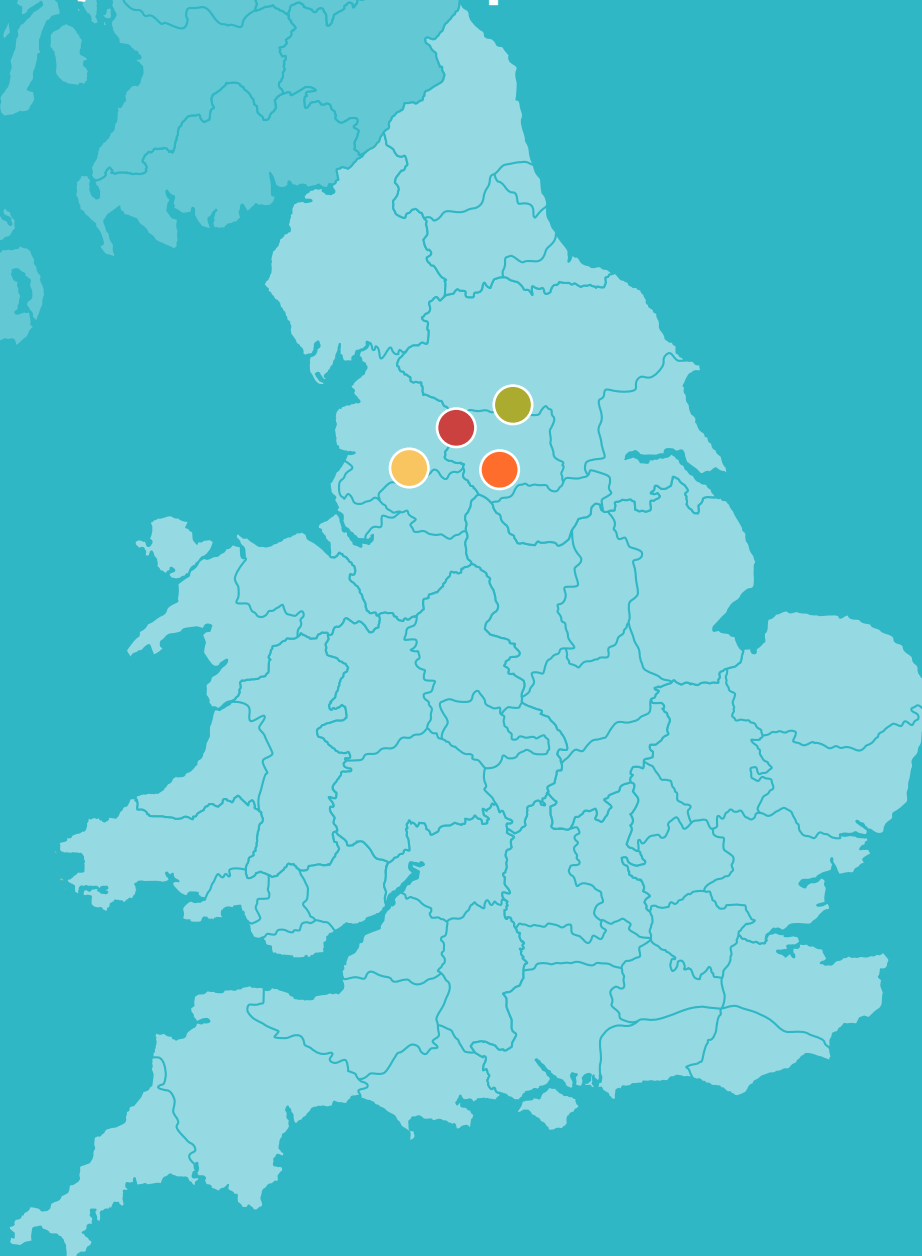
At the centre of our growth plan is the aim to serve many more pupils who face disadvantage or who come from under-resourced households.

In the past three years we have nearly doubled the number of pupils we serve who are entitled to Free School Meals, which is one of the national indicators of material disadvantage.

The number of Ever-6 FSM pupils served 2022-25



**Our growth plan is allowing us to prioritise areas of significant educational need, four of which are profiled here.**



Area	# PTI Schools	# Pupils	Child Poverty Rate *	IDACI Rank **
Wigan	25	6,700	31.2%	126
Bolton	13	4,700	41.6%	34
Leeds	45	39,000	34.6%	111
Manchester	113	89,000	43.6%	6

\*England Average 27.8% \*\*Rank out of 317 where 1 is most deprived

Every year the End Child Poverty Coalition, together with the Centre for Research in Social Policy at Loughborough University, publishes data on the number of children living in poverty, in each Westminster Constituency and Local Authority across the UK.<sup>1</sup>

IDACI, or the **Income Deprivation Affecting Children Index**, is a UK measure showing the percentage of children (aged 0-15) in a small area living in income-poor families, identifying pockets of child poverty for better service planning, and is part of the larger Index of Multiple Deprivation (IMD). It helps local authorities, schools, and policymakers target resources to areas with the greatest need, with higher scores indicating greater deprivation.<sup>2</sup>

1. <https://endchildpoverty.org.uk/child-poverty-2025/>

2. <https://deprivation.communities.gov.uk/>

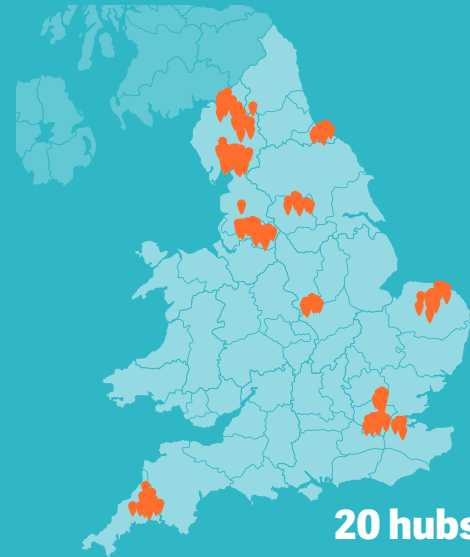
## Primary schools

Primary Hub expansion has considerably increased our presence across England, especially in the north. This trend will continue through 2025-26 and beyond.

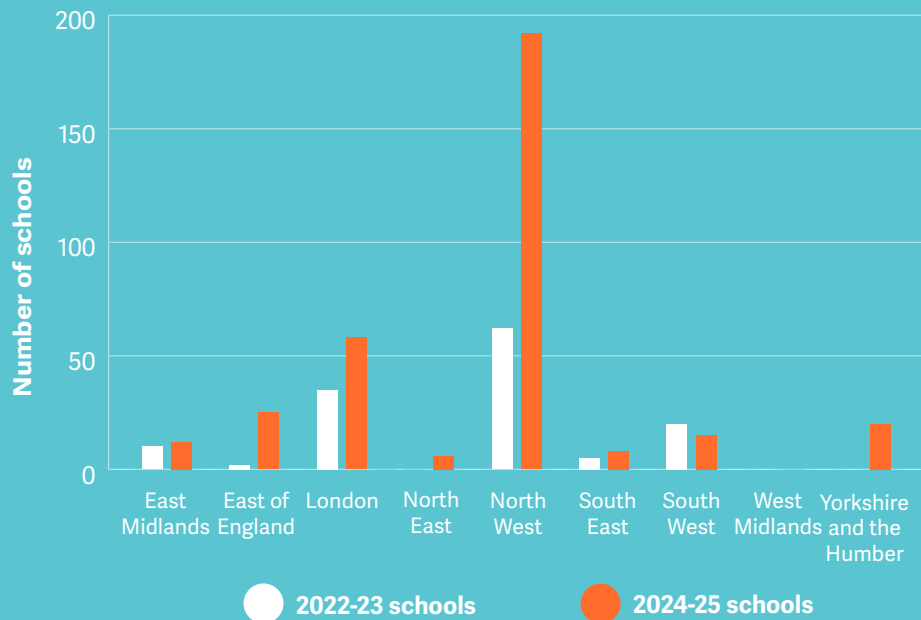
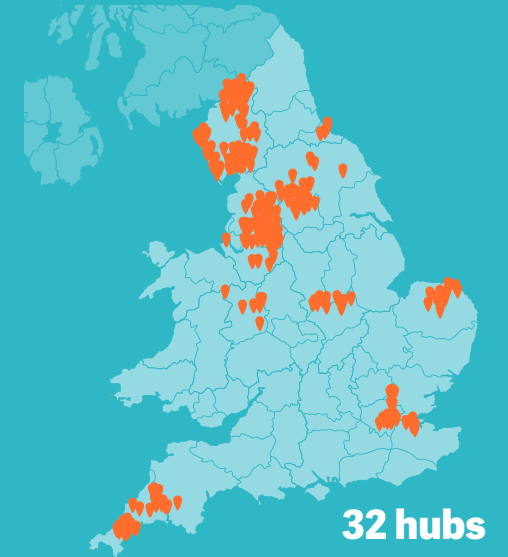
**2022-23**



**2023-24**



**2024-25**



Primary Hubs have grown spectacularly, especially in the North West, and the profound impact on children in our most disadvantaged communities is truly inspiring.

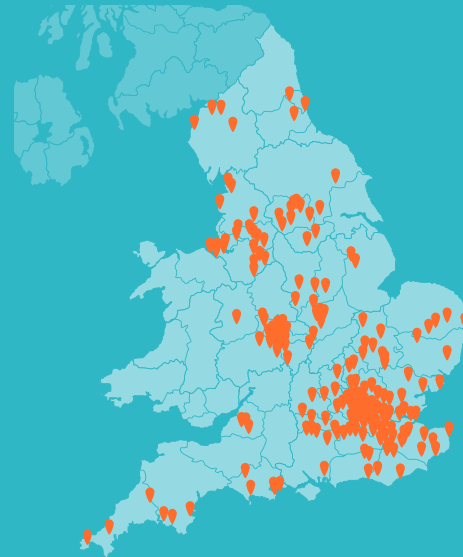


CLARE O'SULLIVAN, Head of Educational Strategy, Membership & School Development at The PTI

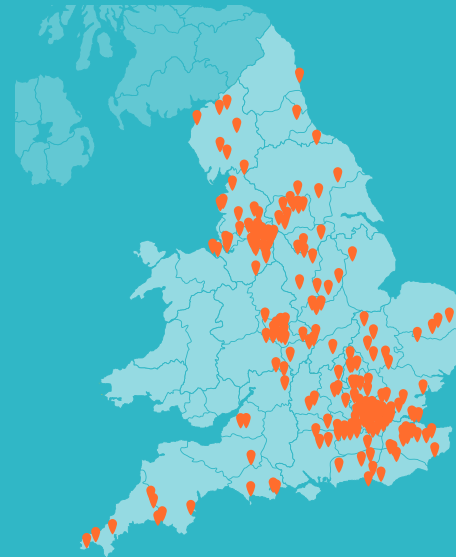
## Secondary schools

Secondary schools are concentrated less in London and more in the North-West and the South-West.

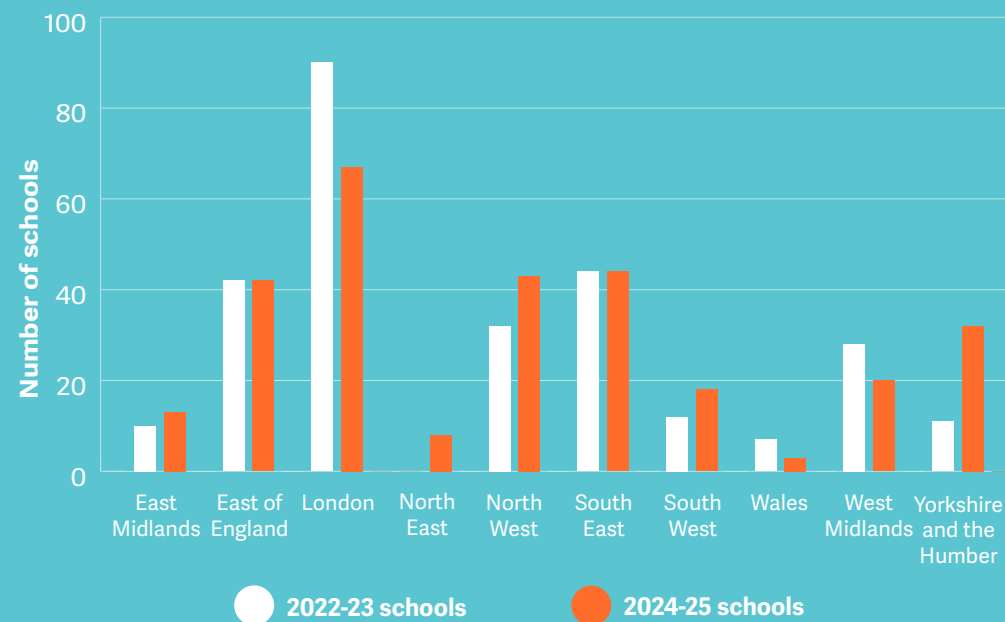
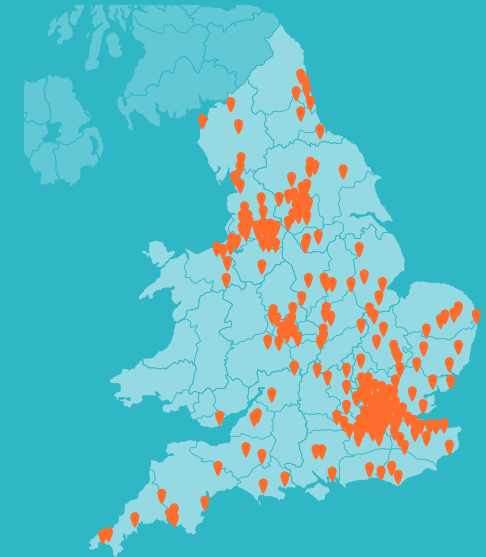
**2022-23**



**2023-24**



**2024-25**



It's an exciting time for our secondary school members. We're seeing higher engagement across our programmes and courses, alongside growth in many areas of our delivery.



DANIELLE ROBINSON, Head of Core Programmes at The PTI

## Case Study

# Janet Sunny English Teacher, The Whitstable School

### Before The PTI

The English department identified several challenges relating to student engagement and curriculum coherence. One key issue was the simultaneous teaching of language and literature at Key Stage 4, which often led to cognitive overload for students. Additionally, the department noted that while a previous Year 9 poetry unit focusing on cultural lenses was well-received, it relied too heavily on contextual knowledge, causing the "unseen" element of independent analysis to be lost.

There was also a recognised need to change the attitude toward assessments at Key Stage 3; the existing GCSE-based marking criteria were found to be an inaccurate reflection of younger students' actual abilities, necessitating a move toward a more age-appropriate "Mastery" framework.

### What I did with The PTI

I attended the English Enrichment Residential in 2024 and immediately felt more enthused and reflective about my teaching. Access to The PTI's online Staffroom of resources allowed our department to learn from experienced practitioners across the country, strengthening subject-specific pedagogy. Workshops such as Jennifer Kitchen's theatre-based methods encouraged us to move away from teacher-led analysis towards student-led interpretation.

The four *PTI Pillars* encouraged a critical, independent approach to poetry and context, as seen in the training from the English & Media Centre, which prompted teachers to regroup poems into cohesive thematic clusters like "war" and "identity". The department also used The *PTI Pillars* to introduce more creative, drama-based openings to lessons in order to build student confidence, engagement, and understanding.



## The impact at department level

Working with The PTI has led to significant curriculum redesign, such as "decoupling" language and literature across Year 10 and 11. Whole texts are now taught over two terms, supporting sustained analytical thinking.

Student engagement has improved through approaches such as the "Whoosh!" drama technique for plays like *The Crucible* and *An Inspector Calls*, which has helped students better understand intentions.

Result-wise, the "Mastery" mark schemes for Year 9 have resulted in positive results in summative assessments by making success criteria more accessible to students.

The subject's profile across the school has also been raised, with increased participation in competitions such as "Poetry By Heart" and "Canterbury Festival", as well as whole-school staff engagement in "World Book Day". The subject intake for A-Level English Literature has risen significantly (2024 = 5 students; 2025 = 0; 2026 = 16; 2027 = 11).



## The impact on pupils

“ Miss Sunny's teaching makes the class feel included altogether in their learning, never leaving a student feeling like they aren't capable or allowed to take part. I enjoy reading as a class altogether, and Richard II has become a play I've greatly enjoyed reading. ”  
MARS, Year 13 student at The Whitstable School

“ I love Miss Sunny's accepting nature about students' perspectives; for example, never saying "no", but instead offering to develop other analysis. I feel inspired to make my own interpretations and share with the class, knowing they will be valued and developed rather than dismissed. ”  
TILLY, Year 13 student at The Whitstable School

“ I have been inspired to go into children's books illustration and writing, knowing how important it is to encourage children to read at a young age. ”  
SHIRE, Year 13 student at The Whitstable School

“ Sixth Form English has provided me with the skills to articulate my thoughts more clearly and gain confidence in expressing my opinions. ”  
LEYLA, Year 13 student at The Whitstable School

**Students Evie and Charlie have chosen to study English Literature at the University of East Anglia next year.**

# THE PTI AWARDS 2025 | The Bernice McCabe Award

The PTI's Bernice McCabe Award celebrates excellence in subject leadership within schools, recognising departments that put quality subject teaching at the heart of the classroom.

## Winner: Maths – Plashet School

Plashet School has been awarded the Bernice McCabe Award for making significant strides in improving teaching and learning of maths as meaningful, engaging, and accessible. Plashet is a large, high-achieving, innercity comprehensive girls' school in Newham.



The Mathematics department at Plashet School has achieved something truly special. It impressed us in its application, and it impressed again on our visit. Its work can perhaps best be summed up in three words 'thoroughness securing inclusion'.

The department's deeply careful attention ensures that all students master essential knowledge and skills, and that every student is supported to make progress. This commitment has paid off by creating an inclusive culture in which all students are able to achieve.

The department's vision too, is to ensure that students genuinely understand mathematics, rather than relying solely on procedural competence for examinations. It's no surprise that students at Plashet School are entering mathematics competitions galore – and winning them.



CHRISTINE COUNSELL OBE, Independent Education Consultant



Simon La & Sadia Ali, Maths – Plashet School

Previous winners: The Warren School; St Edward's College, Liverpool; Thomas Tallis School, London; Leeds West Academy; Broadway Academy, Birmingham.

# THE PTI AWARDS 2025 | The Primary Impact Award

The PTI Primary Impact Award promotes and celebrates excellence in primary leadership, recognising primary schools that put quality subject teaching at the heart of the classroom.

## Winner: Geography – Belle Vue Primary School

Belle Vue Primary School has been awarded the Primary Impact Award for creating a rich, engaging, and truly transformative geography education. Belle Vue Primary School is a community school in Carlisle.



The Awards Panel was struck by many aspects of the work in Belle Vue Primary School, and one of these was its commitment to subject-specific professional development. The commitment to and practical use of The PTI days was immediately evident.

The school's willingness to self-critique and reflect on what had previously been much weaker in the Geography curriculum showed a journey of engaging deeply with the subject itself. This work now extends far beyond Geography lessons, into the extracurricular Geography club, the role of pupil Geography Champions, and even the use of geographical knowledge within English lessons.

Teachers spoke about how the study of Geography has transformed pupils' sense of identity. Children now understand Geography as a discipline and an intellectual practice into which they've been inducted – and one in which they all belong.

CHRISTINE COUNSELL OBE, Independent Education Consultant



Mark Shenton, Geography – Belle Vue Primary School

Previous winners:  
St Mary's Kirkby Lonsdale; Calstock Community Primary School





Leadership Symposium  
York, February 2025

# Leadership Programme

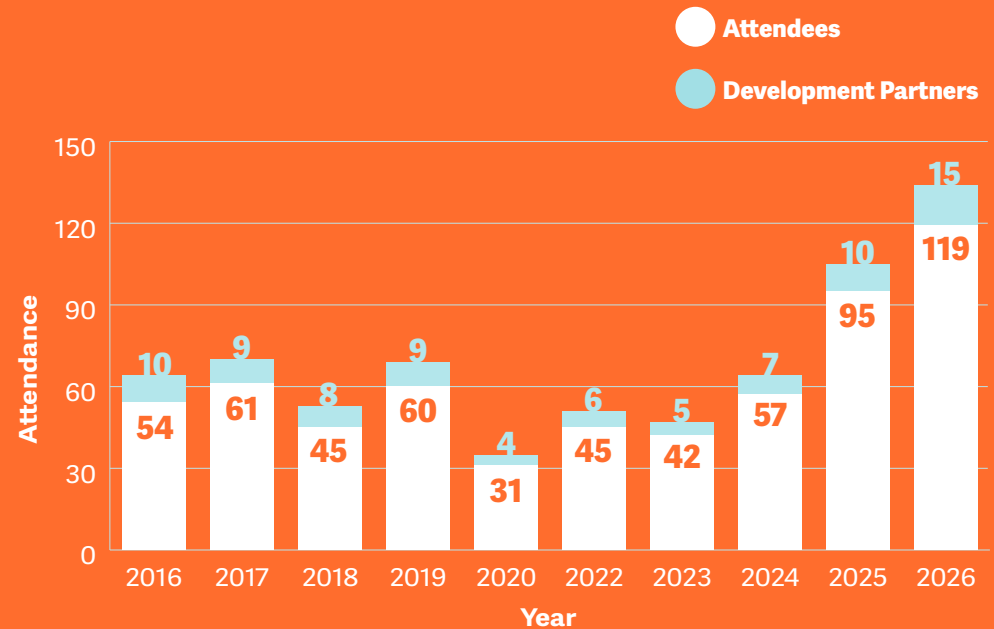


School leadership is pivotal to the success of teachers and pupils alike. Strong, values-driven leaders create the conditions in which excellent teaching can be developed, supported, and sustained over time. They set high expectations, cultivate professional trust, and ensure that learning remains the central purpose of the school. At a time when the pressures on school leaders are unprecedented, thoughtful and principled leadership has never been more important.

The PTI Leadership Programme empowers leaders to lead with integrity, clarity, and conviction. Participants connect with peers, industry experts, academics, and educationalists to think deeply about the purpose of education and their role within it. Through a combination of intellectual challenge, professional dialogue and practical application, the programme strengthens leadership capacity at every level. Its impact is reflected not only in more confident and connected leaders, but in schools where teachers feel supported, cultures are strengthened, and pupils benefit from coherent and ambitious educational vision.



CLARE O'SULLIVAN, Head of Educational Strategy, Membership and School Development at The PTI



This was a great event that really made me think. It was so valuable to be surrounded by people who share similar educational values and beliefs, yet offered different viewpoints that challenged my own perceptions and understanding.



ROSSLYN MCFADDEN,  
Headteacher at Durham Johnston Comprehensive School

# The PTI charter: what are the characteristics of a good school?

## 1

### Higher purpose

This school works hard to provide an excellent education. We say:

- Education is more than examination results.
- Learning is a life-enhancing state of mind, valuable in itself.
- Young people need broad and energetic preparation for adult life.
- Social justice is not inevitable but must be fought for.

## 2

### Rich education

This school gives all children:

- A wide, high-quality, rigorous, and engaging curriculum.
- Exciting expert subject teaching and enrichment activities.
- Creativity embedded in all subjects.
- A commitment to questioning, imagination, persistence, and collaboration.

## 3

### Happy community

This is a happy school where children explore, talk, and laugh frequently. We see:

- School life which is inclusive, effective, and humane.
- Young people learning to manage their own behaviour.
- Children's mistakes, fears, and troubles handled kindly.
- Good attendance through a strong sense of belonging.



# 4

## Ethical leadership

This school's leaders are thoughtful and independent thinkers. We see:

- A commitment to the Framework for Ethical Leadership in Education.
- A knowledgeable and proportionate response to accountability.
- Action to ameliorate societal factors which damage learning.
- Positive and honest relationships inside and outside school.

# 5

## Respect for teachers

This school celebrates the knowledge, skills and individuality of high-quality teachers at every stage in their career. We see:

- High retention and low turnover
- Freedom for and faith in good teachers' professional judgement.
- Time for teachers' planning, collaboration and thinking
- Enthusiasm and respect for teaching as a career.



Carolyn Roberts launching The PTI charter at The Linnean Society of London Library, January 2026

Celebrating the publication of The PTI's book *Well Educated: Leading Schools with Wonder, Joy and Wisdom* at The Linnean Society of London Library

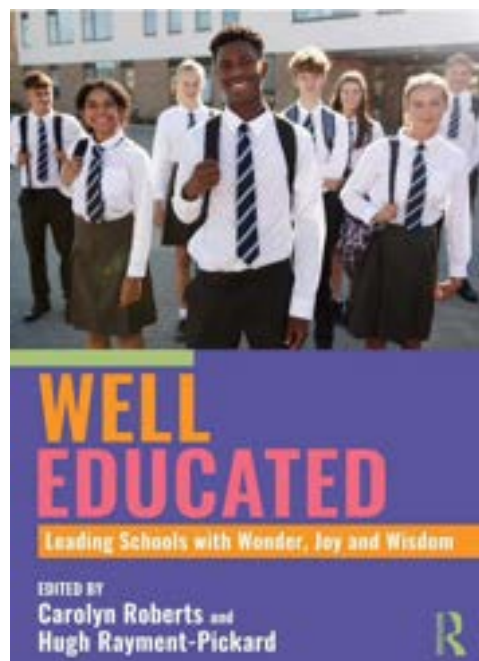


## The PTI publications

The PTI is expanding its reach through a new series of three books, published by Routledge. The series explores some of the most important ideas in education today, bringing together insights and perspectives from influential school leaders and thinkers.

*Well Educated: Leading Schools with Wonder, Joy and Wisdom* is the first book in the series. It considers what truly matters for children, schools, and society – and why school leadership is as fascinating and rewarding as it is challenging.

This publication marks a significant milestone for The PTI, reflecting both the organisation's continued growth and increasing influence on the national conversation about education. It represents an important way of sharing The PTI's thinking, values, and commitment to an education system that enables all teachers, and all children, to flourish.



“ The best teaching and learning roots itself in a child’s self-understanding... All children deserve an engaging, compelling education from skilled, learned and happy teachers. ”

CAROLYN ROBERTS  
‘Introduction’, *Well Educated*

“ Schools are where society is created. They must be places in which everyone is treated with dignity, where a love of knowledge and the joy of learning are experienced, and where children and their families feel a sense of belonging. ”

LEORA CRUDDAS  
‘Are all good schools alike?’, *Well Educated*

“ Creating a joyful culture in a school is a great gift that a leader can give to young people... The joy that great education brings is hard to measure, but a vital part of educational success. ”

RICHARD SHERIFF OBE  
‘Creating joy: What educational success looks like’, *Well Educated*

# Why children need a knowledge-rich education

//  
The more you  
read, the more  
you know.  
The more you  
learn, the  
more places  
you'll go! //

A key question for those working in schools, and with schools, is how education can effectively improve the life-chances of young people growing up in socially and economically disadvantaged communities.

At The PTI, we believe that all young people – regardless of their backgrounds – deserve access to the knowledge that will enable them to thrive in adult life – as citizens and employees, in families, communities and wider society. They acquire this knowledge through teachers who are themselves knowledgeable in their subjects and who have the pedagogical skills required to pass that knowledge on to their pupils.

Yet the children who face the greatest disadvantages are also those who are most likely to miss out on a rich educational experience.

This is why The PTI places such emphasis on improving teachers' subject knowledge and supporting them to develop the curriculum in their schools.

Dr. Seuss  
*I Can Read with My Eyes Shut!*

# The importance of knowledge in a child's education is widely recognised



The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning.



*What Makes Great Teaching,*  
The Sutton Trust (2014)





Leadership Symposium  
York, February 2025

## Letter from The PTI Chairman

I hope you have enjoyed reading our 2025 Impact Report, which celebrates another year of achievement and sustained growth, here at The PTI.

We are proud to report a significant expansion in our reach, so that we are now supporting 754 schools—an increase from 664 in 2024. Our programmes now support over 6,030 teachers, strengthening their subject knowledge, teaching practice and confidence in the classroom. Through this work, we have positively impacted the learning of at least 535,000 pupils, surpassing the milestone of half a million young people reached.

The Primary Hubs network has continued to expand, from 20 to 32 Hubs, while the total number of Continuing Professional Development days delivered has increased by 40% since 2023 and now stands at its highest level for more than a decade.

At the centre of our growth plan is a commitment to reaching more pupils from disadvantaged backgrounds. Over the past three years, we have nearly doubled the number of pupils we support who are entitled to Free School Meals, a key national indicator of material disadvantage. In 2028, we aim to be supporting more than 250,000 disadvantaged pupils each year, ensuring that our impact extends to those who need it most.

As this report powerfully demonstrates, The PTI's impact cascades through teachers to the pupils who need great teaching. Our programmes with subject leaders and heads of department drives transformational change within their schools. Our work with teachers provides a deeper, richer educational experience for all their students. This effect was summed up perfectly by just one of the half a million students we serve, who shared that 'The Geography department sparked my interest in the ever-growing issues within the geographical world. Seeing Mr Wilkinson's passion planted a seed within me and helped my learning flourish. He showed me what true teaching meant and how school can be filled with excitement and opportunity for positive change.'

I would like to thank the exceptional PTI team, the teachers and partners we work with, and our generous supporters. Your dedication and commitment make this work possible.

At The PTI, we believe that every young person deserves an inspiring and enriching education. With your continued support, we can continue to turn this belief into reality.



**Keith Breslauer**

# Financial summary

	Total Funds 2025 £	Total Funds 2024 £
<b>Income and endowments from:</b>		
Grants and donations	914,861	856,285
<b>Charitable activities:</b>		
Secondary Affiliation Fees	199,619	227,552
Primary Hubs	136,125	72,000
Leadership Residentials and Programmes	26,895	14,971
New Teacher Subject Days	8,610	12,540
Subject Enrichment Residentials	77,390	9,040
Other Continuing Professional Development	14,814	11,728
<b>Other trading activities</b>	16,223	18,640
<b>Bank interest</b>	26,454	20,931
<b>Total Income</b>	<u>1,420,991</u>	<u>1,243,687</u>
<b>Expenditure on:</b>		
Raising funds	<u>114,008</u>	<u>139,958</u>
<b>Charitable activities:</b>		
Subject Leadership Programme	182,713	202,472
Subject Enrichment Residentials	220,326	283,576
Primary Hubs	347,742	240,081
Leadership Residentials and Programmes	181,500	164,539
New Teacher Subject Days	206,440	216,721
Continuing Professional Development	259,060	247,118
Website and CRM	54,838	43,047
<b>Total Cost of Charitable Activities</b>	<u>1,452,619</u>	<u>1,397,554</u>
<b>Total Expenditure</b>	<u>1,566,627</u>	<u>1,537,512</u>
Transfer from Endowment Fund	147,095	145,022
Net gains on investments	-	29,555
<b>Net income / (expenditure) for the year</b>	<u>1,459</u>	<u>(119,248)</u>
Total funds at 1 October 2024	<u>738,428</u>	<u>857,676</u>
<b>Total funds at 30 September 2025</b>	<u>739,887</u>	<u>738,428</u>

	2025 £	2025 £	2024 £	2024 £
<b>Fixed Assets</b>				
Tangible fixed assets		15,326		30,106
Investments		3,442,515		3,651,875
		<u>3,457,841</u>		<u>3,681,981</u>
<b>Current Assets</b>				
Debtors	349,833		367,396	
Cash at bank and in hand	<u>758,074</u>		<u>687,984</u>	
	<u>1,107,907</u>		<u>1,055,380</u>	
<b>Creditors</b>				
Amounts falling due within one year	<u>(383,346)</u>		<u>(338,718)</u>	
<b>Net current assets</b>		724,561		716,662
<b>Creditors</b>				
Amounts falling due after one year		-		(8,340)
<b>Net assets</b>		<u>4,182,402</u>		<u>4,390,303</u>
<b>Funds</b>				
Restricted funds		-		-
Endowment funds		3,442,515		3,651,875
Unrestricted funds		<u>739,887</u>		<u>738,428</u>
		<u>4,182,402</u>		<u>4,390,303</u>

The above is an extract from The PTI's audited accounts for the year end 30th September 2025. A full copy of the accounts is available on our website or on request.

# Ambassadors, trustees, development committee

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