



THE PRINCE'S  
TEACHING  
INSTITUTE

Annual Review 2013/2014



## CLARENCE HOUSE

It is thirteen years now since my first Education Summer School, and it is heart-warming to note the progress my Teaching Institute is continuing to make and the impact it is having in many schools. I am delighted that the Institute now works directly with over 10 per cent of state secondary schools, thus ensuring that over 330,000 children benefit from more effective teaching – a very significant achievement.

In addition to its core work, inspiring Headteachers and Heads of Department, this year the Institute has expanded its activities to include courses for over 700 newly-qualified teachers in London, Manchester, Birmingham, Harrogate, Cambridge and Ivybridge in Devon.

The scope of my Institute's vital work continues to expand with rising need. In the light of recent demand from the Primary Sector, the Institute recently ran its first Primary Residential for Headteachers of state primary schools. I am delighted to note that following on from the success of that pilot residential, the Institute is embarking on establishing a Primary Schools Leadership Programme.

The overwhelmingly positive support that my Institute continues to receive from teachers and supporters alike is greatly reassuring. Knowledge feeds understanding and the imagination as well. Children need both if they are to lead rich and fulfilling lives, whilst also contributing to society.

I would like to thank all those who continue to support the Institute in its work, helping to enthuse teachers in their vital work of educating our children in the fullest sense, and not only helping them to succeed in their examinations, but planting the seeds of wisdom and creativity in their hearts and minds.



People who inspired  
our teachers this year

Kazuo Ishiguro OBE



Professor Heinz Wolff



Bill Bryson OBE

**Summer Lecture**  
*An even shorter history  
of nearly everything.*  
400 teachers and  
students gathered to  
hear this talk at the  
Royal Institution's  
Faraday Theatre



Howard Goodall CBE

"The Prince's Teaching Institute plays  
an incredibly important role in helping  
teachers start the engines, so that young  
people will go on wanting to learn more."

Baroness Helene Hayman GBE



Professor  
Marcus du Sautoy OBE

"I think every scientist I know  
has a story of a teacher that  
inspired their love of their  
subject. For me it was my  
Maths teacher Mr Bailson at  
my comprehensive school. He  
gave me the key that unlocked  
the door to the magical world  
of Mathematics that I've spent  
my life exploring ever since."



Jeremy Irons

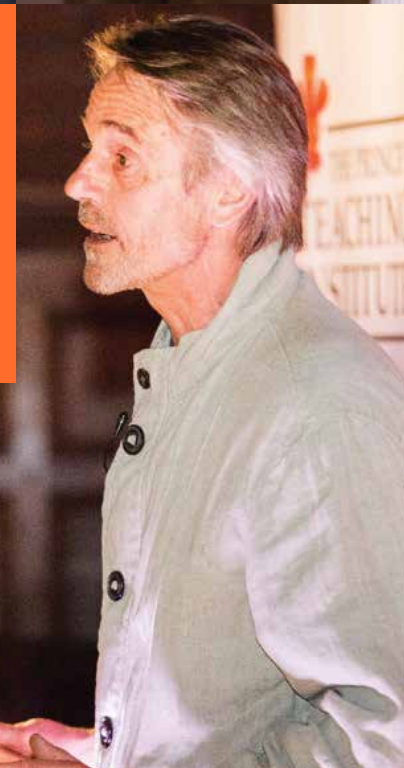
"The late Robert Glen was my English teacher and like most of  
my teachers found me lacking in motivation but he included  
me in a small group who would meet in his own home to read  
poetry and plays. In the quietness of those surroundings,  
removed from the bustle of the classroom, the magic of the  
written word began to enter my awareness. I owe him a great  
deal for planting that seed, for recognizing the seed needed to  
be planted and for doing it purely through love of his subject."



Richard Noble OBE



Professor Helen Cooper



# Our Impact

children benefitting

330,000

teachers reached

4,500

schools actively engaged  
in our programmes

10%  
of schools in the country

335

800

participating  
subject departments and  
senior leadership teams

10

subject programmes

## A message from our Chairman



With 10% of state secondary schools in England and Wales affiliated to The Prince's Teaching Institute (PTI), the organisation has passed a significant milestone.

Our growing footprint has been accompanied by a raft of reports which recognise the necessity for effective teachers to have good subject knowledge and be able to pass on their love of subject to their pupils. This is also being echoed in government policy, with frequent explicit references to the need to put teachers' subject knowledge and professional development at the heart of their practice.

Further evidence of the ever more important role that the PTI is playing in education is the successful brokering of agreement across all political parties, trade unions and other educational stakeholders, of plans for a new member-driven College of Teaching to define and uphold high standards in teaching.

I am pleased that the PTI is in a robust financial position, with like-for-like income 16% higher than the previous year, and that we remain a highly efficient organisation, with 92p in every pound raised going directly into our charitable activities.

We are grateful to the Trustees of The Prince of Wales Foundation (US) for the creation of an expendable endowment; to our 55 Patrons and 2012 Club members, who have collectively committed more than £3.1m over the long-term; and to all our supporters for enabling the PTI to continue its work. However, we cannot rest on our laurels, as we need to raise a further £3.8m by 2017 to continue to invest in more teachers, and help them ignite ambition in young minds across the country.

We could not achieve this without our academic partners at the University of Cambridge, the many other eminent speakers, and the over 180 teachers who lead the PTI courses. Executing this growth whilst maintaining efficiency and quality of standards is by no means a small feat and I congratulate both the academic team under the leadership of Bernice McCabe and the executive team under the direction of Chris Pope, on this accomplishment.



Harvey McGrath  
Chairman, The Prince's Teaching Institute



## What makes great teaching?

The Sutton Trust and Durham University reviewed over 200 pieces of educational research and identified **2 factors** that have the most impact on pupil learning and performance.

“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.”

Quality  
of  
Teaching

STRONG  
EVIDENCE  
OF IMPACT

Teachers’  
Subject  
Knowledge

Moderate or Weak evidence of impact

- ★ Classroom Climate
- ★ Teacher Beliefs
- ★ Classroom Management
- ★ Professional Behaviours

Source: *What Makes Great Teaching: Review of the underpinning research*, October 2014.  
Published by The Sutton Trust, Durham University and Centre for Evaluation and Monitoring

Since 2002, The Prince’s Teaching Institute has been:

**Enhancing teachers’ subject knowledge** by connecting them with leaders in their field

**Inspiring teachers to give more** by reawakening their own love of learning

**Benefitting pupils** by bringing more enriching, more challenging material into schools



## How we raise standards

1

### Promoting great teaching:

Great teachers have excellent subject knowledge and inspire their students to learn. Yet they can teach for 30 years or more with no subject training or refreshment available to them.

2

### We inspire by:

- Taking teachers out of their day-to-day school environment
- Bringing teachers the latest academic thinking in their subjects
- Providing a wealth of teaching resources and a national support network
- Rekindling teachers' love for their subject

3

### Teachers respond by:

- Falling in love with teaching again
- Taking their renewed passion back into their classrooms
- Challenging and motivating their students
- Improving their subject knowledge and provision

4

### Pupils gain:

- Elevated aspirations
- Improved engagement and motivation to learn
- Higher results expectations
- Increased love of subjects and direction for higher education

“The PTI pushes us to become a more self-reflective department and keep long-term goals in mind”

**Improved teaching standards and teacher effectiveness across state secondary schools**

**Young people's life chances are enhanced**

**Over 330,000 children benefit**

“The Schools Programme provides drive to raise the academic bar”

## Schools Programme results 2013/14

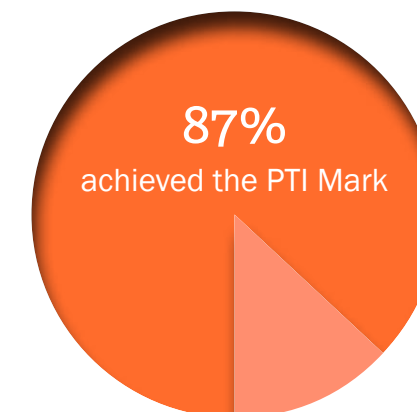
**89%** of members have increased the coherence and quality of challenge within their curriculum

**81%** have increased the level of extra-curricular activities provided for their pupils

**73%** have increased the amount of subject-based professional development they do

**75%** have increased the level of subject-based links with other schools and institutions

**87%** of our members demonstrated development of their subject provision this year and achieved the PTI Mark.



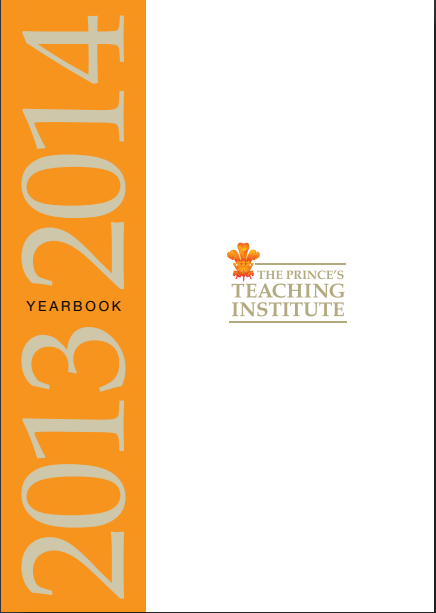




# Raising standards through practice

Members of the PTI Schools Leadership Programme and Associate members of our Schools Programme embark upon extended three-year projects to explore an aspect of subject provision, to share their subject passion, and to add to our knowledge of what works best in schools.

To celebrate the conclusion of the first cohort of projects, we published our first Yearbook.



## Action research

### Holyhead School

“ We learned that taking a risk can pay off. Although there are still things we need to revisit, the results so far have made a big difference to the students involved. ”  
 Lorna Owen, Vice Principal for Teaching and Learning

We encourage our members to share their work beyond their school, and partner with others to raise the quality of teaching in their communities. Our support helps schools be more ambitious, and do things they would not otherwise believe possible.

Holyhead School is a large 11-18 mixed comprehensive school in Birmingham. The majority of its students come from minority ethnic backgrounds, and over 75% of them speak English as an additional language. The number of students eligible for pupil premium, in the care of the local authority and with special educational needs are all well above the national average.

Following attendance at a PTI Headteachers' Residential in 2012, the school made it their aim to develop teaching and learning via the promotion of outstanding teaching practice.

Staff at Holyhead initiated a training programme which involved several schools. They planned and hosted sessions that brought teachers together, giving them the opportunity to share ideas with other schools, observe and learn from the best practitioners and identify their own strengths and areas for development. A programme of Maths Masterclasses was put in place to increase uptake and achievement at A Level, and links with higher education providers have helped Science students see the benefits of studying the subjects beyond school.

Since 2012, 80 members of staff have been provided with personalised training, each with their own individual coach, to develop and hone their techniques. The school's culture has become more open and proactive, and teachers feel supported by each other.

## OUTCOMES

Maths, Biology and Chemistry A Level results have all improved, and the pass rate is now 100% in each subject.

Ofsted rating has improved from 'Good' in 2009 to 'Outstanding' in 2013.

More pupils were inspired to take up Maths and Science at AS and A Level (table below).

PUPIL TAKE-UP	2012/13	2013/14
AS Biology	9	18
AS Chemistry	12	18
AS Physics	2	13
AS Mathematics	27	32

## A day to ignite the spark

300 teachers attended 18 events, bringing up to date, in-depth knowledge into their classrooms.

Our one-day Continuing Professional Development (CPD) courses offer teachers a rare opportunity to engage with speakers who are at the forefront of research. We give teachers the knowledge and understanding to bring cutting edge information into their classrooms, and to ignite the love of learning that lasts a lifetime.

“Thoroughly enjoyable and interesting - loved it. I felt like I was back at university.”



## Our biggest ever one-day CPD event

### Earthquakes and volcanoes

with **Professor Iain Stewart MBE** (right)

**Est. 6,000 pupils reached**

“As always, a fantastic range of lectures - very informative and giving fresh perspectives, especially for case studies. Best of all, we get to have the presentations emailed to us for instant use in lessons. Really impressive for 'stretch and challenge'.

It was excellent to see university research linked to school practice. I really have enjoyed it.

”

- 100% of participants found attending the course a valuable experience
- 100% of participants said that attending the course would have an impact on their pupils
- 95% of attendees told us that the course had given them the knowledge and skills to be a better teacher





## New teacher to Head of Department in just two years!

Our New Teacher Subject Days give new teachers the confidence and the ability to progress in their careers. We help them to reflect maturely on their teaching practice, and provide continuing support as they develop into subject leaders.

10% of the heads of department at our last residential had attended the New Teacher Subject Days course within the last three years.

In 2013/14 we expanded New Teacher Subject Days into a third regional centre, delivering training in Birmingham as well as London and Manchester.

We inspired 500 new teachers to introduce more challenging subject material into their lessons.

Victoria Crothall  
Head of Modern Foreign Languages,  
Worle Community School



## Case study

“

I attended The Prince's Teaching Institute New Teacher Subject Days in 2012/13, following my first teaching appointment at Worle Community School, North Somerset. I am now Head of Modern Foreign Languages (MFL) at the same school.

The New Teacher Subject Days course was extremely valuable in supporting me throughout my induction as a new teacher. I most valued the time we were given to reflect on our own teaching practice and explore different ideas in groups. Being able to share ideas with teachers from other schools was hugely beneficial and I always came away feeling motivated and excited to try these out in my own classroom. I also appreciated the opportunity to discuss issues we all faced as new teachers and that we were able to look at practical ways of resolving these.

In September 2013 I took on a more demanding timetable. I coped well with the increase in teaching hours and I know this is largely because of the strong bank of resources I'd built up at the New Teacher Subject Days. Not long after, I took on the role of Acting Co-Head of Department. I felt secure enough in my teaching to take on this new role and was able to deliver high quality lessons at the same time as running the department and coping with new tasks and demands.

I applied for the post of Head of Modern Foreign Languages in April 2014 and was extremely happy to be offered the position. I was, however, apprehensive about taking on new responsibilities, and when I researched supporting CPD I was excited to learn that The Prince's Teaching Institute offered a residential course for MFL subject leaders, which I attended in November 2014.

I most enjoyed and benefitted from the time we were given to reflect on and refine our goals for our departments. I have come away from the course with a clear vision of how I am going to achieve the targets I set for the department and am looking forward to the PTI's ongoing support, which will allow me to discuss my department's progress. On a personal level, one-to-one sessions with the teacher leaders at the residential really gave me a confidence boost and I now feel more at ease with my new position and the responsibility I have taken on.

I would fully recommend The Prince's Teaching Institute to any aspiring teacher. The courses are always extremely well organised and designed to make you think critically about how you can best fulfil your role in school, at all different levels.

”

# Brokering a new professional body

## A member-driven College of Teaching

When at the 2011 Headteachers' Residential, delegates expressed enthusiasm at the idea of a new College of Teaching, few imagined that such an organisation might see the light of day in their lifetimes. However, thanks to our convening powers and the respect with which the PTI is held in the education community, we now stand poised to witness the birth of such a body.

Over the course of the intervening three years, the PTI has brought together all the major stakeholders in education - the coalition government and opposition, trade unions, subject associations, learned societies, universities and many other organisations - and has been successful in brokering agreement both on the concept, and also the operational model.

After publishing a vision Blueprint in February 2014, we led work on an implementation and detailed business plan. In the autumn of 2014, the PTI was joined by the existing College of Teachers, the Teacher Development Trust and The Schools Network (SSAT), and jointly put forward a proposal to potential funders and government for help with start-up funding. At the same time, a campaign to raise awareness - "Claim Your College" - was initiated, and has been very well received by teachers.

We are pleased to have played such a significant part in leading the education community to the creation of a much needed organisation. By enabling the profession to define and set its own professional standards, a College of Teaching will allow teachers to take control of their professional destiny and take a greater pride in their work.

**51%**  
of teachers  
believe  
appraisal  
and feedback is  
done to fulfil  
administrative  
requirements

**79%**  
of headteachers  
say government  
regulation and  
policy are  
barriers to  
effective  
leadership  
of schools

Only  
**35%**  
of teachers  
feel valued by  
society

Source: New Insights from TALIS 2013  
Teaching and Learning in Primary and Upper Secondary Education, December 2014





## Strategic priorities for 2014/15

### Expanding the Schools Programme

Teachers can join the Schools Programme by attending one of our subject residential. Our residential courses provide an inspirational forum for subject leaders to step away from the classroom and rediscover their love of their subject. A mixture of lectures and seminars enhance teachers' subject knowledge, allow them to share ideas with other leading practitioners and encourage them to be more ambitious in their own departmental plans.

**June 2015** Residential Summer School for teachers of Mathematics, Science and Geography

**November 2015** Autumn Residential for teachers of Mathematics, English, Science, Music and Art

### Extending into the primary sector

We have been asked over many years to spread our activities to the primary sector. In response to this we are piloting the idea of extending our leadership programme into primary schools. The inaugural Primary Residential Conference, held in October 2014, was attended by 13 headteachers from schools across the country, and focused on enhancing and enriching the quality of subject teaching, developing an ethos and culture of high aspiration for all pupils and providing effective professional development for primary school teachers and headteachers.

### Growth of New Teacher Subject Days

Our New Teacher Subject Days course, which gives new teachers the confidence and knowledge for effective teaching practice, now delivers training to over 700 teachers in six regional centres. Our expansion into Devon, Yorkshire and Cambridge helps us serve the needs of even more teachers and schools.

## A record number of one-day CPD courses in 2014/15

**Driven by teacher demand, we will hold 28 one-day courses in 2014/15, a 56% increase on 2013/14**

## Event highlight

**Dr David Starkey CBE**  
**Supremacy and Sacred Monarchy:**  
Henry VIII's view of the Reformation

With one of the foremost historians on the Tudor age, this day will guide History teachers through an examination of Henry VIII's reign, the Reformation and his exhibitions of power and majesty. An exclusive tour of the Royal Collection at Windsor Castle will inspire teachers to bring a renewed love of their subject and enhanced knowledge back to their classrooms.





**The Prince's Teaching Institute**  
Income and Expenditure Account Statement  
for the year ended 30<sup>th</sup> September 2014

Please visit [www.princes-ti.org.uk](http://www.princes-ti.org.uk) for the full accounts.

	2013/14 (£)	2012/13 (£)
<b>Incoming Resources</b>		
<b>Incoming Resources from Generated Funds</b>		
<b>Voluntary Income</b>		
Grants from institutions and charitable trusts	2,111,768*	1,019,383
Other grants and donations from individuals	411,932	442,585
Investment income - bank interest	12,350	8,835
<b>Incoming Resources from Charitable Activities</b>		
Schools Programme Affiliation Fees	119,540	82,003
Summer Schools	57,310	77,805
Continuing Professional Development events	110,892	47,120
Heads' Residential and Schools Leadership Programme	18,325	21,175
New Teacher Subject Days	95,757	56,900
<b>Total Incoming Resources</b>	<b>2,937,874*</b>	<b>1,755,806</b>
<b>Resources Expended</b>		
<b>Fundraising Activities</b>	141,835	283,892
<b>Charitable Activities</b>		
Schools Programme	257,458	184,827
Summer Schools	207,900	271,509
Continuing Professional Development events	131,234	109,688
Heads' Residential and Schools Leadership Programme	108,794	94,562
New Teacher Subject Days	848,440	527,363
Website	119,922	11,648
<b>Total Cost of Charitable Activities</b>	<b>1,673,748</b>	<b>1,199,597</b>
Governance costs	24,434	25,146
<b>Total Resources Expended</b>	<b>1,840,017</b>	<b>1,508,635</b>
<b>Net Income for the year</b>	1,097,857	247,171
Balance brought forward at 1st October	729,899	482,728
<b>Balance carried forward at 30<sup>th</sup> September YE</b>	<b>1,827,756</b>	<b>729,899</b>

\*Includes an expendable endowment received from The Prince of Wales Foundation (US)

**The Prince's Teaching Institute**  
Balance Sheet at 30<sup>th</sup> September 2014

	2014 (£)	2014 (£)	2013 (£)	2013 (£)
<b>Fixed Assets</b>				
Tangible fixed assets		2,939		2,819
		2,939		2,819
<b>Current Assets</b>				
Debtors	69,014		39,964	
Cash at bank and in hand	2,265,260		1,480,768	
	2,334,274		1,520,732	
<b>Creditors</b>				
Amounts falling due within one year	(509,457)		(793,652)	
<b>Net Current Assets</b>		1,824,817		727,080
<b>Net Assets</b>		<b>1,827,756</b>		<b>729,899</b>
<b>Funds</b>				
Restricted funds		-		4,000
Endowment funds*		894,748		-
Unrestricted funds		933,008		725,899
		<b>1,827,756</b>		<b>729,899</b>

**100%** of PTI headteachers  
would recommend our programmes  
to another headteacher





# Thank you

The Prince's Teaching Institute would like to thank all our donors, in particular members of the 2012 Club and Patrons listed, 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  
The Blakey Foundation  
Mr and Mrs Keith Breslauer  
The Evolution Education Trust  
The Hintze Family Charitable Foundation  
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The Mercers' Charitable Foundation  
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in every pound raised goes directly into  
our charitable activities



The Prince's Teaching Institute is proud to have our Mathematics and Science Programme sponsored by Siemens as part of the Curiosity Project. The Curiosity Project is a three-year engagement programme by Siemens, broadening existing investment to bring science, technology, engineering and mathematics (STEM) to life in the UK. To find out more visit [siemens.co.uk/curiosity-project](http://siemens.co.uk/curiosity-project).



## Why we exist...

Thank you!  
Thank you for making me feel like  
a professional. Thank you for making  
me feel valued.  
Thank you for giving me the time  
to think, to reflect, and to  
remind me why I teach. Why I  
came in to this profession in the  
first place, why I love my job,  
why I was ambitious as an NQT  
and why I want to teach the  
musicians of the future.

I feel rejuvenated, re-freshed and  
inspired.  
I feel that if we have things to  
winge about, then that is ok, but  
the PTI course has made me  
prepared to say, well that's ok,  
but what are we going to do  
about it.

Thank you for reigniting my passion  
to teach music.

PTI Music Summer School delegate, June 2014

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