



THE PRINCE'S
TEACHING
INSTITUTE

Impact Report 2015



We passionately believe that every child deserves a great education, delivered by knowledgeable and inspiring teachers. That teachers at every level, be they headteachers or newly qualified, should have access to experts in their subject and a programme of continuing professional development in place – and that's exactly what the PTI delivers.

Last year we empowered 5,000 teachers to challenge and inspire their pupils, with over 520,000 children benefiting from a richer subject experience and embracing higher ambition.



A message from our Chairman

Thanks to the generosity of our supporters and enthusiasm of the teaching community for our work, The Prince's Teaching Institute has seen sustained growth of 26% for the second year in a row. We reached over 5,000 teachers which enabled us to achieve an important milestone: over half a million children benefitting from improved educational standards.

Since its establishment in 2006, The Prince's Teaching Institute has proven that the model is not only scalable, but financially efficient and effective too. By investing in heads of department and school leadership, the intervention costs less than £3 per child. In 2014/15, expenses were also kept to a minimum, with over 90p in every pound of funding going directly to the charitable activities.

Despite the growth, we have maintained the same high quality of our schools leadership and subject enrichment programmes. This is reflected in the findings that over three quarters of Schools Programme departments demonstrate that they have increased the challenge experienced by their students, and over 90% confirm that their students now benefit from a richer subject provision.

Our partnership with Cambridge University helps us provide subject enrichment, development courses and programmes for teachers in state schools at all levels, and bring the latest academic thinking to teachers. They in turn take their renewed passion for their subject into the classroom to challenge and motivate their students.

Another key achievement was the establishment of the new College of Teaching. The Prince's Teaching Institute played an important role in the creation of this new professional body which has the aim of driving excellence across the teaching profession. The new College is a membership organisation which will embrace rigorous standards of practice similar to those of other professions, such as accountancy, and become chartered as a result.

We are however operating in an increasingly challenging landscape. More teachers left secondary schools in 2014 than joined, and too many teachers still go through their whole career without any opportunities to update their subject knowledge. The need for our work is as acute as ever, and against this backdrop we have set ourselves the target of doubling our reach to one million children.

I hope you will join us on this journey and help us to raise the aspirations of our next generation.

Harvey McGrath
Chairman, The Prince's Teaching Institute

Our Impact

ART MUSIC

BIOLOGY CHEMISTRY PHYSICS

ENGLISH HISTORY GEOGRAPHY

MODERN LANGUAGES LATIN

MATHEMATICS



350

**schools actively engaged in
our programmes**



840

**participating subject
departments and
senior leadership teams**



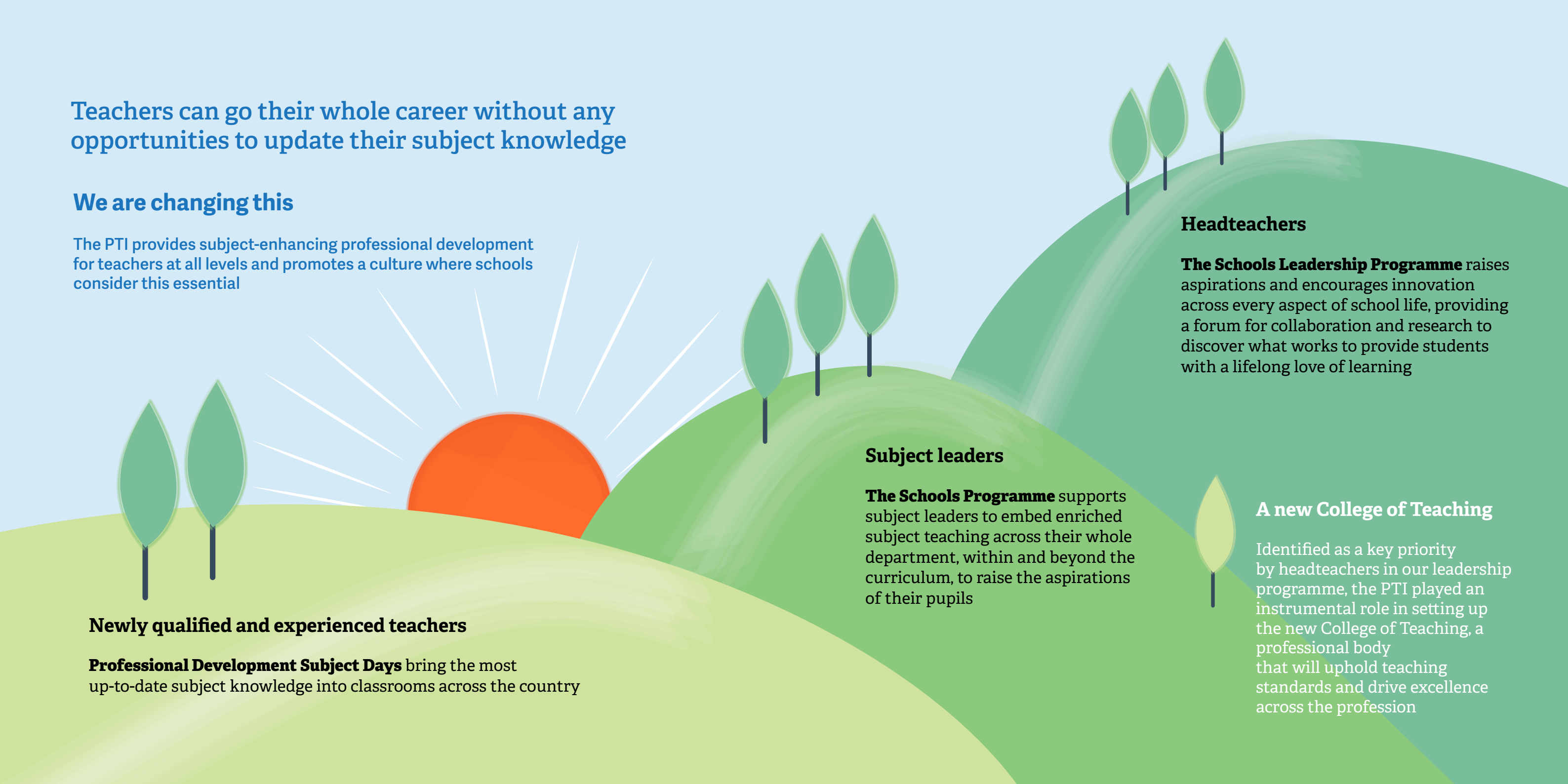
5,000

teachers reached



520,000

children benefitting



Teachers can go their whole career without any opportunities to update their subject knowledge

We are changing this

The PTI provides subject-enhancing professional development for teachers at all levels and promotes a culture where schools consider this essential

Newly qualified and experienced teachers

Professional Development Subject Days bring the most up-to-date subject knowledge into classrooms across the country

Subject leaders

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

Headteachers

The Schools Leadership Programme raises aspirations and encourages innovation across every aspect of school life, providing a forum for collaboration and research to discover what works to provide students with a lifelong love of learning

A new College of Teaching

Identified as a key priority by headteachers in our leadership programme, the PTI played an instrumental role in setting up the new College of Teaching, a professional body that will uphold teaching standards and drive excellence across the profession

A challenging landscape

“Significant numbers of pupils are being taught by a teacher without a relevant post-A Level qualification in their subject”¹

▶ Evidence demonstrates that teachers’ subject-specific knowledge has a direct impact on student performance²

Continuing professional development is not mandatory and teachers can go through their entire career without ever having the opportunity to update their subject knowledge

Teachers cite professional development opportunities as a key factor when seeking a new job³

▶ “The number of pupils in secondary schools is expected to grow by 20% by 2024”¹

▶ “More teachers left secondary schools in 2014 than joined: the leaving rate was 10.4% compared to an entrant rate of 9.6%”¹

1. *Should I Stay or Should I go?* (November 2015) NFER Analysis of Teachers Joining and Leaving the Profession
2. *What Makes Great Teaching: Review of the underpinning research* (October 2014), The Sutton Trust, Durham University and Centre for Evaluation and Monitoring
3. Education Committee – Ninth Report, *Great teachers: attracting, training and retaining the best* (April 2012)

The solution

We help teachers to fall in love with teaching again.

We encourage and inspire teachers by providing challenging, subject-based professional development.



Our Impact

520,000 children benefit from a better education

5,000 teachers are supported to improve their subject provision

93% of members state that their students have a richer subject experience

83% of teachers state that participating in our programmes has helped raise the aspirations and expectations of their students

77% of participating departments demonstrate that they have increased the challenge experienced by their students

100% of headteachers say they would recommend The Prince's Teaching Institute to other heads

"The PTI inspired me to take a risk and do something brave and bold"



"Had I attempted this alone, I do not think I would be teaching today"

Clare O'Sullivan
Deputy Headteacher, Stewards Academy

"We needed the results, but we wanted more"

Freeing teachers to look beyond constraints

“

As teachers, we face a climate of educational change and uncertainty. It could be easy to be swept away on a tide of spreadsheets and tracking tables. Or worse, we may consider leaving the profession altogether. At every level of teaching experience, continuing professional development opportunities with the PTI provide the antithesis to this climate. My own experiences are living proof.

In a very short space of time, we needed to improve the English results. I needed to boost morale in the team and ensure my pupils were enriched, independent and ready for the world outside the classroom. Had I attempted this alone, I do not think I would be teaching today.

The support of the PTI would provide an opportunity for us to improve our results while maintaining subject passion and remembering why we wanted to teach in the first place. Inspired by my time at a PTI event, I returned to school with an idea. We would study six Shakespeare plays in six weeks with the entire Year 9 cohort!

The project had to be challenging and aspirational in order to excite and enthuse, and it gave our pupils an intrinsic sense of achievement associated with deep learning. Raising aspirations of staff and pupils and providing enriching opportunities to develop subject knowledge were the key successes, and our first cohort through the project went on to achieve the highest GCSE results we had ever had!

Last year I was asked by the West Essex Teaching School Alliance to host a CPD programme in the style of the PTI. It was a huge success, and now a new network of English teachers, committed to enhancing deep subject knowledge, has taken root.

The PTI inspired me to take a risk and do something brave and bold. More importantly, it gave me permission to focus on allowing the English department to improve pupil achievement by being great teachers and enthusiastic students of English.

”

This action-based research project was undertaken as part of Clare's Schools Leadership Programme membership. 117 schools across the country are conducting their own research and sharing their results with the network.

Academic inspiration

In partnership with the University of Cambridge

The Prince's Teaching Institute has worked with the University of Cambridge since its inception. As well as supporting us in the design of our courses, many of our academic speakers are drawn from its faculties, so that teachers get the best quality subject- knowledge enhancement.

Inspired by the PTI's model, the University's Institute of Continuing Education initiated a Master's degree in Advanced Subject Teaching (MSt) in 2012 to help English and History teachers develop their subject knowledge and enhance their professional and academic standing.



"the best quality subject-knowledge enhancement"



Lord Wilson of Dinton
Former Master of Emmanuel College
Lecture: *Being an effective leader*



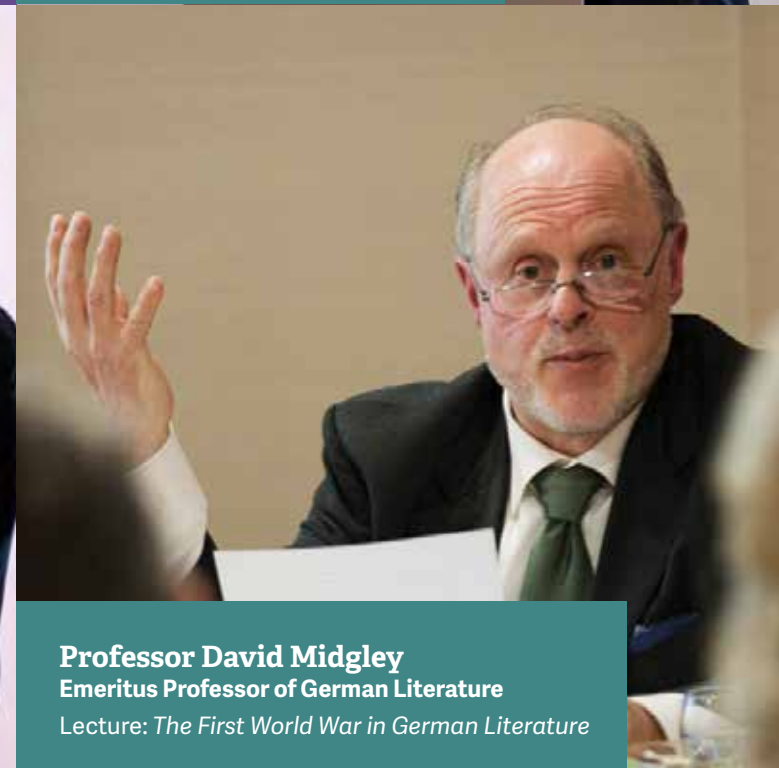
Sheila Bird OBE
Medical Research Council Biostatistics Unit
Lecture: *Bio Statistician behind bars*



Dr David Smith
Director of Studies in History
Lecture: *Politics and governance in the Interregnum*



Professor Helen Cooper
Emeritus Professor of Medieval English
Lecture: *How the Canterbury Tales work*



Professor David Midgley
Emeritus Professor of German Literature
Lecture: *The First World War in German Literature*



Dr James Grime
The Enigma Project
Lecture: *Alan Turing and the Enigma Machine*

The future of engineering

Our partnership with Siemens

Engineering companies need 1.86 million people with engineering skills from 2010-2020. Therefore the UK needs to double the numbers of engineering-related apprentices and graduates coming out of our colleges and universities. To support this, the UK needs to double the number of young people studying GCSE Physics as part of Triple Science and grow the number of students studying Physics A Level to match those of Maths.*

In response to this need, the PTI is working in partnership with Siemens on the Curiosity Project, a three-year engagement programme that will bring science, technology, engineering and mathematics (STEM) to life in UK classrooms.



Juergen Maier, Chief Executive, Siemens

"I'm extremely proud that Siemens is engaging young students, teachers and parents all across the UK both in and out the classroom, unlocking the exciting potential of a career in engineering. I am confident that Siemens and our partners in this area can make a significant difference, and via our research, we intend to prove it."

Chris Pope, Co-Director, The Prince's Teaching Institute

"We are proud to be part of Siemens' Curiosity Project. The Prince's Teaching Institute has long worked to support and inspire teachers, as we believe that passionate and knowledgeable teachers are the key to unlocking curiosity and ambition, and thereby transforming a young person's life."



The Curiosity Project supported the PTI Summer Residential for Mathematics and Science in June 2015, enabling heads of department from state secondary schools across the country to benefit from up-to-date knowledge, resources and ideas to deliver truly inspiring lessons.

For further information, please see: www.siemens.co.uk/curiosity-project.

*The state of engineering, Engineering UK (2015)

● Children build and race electric cars with Greenpower, one of our Curiosity Project partners
www.greenpower.co.uk



Increasing aspiration for disadvantaged pupils through Science

Richard Russell, Assistant Headteacher,
King Edward VI Five Ways School, Birmingham



With our support, Richard developed a range of science activities for primary school pupils and delivered specialist training to their teachers in order to increase aspiration and broaden opportunity.

King Edward Five Ways (KEFW) School is a selective grammar school that accepts pupils from over 50 primary schools. However, some of the very able primary pupils in Birmingham did not consider a grammar school as an option, and only 6% of KEFW pupils came from disadvantaged backgrounds. The challenge was set to increase this number to 20%.

The Science department developed a programme of exciting outreach activities with 5 local primary schools; initially 500 primary school pupils and their teachers attended 18 different science-based sessions including rocket building, liquid nitrogen demonstrations and microscope workshops.

The project developed, and Phiz lab (previously the Physics Factory), part funded by the Ogden Trust and KEFW, developed into one of the UK's major school-based outreach centres. KEFW pupils have been empowered as science leaders, with over 70 Sixth Form students delivering an extensive range of activities each year in Saturday masterclasses and summer activity weeks. After-school science clubs have now been introduced in a number of primary schools.

The ambitious target of attracting 20% of pupils from disadvantaged backgrounds was met and received national recognition from the Sutton Trust, *The Times* and *The Guardian* newspapers.

Impact

This year, over 7,000 pupils and 300 staff from over 100 schools attended science-based sessions.

- 100% of pupils found the sessions enjoyable and 96% very enjoyable
- 100% said they had learnt something new
- 100% of teachers said they had done more practical work than they would normally do
- 97% thought the sessions were more challenging than their normal lessons



This project has been undertaken as part of the Science department's Schools Programme membership. 721 subject departments around the country are working to meet their own ambitious Schools Programme targets.

"This has been a very positive experience for me in widening accessibility to the school. The enthusiasm and enjoyment from all involved has been a delight to see; people willing to give up their own free time for the benefit of others and to share the love of a subject"

Igniting the spark in Music and Art

There has been a significant decline in the number of state schools offering Arts subjects taught by specialist teachers. Since 2010 the number of Arts teachers in schools has fallen by up to 11%*.

By inspiring teachers, the PTI's unique model builds enthusiasm and creativity in the classroom, enriching experience and promoting exciting and imaginative approaches to Music and Art. This empowers teachers to promote their subjects and increase pupil take-up.

Matched funding

Donations from trusts and foundations for Music and Art are matched by an anonymous donor, doubling all gifts received.

*Enriching Britain: Culture, Creativity and Growth, the Warwick Commission on the Future of Cultural Value (2015)

Support from the Bryan Adams Foundation

Thanks to a kind and generous gift from The Bryan Adams Foundation, at least 30,000 children will benefit from a more enriched Music and Art curriculum.

"I am delighted to support the work of the PTI, especially knowing that the gifts I make are being matched by another donor who is equally passionate about music and art and the important role it plays in our children's education".

Students from St Ursula's Convent School, Greenwich (below) and Worle Community School, Somerset (below right).



The Prince's Teaching Institute

The following information is from The Prince's Teaching Institute's audited accounts for year end 30th September 2015. The Prince's Teaching Institute's endowment funds (£100k of which can be drawn down each year) are shown separately for clarity. A copy of this is available on our website or on request.

Please visit www.princes-ti.org.uk for the full accounts.

	TOTAL FUNDS EXCLUDING ENDOWMENT	
	2014/15 (£)	2013/14 (£)
Incoming Resources		
Incoming Resources from Generated Funds		
Voluntary Income		
Grants from institutions and charitable trusts	980,081	1,220,783
Other grants and donations from individuals	265,674	411,932
Investment income - bank interest	6,117	8,587
Incoming Resources from Charitable Activities		
Schools Programme Affiliation Fees	162,580	119,540
Summer Schools	37,185	57,310
Continuing Professional Development events	147,484	110,892
Heads' Residential and Schools Leadership Programme	15,635	18,325
New Teacher Subject Days	137,800	95,757
Total Incoming Resources	1,752,556	2,043,126
Resources Expended		
Cost of generating funds		
Charitable Activities	112,053	141,835
Schools Programme	265,389	257,458
Summer Schools	293,680	207,900
Continuing Professional Development events	189,037	131,234
Heads' Residential and Schools Leadership Programme	114,277	108,794
Subject Days	873,054	848,440
Website	88,454	119,922
Total Cost of Charitable Activities	1,823,891	1,673,748
Governance costs	25,267	24,434
Total Resources Expended	1,961,211	1,840,017
Transfer from Endowment fund	100,000	0
Net Expenditure for the year	-108,655	203,109
Balance brought forward at 1st October	933,008	729,899
Balance carried forward at 30 th September	824,353	933,008

ENDOWMENT FUNDS				
	2014/15 (£)	2013/14 (£)		
Incoming Resources				
Incoming Resources				
Voluntary Income				
Grants from charitable trusts	573,364	890,985		
Investment income - bank interest	10,473	3,763		
Total Incoming Resources	<u>583,837</u>	<u>894,748</u>		
Transfer to Unrestricted Funds	-100,000	0		
Net Income for the year	483,837	894,748		
Balance brought forward at 1st October	894,748	0		
Balance carried forward at 30 th September	1,378,585	894,748		
Balance Sheet at 30 th September 2015				
	2015 (£)	2015 (£)	2014 (£)	2014 (£)
Fixed Assets				
Tangible fixed assets		<u>2,666</u>		<u>2,939</u>
		2,666		2,939
Current Assets				
Debtors	73,932		69,014	
Cash at bank and in hand	<u>2,303,353</u>		<u>2,265,260</u>	
	<u>2,377,285</u>		<u>2,334,274</u>	
Creditors				
Amounts falling due within one year	<u>-177,014</u>		<u>-509,457</u>	
Net Current Assets		2,200,272		1,824,817
Net Assets		<u>2,202,938</u>		<u>1,827,756</u>
Funds				
Restricted funds		-		-
Endowment funds		1,378,585		894,748
Unrestricted funds		824,353		933,008
		<u>2,202,938</u>		<u>1,827,756</u>



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

Keith Breslauer



"My core ethos of giving is to empower people to achieve their full potential and support initiatives which have a multiplier effect and directly reach the areas of society where support is needed most. The Prince's Teaching Institute fits perfectly with that ethos as a charity that's really dealing with challenging issues in the state education sector and getting results."

William Drake



"When I visited Holland Park Community School, I was struck by the way the teachers had turned the school around through sheer dedication and hard work. All of the teachers I met there impressed upon me how pleased they were to be engaged with The Prince's Teaching Institute and the crucial role that the Institute plays in raising teaching standards. This is one of the key reasons I support The Prince's Teaching Institute."

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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, as well as a number of anonymous donors, who have committed multi-year financial support to the charity.

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in every pound raised goes directly into
our charitable activities



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

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Front cover: Students from Ulverston Victoria High School