



THE PRINCE'S  
**TEACHING  
INSTITUTE**

Annual Review 2012/2013



# Our Impact

Raising education standards for over 250,000 children

250,000

640 school departments working to increase the challenge of their work

640



465

465 state secondary schools benefitting, 14% of all state secondary schools in England and Wales



3,460

3,460 teachers reached



## A message from our Chairman

I am very pleased to note that The Prince's Teaching Institute (PTI) has posted another year of extremely successful growth, whilst maintaining quality. We estimate that our activities now reach over 250,000 children in England and Wales; 66% growth compared to last year.

Since the inaugural 2002 Summer School, approximately 1,300 schools across the country – 28% of secondary schools in England and Wales - have sent a teacher to a PTI event. The PTI's networks remain a powerful model for school improvement, with 640 departments of English, History, Geography, Science, Mathematics, Modern Foreign Languages, Latin, Art, Music and Leadership, from over 250 state secondary schools, participating in the PTI Schools Programme and Schools Leadership Programme.

We continue to look towards expanding our network of schools across the country that will improve the teaching available to children. Our core group of supporters, the Patrons and 2012 Club, continues to grow and since the launch of that programme in 2012 we have raised £2.3 million. With a further £3.3 million to raise by 2017, we continue to innovate and expand our fundraising efforts.

Time and again I have been impressed by the passion and sheer dedication to their craft demonstrated by teachers. A great example is the recent publication of a Blueprint for a new member-driven College of Teaching. Following a consultation process, where the education community came to the PTI to lead on the idea, education stakeholders and teachers across the country have backed the concept of creating an independent body to set professional standards for the teaching community. It remains to be seen how the College of Teaching might yet come into being, but one cannot contest the importance of its primary mission: to improve the education of children and young people in the UK today.

I know this key message resonates with supporters of The Prince's Teaching Institute, and I take this opportunity to thank all of you for helping us in our mission to create an army of passionate, effective teachers. Because passionate teachers get great results.

Harvey McGrath  
Chairman, The Prince's Teaching Institute

# Why we exist

Every subject taught in our schools is part of an ever developing field of research, yet teachers have few opportunities to connect with the latest thinking, often leaving them overly reliant on textbooks. We believe that all pupils deserve to be taught engaging, up-to-date material, and our courses provide teachers with the knowledge, the resources and the ideas to deliver truly inspiring lessons.

Rooted in subject knowledge, but with teachers at its heart, our networks, programmes and courses seek to address the knowledge gap that is holding our schools back on the international stage, to raise the aspirations of state school teachers, and to encourage them to challenge their pupils to achieve more and aim higher.

*State school teacher ambition is sliding*

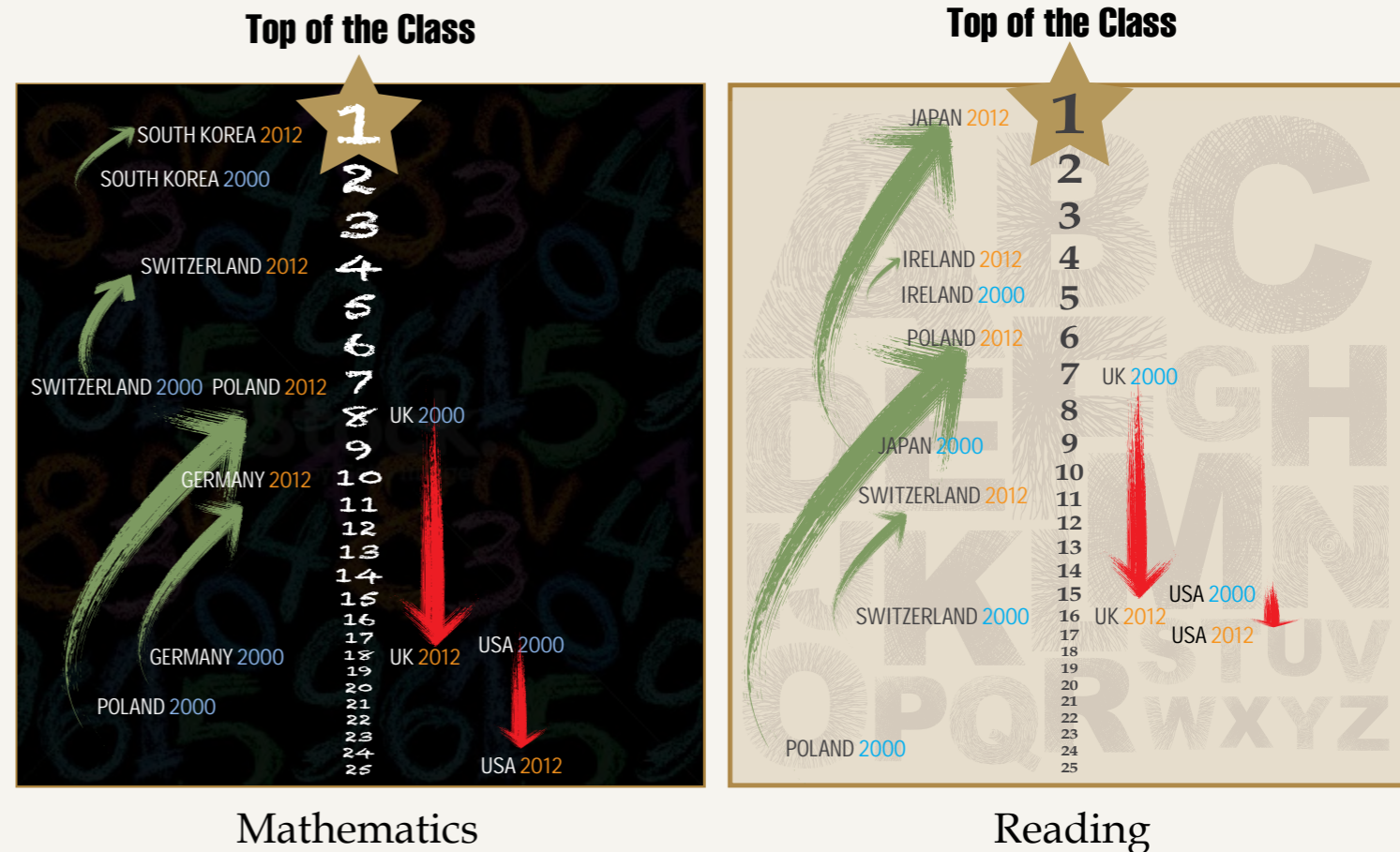
Only **44%** of secondary state school teachers say they would advise their brightest pupils to apply for Oxbridge. This has decreased from the **50%** who said they would do so in 2007

Source: National Foundation for Educational Research, 2012

# UK education has fallen behind other countries


The Programme for International Student Assessment (PISA) is an international student survey which evaluates education systems worldwide. The survey is conducted every three years, and the results for 2012 were released in December 2013.

Between 2000 and 2012 the UK has fallen from 8<sup>th</sup> to 19<sup>th</sup> in Mathematics and from 7<sup>th</sup> to 16<sup>th</sup> in Reading. In comparison, countries like Poland, Germany and Japan have seen great improvement, rising in the rankings and overtaking the UK.



Source: PISA rankings, comparison of the original 30 participating countries



  
 THE PRINCE'S  
 TEACHING  
 INSTITUTE  
 2013  
 ART • ENGLISH  
 GEOGRAPHY  
 HISTORY • LATIN  
 LANGUAGES  
 MATHEMATICS  
 MUSIC • SCIENCE

86% of our  
 Schools Programme members  
 demonstrate increased challenge  
 in the classroom

We are proud that the PTI Schools Programme, our flagship membership scheme, is making a real impact for teachers and their pupils. Our unique model, using teachers as role models, connecting universities and secondary schools, and inspiring and encouraging teachers to embrace more challenging subject provision, has proven to be powerful and one which has significant leverage.

**Impact**

93% of our member teachers come back year-on-year and tell us we have made a profound difference to the way they teach and the impact they have on their students

92% of members agree that their students have a richer subject experience as a result of Schools Programme membership

83% of teachers state that participation has helped raise the aspirations and expectations of their students.

# Our biggest ever Residential Summer School

In June 2013 over 200 English, History, Geography, Modern Foreign Languages and Latin Heads of Department gathered at Homerton College, Cambridge to share ideas and experiences. They were joined by leading academics and eminent speakers, including Sir Tom Stoppard, Michael Wood and Professor Peter Hennessy.

The Summer School acts as an induction to our Schools Programme, and we were delighted that over 98% of those who attended were inspired to join the Programme, committing themselves to curriculum improvements, more ambitious goals and better subject provision.

*“An enjoyable and valuable experience away from the hustle and bustle of the school day; allowing time to reflect on the moral purpose we have for the children we teach and how we can improve their learning experience.”*

*“Empowerment and nurturing my needs, I realised, are essential to enable me to share a passion with my students. Thank you for the opportunity of caring for my personal learning, being able to nurture my own curiosity again. It’s 20+ years since I was encouraged to do so, so positively.”*

June 2013 PTI Summer School delegates



# Introducing Music and Art

*“Attending the PTI Residential has reaffirmed my belief that Music and creative expression are pivotal in the development of young people”*

This year we were delighted to expand our subject base to include the creative arts for the first time. Our inaugural Music and Art Residential was held in Liverpool in November 2012, and all 61 attendees were inspired to join our Schools Programme, committing to work with us to take concrete steps to raise aspirations across their departments.

We gave experienced teachers the time, the space and the inspirational backdrop to reflect on the value of Art and Music in school. We took them away from the classroom and allowed them to perform, to draw, and to embrace the challenge of passing on their passion to the next generation.



Jools Holland at the PTI Music Residential, 2012



## Results

Of those who attended the Music and Art Residential

**92%** of Art Departments and

**89%** of Music Departments

have demonstrated greater challenge in their work, and received the PTI Mark in 2013.

Following this successful launch, our Music and Art programmes are set to expand as we look forward to inspiring new members at our Summer School at Homerton College, Cambridge in June 2014.

## Gordon's School

### Encouraging Music through extra-curricular activities

Historically, Music at Gordon's School in Surrey had been perceived as an extra-curricular or interest subject (often pursued outside school) rather than an academic discipline, and the Music Department has struggled to maintain numbers studying Music at GCSE or A level. Since attending the PTI Music Residential, the Music Department has actively increased extra-curricular opportunities in school, which has helped achieve improved results at GCSE and increased regular participation in music activities from 50 to 150 students!

A link has also been made with the renowned Menuhin School in Cobham and Gordon's School pupils have taken part in Chamber Music Days, composition workshops and have attended showcase concerts at the Menuhin School.



### What pupils say...

*“I am passionate about Music... That's why I get up in the morning and go to school. If it wasn't there I'd stay in bed!”*

Joe, Year 13, South Wirral High School

*“I believe that the best teaching in Art is vital... To pave the way for a new generation of artists, Art students really need to be exposed to a range of opportunities to develop their ideas into a visual form”*

Eleanor, Year 13, Upton Hall School

### What teachers say...

*“I have definitely been re-inspired and I feel proud to be a Music teacher. The time has been well spent”*

*“I feel energised about teaching Art as a result of this course”*

Music and Art Residential delegates, 2012



# Leading the education community

## A new member-driven College of Teaching

Unlike other professions, teaching has no professional body, akin to the Royal Medical Colleges for example, to define and uphold high standards. Headteachers at our 2011 Heads' Residential felt that teaching would benefit from the establishment of a new College of Teaching, and the cross-party Commons Education Committee agreed.

However, the education community lacked a universally respected body to take the idea forward, and following an exploratory workshop, the PTI was asked to act as honest broker and develop an Operational Blueprint.

To do this we set up and have led a Commission and Teacher Committee. Over 1,200 teachers and Headteachers responded to a survey in the summer, and the Commission consulted in more detail with over 40 educational bodies, including all of the trade unions, many universities and subject associations.

We are pleased that the education community turned to us to oversee this important work.



The Blueprint can be found on the PTI website at [www.princes-ti.org.uk/collegeofteaching](http://www.princes-ti.org.uk/collegeofteaching)

# Case Study

## School Leadership development

Through the PTI Schools Leadership Programme, Altrincham Grammar School for Girls has improved Languages provision internally and in neighbouring schools

Our Schools Leadership Programme engages Headteachers to focus on whole-school improvement that puts teaching at its heart. It was developed at the unanimous request of Headteachers at our 2011 Residential, who saw the need for our support in establishing a continuing forum for the development of leadership in their schools.



## Altrincham Grammar School for Girls (AGGS)

In an environment where schools compete against one another in league tables, The Prince's Teaching Institute encourages the raising of educational standards for all, through the sharing of best practice and support between schools. As one of the top state schools in the country, involvement in the Schools Leadership Programme has seen Altrincham Grammar School for Girls (part of the Bright Futures Educational Trust) extend its knowledge and skills to help other schools improve their provision of Modern Foreign Languages (MFL).

AGGS staff identified a need in other local schools, where Languages provision required subject knowledge development, leadership development and strategies that would engage all learners. Working alongside another school, they developed a training programme to provide support and challenge by focusing on lesson observation, sharing of ideas, language improvement, moderation and assessment. As part of the programme, teachers were encouraged to develop engaging lesson starters and explore creative writing opportunities and other ideas that would promote the development of language skills within the classroom.

Evidence collection of the impact of this programme has been rigorous; through regular progress meetings, inclusion of the project in the School Development Plan and through the incorporation of outcomes from Pupil Voice sessions.

Evaluations of this programme from the participants have also been outstanding. AGGS plans to expand the programme and develop other strategies to develop spontaneous speaking, reading of authentic texts and creative writing within the MFL classroom.

*"Participation in the PTI's Leadership Programme encouraged the school to undertake this research focused on staff teaching and learning in MFL. Pupil Voice sessions were crucial in identifying weaknesses in creative writing in languages. The project has had real impact for students, with all our French GCSE students attaining A\*s this year and 94% of Spanish students gaining A/A\*s."*

Rebecca Smith, Head of Teaching and Learning, Altrincham Grammar School for Girls

## Growth of New Teacher Subject Days

Following a successful pilot, we doubled capacity to reach 300 new teachers in London and Manchester

Standing up in front of a class can be a daunting experience for a new teacher, and in juggling a heavy workload and managing classroom behaviour, their goals can be reduced to just making it through the day.

Our New Teacher Subject Days enthuse and inspire new teachers, giving them lots of ideas to take into the classroom to make their lessons more engaging. Unlike other teacher training courses, we go beyond the mechanics of *how* to teach and focus on *content*, connecting teachers with inspirational subject material and the latest research from top universities. This year our speakers have included astronomer Professor Carl Murray, award winning poet Kate Tempest and Senior Lecturer in Geography at the University of Cambridge, Dr Bhaskar Vira.

Following our successful pilot in 2011/12, we expanded into a second regional centre this year, and broadened participation to allow almost 300 teachers to take part. In 2013/14 these days will run in 3 regional centres (London, Manchester and Birmingham), with further expansion planned in the future.



### St Angela's Ursuline School

**Mariam Hanson,**  
now a 2<sup>nd</sup> year Science teacher

**I thought I had learnt a lot about teaching when I did my teacher training, but the PTI training days were unique and invaluable because of the focus on subject knowledge, which is the cornerstone of what we do – we enlighten young minds.**

University lecturers from across the country gave presentations on specific topics such as spectroscopy and the 1<sup>st</sup> Law of Thermodynamics. The Teacher Leaders would then provide us with excellent resources and innovative delivery methods, showing us how we could implement this high-level knowledge by breaking it down into something digestible for A-level, GCSE, and even younger students. My subject specialism being Chemistry, I was shown a range of 'practicals' and demonstrations that could easily be incorporated into my lessons.

## Case Study

I have been able to use so much of what I learnt at New Teacher Subject Days to improve my practice, and always looked forward to coming away with an idea, method or some kind of resource that I would be able to use in my next lesson. I used what I had learnt on the course to create a resource especially to help students with Special Educational Needs to understand acids and alkalis, and by using ideas from the course in my observations, was graded outstanding by my Headteacher.

New Teacher Subject Days also gave me the opportunity to share ideas and experiences with other new teachers, which was enlightening and inspiring in itself. The course has had a direct impact on my lessons; as I have become more confident in my teaching I found that my students have also become more confident in their learning.

The PTI training days have been truly worthwhile. They have equipped me with so many ideas and resources, and have rekindled the enthusiasm and passion for my subject which brought me to teaching.



# Addressing The Knowledge Gap

Our activities aim to inspire teachers to raise pupil attainment and aspirations

## FOR ALL TEACHERS

### One day Continuing Professional Development

- To provide in-depth knowledge on a single topic
- Featuring sessions with eminent academics, writers and scientists
- Topics selected by teachers

## PTI Mission

### Building a network of teachers, departments and schools focused on:

- Promoting subject rigour and depth
- Enhancing teachers' subject knowledge
- Developing extra-curricular activities
- Establishing links between and outside schools

## FOR HEADTEACHERS

### Schools Leadership Programme and Heads' Residential

- To encourage Headteachers to focus on whole-school improvement in:
  - school curriculum design
  - effective recruitment and development of teachers
  - promoting leadership that focuses on teaching and learning
- Headteachers undertake action-based research projects to explore what works in schools, and meet annually to share outcomes

## FOR NEW TEACHERS

### New Teacher Subject Days

- To help new teachers apply cutting-edge knowledge in the classroom
- Annual course of 6 Saturdays held in 2 regional centres
- Combines subject lectures in the latest academic thinking with teacher-led workshops

## FOR PUPILS

### The PTI Annual Lecture

- To encourage pupils to develop an enthusiasm for their subject
- In June 2013, Melvyn Bragg spoke to 200 pupils and teachers about William Tyndale's Bible
- Past speakers have included Stephen Fry, Michael Palin, Sir Tom Stoppard, Professor Simon Schama and Professor Marcus du Sautoy

## FOR ALL OUR MEMBERS

### Online resources

- Online Staffroom: members' area of our website containing:
  - podcasts of our lectures and workshops
  - members' directory
  - creative teaching resources developed by our members
  - research projects conducted by our members

## FOR SUBJECT LEADERS

### Summer Schools, Schools Programme and Associate Department Scheme

- Schools Programme: a Membership scheme for school departments committed to:
  - improving their subject provision
  - developing their staff's subject knowledge
- Induction to our Schools Programme is via a 3-day Residential Summer School
- After 3 years, departments 'graduate' to Associate Department status and undertake more ambitious research projects, designed to benefit all our members



## The Prince's Teaching Institute Income and Expenditure Account Statement for the year ended 30<sup>th</sup> September 2013

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

	Total Funds 2013 (£)	Total Funds 2012 (£)
<b>Incoming Resources</b>		
<b>Incoming Resources from generated funds</b>		
<b>Voluntary Income</b>		
Grants from institutions and charitable trusts	1,019,383	624,686
Other grants and donations	442,585	238,133
Investment income - bank interest	8,835	5,813
<b>Incoming Resources from charitable activities</b>		
Schools Programme Affiliation Fees	82,003	66,100
Summer Schools	77,805	50,580
Continuing Professional Development events	47,120	67,650
Heads' Residential and Schools Leadership Programme	21,175	26,515
New Teacher Subject Days	56,900	26,200
<b>Total Incoming Resources</b>	<b>1,755,806</b>	<b>1,105,677</b>
<b>Resources Expended</b>		
<b>Fundraising Activities</b>		
<b>Charitable Activities</b>		
Schools Programme	184,827	192,048
Summer Schools	271,509	255,766
Continuing Professional Development events	109,688	156,088
Heads' Residential and Schools Leadership Programme	94,562	84,840
New Teacher Subject Days	527,363	168,652
Website	11,648	15,030
<b>Total Cost of Charitable Activities</b>	<b>1,199,597</b>	<b>872,424</b>
Governance costs	25,146	22,903
<b>Total Resources Expended</b>	<b>1,508,635</b>	<b>1,014,785</b>
Net Income for the year	247,171	90,892
Balance brought forward at 1st October	482,728	391,836
<b>Balance carried forward at 30<sup>th</sup> September YE</b>	<b>729,899</b>	<b>482,728</b>

## The Prince's Teaching Institute Balance Sheet at 30<sup>th</sup> September 2013

	2013 (£)	2013 (£)	2012 (£)	2012 (£)
<b>Fixed Assets</b>				
Tangible fixed assets		2,819		5,208
		2,819		5,208
<b>Current Assets</b>				
Debtors	39,964		82,635	
Cash at bank and in hand	1,480,768		760,634	
	1,520,732		843,269	
<b>Creditors</b>				
Amounts falling due within one year	(793,652)		(365,749)	
<b>Net Current Assets</b>		727,080		477,520
<b>Net Assets</b>		<b>729,899</b>		<b>482,728</b>
<b>Funds</b>				
Restricted funds	4,000			
Unrestricted funds	725,899			482,728
	<b>729,899</b>			<b>482,728</b>

## Thank you to all our donors

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