

THE ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION

England & Wales · Charity number 1091491

Details

Other names	THE ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION, INCORPORATING THE PRIMARY SCHOOL RESEARCH AND DEVELOPMENT GROUP, ASPE
Status	Registered
Legal form	Other
Registered	2002-03-28
Register	View on the Charity Commission register

Contact

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Website	www.aspe.org.uk

Activities

Objects: TO ADVANCE THE EDUCATION OF YOUNG CHILDREN BY PROMOTING THE DEVELOPMENT OF PRIMARY EDUCATION THROUGH:A) PROMOTING AND FOSTERING THE DEVELOPMENT OF INFORMED AND REFLECTIVE STUDY OF PRIMARY EDUCATION, INCLUDING PRE- SCHOOL AS WELL AS THE LEGALLY DESIGNATED PRIMARY PHASE. MAINLY BUT NOT EXCLUSIVELY IN THE UK.B) BRINGING TOGETHER AND PROMOTING COLLABORATION WITHIN AND BETWEEN THE VARIOUS CONSTITUENCIES INVOLVED IN PRIMARY EDUCATION, FROM ALL PARTS OF THE UK.C) HOLDING SUCH COURSES AND CONFERENCES FOR THOSE CONCERNED WITH PRIMARY EDUCATION .D) PROVIDING INFORMED AND INDEPENDENT INFORMATION AND COMMENTARY ON POLICY ISSUES.E) ENCOURAGING A BROAD VIEW OF THE FORMS AND METHODS WHICH THOSE STUDYING PRIMARY EDUCATION MIGHT ADOPT , THE PRACTICES AND ISSUES ON WHICH THEY MIGHT FOCUS, AND THE INSTITUTIONAL CONTEXTS IN WHICH SUCH STUDY MIGHT BE PURSUED.F) PUBLISHING MATERIALS SUITABLE FOR PROMOTING THE ABOVE OBJECTIVES

Activities: ASPE is a national body committed to the advancement of primary education through collaborative study and action. ASPE is open to all involved in primary education and aims to promote:independent and informed commentary of major issues;professional collaboration;independent research and reflection;enhancement of practice;dissemination of information.

Classification

- **How:** Makes Grants To Individuals, Makes Grants To Organisations, Provides Human Resources, Provides Advocacy/advice/information, Sponsors Or Undertakes Research
- **What:** Education/training
- **Who:** Children/young People, Other Charities Or Voluntary Bodies, The General Public/mankind

Geography

- Northern Ireland
- Scotland
- Throughout England And Wales

Finances

Period end	Income	Expenditure	Assets	Employees
2025-07-31	£94,465	£50,247	-	-
2024-07-31	£85,658	£52,577	-	-
2023-07-31	£87,824	£46,946	-	-
2022-07-31	£68,514	£47,291	-	-
2021-07-31	£55,233	£37,835	-	-
2020-07-31	£71,252	£41,933	-	-

Trustees

Name	Role	Appointed
Professor Gary Beauchamp PhD	Chair	2021-11-20
Dr Andrew Joyce-Gibbons		2021-11-20
Dr Elizabeth Malone BA MA PhD		2020-01-25
Dr Matthew James Williamson-Dicken		2024-01-01
JILL ADAMS		2011-09-12
Michelle Murray BEd, MEd		2015-01-31
Nova Scott		2023-01-24
ROY HUGHES BA MSc		
Rebekah Gear B.A		2021-11-20

THE ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION

England & Wales - Charity number 1091491

Accounts

ASPE Annual report 2024 – 2025

November 2025

Professor Gary Beauchamp – Chair of ASPE

Dr Matthew Williamson-Dicken – Vice Chair of ASPE

We are pleased to report on the ongoing exciting developments which have taken place within ASPE since the last AGM. This year, the executive committee have led and contributed to a wide-ranging programme of strategic development and operational reform across ASPE, concentrating on governance clarity, member value, financial stewardship and professional learning.

We initiated a role-descriptions project to make expectations, responsibilities and reporting lines for key Executive Committee posts explicit; this work supports succession planning, trustee induction and clearer delegation and will continue into the next governance cycle. To support practitioner scholarship and the translation of classroom enquiry into publishable output we strengthened the *Reaching into Research* editorial function, clarifying the editor role to provide hands-on author support, peer-review coordination and liaison with design and digital teams to ensure issues are timely, accessible and promoted across channels. We defined a Digital Communications Manager role to lead our website, social media campaigns, email marketing and analytics so that ASPE’s publications and events reach wider and more diverse audiences and drive membership conversion from initial teacher-training providers, schools and university departments.

We began the process of constitutional development for the enhancement of our membership package by introducing graded membership levels and post-nominals (AMASPE, MASPE, FASPE). To operationalise those tiers we formed membership terms and conditions and the Fellowship nomination and appeals routes, clarified eligibility and nomination paperwork, and strengthened disciplinary and appeals processes so that conferral of Fellowship remains rigorous, transparent and evidence-based. We have also created a Code of Conduct to set clear standards for professional responsibility, behaviour and competency that apply across all grades of membership. These governance and membership reforms are intended to strengthen ASPE’s professional standing, make participation and leadership more accessible, and ensure that recognition through Fellowship is demonstrably merited and defensible.

We recognised that effective governance requires robust information and privacy practices, so we updated our Privacy Notice and adopted a comprehensive Data Retention Policy that sets out retention periods, archival criteria and secure disposal procedures.

To reduce operational risk and improve business continuity, we modernised our digital infrastructure by moving governance documents, meeting papers and working files onto a secure cloud platform with version control, restricted access and an auditable trail. This change improves document security, facilitates distributed working across the Executive Committee and subcommittees, and ensures that key records (including minutes, financial papers and trustee decisions) are readily accessible for scrutiny and audit.

Financial stewardship has been a central and sustained focus. We developed ASPE's Financial Strategy 2025-2031 to convert an accumulated surplus into mission-directed investment, while preserving operational resilience and regulatory compliance. The strategy acknowledges that reserves grew during and after the pandemic and that continued passive holding of those funds would be a lost opportunity. It therefore proposes a deliberate, phased drawdown of c.£393,733 over six years that is designed to unlock investment in research grants, professional learning, membership growth and a permanent scholarship endowment while retaining a minimum operating buffer equivalent to 12 months' fixed costs. This is now being considered in depth by the Executive Committee and we are seeking professional financial support and legal support before enacting our planning. Risk assessment and mitigation are embedded throughout the Financial Strategy. We modelled conservative income scenarios and stress-tested forecasts against a range of royalty, subscription and inflation assumptions; we set out mitigations for royalty volatility including pursuing multi-year publishing agreements, and we plan proactive membership recruitment and automated renewal mechanisms to reduce attrition risk.

A major strand of the drawdown plan is the *ASPE Flourish Scholarship Foundation*, which we have scoped as a permanent endowment trust to provide sustainable annual research scholarships across the Four Nations. This is likely to take the form of funded Doctoral study. The draft trust instrument sets capital preservation principles, trustees' duties, investment powers and conflict-of-interest controls and proposes a five-trustee board with Executive Committee representation and an explicit aim to preserve four-nation representation. Financial modelling shows that even modest initial endowments (£50k-£100k) can support meaningful awards at prudent payout rates, and the plan envisages an initial deposit and staged top-ups so that scholarship capacity can grow

over time without risking the corpus. Immediate next steps for ASPE receiving financial and legal advice on this plan. Following this, we anticipate legal finalisation of the trust instrument, formal registrations where required, appointment of initial trustees with staggered terms, establishment of the dedicated bank account and the earliest agreed tranche of endowment funding.

Alongside governance and finance we have prioritised member value and professional learning. We continued and expanded *ASPE Ignite* as a regular digital professional-learning series, delivering monthly sessions that have been well received by members and that form a central membership benefit. *Ignite* content in 2025 addressed practical and sector-relevant themes such as AI in education, coaching and mentoring, curriculum design, numeracy, literacy and wellbeing; sessions have been recorded and repurposed where appropriate to maximise reuse and value.

We also refreshed ASPE's brand identity to reflect our evolving strategic orientation and to improve consistency across web, emails and events. This visual refresh is already applied to membership materials, event pages and our member dashboard and supports our outreach work.

Digital communications and website report

New digital communications manager role

A new role of 'digital communications manager' was created and a job description drafted. Tazreen Kassim-Lowe, a member of the executive committee who had been undertaking the work to that time, was appointed to the new role.

Updates to website

The ASPE website was augmented to serve as an e-commerce platform for direct debit payments, with invoicing options for members. To make this system effective, the digital comms manager and ASPE secretary have systematically worked through the original members' list and accommodated their needs whether that be moving them on to the website, renewing, cancelling or extending their membership.

The main updates to the website since the last AGM have included:

- Changes to the branding of the website including the ASPE logo
- An update to the member's area of the website including 3-13 request options and the new gallery view of the learning hub where ASPE Ignite session documents and videos are posted.
- A vimeo subscription has allowed embedded videos on to the website.
- Additional plugins to enable more efficient working e.g. replication of previous resources and news posts.
- Additional subscription to newsletter options

- Requests for Education 3-13 at sign up stage as well as space for groups to state how many individuals their institution represents.
- Latest policies have been uploaded for all (not just members)
- Funding application system is in place and works well.

Social media and Mailchimp updates

Platforms and posting

As part of the membership drive ASPE is now on the following social media platforms and is developing the number of followers to spread the word about ASPE:

- Facebook
- Instagram
- BlueSky
- LinkedIn
- Tik Tok (in progress)

A posting scheduling platform was trialled (zoho social) and is in the process of being upgrading to a 3-seat professional subscription for future scheduling options.

Mailchimp

Currently we have 158 subscribers, 115 of which are members (including student members). Mailchimp can be tailored for members and non-members. A Mailchimp scheduling system is now up and running and a campaign sent out around once a week usually related to the ASPE Ignite sessions, *Reaching into Research* or *Education 3-13*. This is working very well, with 99% of emails are delivered, around 43% are opened and 10% are clicked on (including links).

Our Publications and Outputs

APSE has two main platforms: *Education 3-13* and *Reaching into Research: Conversations from Primary Classrooms*. Both of these are peer-reviewed, but *Reaching into Research* contains shorter research informed articles, published by ASPE as a membership benefit and only available to members on the new ASPE website. The aim of this publication is to encourage practitioners to shift from being consumers of research to contributors by providing a platform that celebrates their work. Reports for each follow.

Executive Editor's Report on *Education 3-13*

It is pleasing to report that *Education 3-13* continues to grow in popularity both in terms of readership, as exemplified by numbers of downloads, and the overall number of articles submitted for review.

According to the latest report from our publisher, Routledge, the journal received over 600 submissions in 2024 (the last year for which we have full data) which came from countries around the world ranging from the 'home base' for the journal in the UK to nations including South Africa, Pakistan, Malaysia, Greece, Vietnam, and many others. It has been particularly pleasing to see a growth in the number of submissions from large and growing markets for the journal such as India and China. Since Routledge offer an online sales agreement with many institutions across the globe, well over three thousand Higher Education Institutions have access to the journal.

A total of 147 research articles were published in the now customary eight issues of the journal. Articles now flow very swiftly through the electronic system and the average time from acceptance to online publication is a mere 12 days. The topics covered by articles in the last year have included the usual eclectic mix that one would expect from a generalist journal like *Education 3-13* and the most recent figures for the most downloaded articles show that they have focused on a wide range of topics including reading, student leadership, the impact of the Covid-19 pandemic, forest schools, primary teachers' motivation, mentoring and coaching, and differentiated instruction using IT.

Total full-text downloads of the journal, which may incur a charge for usage (thus potentially adding to the Royalties passed on the ASPE), reached a new high in excess of 450,000, with most downloads, not surprisingly, being by UK based institutions involved in Teacher Education, but readers in many other regions of the world, such as Australasia, North America, Asia and Africa, also accessed the journal over 200,000 times.

It is particularly pleasing to note that the regular author survey carried out each year by the publisher of the journal indicated a very high level of overall satisfaction with journal processes and similar satisfaction was expressed in relation to the refereeing processes for articles.

In addition to the 'general' issues of the journal published over the last year, a special issue has been published (Volume 53, Issue 7, 2025) on the topic of 'The Future of Curriculum: Toward Child-Centred, Democratic Education', edited by Dr Yana Manyukhina, which is particularly apposite in light of the Curriculum and Assessment Review for England, led by Professor Becky Francis, which has now been published. After agreement from the Executive Committee of ASPE, application has now been made by Dr Manyukhina for the special issue to be developed into an edited text by Routledge as part of the ongoing series of books based on articles published in Education 3-13. The most recent in this series was Forest Schools: The Research Evidence, edited by Mark Brundrett, Elizabeth Malone, and Avril Rowley, which was published earlier this year.

Our continued success over many years has created a constant challenge of having more material than we can publish and our current backlog of material is such that writers are required to for lengthy periods for publication in hard-copy. In order to address this issue the Board of the journal has continued to support a more selective approach to the items we accept for publication and the current acceptance rate is now sixteen percent. The Board has also set as a key target the aim of enhancing the citation rate of Education 3-13 and it is hoped that this increased selectivity will also bear fruit in this area.

None of the above noted success would have been possible without the continued commitment of the editorial team of the journal which, in addition to the Executive Editor, includes Dr Paul Adams of the University of Strathclyde, Dr Elizabeth Malone of Manchester Metropolitan University, and Dr Peter Wood of Liverpool University (all of whom are Editors), and Professor Dominic Wyse, Professor Helen Bradbury, and Dr Yana Manyukhina, of the Helen Hamlyn Centre for Pedagogy at University College London (who are Supervising Editors for special issues of the journal). Thanks also go to Emma Fitzgerald who continues to be the journal administrator. It is important to also stress our debt to the dedicated team at our publisher, Routledge, and to the members of the Board of the journal, as well as to the Executive Committee of ASPE.

Reaching into Research

Our *Reaching into Research (RiR)* articles are one of our ASPE member benefits, alongside exclusive access to our wide range of events and podcasts for professional development. Since the last AGM, issues 4 and 5 of *RiR* have been completed and published online. We are in the process of working on issue 6 for the latter end of 2025.

Over the last year there has been a wider group of practitioners who have contributed to the journal. It is important to ASPE to ensure that

representation is evident from all the four nations of the UK. In addition, we are also striving to embed ASPE principles by working closely with early career researchers to publish in *RiR*. Hence, the December 2025 issue will be a special issue focusing on small scale research completed by primary school teachers in their first year of teaching.

For the future, we would like to do more special issues focusing on one topic or a particular group of practitioners in addition to raising our international profile by encouraging research in collaboration with primary schools around the world.

Funded projects

A very positive development since the last AGM has been the interest in our funded research projects across the UK.

The application process was streamlined last year and moved online as part of the new website. This has been very successful and all bids are reviewed by the Executive committee throughout the year, using the following criteria:

- Timeliness of project;
- Viability of successful completion;
- Quality of partnership (if applicable);
- Appropriateness of methods quality of analysis;
- Potential impact on pupils' learning and development;
- Potential impact of teachers' development of research skills
- Value for money;
- Contribution to the study of primary education.

One member of the executive committee is allocated as link to each project to ensure clear communication and support. In addition, each project reports back on progress to every executive committee meeting. The expectation is that successful projects will submit a paper to *Education 3-13*, *RiR* and contribute to ASPE events, such as seminars and conferences.

The executive committee are currently working on tightening application, monitoring and payments systems to ensure accountability.

Short reports of new funded projects this year:

Augmented Reality in the Primary School

Project Lead: Dr Stavros Nikou

Lead Organisation: Strathclyde Institute of Education, University of Strathclyde, Glasgow

School partners:

Holy Cross Primary School

St Patrick's Primary School

St Helen's Primary School

St Michael's Primary School

Progress Update

- Data collection completed
- Data analysis complete
- Plan for Project Lead to present at SERA conference in November
- The Project team are writing a journal article to submit to *Education 3-13*
- Teachers and project lead have written an article for *Reaching Into Research*

"Dyslexia and Wobbly Wellbeing: A Scoping Study" - Final Report Summary

Dr Helen Ross, Dr Peter Wood and Dr Elizabeth Malone

"Dyslexia and Wobbly Wellbeing: A Scoping Study" explores the relationship between literacy challenges faced by young primary school students, particularly those with dyslexia, and their overall wellbeing. Conducted in Burdon Grove Primary School in the Southwest of England, this research explores young people's self-perception, experiences of literacy in the , and school policies that impact their wellbeing.

The study reveals that literacy-related anxiety, particularly around spelling, is a significant source of stress for young learners at Burson Grove Primary School. Learners in this study struggled with feelings of inadequacy, which negatively affects their self-concept and emotional wellbeing. Writing was also identified as a source of anxiety, with poor performance often linked to a negative outlook.

Furthermore, the research underscores the importance of adaptive teaching approaches and flexible learning spaces, such as outdoor areas, in fostering a positive educational environment. Students valued opportunities to learn in spaces outside traditional classrooms, which helped alleviate stress and build confidence. This was supported by the use of tools like affirmation and regulation stations within classrooms.

Despite the challenges of identifying dyslexia early due to limited resources, the study highlights the importance of early intervention and adaptive teaching, which were found to boost both academic performance

and emotional wellbeing. The project's findings suggest that a holistic approach to literacy difficulties and wellbeing is essential in supporting students' long-term academic and personal development. The project also highlights the importance of further work, in a wider range of settings to gain deeper insight into connections between young people's experience of literacy in school, whether they have literacy-specific challenges or otherwise, and the links between these experiences and students' wellbeing more broadly.

Future projects and events:

The Executive Committee regularly review new proposal and we will update you each year in the annual report. We will be organising seminars based on previously funded projects in the coming year and these will be free to members.

Expanding membership

Last year we lowered membership rates to acknowledge the challenging times we live in. A key focus on the coming year will be a major recruitment drive now that our new website is live, which allows a streamlined joining and payment system. We hope that all members of ASPE will share this link: <https://aspe.org.uk/become-a-member-of-aspe/> to revitalise our membership.

Finance report

We have increased revenue this year with income just under £95,000 made up almost entirely of the royalties from *Education 3-13*, against outgoings while outgoings have shown a drop of 15% against last at just under £45,000 which is made up chiefly of payments for 3-13 and the Bulletins.

Work has begun (outlined above) on looking at how ASPE's increasing profits can be best harnessed to meet the charities objectives, a focus for future developments.

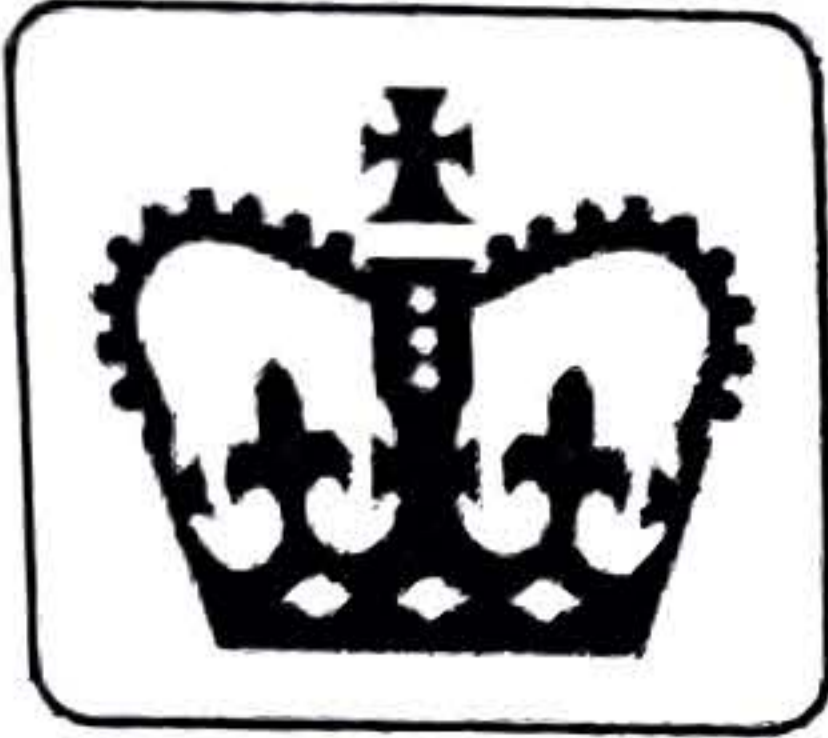
Full financial statements are included with this report.

Conclusion

We remain committed to enhancing existing activities and involving ASPE members from around the UK. This remains an exciting time for ASPE and, as last year, we continue to evolve to meet new challenges and opportunities. We look forward to working with you and new members to take our work forward for the benefit of all those involved in primary education.

Gary and Matt.

Category	Value
1	10
2	20
3	30
4	40
5	50
6	60
7	70
8	80
9	90
10	100
11	110
12	120
13	130
14	140
15	150
16	160
17	170
18	180
19	190
20	200
21	210
22	220
23	230
24	240
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90	900
91	910
92	920
93	930
94	940
95	950
96	960
97	970
98	980
99	990
100	1000



Section A

Independent Examiner's Report

**Report to the trustees/
members of**

Association for the Study of Primary Education

**On accounts for the year
ended**

31st July 2024

**Charity no
(if any)**

1091491

Set out on pages

(remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended DD / MM / YYYY.

**Responsibilities and
basis of report**

As the charity trustees of the Trust, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent
examiner's statement**

I have completed my examination. I confirm that no material matters have come to my attention (other than that disclosed below *) in connection with the examination which gives me cause to believe that in, any material respect:

- accounting records were not kept in accordance with section 130 of the Act or
- the accounts do not accord with the accounting records

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in order to enable a proper understanding of the accounts to be reached.

** Please delete the words in the brackets if they do not apply.*

Signed:

Date:

3 / 9 / 24

Name:

SIMON CARPENTER

**Relevant professional
qualification(s) or body
(if any):**

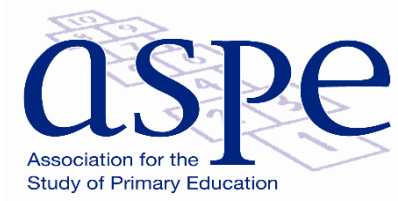
Address:

219 WASHINGTON AVE
Hemel Hempstead
HERTS HP2 6LT

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England & Wales - Charity number 1091491

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ASPE Annual report 2023 – 2024

September 2024

Professor Gary Beauchamp – Chair of ASPE

Mrs Rebekah Gear – Vice Chair of ASPE

We are pleased to report on the exciting developments which are taking place within ASPE since the last AGM. Building on the core values we developed last year, we have invested in a new website, which will be launched after the AGM today. This is a significant development and we intend to use it to revitalise our membership numbers in all parts of the primary sector, around the UK and beyond. We have also continued to invest in new research projects and these are reported below.

Website redesign AGM 2024

ASPE is an organisation with a diverse and dispersed membership and thus requires a website that can fulfil many of the functions and expectations that members can reasonably ask of it. Our website is not only a window onto the activities of ASPE, but an important dissemination channel for information for members for research for teachers, and an educational resource. We engaged a professional web developer to redevelop our website who has worked in conjunction with members of the ASPE executive committee. We believe the new platform highlights, celebrates and supports all aspects of our work and has made administration more efficient.

Since the last AGM the website has developed in the following ways:

- Online membership subscription and e-commerce platform for both invoicing and direct debit is up and running including automated annual billing for membership fees.

- A members online benefits area, which includes access to exclusive research in the form of our 'Reaching into Research journal', book discounts and other media which promote the work of ASPE.
- A new funding application form is integrated into the website.
- Policies have been published on the website.
- Previous ASPE bulletins and ASPE podcasts are published and free to access for all.

Next steps

- The ability to promote and purchase tickets and mail newsletters regarding ASPE events via appropriate platforms.
- Soft launch and consideration of honorary members and current members.

Whilst the redesign and maintenance of the website represents a significant financial and time investment, the executive committee believes strongly that this is the best interests of members to allow access by computer, mobile and other digital means.

Our Publications and Outputs

APSE has two main platforms: *Education 3-13* and the new biannual publication: *Reaching into Research: Conversations from Primary Classrooms* - replacing the previous *Bulletin*. Both of these are peer-reviewed, but *Reaching into Research* contains shorter research informed articles, published by ASPE as a membership benefit and only available to members on the new ASPE website. The aim of this publication is to encourage practitioners to shift from being consumers of research to contributors by providing a platform that celebrates their work. Reports for each follow:

[Executive Editor's Report on *Education 3-13*](#)

September 2024

I am pleased to be able to report that *Education 3-13* continues to progress very well. The most recent publisher's report, provided by Routledge, shows that:

- once again, submissions continue to rise considerably and are now in excess of 400 per year, with items now being submitted from an ever-increasing number of jurisdictions from around the world;
- full-text downloads of articles have increased to another record level and are approaching half a million per year;

- the citation level of the journal has risen in the past year, meaning that more academic colleagues are quoting work published in the journal.

The continually increasing amount of material submitted to the journal does, however, mean that in excess of a quarter of a million words of material needs to be dealt with each year. This causes a perennial challenge in managing the huge inflow of articles, all of which have to be logged into the system, sent out for review and analysed for final decision whether to designate items for publication.

As colleagues will be aware, not surprisingly, and despite the fact that reviewers are requested to be very selective, this inflow has also led to a considerable backlog of material awaiting publication and *Education 3-13* now has well over a year's worth of work awaiting publication. The process of 'online first', which has been employed by Routledge for some time, means that all items that are accepted for publication appear online within a few weeks of being forwarded to the publisher, but authors often have a long wait before publication in paper form. The various institutional and national systems of research monitoring in different countries mean that while some authors are happy for their item to be published virtually, for others only full print publication is acceptable.

In the past, Routledge has agreed to increase the number of issues per year and they have risen over time during our collaboration with Routledge from four issues per year to eight. In addition, Routledge has increased the number of items per issue so that each issue is now much longer than was the case in the past. Nonetheless, the increasing popularity of the journal has meant that the challenge of how to deal with the amount of submissions remains constant.

We have, as an editorial team, agreed to steadily increase our expectations about the quality of items included, which can also have benefits such as assisting in increasing citation rates for the journal, and we have agreed to carry out occasional moderation exercises in order to ensure that our expectations are all at a similar level. In addition, Routledge has indicated that they intend to make the final issue of 2024 an extra-large issue so that papers and reviews that have been waiting some time can be published.

As colleagues will be aware, the editorial team for general issues now consists of Dr Paul Adams, Dr Elizabeth Malone and Dr Peter wood, who help very considerably in carrying the burden of reviews. As a team we are also, of course, grateful for the continued support of our many invited reviewers.

Professor Dominic Wyse, Professor Alice Bradbury and Dr Yana Manchurian of the Hamlyn Centre for Pedagogy, at University College London, continue to oversee special issues of the journal and three such special issues have now been published this year including:

- Issue 1, on Reimagining Education after Covid, guest edited by Amelia Hempel Jorgenson and Alice Bradbury (my very great thanks are extended here to Professor Bradbury for completing the development of this work after the very sad death of Dr Jorgenson during the development of the Issue);
- Issue 6, on Understanding and Enacting Children's Voices in Schools, guest edited by John O'Reilly of the University of Limerick;
- Issue 7, on Language, Literacy and Literature, guest edited by Teresa Cremin and Helen Hendry.

My thanks are extended to all of the guest editors and to the staff of the HHCP for developing and producing three such interesting and informative issues. The process of gathering together a team of writers, overseeing the completion of the articles and collating all the material is very time-consuming and their generous commitment to the journal is to be applauded.

Malini Mistry remains our valued Book Reviews Editor and she has worked very hard to ensure that we have a large number of book reviews this year.

As many colleagues will be aware, the decision was taken this year to change the titles of the editorial team so that the former Deputy Editors for general issues are now listed as 'Editors' and the Editor as 'Executive Editor'. This not only reflects the common nomenclature in many journals of a similar size to *Education 3-13* but is also meant as a reflection of the nature of the commitment being shown by all of these colleagues.

In addition to the publication of the eight issues of the journal this year the celebratory text for the fiftieth year of the journal was published in 2023 in hardback form, entitled *Contemporary Issues in Primary Education - Fifty Years of Education 3-13*. I am pleased to report that Routledge have recently produced the same text in paperback form. A further edited text based on articles published in *Education 3-13*, entitled *Forest Schools: The Research Evidence*, edited by Mark Brundrett, Elizabeth Malone, and Avril Rowley, has now been submitted to Routledge and is likely to appear early in 2025.

As always, my great thanks go to: the Editors and Deputy Editors of the journal, all of the reviewers (who give their time without charge), the guest editors, the writers, and colleagues at Routledge. Special thanks go, as always, to Emma Fitzgerald, the journal Administrator/ Manager, who has to deal with the huge and ever-increasing inflow of material to the journal. In addition, I thank colleagues on the Executive Committee of ASPE for their support.

Mark Brundrett Executive Editor, Education 3-13, 9th September 2024.

Reaching into Research

Since the last ASPE report two issues of 'Reaching into Research' have been published to replace the previous *Bulletins* with new format and new review peer process. The first issue focused on the impact of pedagogy on practice and included some articles on pupils with English as an Additional Language (EAL). The second issue focused on learning in different ways and even included an article on comparing aspects of Early Years between England and Finland through an international lens.

All articles are fully and robustly peer reviewed by members of the executive committee and further support is also offered to authors to help their articles achieve publication. Topics for consideration are broad and varied across Early Years and the Primary sectors and include the dissemination of practical research to more in-depth think pieces that link theory and practice.

Funded projects

A very positive development since the last AGM is the ongoing development of funded projects in Scotland as well as Wales, reflecting our commitment to exploring primary education throughout the different national contexts, policies and curricula around the UK. These grants are up to £5,000 and are open to primary schools, universities with school partners or other members of the primary sector. The application process has been streamlined and moved online as part of the new website. Each bid is reviewed by the Executive committee throughout the year, using the following criteria:

- Timeliness of project
- Viability of successful completion;
- Quality of partnership (if applicable);
- Appropriateness of methods quality of analysis;
- Potential impact on pupils' learning and development;

- Potential impact of teachers' development of research skills
- Value for money;
- Contribution to the study of primary education.

One member of the executive committee is allocated as link to each project to ensure clear communication and support. In addition, each project reports back on progress to every executive committee meeting. The expectation is that successful projects will submit a paper to *Education 3-13* and contribute to ASPE events, such as seminars and conferences.

Short reports of new funded projects this year:

Augmented Reality in the Primary School

Project Lead: Dr Stavros Nikou

Lead Organisation: Strathclyde Institute of Education, University of Strathclyde, Glasgow

School partners:

Holy Cross Primary School

St Patrick's Primary School

St Helen's Primary School

St Michael's Primary School

Progress Update

- Data collection completed June 2024
- Data analysis currently being undertaken (September 2024)
- Plan for Project Lead to present at SERA conference in November
- Plan for Project Lead to write journal article and submit to 3-13
- Teachers and project lead to write article for *Reaching Into Research*

"Dyslexia and Wobbly Wellbeing: A Scoping Study" - Final Report Summary

Dr Helen Ross, Dr Peter Wood and Dr Elizabeth Malone

"Dyslexia and Wobbly Wellbeing: A Scoping Study" explores the relationship between literacy challenges faced by young primary school students, particularly

those with dyslexia, and their overall wellbeing. Conducted in Burdon Grove Primary School in the Southwest of England, this research explores young people's self-perception, experiences of literacy in the , and school policies that impact their wellbeing.

The study reveals that literacy-related anxiety, particularly around spelling, is a significant source of stress for young learners at Burson Grove Primary School. Learners in this study struggled with feelings of inadequacy, which negatively affects their self-concept and emotional wellbeing. Writing was also identified as a source of anxiety, with poor performance often linked to a negative outlook.

Furthermore, the research underscores the importance of adaptive teaching approaches and flexible learning spaces, such as outdoor areas, in fostering a positive educational environment. Students valued opportunities to learn in spaces outside traditional classrooms, which helped alleviate stress and build confidence. This was supported by the use of tools like affirmation and regulation stations within classrooms.

Despite the challenges of identifying dyslexia early due to limited resources, the study highlights the importance of early intervention and adaptive teaching, which were found to boost both academic performance and emotional wellbeing. The project's findings suggest that a holistic approach to literacy difficulties and wellbeing is essential in supporting students' long-term academic and personal development. The project also highlights the importance of further work, in a wider range of settings to gain deeper insight into connections between young people's experience of literacy in school, whether they have literacy-specific challenges or otherwise, and the links between these experiences and students' wellbeing more broadly.

Future projects and events:

The Executive Committee regularly review new proposal and we will update you each year. We will be organising seminars based on previously funded projects in the coming year and these will be free to members.

Expanding membership

Last year we lowered membership rates to acknowledge the challenging times we live in. A key focus on the coming year will be a major recruitment drive now that our new website is up and running, which will allow a streamlined joining

and payment system. We hope that all members of ASPE will share this link: <https://aspe.org.uk/become-a-member-of-aspe/> to revitalise our membership.

Conclusion

We remain committed to enhancing existing activities and involving ASPE members from around the UK. This remains an exciting time for ASPE and, as last year, we continue to evolve to meet new challenges and opportunities. We look forward to working with you and new members to take our work forward for the benefit of all those involved in primary education.

Gary and Bekah.

ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION					
INCOME AND EXPENDITURE ACCOUNT					
FOR THE YEAR ENDED 31 JULY 2024					
	2024		2023		
INCOME	£	£	£	£	
Subscriptions	600.00		1,375.00		
Interest	2,345.73		1,004.65		
Royalties - Informa UK	82,712.02		84,780.16		
Conference Sales	0.00	85,657.75	664.50	87,824.31	
EXPENDITURE					
Committee Travel	2,038.36		1,880.70		
Administration Services	1,452.40		387.76		
Website costs	2,909.01		2,121.60		
Equipment purchases	2,113.20		0.00		
Reimbursement Humanities 202	0.00		919.82		
ASPE Chair Expenses	0.00		1,500.00		
3-13 Publication & Bulletins	31,542.43		28,504.25		
Research Projects	9,036.30		3,350.00		
Insurance	437.81		389.54		
Committee Meetings	3,047.00		1,395.78		
Conference Costs 2022/23	0.00	52,576.51	6,496.16	46,945.61	
Profit for the Year		33,081.24		40,878.70	
ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION					
BALANCE SHEET AS AT 31 JULY 2024					
	2024		2023		
CURRENT ASSETS	£	£	£	£	
Cash at Bank					
Reserve Account	183,504.92		150,643.68		
Current Account	250.00	183,754.92	250.00	150,893.68	
CURRENT LIABILITIES					
Royalties in Advance	16,667.00		16,667.00		
Subscriptions in Advance	380.00	17,047.00	600.00	17,267.00	
		166,707.92		133,626.68	
REPRESENTED BY:-					
Accumulated Fund as at 1 Aug 2023		133,626.68		92,747.98	
Profit for the Year		33,081.24		40,878.70	
		166,707.92		133,626.68	
BANK RECONCILIATION STATEMENT AS AT 31 JULY 2024					
	£	£			
Balance as per Bank Statement			183,504.92		
Add: Outstanding Lodgements		0.00	0.00		
Less: Unpresented cheques		0.00	0.00		
Balance as per cashbook			183,504.92		



Section A Independent Examiner's Report

Report to the trustees/members of Association for the Study of Primary Education

On accounts for the year ended 31st July 2024 Charity no (if any) 1091491

Set out on pages (Remember to include the page numbers of additional accounts)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 00/00/0000.

Responsibilities and basis of report As the charity trustees of the Trust, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement I have completed my examination. I confirm that no material matters have come to my attention (other than that disclosed below *) in connection with the examination which gives me cause to believe that in, any material respect:
- accounting records were not kept in accordance with section 130 of the Act or
- the accounts do not accord with the accounting records

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in order to enable a proper understanding of the accounts to be reached.

* Please delete the words in the brackets if they do not apply.

Signed: [Signature] Date: 3/9/24

Name: SIMON CARPENTER

Relevant professional qualification(s) or body (if any):

Address: 219 WASHINGTON AVE, HENRI HEMPSTAD, HERTS HP2 6UT

THE ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION

England & Wales - Charity number 1091491

Accounts

ASPE Annual report 2022 – 2023

September 2023

Professor Gary Beauchamp – Chair of ASPE

Mrs Rebekah Gear – Vice Chair of ASPE

We are pleased to report on the exciting developments which are taking place within ASPE. The period since last year's AGM has been one of considerable regeneration. It has been a time of reflection on our core values and how we continue to further these in a rapidly changing educational landscape. This has led to a process of creative revisioning of the association and its goals. The changes we are making fall broadly into three categories: i) Our constitution and internal processes; ii) Membership and the benefits that this brings; iii) Our publications and Outputs.

I. Our constitution and internal processes

Changes to the constitution were approved at last year's AGM and the executive committee has been ensuring that our processes align with this document. Additionally, we were anxious to encourage wider participation in the committee. The current, recently expanded, Executive committee has its full complement of 16 members, reflecting three categories of membership in the Constitution: teaching or leadership staff of primary schools; the wider education community; and higher education institutions involved in primary teacher education and research. Within this, we have recently ensured that all nations of the UK are represented, particularly in the school staff category, to reflect the devolved government of education policy and practice. We hope that this breadth of experience will give us the best chance of fulfilling our mission in a way that is relevant across the whole UK and, indeed, beyond.

During the last year, the executive committee has re-examined the aims and objectives of ASPE, which are to promote:

- independent and informed commentary of contemporary issues;
- professional collaboration;
- independent research and reflection;
- enhancement of practice;
- dissemination of information.

II. Membership and the benefits that this brings

Website redesign

ASPE is an organisation with a diverse and dispersed membership and thus requires a website that can fulfil many of the functions and expectations that members can reasonably ask of it. Our website is not only a window onto the activities of ASPE, but an important dissemination channel for information for members for research for teachers, and an educational resource. After a recruitment process, we have engaged a professional web developer to redevelop our website from scratch into a platform that will highlight, celebrate, and support all aspects of our work, as well as make administration more efficient.

New features will include:

- Online membership subscription
- Automated annual billing for membership fees
- The ability to promote and purchase tickets to ASPE events
- A members online benefits area, which will include access to exclusive research, and also to provide a place to access podcasts and other media by which we can promote the work of ASPE.

Whilst the redesign of the website represents a significant financial investment, as well as a thoroughgoing change in the way that we administer the Society, the executive committee believes strongly that this is the best interests of members to allow access by computer, mobile

and other digital means. Full details of the new site will be sent to the membership as soon as the site is launched.

Funded projects:

One feature of this work that we hope to make more widely known is the support we offer for practitioner research through small-scale research grants for working collaboratively with primary school partners, universities or other relevant partners. These grants are up to £5,000. Release time for teachers and Research Assistant time can be included amongst the costs, but not university staff time, which can be offered as matched funding. Each bid is reviewed by the Executive committee using the following criteria:

- Timeliness of project
- Viability of successful completion;
- Quality of partnership (if applicable);
- Appropriateness of methods quality of analysis;
- Potential impact on pupils' learning and development;
- Potential impact of teachers' development of research skills
- Value for money;
- Contribution to the study of primary education.

The expectation is that successful projects will submit a paper to *Education 3-13* and contribute to ASPE events, such as seminars and conferences.

At present, three projects have been funded and the result of one of these has just been published in *Education 3-13*, titled: ["My picture is not in Wales": Pupils' Perceptions of Cynefin \(Belonging\) in Primary School Curriculum Development in Wales](#). This paper highlights the benefits and potential of school and university collaboration. The paper is the work of the *Curriculum and Pedagogy Collaborative Research Network (C&P CRN)*, one of four such networks supported by Welsh Government funding as part of their National Strategy for Education Research and Evidence (NSERE). The C&P CRN includes a steering group of at least two academic staff from all universities in Wales, with a particular emphasis on developing research capacity. The networks work closely with schools and Regional Consortia to provide a mutually supportive environment to

explore research in an international context. Papers from the other ASPE-funded projects will follow in due course.

ASPE also both supports and hosts conferences and seminars. As with many organisations the COVID period and the aftermath proved challenging in the last year, but we are very interested to hear from anyone with ideas on topics and/or event formats that we can consider funding, including collaborations with schools, universities and other organisations with a focus on primary education. We are currently actively considering supporting events such as a series of writing retreats across the UK, leading to submission to ASPE publications. These will be open to teachers, schools leaders and early career academics working in the area of primary education. Again, we would welcome ideas for other events / formats that will support the advancement of understanding of primary education in the UK and beyond.

Expanding membership

The executive committee have reflected on the lack of teachers in the very early years of their career, engaging with ASPE. In addition, membership has declined in recent years and we aim to reinvigorate this alongside the new website. To support this, and in light of the current financial climate, we have adjusted membership costs as below:

£5 seniors

£10 Adult

£20 Schools/Organisations/Groups

We hope that this will encourage a greater uptake of membership in particular from those at all stages of the teaching profession and lead to a larger and increasingly vibrant organisation.

[III. Our Publications and Outputs](#)

APSE has two main platforms: *Education 3-13* and the new biannual publication: *Reaching into Research: Conversations from Primary Classrooms* - replacing the previous *Bulletin*. Both of these are peer-reviewed, but *Reaching into Research* contains shorter research informed

articles, published by ASPE as a membership benefit. The aim of this publication is to encourage practitioners to shift from being consumers of research to contributors by providing a platform that celebrates their work.

To further raise awareness we have written an editorial for the upcoming edition of *Education 3-13* to publicise its connection with ASPE, entitled 'ASPE: a too well-kept secret?', which is freely available here:

<https://www.tandfonline.com/doi/epdf/10.1080/03004279.2023.2252248?needAccess=true&role=button>

Education 3-13, or more accurately *Education 3-13 - International Journal of Primary, Elementary and Early Years Education*, is the only international academic journal with a sole focus on the early years, primary and middle phases of education internationally. It aims to 'publish refereed articles representing the highest quality research and analysing practice relating to children between the ages of 3-13, both in the UK and internationally.' Within this aim, an important emphasis for ASPE is that the articles 'develop policy and practice in primary education' and, very importantly, 'also assist practitioners by providing helpful and stimulating ways of viewing what they do, or might do'.

The success of the journal, and the growing numbers of papers from around the world, has led the ASPE executive to fund three new deputy editor posts. After a recruitment process, we would like to formally welcome Dr Paul Adams, Dr Elizabeth Malone, and Dr Peter Wood to the team supporting Professor Mark Brundrett as Editor, whose report follows.

Report on *Education 3-13* - September, 2023

I am pleased to provide a report on the development of *Education 3-13* during the last twelve months for the Annual General Meeting of ASPE. It has been another very successful year for the journal and I offer the key points below:

- I noted last year that submissions to the journal continue to rise and now come from many countries around the Globe. The past year has

seen the development of particular new areas for submissions of articles including from the Sudan, Indonesia and South America. During 2022 (the last full year for which figures were available) the number of articles submitted rose to 327 and the number of articles published, including book reviews and editorials, rose to 185. The very large volume of material that we receive has meant that we continue to have a considerable number of articles waiting to be published and this is despite the fact that we only accept approximately one third of items sent to us. It has, therefore, been agreed with our publisher that up to 12 articles can now be included in each issue of the journal (on average an increase of two items per issue).

- As one would expect with a journal that addresses all issues connected with the education of children between the ages of 3 and 13, the range of topics included in the journal has, as usual, been eclectic. Not surprisingly, in light of recent circumstances, some of the most popular articles that have enjoyed the most reads and downloads have focused on the challenges caused by the education children online and at home. The very popular connected topics of outdoor learning and Forest Schools have also continued to feature strongly in submissions and have been received well by readers.
- The Deputy Editors of *Education 3-13*, Professor Dominic Wyse and his colleagues Professor Alice Bradley and Dr Yana Manyukhina, of the Hamlyn Centre for Pedagogy at University College London, have continued to develop and publish special issues of the journal and we thank them and their team for all of their efforts and greatly appreciate their involvement and support. In addition, the Executive Committee of ASPE has recently appointed three new Deputy Editors for general issues of *Education 3-13*, including Dr Paul Adams of the University of Strathclyde, Dr Elizabeth Malone of Liverpool John Moores University, and Dr Peter Wood of Liverpool John Moores University. These new Deputy Editors have been doing

invaluable work in reviewing articles and contributing to the wider development of the journal.

- Article downloads of *Education 3-13* increased yet again last year and reached the unprecedented level of 423,805. This year the number has already reached 268,525, which surpasses the number at the same point last year. These downloads took place in a wide range of countries around the World and, whilst the majority were in the UK and Europe, a considerable percentage were in the USA, Asia and Australasia, with smaller numbers in Africa and the rest of the World.
- It is pleasing to be able to report that surveys carried out by our publisher, Routledge, show that author satisfaction with the journal continues to be very high, with the large majority of respondents being very satisfied with the process of submitting and publishing articles in the journal. Similar satisfaction levels were also found in a survey relating to the review process for the *Education 3-13*.

We look forward to another busy year with *Education 3-13* and we thank the Executive Committee of ASPE and its Chair, Professor Gary Beauchamp, for all of their support for the journal. We also wish to express thanks to the members of the Board of the journal and all of the many reviewers who give their time so generously. Special thanks go, as always, to the team at Routledge and to Emma Fitzgerald, our excellent journal administrator, who has managed the journal for a considerable number of years.

Professor Mark Brundrett, Editor, Education 3-13. September 2023.

iv. Conclusion

We are committed to building on the solid foundations provided by previous chairs and executive committee members since the formation of APSE in 1988. We hope you will agree that this is a very exciting time for ASPE as we evolve to meet new challenges and opportunities. We look forward to working with you and new members to take our work forward for the benefit of all those involved in primary education.

Gary and Bekah.

ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION					
INCOME AND EXPENDITURE ACCOUNT					
FOR THE YEAR ENDED 31 JULY 2023					
		2023			2022
	£		£	£	£
INCOME					
Subscriptions	1,375.00			1,995.00	
Interest	1,004.65			46.54	
Royalties - Informa UK	84,780.16			66,472.83	
Conference Sales	664.50	87,824.31		0.00	68,514.37
EXPENDITURE					
Committee Travel	1,880.70			2,071.35	
Administration Services	387.76			1,690.00	
Website costs	2,121.60			0.00	
Reimbursement Humanities 202	919.82			0.00	
ASPE Chair Expenses	1,500.00			4,500.00	
3-13 Publication & Bulletins	28,504.25			30,791.00	
Research Projects	3,350.00			4,850.00	
Insurance	389.54			379.44	
Committee Meetings	1,395.78			2,244.23	
Conference Costs 2022/23	6,496.16	46,945.61		765.00	47,291.02
Profit for the Year		40,878.70			21,223.35
ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION					
BALANCE SHEET AS AT 31 JULY 2023					
		2023			2022
	£		£	£	£
CURRENT ASSETS					
Cash at Bank					
Reserve Account	150,643.68			116,164.98	
Current Account	250.00	150,893.68		250.00	116,414.98
CURRENT LIABILITIES					
Royalties in Advance	16,667.00			22,292.00	
Subscriptions in Advance	600.00	17,267.00		1,375.00	23,667.00
		133,626.68			92,747.98
REPRESENTED BY:-					
Accumulated Fund as at 1 Aug 2022		92,747.98			71,524.63
Profit for the Year		40,878.70			21,223.35
		133,626.68			92,747.98
BANK RECONCILIATION STATEMENT AS AT 31 JULY 2023					
			£	£	
Balance as per Bank Statement				150,643.68	
Add: Outstanding Lodgements		0.00		0.00	
Less: Unpresented cheques		0.00		0.00	
Balance as per cashbook				150,643.68	



Section A Independent Examiner's Report

Report to the trustees/ members of

ASSOCIATION FOR THE STUDY PRIMARY EDUCATION (ASPE)

On accounts for the year ended

31 JULY 2023

Charity no (if any)

Set out on pages

(remember to include the page numbers of additional sheets)

Responsibilities and basis of report

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended DD / MM / YYYY.

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

[The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of [insert name of applicable listed body]]. Delete [] if not applicable.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below *) which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
the accounts did not accord with the accounting records; or
the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

* Please delete the words in the brackets if they do not apply.

Signed:

[Signature]

Date:

20 | 8 | 23

Name:

SIMON CARPENTER

Relevant professional qualification(s) or body

(if any):

Address:

219 WASHINGTON AVENUE

HEMEL HEMPSTON

HERTS HP2 6LT

Section B

Disclosure

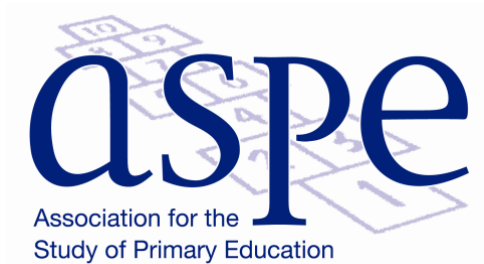
Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

THE ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION

England & Wales - Charity number 1091491

Accounts



Registered Charity Number: 1091491

Annual General Meeting 2022

Saturday 19th November 2022 at 11.00 am

Venue: Hilton Garden Inn, 1 Brunswick Square, Birmingham, B1 2HW

Chair's Report on behalf of the Trustees of ASPE – 2021-22

Overview

Once again, it is my pleasure to report on behalf of the Trustees of ASPE for the period 2021-2022. This has been the second year that the work of our association has been affected by the Covid-19 pandemic and its consequent periods of lockdown.

Enabling school-based research projects has been a real challenge since leaders in schools have had many other more urgent matters to deal with. Some of our events have been able to go ahead, thanks to remote access which has brought with it some added benefits, although the lack of ASPE's physical presence has seen a knock-on effect which has resulted in a slowdown in the growth of our membership numbers.

Nevertheless, as required by the Charity Commission, Members of our Committee have worked collectively to develop and promote ASPE's objects.

The work of the Executive Committee

Meetings continue to take place on a regular basis and this year we have managed to meet once again face-to-face in Birmingham. We have also been able to offer remote attendance for those unable to attend. Committee members have continued to pursue the objects of ASPE with great success. We have managed to plan and develop conferences and events and to encourage local research including projects in schools. We have also developed the range of ways to engage with the education community including the introduction of a Twitter account and introduced podcasts. Our website has continued to flourish and be an attractive resource for those who wish to make contact with us. Further details of developments will feature later in this report.

Changes amongst our trustees have been few for most of the year which has created stability within the group. Unfortunately, Danielle Sullivan who joined us last year as had to withdraw from the committee due to other commitments. As a class teacher and middle leader, she brought relevance into conversations and discussions and I would like to thank her for her contributions. Malini Mistry, a long-standing member of the Executive, has unfortunately had to step back from our committee due to changes in her professional work. Her energy will be sadly missed in terms of managing our website and as bulletins editor. Her commitment, over time, has resulted in an outstanding contribution to ASPE. I would like to thank Malini most sincerely

for her contribution. However, she will continue as a member of our association and the Education 3-13 editorial board. Finally, Roy Hughes, Vice Chair will be stepping back from this role but has expressed his desire to remain as an Executive member. I would like to thank Roy for his excellent advice and support during his period as Vice Chair.

More recent trustees to join the board include Professor Gary Beauchamp representing HEI, Dr Andrew Joyce-Gibbons also from HEI and Rebekah Gear initially representing the school sector but of late she has secured a position in HEI, but retaining strong links with schools. These appointments have brought with them a range of new ideas and initiatives that are beginning to work extremely well. The nine trustees have been sustained for most of the year and have collectively made an excellent contribution. We are now seeking to replace those colleagues who have had to step back from their duties.

Events:

I'm pleased to report that following the pandemic and the consequence of lockdown period we have now held and sponsored live events. In September, we supported the work of the Education Learning Trust with their conference in Manchester on Curriculum Leadership, based on relevant research. Presenters included Professor Mick Waters, Mary Myatt, and Professor Dominic Wyse, together with an interesting range of workshops, led by research practitioners including members of our Executive Committee. Feedback on this event was excellent. A further event in October, held in London, was at the heart of what ASPE stands for, the theme was Reading - Multiple Perspectives. This was the subject of an Education 3 - 13 special in 2020/21, guest edited by Professor Roger Beard and has subsequently been published as a book. Thanks for our joint effort with Roger the conference was led by each of the authors of articles for the special who are able to disseminate their research to delegates. These included, Professor Greg Brooks, Professor Gemma Moss, Professor Rhona Stainthorp, Professor Victoria de Rijke, Professor Jeff Bezemer, Dr Sinead Harmey and poet Anthony Wilson. This event was an excellent example of bringing research into live presentations for teachers, students/researchers and others.

Research Projects

We continue to develop partnerships with colleagues in universities and schools. ASPE's policy is to part-fund research projects and help advise and shape the direction of them. We encourage those participating to publish a report on the design and approaches used and outcomes. ASPE also encourages dissemination of the project and its findings through seminars and workshops. Current Projects include: '*Exploration of Children's Experiences of Making Music*' led by Dr Dylan Adams and Cardiff Metropolitan University, in partnership with three primary schools; '*Haymay in Schools: a remote synchronous collaborative problem project*', led by Dr Andrew Joyce-Gibbons from Bath Spa University and Executive Member with four primary schools, and a rather special project on '*Curriculum and Pedagogy*' in liaison with the Collaborative Research Network, which is one of four networks supported by the Welsh Government. This latter project engages with all nine universities in Wales with research in four contrasting primary schools. I would like to thank Gary Beauchamp who joined the committee last year for helping to initiate these projects in Wales.

Publications

The Journal: Education 3-13

The Editor, Professor Mark Brundrett reports:

I am pleased to provide a brief report on the main developments in Education 3-13 during the last twelve months. I outline the key points below:

- *In response to the continued success of the journal and the increasing number of articles we receive, Routledge/ Taylor and Francis agreed that from Volume 50 (2022) each issue would*

be expanded in order to enable the inclusion of one extra article every time the journal is published. This took place from Issue 1 of this year and each issue is now approximately 70,000 to 80,000 words in length, which provides the equivalent of one additional issue each year, thus adding even greater value for recipients of the journal. Taylor and Francis have recently made a further offer that each issue of the journal can be expanded by up to two more articles if the volume of material requires this.

- *The Deputy Editors of the journal, Professor Dominic Wyse and his colleagues Professor Alice Bradley and Dr Yana Manyukhina, of the Helen Hamlyn Centre for Pedagogy (HHCP) at University College London, have now begun to develop and publish special issues of the journal. This has been a great development for Education 3-13 and we have no doubt that this will increase the prestige, reach and quality of the journal even further. The first special issue from the team was published this year (Volume 50, Issue 4, 2022) on the topic of Developing Children’s Agency in Theory and Practice with Dr Yana Manyukhina as Deputy Editor and Dr Sara T. Baker and Dr Soizic Le Courtois as editors. Our thanks are extended to Dr Manyukhina, the guest editors and all of those who contributed to this excellent issue on a topic of considerable contemporary interest.*
- *Education 3-13 entered its fiftieth year of publication in 2022. A special ‘celebratory text’, based on articles from the journal over the last ten years, has been developed, the full reference for which is: Brundrett, M., Beauchamp, G., Latham, P., Mistry, M., Murray, M., Taylor, B., and Wood, P. (Eds) (2022) Contemporary Issues in Primary Education, London: Routledge. The hardback and e-book versions of the book are now available from bookshops and online. It is hoped that a paperback version will be produced in due course.*
- *We were delighted to learn that the excellent special issue on Reading published last year (Volume 49, Issue 1, 2021), developed by Professor Roger Beard, led to a conference sponsored by ASPE which was held in London. This was an issue of outstanding quality and the material has been developed into a text: Beard, R. (Ed), 2022, Reading: Multiple Perspectives, London: Routledge. The hardback and e-book versions of the book are now available from bookshops and online. We thank Roger and the team of writers who produced this significant contribution to the field.*
- *Routledge have recently signed a further contract to publish a book based on the special issue on Inquiry-Based Science in the Primary Classroom, Edited by Garima Bansal and Umesh Ramnarain (Volume 49, Issue 3, 2021) which is expected to be available some time in 2023. Our thanks are extended to both the editors and contributors to the special issue and edited text.*
- *The latest publisher’s report for the journal, recently provided by Routledge, indicates that the journal continues to develop well. Highlights include:*
 - *submissions have continued to rise;*
 - *downloads continue to increase from their already very high volume;*
 - *author satisfaction with the journal remains high.*

All these key indicators are testament not only to the continued success of the journal but also to the commitment of the editorial team as a whole and to the excellent support provided by both the Board and reviewers who give of their time so unstintingly.

Professor Mark Brundrett, Editor.

Chair’s response:

Mark has, without doubt, continued to make an enormous contribution to the world of educational research, through the commendable task of producing our journal Education 3-13, which this association proudly owns. I am greatly indebted to Mark, the editorial board, and his

assistant Emma Fitzgerald for their continued commitment to quality research into primary education worldwide. I would like to endorse Mark's comments on the appointment of Professor Dominic Wyse and his team for taking on the role Deputy Editorship and the further developments of special issues. Not only will these issues be in safe hands, but the new arrangements will trigger greater liaison and partnership between the Helen Hamlyn Centre for Pedagogy and our association.

It is also important to acknowledge that royalties from the sales of Education 3-13 worldwide enable ASPE to fund its activities to bring together research and practice.

The ASPE Bulletin.

Since the launch of the ASPE Bulletin in January 2019, we have published 38 issues. Topics this year include Learning Environments, Primary Foreign Languages, the Impact of Mindfulness, Science and Emotions in Learning. The Bulletin is a great source of easy to read well researched themes of relevance and interest to all primary practitioners. I would like to thank Malini Mistry, our Bulletin Editor, for her support and for helping to make the Bulletin initiative such a success. ASPE plans to implement seminars based on a selection of these bulletins so that the authors can discuss with teachers and others how their findings were drawn together reinforcing impact.

Podcasts

Our podcasts aim to bring our publications, particularly our Bulletins and Education 3-13, closer to our followers. My thanks to Rebekah Gear for taking this forward and for creating a draft policy for this activity. I see this as being a major project during the forthcoming year.

Website and social networking

We have continued to improve our website in order to make it more relevant and appealing. I would like to thank Malini Mistry for her work in liaising with our publisher and others, in order to keep the website up-to-date. Our Twitter account has seen more activity. My thanks to the efforts of Rebekah Gear and Andrew Joyce Gibbons, for heightening the profile of ASPE within the education community and beyond.

Broader Representation

This has been a successful year in developing networks and extending influence within the education community. Our partnerships with HHCP and the Primary Umbrella Group (PUG) continues. These networks opportunities offer an opportunity to inform others about ASPE activities

Membership

Our Membership Secretary will provide a full report later in this meeting. ASPE has a loyal core of members, some having supported the association for many years. We have an active PO Box and dedicated email address to enable membership enquiries. The general email address is aspeinfo@aol.co.uk I would like to thank Michelle Murray and her team at the Education Learning Trust for the regular work that has taken place throughout the year in dealing with many enquiries, essential communications, coordinating our membership enquiries, supporting events, chasing payments etc. and for the administration and publication of our Bulletin. It is with deep regret that Michelle will be stepping back from this role as a result of the growth and development of her Trust. I would like to pay tribute Michelle in supporting ASPE over several years. Michelle will nevertheless continue as an Executive member.

Finances

Our Treasurer will outline later in her report on our current finances. We continue to be in a very strong financial position. We are continuing to ensure that royalties received from Education

3 -13 are spent on events and other activities that promote the overall objects of ASPE, as outlined in our commitment to the Charity Commission. I would like to thank our Treasurer, Jill Adams for her work in keeping our finances in very good order, throughout the year.

ASPE Constitution

Our current constitution has been in place since 2001 and it has been decided to improve and update it in the light of changes and developments. I would like to thank our committee for their contributions and to Gary Beauchamp for his work in coordinating the changes. There will be an opportunity later in this meeting for the new draft constitution to be formally adopted.

Conclusion

As an association we are quite small but are very active indeed. We continue to maintain our commitment to our core purpose, established over 40 years ago. We strive to lead the way in encouraging practitioners to develop learning opportunities based on good evidence, professional dialogue and the very best of classroom practice.

As Chair of this association for some seven years, the time has come for me to step back from this role and allow others to take our work forward. I have enjoyed seeing the confidence of new trustees grow and the wide range of ASPE activities develop during a time of turbulence in education particularly in the changing face of university teacher education and in the way schools are now managed. Now is the time to allow others to take ASPE forward with new life and vigour. I have been a member of the Executive Committee of ASPE for over 30 years and have witnessed enormous changes and challenges. We are now delivering on the objects set out in the constitution more successfully than ever before. I have enjoyed every minute of my time leading ASPE and it is my wish to continue working as a committee member.

Finally, I would like to thank all members of the Executive Committee for their excellent work throughout the year. Increasingly, the burden of day-jobs, very busy private lives and the need to give time generously to support ASPE activities are becoming difficult to reconcile. Nevertheless, every single member of the Executive Committee, all of whom are volunteers, undertake their duties in a very professional and committed way. This is because they care about education. They care for the academic staff working in colleges, teachers in schools ensuring they model themselves around the ASPE objects fashioned nearly half a century ago and which are relevant today in order that pupils can achieve in schools. This is very commendable! I am deeply appreciative to all of those who work tirelessly to steer practice in this direction. We are the only association that promotes, solely as its main purpose, researched practice in Primary Education. Under new leadership, I am confident that ASPE will continue to strive to achieve in this direction.

Finally, I would like to thank all ASPE members for their continued loyalty. Please help us to recruit and spread the good word to your friends and colleagues.

As always, if you have any comments to make about anything raised in this report, please let us know at aspeinfo@aol.co.uk

Paul Latham
Chair of ASPE

6 November 2022



Receipts and payments accounts

For the period from	Period start date 01/08/2021	To	Period end date 31/07/2022
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Subscriptions	1,995	-	-	1,995	1,605
Interest	47	-	-	47	8
Royalties - Informa UK	66,473	-	-	66,473	53,619
Conference Sales	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	68,514	-	-	68,514	55,233
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	68,514	-	-	68,514	55,233
A3 Payments					
Committee Travel	2,071	-	-	2,071	26
Administration Services	1,690	-	-	1,690	6,266
ASPE Chair Expenses	4,500	-	-	4,500	1,500
3-13 Publication & Bulletins	30,791	-	-	30,791	27,169
Research Projects	4,850	-	-	4,850	-
Insurance	379	-	-	379	374
Committee Meetings	2,244	-	-	2,244	-
Conference Costs	765	-	-	765	2,500
	-	-	-	-	-
Sub total	47,291	-	-	47,291	37,836
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	47,291	-	-	47,291	37,836
Net of receipts/(payments)	21,223	-	-	21,223	17,397
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	-	-	-	-	-
Cash funds this year end	21,223	-	-	21,223	17,397

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds				
	Bank Reserve Account	116,165	-	-
	Bank Current Account	250	-	-
	Liabilities	23,667	-	-
	Total cash funds	92,748	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	OK	OK


	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets			
Details			
		-	-
		-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-

	Fund to which asset belongs	Cost (optional)	Current value (optional)
B3 Investment assets			
Details			
		-	-
		-	-
		-	-
		-	-
		-	-

	Fund to which asset belongs	Cost (optional)	Current value (optional)
B4 Assets retained for the charity's own use			
Details			
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-

	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities			
Details			
Royalties in Advance	22292	-	
Subscriptions in Advance	1375	-	
		-	
		-	
		-	

Signed by one or two trustees on behalf of all the trustees

Signature	Print Name	Date of approval
	James Paul Latham	19.11.2022

Independent examiner's report on the accounts

Section A Independent Examiner's Report

Report to the trustees/ members of Charity Name
Association for the Study of Primary Education

On accounts for the year ended 31 July 2022 **Charity no (if any)** 1091491

Set out on pages No additional sheets
(remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended **31 / 07 / 2022**

Responsibilities and basis of report As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below *) which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

** Please delete the words in the brackets if they do not apply.*

Signed: S Carpenter **Date:** 17 Nov 2022

Name: Simon Carpenter

Relevant professional qualification(s) or body (if any): N/A

Address: 219 Washington Avenue
Hemel Hempstead
Herts HP2 6LT

Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

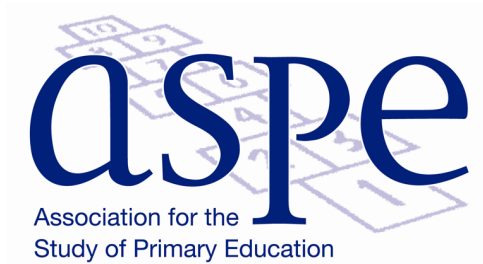
Give here brief details of any items that the examiner wishes to disclose.

nothing to report

THE ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION

England & Wales - Charity number 1091491

Accounts



Registered Charity Number: 1091491

Annual General Meeting 2021

Saturday 20th November 2021 at 11.00 am

Venue: Hilton Garden Inn, 1 Brunswick Square, Birmingham, B1 2HW
(This meeting will also be held remotely)

Chair's Report on behalf of the Trustees of ASPE

Overview

Once again, it is my pleasure to report on behalf of the Trustees of ASPE for the period 2020-2021. This has been the second year that the work of our association has been affected by the Covid-19 pandemic and its consequent periods of lockdown.

Enabling school-based research projects has been a real challenge since leaders in schools have had many other more urgent matters to deal with. Some of our events have been able to go ahead, thanks to remote access which has brought with it some added benefits, although the lack of ASPE's physical presence has seen a knock-on effect which has resulted in a slowdown in the growth of our membership numbers.

Nevertheless, as required by the Charity Commission, Members of our Committee have worked collectively to develop and promote ASPE's objects.

The work of the Executive Committee

I am pleased to report that meetings of our Executive Committee have gone uninterrupted. Most of them have been held remotely and with good attendance. More recently, and including this AGM, we have been able to offer a choice between remote and physical presence. This has brought a renewed confidence to Committee members that things, hopefully, are getting back to normal. Everyone has been active in ensuring ASPE's policies and ways of working are fully up-to-date and fit for purpose.

I am sorry that three of our trustees Naheeda Maharasingam, Gill Johnson and Megan Dixon have decided to step down from their duties as committee members due to other commitments, including workload. I would like to extend my personal and sincere thanks to each of these

members for the excellent contribution they have made to ASPE throughout the year and to the association's initiatives generally.

On a positive note, I am pleased to welcome to the Committee, Professor Gary Beauchamp representing HEI, and Danielle Sullivan and Rebekah Gear representing the school sector. I know they are very keen to become involved in the wider work of the association. These appointments have enabled us to sustain nine Trustees who are individually strong, and collectively they promote the purposes of ASPE. The Committee continues to represent schools, universities and the broader education community.

During the first phase of the pandemic, most pupils worked from home resulting in teachers and leaders in schools having to rethink how to maintain contact and address emerging differences. Our Committee decided to engage in their own research to identify the perceptions of parents, teachers, leaders and the pupils themselves through Zoom interviews in order to gather sound evidence of the impact of Covid-19.

Events:

No live events have taken place during the pandemic. Whilst some activities have been put on hold, momentum has been maintained through video conferencing. The response has been very impressive.

Research by staff at the Education Learning Trust (ELT), on the theme of 'Pupil Agency in the Curriculum' has attracted the attention of Professor Dominic Wyse, of the Helen Hamlyn Centre for Pedagogy (HHCP) at UCL. Consequently, an event was held remotely, with the support of the Centre, in November 2020 with a focus group of 25 representatives, several of whom were nominated by ASPE. They included Mark Brundrett, Professor Emeritus, Liverpool John Moores University and Editor of Education 3-13; Andrew Pollard, Professor of Policy and Practice in Education, UCL Institute of Education; Hugh Starkey, Professor of Human Rights Education, UCL; Samantha Twistleton, Director, Sheffield Institute of Education and Gill Jones, Deputy Director, Schools and Early Education at Ofsted. This was a very successful event.

This event was followed up with a further full conference in June 2021, again via video conferencing. The response was very impressive with over 200 participants, nationally and internationally. Staff from the ELT ran an excellent workshop during the afternoon showing how pupils and teachers from this trust were able to demonstrate pupil agency in real practice. I would like to thank the Centre for Pedagogy and in particular its Director, Professor Dominic Wyse and his team for their support in making this event such a success for ASPE.

In early March 2021, ASPE was pleased to sponsor the third **National Research Conference**, organised by the London South Teaching Schools Alliance. This year it was held remotely with over 40 presenters from 30 organisations speaking on a range of topics related to tackling inequalities in the education system. I am proud to report that two of our Committee members, Dr Gill Johnson and Naheeda Maharasingam presented workshops at this virtual event.

Research Projects

We are continuing to develop partnerships with colleagues in universities and schools. ASPE's policy is to part-fund research projects and help advise and shape the direction of them. We encourage those participating to publish a report on the design and approaches used and the

outcomes. ASPE also encourages dissemination of the project and its findings through seminars and workshops. The application form for funding has recently been revised.

The Projects

1. The **Executive's own research into the impact of Covid-19 on the primary school community.** This was led by Gill Johnson, with contributions from other committee members, and the cooperation of a sample of schools from across the UK representing a wide range of communities they serve. The research involved interviews and questionnaires that have been analysed and documented for validity. The research represents the views and perspectives of parents, pupils, staff/senior leaders and governors in schools. This has led to four separate Bulletins containing the findings of this research. I would like to thank Gill Johnson for coordinating this very worthwhile project, alongside her committee colleagues, Malini Mistry and Elizabeth Malone and others, including those in schools for their skills, cooperation and hard work.
2. The Metacognition Research Group, led Naheeda Maharasingam, the Executive Headteacher from Rathfern Primary School in Lewisham, S.E. London, has been delayed due to Covid-19. The project involves 16 teachers from 8 schools from the local Research Hub and is researching the **Effectiveness of Metacognition as part of day-to-day Teaching.** The project is in collaboration with the University of Exeter. We look forward to hearing about the progress of this project in forthcoming months.
3. A research project is being led from Institute of Education, University of Wales Trinity Saint David (UWTSD), in association with the UWTSD Athrofa Professional Learning Partnership (APLP) was also delayed due to Covid-19 and reasonable access to schools. This has now re-emerged with a new focus on the ways that **'Escape Rooms' in classroom practice may contribute towards better learning in literacy and creatively.** ASPE is particularly interested in this development because it supports the Welsh Government's policy to introduce research skills into the training and development of all teachers.
4. There has been some initial interest in further research projects from colleagues associated with Cardiff Metropolitan University.

Seminars emerging from Education 3-13 Special Issues

Where possible, we aim to link the themes from the Education 3-13 Special Issues to conferences and events, when research can be disseminated to practitioners attending them. As mentioned last year, we are building on the success of our first seminar based on an earlier Special Issue on the Humanities (published in June 2017) led by Dr Tony Eade. In forthcoming months, we will be working to develop an event in 2022 based on the more recent Special Issue on **Reading**, with the guest editor Professor Roger Beard.

Future seminars based on a selection of ASPE Bulletins

Now that 30 Bulletins have been produced, the Committee is working on a new proposal to enable a selection of bulletins to feature as a focus point in future seminars.

Publications

The Journal: Education 3-13

The Editor, Professor Mark Brundrett reports:

"It is very pleasing to report that *Education 3-13* has continued its upward progress. This year, submissions have risen considerably, with items now being submitted from many parts of the world. Full text downloads, whereby readers download whole articles online, have risen yet again and may exceed 300,000. In response to this success, Routledge/ Taylor and Francis have agreed that the journal will continue to be published

eight times a year but, from 2022, each issue will be expanded in order to enable the inclusion of one extra article every time the journal is published. This will provide the equivalent of one additional issue of the journal each year.

We were also delighted to announce the appointment of Professor Dominic Wyse and his colleagues Dr Alice Bradley and Dr Yana Manyukhina, of the Hamlyn Centre for Pedagogy at University College London, as Deputy Editors. The main focus of this outstanding team will be to develop special issues of *Education 3-13*, the first of which to be produced under their supervision will focus on Children's Agency, which formed the topic of the Centre's inaugural conference this summer.

As many colleagues may know, *Education 3-13* will enter its fiftieth year of publication next year and the 2022 issues will be designated as 'Volume 50'. We look forward to this wonderful milestone with great pride. The fact the journal has not only been in existence for so many years but has also grown so considerably during that time is a tribute to current and past editors, members of the Board, and editorial staff. It is also thanks to the continued support of the executive committee of ASPE and all of the supporters and readers of what has become a key international publication in the field of primary education."

Mark Brundrett
Editor Education 3-13

There is absolutely no doubt that Mark has made an enormous contribution to the world of research, the journal *Education 3-13* and to this association that owns the journal. We are indebted to Mark, the editorial board, and his assistant Emma Fitzgerald for their continued commitment to quality research into primary education. I would like to endorse Mark's comments on the appointment of Dominic Wyse and his team for taking on the role Deputy Editorship to develop special issues of *Education 3-13*. Not only will these issues be in safe hands, but the new arrangements will trigger greater liaison and partnership with ASPE's National Executive Committee.

It is also important to acknowledge that royalties from the sales of *Education 3-13* enable ASPE to fund its activities to bring together research and practice.

The ASPE Bulletin.

Since the launch of the ASPE Bulletin in January 2019, we have published 30 issues. The bulletin is a great source of easy to read well researched topics of relevance and interest to all primary practitioners. I would like to thank Malini Mistry, our Bulletin Editor, for her support and for helping to make the Bulletin initiative such a success.

Issues and topics covered over the past year have included:

- The impact of Covid-19 on the primary school community – Pupil perspectives
Dr Gill Johnson - Independent Researcher and former Assistant Professor University of Nottingham
- What do parents feel about the impact of Covid-19 on supporting children's learning from home?
Malini Mistry Senior Lecturer, University of Bedfordshire and Dr Elizabeth Malone, Head of Primary Education Programmes, Liverpool John Moores University
- The impact of Covid-19 on the primary school community - Senior leaders' perspectives
Dr Gill Johnson - Independent Researcher and former Assistant Professor University of Nottingham

- Covid-19 Challenges faced by primary school governors and the impact of this on children's learning
Dr. Krishan Sood, Senior Lecturer, Nottingham Trent University), Abdishakur Tarah and Malini Mistry (Senior Lecturer, University of Bedfordshire
- Navigating new learning horizons: with children at the helm
Professor Mick Waters, University of Wolverhampton
- Democracy and the primary school
Professor Hugh Starkey, UCL Institute of Education, and Dr Lee Jerome, Department of Education, Middlesex University
- Engaging children's climate change experiences for action
Dr Rebecca Webb and Dr Perpetua Kirby, Centre for Innovation and Research in Childhood and Youth, University of Sussex
- Literacy after lockdown - rethinking digital communication
Guy Merchant, Professor of Literacy in Education, Sheffield Institute of Education, Sheffield Hallam University
- Children's voices can influence practice and provision in physical education
Associate Professor Maura Coulter, Dublin City University, Ireland, Professor Stefan Ward, Central Washington University, USA
- How can the voices of children in the early years influence changes in pedagogy and practice?
Dr Tricia Shaw, Director of Graduate Research at the School of Education, University of Hull
- The impact of pupil voice and the social nature of learning on mathematical thinking and problem solving: Stories from a Year 5 primary class
Rebekah Gear, Maths Curriculum Leader, Hillocks Primary Academy and Dr. Krishan Sood, Senior Lecturer, Nottingham Trent University

Website and social networking

We have continued to improve to our website in order to make it more appealing.

If you would like to submit anything of interest for the website, do not hesitate to get in touch with our web editor Malini Mistry at - malini.mistry@beds.ac.uk

I would like to thank Malini for her work in liaising with our publisher and others, in order to keep the website up-to-date.

Broader Representation

After a period of absence from The Primary Umbrella Group (PUG), I am pleased to report that we are being invited to their meetings in order to reinstate our presence. Meetings attended (virtually) this year have been very interesting and informative, particularly the presentations from a range of external speakers, followed by discussions, on a variety of current issues affecting our school communities.

Membership

Our Membership Secretary will provide a full report later in this meeting. We have a loyal core membership of ASPE, some members have supported the association for many years. We have an active PO Box and dedicated email address to enable membership enquiries. The general email address is aspeinfo@aol.com. I would like to thank Michelle Murray and her team at the ELT for the regular work that has taken place throughout the year in dealing with a host of enquiries coming in, coordinating our membership enquiries, chasing payments etc. and for the administration and publication of our Bulletin.

Finances

Our Treasurer will outline later in her report on our current finances. We continue to be in a very strong financial position. We are continuing to ensure that royalties received from Education 3 -13 are spent on events and other activities that promote the overall objects of ASPE, as outlined in our commitment to the Charity Commission. I would like to thank our Treasurer, Jill Adams for her work in keeping our finances in good order, throughout the year.

Conclusion

This year has been a very challenging year for ASPE. Nevertheless, we are continuing to maintain our commitment to our core purpose established over 40 years ago. We continue to strive to lead the way in encouraging practitioners to develop learning opportunities based on good evidence, professional dialogue and the very best of classroom practice.

I would sincerely like to thank all members of our Executive Committee for their excellent work and commitment throughout the year. Despite having very busy lives they give their time generously to execute their duties in a very professional manner through attending meetings and other events and responding to ongoing initiatives. In particular I would like to thank our Vice-Chair, Roy Hughes for his continued commitment and support.

Finally, I would like to thank all ASPE members for their continued loyalty. Please help us to recruit and spread the good word to your friends and colleagues. We are the only association that promotes, solely as its main purpose, the significance of researched practice in Primary Education. ASPE will continue to strive in this direction.

As always, if you have any comments to make about anything raised in this report, please let me know. I can be contacted at aspeinfo@aol.com

15th November 2021

Paul Latham
Chair
ASPE



Receipts and payments accounts

For the period from	Period start date 01/08/2020	To	Period end date 31/07/2021
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Subscriptions	1,605	-	-	1,605	1,515
Interest	8	-	-	8	118
Royalties - Informa UK	53,619	-	-	53,619	69,219
Conference Sales	-	-	-	-	400
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	55,233	-	-	55,233	71,252
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	55,233	-	-	55,233	71,252

A3 Payments

Committee Travel	26	-	-	26	2,542
Administration Services	6,266	-	-	6,266	5,972
ASPE Chair Expenses	1,500	-	-	1,500	1,500
3-13 Publication and Bulletins	27,169	-	-	27,169	21,086
Insurance	374	-	-	374	374
Committee Meetings	-	-	-	-	1,736
Conference 2021 (SS)	2,500	-	-	2,500	8,723

	-	-	-	-	-
	-	-	-	-	-
Sub total	37,835	-	-	37,835	41,933
A4 Asset and investment purchases, (see table)					
	-	-	-	-	
	-	-	-	-	
Sub total	-	-	-	-	-
Total payments	37,835	-	-	37,835	41,933
Net of receipts/(payments)	17,398	-	-	17,398	29,319
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	-	-	-	-	-
Cash funds this year end	17,398	-	-	17,398	29,319

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Bank Reserve Account	95,562	-	-
	Bank Current Account	250	-	-
	Liabilities Listed below	24,287	-	-
	Total cash funds	71,525	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	OK	OK

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-

Categories	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B3 Investment assets			-	-
			-	-
			-	-
			-	-
			-	-

B4 Assets retained for the charity's own use

		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-

B5 Liabilities

Details	Fund to which liability relates	Amount due (optional)	When due (optional)
Royalties in Advance		22,292	
Subscriptions in Advance		1,995	
		-	
		-	
		24,287	

Signed by one or two trustees on behalf of all the trustees

Signature	Print Name	Date of approval

Independent examiner's report on the accounts

Section A Independent Examiner's Report

Report to the trustees/ members of Charity Name
Association for the Study of Primary Education

On accounts for the year ended 31 July 2021 **Charity no (if any)** 1091491

Set out on pages No additional sheets
(remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended **31 / 07 / 2021**.

Responsibilities and basis of report As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below *) which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

** Please delete the words in the brackets if they do not apply.*

Signed: S Carpenter **Date:** 12/01/2022

Name: Simon Carpenter

Relevant professional qualification(s) or body (if any):

Address: 219 Washington Avenue
Hemel Hempstead
Herts HP2 6LT

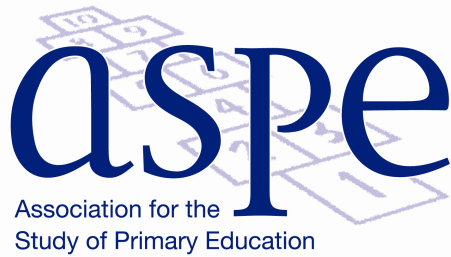
Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

THE ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION

England & Wales - Charity number 1091491

Accounts



Annual General Meeting
Saturday 21st November 2020 at 10.30 am
This meeting will be held remotely

Chair's Report on behalf of the Trustees of ASPE

Overview

Once again, it is my pleasure to report on behalf of the National Executive Committee of ASPE and its trustees, activities and developments over the past twelve months. Despite a few setbacks brought about by the COVID-19 pandemic the year has been a very productive for the Association. As required by the Charity Commission, Members of our Committee have worked collectively to develop and promote ASPE's objects.

The Association has continued to implement its new strategy which is:

1. To seek partnerships with other organisations that have the capacity to plan and organise, but may struggle to fully fund such events. In doing so ASPE aims to influence the content to promoting reflective and researched practice, and in suggesting speakers who have written for our Journal Education 3-13. This provide a platform for ASPE to have presence at the event, attracting new members and to promote itself.
2. To financially support small projects in schools, academy trusts and alliances, and encouraging growth in the number of teachers/schools undertaking their own school-based research. In doing so ASPE provides an opportunity to suggest academics and current researchers who provide coaching on the selection of research methods. Practitioners are encouraged to collate written reports describing their project and provide opportunities to write articles about the findings to share in the primary education field. ASPE also suggests possibilities for organising dissemination activities at a regional level.
3. To support the Deputy Editor of Education 3-13 with 'Special Issues' linking the theme to events/conferences. This brings together Education 3-13 with ASPE's programme of activities. ASPE may part-fund such an event.

The overall aim of this strategy is to provide the Association with a wider platform, more recognition and opportunities to promote a better understanding about the core purposes of ASPE to become better known and for its work to be better understood.

The work of the Executive Committee

Members were saddened by the premature death earlier this year of one of our Executive Committee members, Dr John Ryan. He will be remembered for this insight drawn from a distinguished career in primary education and his pleasant and kind personality. He will be greatly missed.

The Executive has ten Members/Trustees who are individually strong and collectively they promote the purposes of ASPE. They represent schools, universities and the broader education community. They meet four times a year and make an outstanding contribution to activities, events and research project. They are active in ensuring ASPE policies and ways of working are fully up-to-date and fit for purpose.

The Committee continues to embrace newer structures within our education system, including academies, multi-academy trusts, federations, teaching school alliances, SCITTs and other networks.

Earlier in this report, I informed members of the new strategy which aims to focus more sharply on the key objects of ASPE which are enshrined in our Constitution. Unfortunately, COVID-19 has disrupted some of our activities. Our regular meetings are now held remotely. The closure of schools has seriously delayed their plans for high status research projects, and related seminars and events has been curtailed.

However, there has been a positive side. The Committee has taken action by taking steps to combat effects of the pandemic on its plans by doing things differently. Since March 2020, all Executive meetings have been held virtually with improved attendance overall. Whilst some activities have been put on hold, momentum has been maintained through video conferencing. The response has been very impressive.

During the first phase of the pandemic most pupils worked from home, resulting in teachers and managers in schools having to rethink how to maintain contact and address emerging differences. Our Committee decided to engage in their own research to identify the perceptions of parents, teachers, managers and the pupils themselves through Zoom interviews in order to gather evidence.

Events:

1. In late January 2020, we were delighted to sponsor an **Outdoor Learning Conference**, in liaison with Plymouth Marjon University and the Peninsula Research in Outdoor Learning (PRinOL). The event was attended by over 110 delegates. As a result of our engagement, nearly all speakers at this event had in recent years written academic articles for Education 3-13. This conference was a real success in bring their research into the work of practitioners present. The supporting of this conference reinforces ASPE's belief in the broad and balanced curriculum and providing opportunities for children to learn outside the classroom.
2. In early February 2020, ASPE sponsored the second **National Research Conference** held at City Hall in London, attended by 180 delegates. the theme was pupil **Behaviour and Well-being**. This is the second time we have been able to sponsor this series of conferences by the conference organisers the London South Teaching School Alliance. As well as an opportunity to make excellent use of our resources in supporting research dissemination we were successful in putting over our message to those present.
3. The Executive looks forward to the next Conference in this series in March 2021, which will be sponsoring again. Two of our Committee members Gill Johnson and Naheeda Maharasingam will be presenting at this virtual event.
4. The Education Learning Trust (ELT), based in Greater Manchester, are, despite the lockdown continuing to work towards representing their research at a forthcoming conference based on the theme of **Children's Agency in the Curriculum**. This work has attracted the attention of Professor Dominic Wyse, of the Helen Hamlyn Centre for Pedagogy (HHCP) at UCL. A virtual

seminar has been launched in November 2020 to gain common agreement on how to promote this initiative nationally with a plan to run a large national event in June 2021. This development is a partnership involving ASPE, the ELT and the HHCP. The November Seminar has attracted over 20 invited guests put forward by the three partnership groups.

ASPE nominations include the Chair of ASPE and Megan Dixon, together with leading experts in the field of Primary Education:

- *Mark Brundrett, Professor Emeritus, Liverpool John Moores University and Editor of Education 3-13;*
- *Andrew Pollard, Professor of Policy and Practice in Education, UCL Institute of Education;*
- *Hugh Starkey, Professor of Human Rights Education, UCL;*
- *Samantha Twistleton, Director, Sheffield Institute of Education and*
- *Gill Jones, Deputy Director, Schools and Early Education at Ofsted.*

It was with regret that the conference **Approaches to SEND in a highly challenging inner-city area**, planned for March 2020 had to be cancelled. This conference was planned to follow the ASPE funded research on the subject, based in Liverpool John Moores University and the City Learning Trust in Stoke-on-Trent. The Education 3-13 'Special' linked to this theme was successfully published earlier in 2020.

Research Projects

As mentioned earlier we are developing partnerships with colleagues in universities colleges and schools. ASPE's policy is to part-fund these projects and help advise and shape the direction of them. We encourage those participating to publish a report on the design and approaches used and the outcomes. ASPE also encourages dissemination of the project and its findings through seminars and workshops.

The Projects

1. The Executive's own research into the impact of COVID-19 on the primary school community. This has been led by Gill Johnson with contributions from other committee members, and the cooperation of a small sample of schools from across the UK representing a wide range of communities they serve. The research involves interviews and questionnaires that have been analysed and documented for validity. The research represents the views and perspectives of parents, pupils, and staff in schools and will be later extended to governors. When complete there will be four separate Bulletins with the findings based on the perspectives of each of these groups. I would like to thank Gill for coordinating this worthwhile project.

2. ASPE continues to support for the Education Learning Trust in Stockport, in Greater Manchester and the development of its project involving some 15 teachers from different schools researching their '**Children's Agency in the 'Primary Curriculum'**'. As mentioned earlier this has attracted the attention of Prof. Dominic Wyse at the Helen Hamlyn Centre for Pedagogy at UCL.

3. Support continues for the Metacognition Research Group led by the Executive Headteacher from Rathfern Primary School in Lewisham, S.E. London. The project involves 16 teachers from 8 schools from the local Research Hub and will research the **Effectiveness of Metacognition as part of day-to-day Teaching**. The project is in collaboration with the University of Exeter. COVID-19 has delayed this project that will now run into 2021.

4. ASPE has provided financial support to St Ebbe's CE Primary School in Oxford where research is being undertaken **to Developing a curriculum focusing on the use of 'Narrative Techniques'**. This will be supported by Dr Debra Kidd. The schools research itself has been supported by Professor Hugh Starkey of UCL Institute of Education, who chairs the school's Curriculum Committee.

5. A very recent research project is being led by Dr Alex Southern from Institute of Education, University of Wales Trinity Saint David (UWTSD) in association with the UWTSD Athrofa Professional Learning Partnership (APLP). There will be links between the University of Nottingham and teachers in ten Welsh Partnership primary schools and the project will include professional development of teachers from the schools in the application of research skills to enable them to independently evaluate the effectiveness of their approaches in both teaching and learning.

ASPE is particularly interested in this development because it exemplifies the Welsh Government's policy to introduce research skills into the training and development of all teachers.

Seminars emerging from Education 3-13 Special Issues

Part of the new strategy is to try, where possible, to link the themes from the Education 3-13 Special Issues to conferences and events where research can be disseminated to practitioners attending them. We are building on the success of our first seminar based on an earlier Special Issue on the Humanities (published in June 2017). The guest editor, Dr Tony Eade, organised a seminar which has later led to the creation of a new driving force in the broad and balanced curriculum: **Humanities 20:20**.

In the pipeline there are Special Issues on **Reading** with the guest editor Professor Roger Beard and following on from this will be the **Science Education**, which will be an international issue, with guest editors from India and Johannesburg.

Publications

The Journal: Education 3-13

The ASPE Journal Education 3-13 has increased to 8 issues per year. We have recently the annual report from our publishers Routledge. The highlights from this report include:

- *Education 3-13 received 221,594 article downloads in 2020 YTD, which is 34% higher than downloads received in 2019 YTD.*
- *The most downloaded article is 'Children, their world, their history education: the implications of the Cambridge review for primary history' by Hilary Cooper, with 3,260 downloads.*
- *The top Altmetric scoring article was "Memories are made of this": some reflections on outdoor learning and recall' by Sue Waite, with a score of 195.*
- *The top cited article was 'Ready, steady, learn: school readiness and children's voices in English early childhood settings' by Elspeth Brooks, with 10 citations.*
- *The journal's 2019 'Mock' Impact Factor is between 0.924 and 0.782, placing the journal between 211th and 222nd out of 263 journals in the Education & Educational Research JCR category.*
- *The journal's 2019 CiteScore is 1.2, ranking 40 / 53 in the Life-span and Life-course Studies Scopus category.*
- *There were 90 publications in 2019, 1 of which was Open Access.*

Our editor Mark Brundrett is delighted with this outcome which shows that the number of downloads is continuing to rise, the submission of articles is continuing to increase, satisfaction levels are high, and the Journal's impact factor has risen once again. I would like to thank Mark

and his team for their continued commitment to the Education 3-13 Journal. The indicators show the Journal is making a major contribution to research in primary education throughout the World.

In addition, it is important to recognise that the revenue from the sale of Education 3-13 enables ASPE to fund research projects in schools and conference events. It also helps to further our objects in promoting study and research in primary education so well.

The ASPE Bulletin.

I am pleased to report that this exciting initiative, launched in January 2019, has been well received by those in the primary community and beyond. Due to the lockdown we have had to send out the Bulletin in electronic format but they are still available in published and printed format for distribution at future events.

I am very grateful to all those who have agreed to write for the Bulletin. Their work has been valued, especially in schools, throughout and beyond the UK. As mentioned earlier our committee has launched a special series covering the impact of the pandemic on the primary school community as perceived by pupils, parents, teachers and school leaders and school governors. I am grateful to Gill Johnson, one of our Executive Members for coordinating the expertise of our Committee in researching the COVID-19 series. I would also like to thank Malini Mistry, our Bulletin Editor for her support and for helping to make the Bulletin initiative such a success.

Successful issues and topics covered over the past year have included:

- *Mastery and Perceptions of Mathematicians in the Primary Curriculum*
Author: Dr John Ryan
- *English as an Additional Language (EAL) or bilingual: which term is most commonly used in schools and why?* Author: Malini Mistry
- *Dialogic Teaching* Author: Danielle Sullivan
- *Seize the Day: time to make history transformative* Author: Dr Hilary Cooper
- *Primary English – how does talking help a child learn?* Author: Dr James Shea
- *The role of teaching assistants in supporting literacy* Author: Dr Gill Johnson
- *How can diversity translate into practice in primary schools?* Author: Dr. Krishan Sood
- *Developing primary science and student teachers according to an Observe, Process, Teach, cycle* Authors: Dr Karen Blackmore and Prof. Alison Kington
- *The impact of COVID-19 on the primary school community: pupil perspectives*
Author: Dr Gill Johnson
- *The impact of COVID-19 on the primary school community: Parent Perspectives*
Authors: Dr Elizabeth Malone and Malini Mistry

Website and social networking

We have further improved to our website in order to make it more appealing.

If you would like to submit anything of interest for the website, do not hesitate to get in touch with our web editor Malini Mistry at - malini.mistry@beds.ac.uk

I would like to thank Malini for her work in liaising with our publisher and others, in order to keep the website up-to-date.

We have recently identified a keen practicing teacher to coordinate and help make better use of our Twitter account. This will prove useful to the education community in forthcoming months. I would like to thank Chloe Lasher for accepting this role.

Membership

Our Membership Secretary will provide a full report later in this meeting. We have a loyal core membership of ASPE, some members have supported the association for many years. Overall membership is stable and we currently there are 118 members. We have an active PO Box and dedicated email address to enable membership enquiries. The general email address is aspeinfo@aol.com. Recruitment of new members has been a challenge this year with fewer opportunities to present at conferences and events.

Finances

Our Treasurer will outline in her report our current finances. We continue to be in a very strong financial position. We are continuing to ensure that royalties received from Education 3 -13 are spent on events and other activities that promote the overall objects of ASPE, as outlined in our commitment to the Charity Commission supported by the new strategy described earlier. I would like to thank our Treasurer, Jill Adams for her work in keeping our finances in good order, throughout the year.

Conclusion

This year has been a very important one for ASPE. We have developed a new strategy for making our Association more relevant to members and at the same time strengthened our purpose through more focused delivery. We strive to lead the way in encouraging practitioners to develop learning opportunities based on good evidence, professional dialogue and the very best of classroom practice.

I would sincerely like to thank all members of our Executive Committee for their excellent work and commitment throughout the year. I would like to thank our Vice-Chair, Roy Hughes for his commitment and support. I would also like to thank the Education Learning Trust, its Chief Executive Michelle Murray and her staff for coordinating our membership enquiries, chasing payments etc. and for the administration and publication of the Bulletin. Both duties are time consuming in the ever-demanding workload in schools.

Despite having very busy lives, all of our Committee Members give their time generously to execute their duties in a very professional manner through attending meetings and other events and responding to initiatives throughout the year.

Finally, I would like to thank all ASPE members for their continued loyalty. Please help us to recruit and spread the good word to your friends and colleagues. We are the only Association that promotes, solely as its main purpose, the significance of researched practice in Primary Education. There has never been a time when ASPE's work is so much needed and relevant.

As always, if you have any comments to make about anything raised in this report, please let me know. I can be contacted at aspecommunications@aol.com

15th November 2020

Paul Latham
Chair
ASPE

ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION

**INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31 JULY 2020**

	2020		2019	
	£	£	£	£
INCOME				
Subscriptions	1,515.00		1,070.00	
Interest	117.93		88.55	
Other Income	0.00		0.00	
Royalties - Informa UK	69,219.19		60,510.89	
Conference Sales	400.00	71,252.12	1,795.16	63,464.60
EXPENDITURE				
Committee Travel	2,542.08		3,177.40	
NAPE Publication	0.00		1,750.00	
Administration Services	5,972.37		6,717.66	
Liverpool JMU	0.00		6,432.80	
ASPE Chair Expenses	1,500.00		6,000.00	
Research Project	0.00		3,500.00	
3-13 Publication	21,086.00		26,653.00	
Insurance	374.44		374.44	
Committee Meetings	1,736.00		2,388.00	
Conference Costs 2019/20	8,722.54	41,933.43	3,960.00	60,953.30
Profit for the Year		29,318.69		2,511.30

ASSOCIATION FOR THE STUDY OF PRIMARY EDUCATION

BALANCE SHEET AS AT 31 JULY 2020

	2020		2019	
	£	£	£	£
CURRENT ASSETS				
Cash at Bank				
Reserve Account	77,774.74		63,990.05	
Current Account	250.00	78,024.74	250.00	64,240.05
CURRENT LIABILITIES				
Royalties in Advance	22,292.00		37,916.00	
Subscriptions in Advance	1,605.00	23,897.00	1,515.00	39,431.00
		54,127.74		24,809.05
REPRESENTED BY:-				
Accumulated Fund as at 1 Aug 2019		24,809.05		22,297.75
Profit for the Year		29,318.69		2,511.30
		54,127.74		24,809.05

BANK RECONCILIATION STATEMENT AS AT 31 JULY 2020

				£		£		
	Balance as per Bank Statement					77,774.74		
	Add: Outstanding Lodgements			0.00		0.00		
	Less: Unpresented cheques			0.00		0.00		
	Balance as per cashbook					77,774.74		



Section A

Independent Examiner's Report

Report to the trustees/ members of

Charity Name ASSOCIATION OF THE STUDY OF PRIMARY EDUCATION

On accounts for the year ended

31 JULY 2020 Charity no (if any) 1091491

Set out on pages

(remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended DD / MM / YYYY.

Responsibilities and basis of report

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

[The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of [insert name of applicable listed body]]. Delete [] if not applicable.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below *) which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
the accounts did not accord with the accounting records; or
the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

* Please delete the words in the brackets if they do not apply.

Signed:

[Signature]

Date:

13/11/20

Name:

SIMON CARPENTER

Relevant professional qualification(s) or body

[Empty box]