



**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](mailto: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](mailto: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](mailto:aspecommunications@aol.com)

15<sup>th</sup> 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		
<b>INCOME</b>	£		£		£		£
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
<b>EXPENDITURE</b>							
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		
<b>CURRENT ASSETS</b>	£		£		£		£
Cash at Bank							
Reserve Account	77,774.74				63,990.05		
Current Account	250.00		78,024.74		250.00		64,240.05
<b>CURRENT LIABILITIES</b>							
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			





CHARITY COMMISSION  
FOR ENGLAND AND WALES

## Independent examiner's report on the accounts

### 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)

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:

Date:

13/11/20

Name:

SIMON CARPENTER

Relevant professional  
qualification(s) or body