



**ASSOCIATION FOR
SCIENCE EDUCATION**

The Association for Science Education

Trustees' Annual Report and Group Financial Statements For the Year Ended 31 July 2025

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An introduction from our Chair

This financial year (ending July 2025) has been one of continued development and adaptation as we meet members' needs and respond to the ongoing challenges in science education. Our focus has remained on building a strong, sustainable organisation.

Highlights included a growing programme of high-quality, accessible CPD and a successful January 2025 Annual Conference at Nottingham University. The event showcased what makes ASE unique; a welcoming and inspiring community of educators sharing ideas, friendships and enthusiasm. Grateful thanks go to Ali Redmore, Conference Chair, the Conference Working Group, staff, volunteers and presenters for making it such a success.

Regional activity continues to evolve, with face-to-face TeachMeets complemented by collaborative online "Hangouts" and "Idea Shares," expanding networking opportunities across the UK. ASE also consulted widely to submit a full response to the Curriculum and Assessment Review (November 2024) and looks forward to supporting members as outcomes unfold. This year also saw the refresh and redesign of all ASE journals, with Primary Science and/or School Science Review (SSR) now included as member benefits.

My focus as Chair has been on building relationships across and beyond the Association to ensure that ASE reflects and responds to the needs of all parts of the science education community – whatever your profession in science education and wherever you are located. This included establishing a Four Nations Chairs Working Group and expanding the Education Group to include representation from all four nations. It has also been a pleasure to see strengthening international ties: we welcomed once again, the President-Elect of the National Science Teaching Association (NSTA) of the USA to our Annual Conference and attended their spring conference in Philadelphia; we had a strong and vibrant presence at Science on Stage in Turku Finland and are delighted to see the science education community grow ever stronger in South East Asia as the result of another successful annual event in Bangkok.

We were delighted to welcome Her Royal Highness, the Princess Royal as our new Patron in 2024 and we look forward to a long relationship with her. My sincere thanks go to our President, Professor Louise Archer, the Chair Trio past and present, CEO, the staff team and Trustees. The ASE would not be the amazing organization it is without its members and specifically those that volunteer as committee and group members or those that volunteer in support of CPD, events, journals and activities – THANKYOU!

Finally, as the first practicing Science Technician to serve as Chair, this year has been an incredible opportunity for growth and learning. I would encourage every member to get involved the ASE truly offers something for everyone passionate about science education.

Jane Oldham

Chair of the Association for Science Education 2024/25

About the ASE

The Association for Science Education (ASE) is an active membership body that has been supporting all those involved in science education from pre-school to higher education for over 100 years; members include teachers, technicians, teacher educators, researchers and others involved in science education. We play a significant role in promoting excellence in teaching and learning of science in schools and colleges.

Working closely with the science professional bodies, industry and business, we provide a UK-wide network bringing together individuals and organisations to share ideas and tackle challenges in science teaching, develop resources and foster high quality continuing professional development.

We are a Registered Charity with a Royal Charter, owned by our members and independent of government. We seek to create a powerful voice for science education professionals to make a positive and influential difference to the teaching and learning of science throughout the UK and further afield.

Our Mission and Vision

Mission: to promote excellence in science education

Vision: All learners are engaged in appropriate, valuable and interesting science education, supported by a professional science education workforce.

"The objects and purposes for which The Association is hereby constituted are

- the promotion of education by the following means:
- by improving the teaching of science and
- by providing an authoritative medium through which opinions of teachers of science may be expressed on educational matters and
- by affording means of communication among all persons and bodies of persons concerned with the teaching of science in particular and with education in general."

ASE Royal Charter 2004

Our Values

Our values define our culture and reflect our priorities in the way we work. We are:

- **Welcoming:** we celebrate diversity and **foster an inclusive environment** in which everyone in our science education community is respected, valued and heard
- **Evidence informed:** we value **good research**, data analysis, evaluation feedback and expert opinion and use it to shape our activities
- **Passionate about science and teaching:** We inspire educators to continually evolve and grow in their understanding and teaching of science, nurturing a **culture of life-long learning** and innovation
- **Bold:** We aim to push boundaries, **embrace innovation in science education** and set ourselves ambitious objectives in pursuit of our goals
- **Environmentally sustainable:** we are dedicated to **reducing our environmental footprint** by minimising waste, conserving resources, and adopting sustainable practices.

Our Strategy 2024-2025

The ASE continues to play a positive role in supporting a committed community of science educators to deliver high quality science education to all young people regardless of background or circumstance. We provide our members and the broader community with career long opportunities for professional development, a platform to ensure their views are heard by policymakers, and a much valued and needed community of support.

Science education is facing several key challenges which we try to address through our work. These include the low levels of recruitment and retention of science teachers, a lack of specialist scientific knowledge amongst the workforce, meaning some subjects are being taught by non-specialists leading to poorer outcomes, a lack of access to affordable, high quality professional development opportunities for teachers and technicians and significant disparities in science education attainment which correlate with areas of disadvantage. We aim to address these issues through the provision of high quality, evidence based, affordable and accessible professional development opportunities, projects that prioritise and invest in areas of disadvantage, and a readily available community of support - through which our members find inspiration, motivation, opportunities for career progression and professional development which helps to support the wellbeing of science educators and encourages them to stay in teaching.

Our strategy has four key pillars:

1. **Offer a welcoming, diverse and inclusive range of professional activities, networks and opportunities** that help our members to enjoy their professional career and encourages them to stay in education.
2. **Create a comprehensive programme of professional learning for science educators** that promotes subject knowledge, improves confidence, leads to changes in classroom practices and pedagogy, improvement in outcomes and encourages educators to remain in education.
3. **Influence science education policy at national levels to achieve curriculum reform** that meet young people's needs and drives a policy and practical framework that supports science educators, encourages them to stay in practice and helps to improve outcomes.
4. **Build a strong and sustainable organisation** that meets our members' needs, ensures growth and is fit for the future.

ASE: A professional body - working with members for members

ASE thrives thanks to the dedication and support of our members and volunteers. In 2024/25 over 140 ASE members actively engaged in our National Committees and Groups, representing voices from across the education sector. Our committees and special interest groups include: Primary, 11-19, Teacher Developers (formerly known as Futures), Publications, Technicians, Health and Safety, Research, Policy Group, Conference Working Group, Editorial Boards, Registration Board, and Regional and Devolved Nation Committees – all of whom play an essential role in ensuring ASE's success and responsiveness to member needs. These groups inform our priority areas and directly help to deliver initiatives, including the curation of programmes for Annual Conference, trainers and content for our professional development programme, peer reviewing articles, guidance and resources and helping to shape policy responses to national and regional government consultations. We are a membership body and are guided by our members' needs, priorities, views and experiences. We encourage our members to get involved in their association whenever they can – this includes submission of articles to journals, presenting at events, joining our committees and responding to policy consultations. **We thank all our members, volunteers and trustees for their unremitting support. All of the work carried out by the ASE is informed and shaped by their expertise and guidance.**

The Year in Numbers

1. **6,654 members:** Up by 8% on the previous year. Membership is comprised of teachers, technicians, lecturers, academics, researchers, school leaders, teacher developers, consultants, student teachers and early career teachers
2. **13,683 CPD Hours:** 4958 teachers, technicians and students attended over 126 CPD sessions on topics such as SEND, inclusion, practical science, microscopy and physics for non-specialists.
3. **33,886 social media followers:** In October 2024, we launched our Bluesky account, which has already gained 787 followers. LinkedIn remains our fastest-growing platform, with follower numbers up 16.8% compared to the same period last year.
4. **533,383 page views:** Our website was visited by over 142,000 unique users, who visited multiple pages and downloaded key resources, journals, guidance, news and events. Whilst this represents a decrease over the previous year, we know that websites worldwide have seen substantial decreases in traffic due to AI searches.
5. **86 news stories:** Including coverage of topics such as member news stories highlighting awards and events, celebrating #Techognition and British Science Week, the Science Teaching Survey, the Curriculum and Assessment Review, as well as announcing our new Patron Her Royal Highness the Princess Royal.
6. **60 CPD updates:** tailored for our membership – highlighting key events, professional development opportunities and news.
7. **20th anniversary of our Royal Charter:** As well as laying down the structure, governance and legal status of the Association, the Charter gave us an exclusive right as a licenced body of the Science Council to award Chartered Science Teacher status (CSciTeach).
8. **Three redesigned journals** and one major new member benefit, as SSR, Primary Science become accessible within membership, and together with open access JES, all received a makeover and a fresh new design template.
9. **Two new book releases:** It's Not Fair, and Primary Science in a Nutshell published through Millgate.
10. **One office move!** After 55 years at the University of Hertfordshire, ASE moved to a fully remote working model.

Impact Report

Community

1. The ASE: a welcoming community that seeks to support educators so that they enjoy their profession and stay in education

From local level 'hang outs' and teach meets to international conferences; from in depth discussions on Zoom and Teams, to debates and chat on our social media channels, our community of support has continued to help providers of science education from all over the world feel less isolated, able to reach out, seek guidance, find encouragement, and access more professional opportunities. This year saw strong regional collaboration to support teachers and technicians, enhance member engagement, and expand community networks across the organisation.

Our Regional Networks

The ASE's active English regions have continued to provide networking opportunities for the science education community locally and more widely online, sharing knowledge, expertise, ideas and insights. In total regional activities attracted 465 attendees across 15 online and face to face events.

Following the challenge of attracting teachers to face-to-face sessions in previous years, the Southern Counties region introduced a new approach: Their 'Idea Share' in February evolved into a short, focused 'How to Teach' series of 30-minute sessions in Biology, Chemistry, and Physics. This more practical, time-efficient format has proven popular, with attendance rising from an average of 2–10 participants to 50–70 attendees consistently across May, June, and July. In the Northern regions, collaboration between three regional committees has strengthened community ties through monthly 30-minute 'Sci-led Hangouts'. The Anglia region continues to deliver successful seasonal primary focused Teach Meets' and the West Midlands, now with a new chair, and the West of England and South West are also exploring partnerships to increase connections and support in the year ahead.

Participant feedback includes:

- "Nice and short session, focused and straight from school."
- "I like the 30-minute approach – I'm more likely to join these at the end of a teaching day."
- "Just starting my teaching career and I'm so grateful to have resources like that – thank you!"
- "Having no experience in this field, it was such an excellent experience. Well worth the trip."

The ASE Community in Scotland

Our ASE Scotland community continues to be led by an active committee who meet at least once a month online to connect and to organise events and initiatives. Highlights this year include the one-day ASE Scotland Conference at Kinross High School with a focus on practical work and inclusion. The keynote from Education Scotland, presented on the Curriculum Improvement Cycle. His address emphasised the importance of aligning curriculum design, pedagogy and assessment to support all learners from early years through secondary. The conference included 16 workshops for primary and secondary teachers and technicians. These included sessions on Science on Stage, using squid as a teaching tool, and using BSL to introduce science concepts. The day included a small exhibition and was an opportunity for all to meet, connect and to enjoy a day of networking and science professional development.

Scottish members also attended the Science in the Parliament event in November and held their online AGM with a talk from the Royal Meteorological Society on Climate change.

Facilitating Professional networks

Alongside our regional networks, ASE supports members to connect with their professional peers which is a vital part of our community and helps to foster collaboration, reduces isolation, and enhances wellbeing. Our Teacher Developer Community hosted four online reading community events, as well as a session on mentoring and a network event on climate change. The Technicians Network met seven times during the year, using these sessions to discuss their roles, share good practice, and explore topics such as raising professional profiles, performance management, and job interview preparation.

The ASE Community in Northern Ireland

We continue to sustain a vibrant science education community in Northern Ireland. The committee includes representatives from all sectors; primary and post-primary teachers, technicians, higher education and scientific interest groups such as the RSPB. It remains open to new members and provides a valuable forum for sharing and discussing science, curriculum, and pedagogy. This year's activities included an online webinar with Amy Forrester on behaviour, motivation, and classroom teaching and ongoing Action Research Cluster meetings led by Dr Paddy Shevlin (Dublin City University). A highly successful TeachMeet at Stranmillis University College attracted over 60 delegates for talks on action research and cognitive science, with parallel primary and post-primary strands. Primary delegates also took advantage of the college grounds for outdoor learning activities. Teachers are encouraged to engage in action and outcome planning to support school improvement.

International Teacher Network

Starting a teaching career, especially when moving from abroad, can be a daunting experience. Our 'International Teacher' series combined professional development sessions with opportunities to connect, share, and exchange ideas. This year, we delivered 10 online sessions on topics including the UK science education landscape, behaviour for learning, working with technicians, SEND in science, wellbeing, and effective practical work. In total, 232 participants took part, collectively earning around 100 hours of CPD.

Science on Stage UK National Steering Group

ASE is proud to be the UK member of Science on Stage: an initiative that fosters international collaboration among teachers, promoting the exchange of ideas, resources, and teaching practices that enhance science education. The Science on Stage 2024 Festival took place at the Turku University of Applied Science, Finland, from 12–15 August, bringing together over 400 science educators from more than 30 countries, with several hundred more attending the public open day. The UK delegation of 11 teachers showcased projects on themes including STEM for Sustainable Development, Diversity in STEM, and Low-Cost Experiments, alongside four UK representatives supporting the event's organisation, the largest UK team ever to attend. UK delegates also delivered workshops such as Magnificent Moss, Replacing Plastics, and The Science Behind Magic. Participant Colleen Reesink-Wells received the European STEM Teacher Award for her project on sustainable polymers. Attendees described the event as "a big confidence boost" and "a unique platform championing educators and building a global community." The festival fostered international collaboration, innovation, and long-lasting professional connections among teachers across Europe. The Steering group is now focusing their attentions on Science on Stage 2026 which will take place in Klaipėda, Lithuania between 28th and 31st May 2026.

We are enormously grateful to all our members who sit on our regional committees and devolved nation committees and who commit a significant amount of time to helping to support activities and networking events at a local level.

Professional Development

2. The ASE: Creating a comprehensive programme of professional learning for science educators that promotes subject knowledge, improves confidence, improves outcomes and encourages educators to remain in education.

In 2024/25, we continued to advance the professional development of our members and the broader science education community through a wide range of events and publications. Guided by our values, ASE offers high-quality CPD designed to support members in promoting excellence in science education. Many of our expert speakers are drawn from within our own skilled membership, contributing their insights to a CPD program tailored to address key topics in science education including sessions on professional registration, practical science, curriculum planning, inclusion, SEND, leadership, 'how to teach...' AI, microscopy, maths skills, and subject-specific pedagogy.

Annual Conference 2025

For over 120 years the Annual Conference has seen teachers, technicians, research, academics, consultants, trainers, school suppliers, exam boards, charitable organisations and policy makers from across the science education sector come together to learn, share insights, connect and be inspired.

The 2025 ASE Annual Conference took place at the University of Nottingham across three days at the beginning of January. The conference, curated by ASE committees offered 270 sessions including tailored programmes for post-16 educators, technicians, Early Career Teachers (ECTs), and teacher trainers, primary and secondary teachers, as well as sessions on research and international science education. Key themes this year included: AI to deliver the science curriculum, assessment, inclusion and diversity including SEND, practical work, professional journeys, sustainability and climate change, wellbeing and effective working practices.

- 1,356 registered participants
- 270 sessions
- 47 exhibitor stands
- 9,762 CPD hours

Feedback was overwhelming positive, with 88% agreeing or strongly agreeing that the event had a positive impact on their professional development. 85% agreeing or strongly agreeing it had a positive impact on professional practice. 81% agreeing or strongly agreeing it had improved understanding of subject matter and 84% agreeing that they would incorporate ideas into personal practice.

Thank you to our conference partners and sponsors: AQA and Philip Harris, our partners PSTT, the University of Nottingham, all of our exhibitors, speakers, delegates, volunteers and staff team for making Conference such a great event. Special thanks to Ali Redmore who took over as our new honorary Conference Chair this year.

Annual Teacher Developer Conference

Held in June at the University of Northampton and designed by our Teacher Developer Committee, the programme offered a mixture of keynotes and breakout groups. Sessions included presentations from the Royal Society on the future of Science Education, The Ogden Trust and EEF on evidence informed practice and from Haira Gandolfi on rethinking for curriculum for social justice. 81%

agreed or strongly agreed that attending conference sessions inspired them to explore new ideas and approaches and 72% strongly agreed or agreed that they would apply the knowledge gained in their work and that attending had a positive impact on their professional development. One participant commented; "Quality presenters...provided rich and deep thinking. Fantastic balance between input and discussion. A very high- quality conference that should remain in the ASE calendar". 46 attended including 13 presenters.

Thank you to Ogden Trust for sponsoring and to the University of Northampton for kindly hosting the event and to our Teacher Developer Committee for designing a popular and insightful programme.

Technician's Summer Conference

The Technician's Summer Conference was held in July at Bolton School in Greater Manchester and featured a program of 16 sessions across four time slots, including four supplier workshops. The event attracted 65 delegates, including technicians from both independent and international schools. We were delighted to work in partnership with Philip Harris to offer 15 bursaries that enabled local technicians to attend for free. Bursaries included one year's free membership of the ASE. Sessions included practical workshops on glass working, enzymes, physics, DNA and horticulture. 100% of those completing the feedback agreed or strongly agreed that attendance will have a positive impact on their practice and that their understanding of the subject matter was improved.

Thank you to Philip Harris, for sponsoring the event and to the Glass Sellers Charity for supporting the provision of the hugely popular "Working with glass" practical workshop. Thanks also to Bolton School for hosting and to our Technicians Committee for putting together such a strong programme.

ASE South-East Asia Conference 2025

The third ASE South-East Asia Conference took place on 21st March 2025 and was hosted for the first time by Kings International School, (the two previous SE Asia events were hosted by Bangkok Patana School). The programme comprised eight parallel sessions for teachers and technicians including: innovative practical work such as microscale chemistry, DNA fingerprinting, and A-level physics experiments; teaching approaches like inquiry-based learning, inclusive curricula, and promoting spoken English in science; and emerging themes such as the use of AI in research and teaching, student-led research, and STEAM integration. 82 delegates participated with 100% of respondents agreeing or strongly agreeing that attending the event had a positive impact on their own professional development and would also have a positive impact on their science departments and colleagues. Plans are already in place for 2026 which will be hosted once more by Kings International School.

Many thanks to sponsors Findel (Philip Harris) and also Harper Collins, Hodder, OUP and other regional resource suppliers. Huge thanks also to our partners Kings International School for hosting this remarkable event.

Online Learning

We hosted 118 online professional development sessions in 2024/25 with over 2,800 participants, equating to 3,267 CPD hours. Topics covered included inclusion in science, microscopy, teaching physics, technician leadership, professional registration, primary insights and support for ECTs and international trainees. We aim to monitor the impact of all of our events to ensure we consistently deliver high quality, impactful and relevant CPD. After each event, participants are invited to give feedback and are asked if they 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree' or

'strongly disagree' with the following four statements (the percentage that agreed or strongly agreed across all events is included in brackets):

- Attendance at this event will have a positive impact on my practice (89%)
- Attendance at this event will have a positive impact on my professional development (90%)
- I have improved understanding of the subject matter (87%)
- There are many ideas from the session I attended that I want to incorporate into my personal practice. (89%)

Physics Partners - From Basics to Brilliance

Physics Partners and the ASE partnered to develop and deliver a series designed to support non specialist teachers to teach physics. Ten modules covering forces, energy, electrical circuits, waves, maths, heat, magnets, cosmic physics, radioactivity and practicals were delivered between October 2024 and March 2025 (Series 1), and a shorter series of six modules were delivered between June and July 2025. 53 participants took part, including science teachers, early career teachers and a small number of trainees. Participants with chemistry as a subject specialism made up 58%, 27% biology and 12% physics. 94% of respondents agree or strongly agreed that the event had a positive impact on practice, 93% agreed it would have a positive impact on professional development and 93% agree that it improved their understanding of the subject matter and that they would incorporate ideas into practice. We have agreed to continue to offer the series on a rolling basis in 2025/26 thanks to continued support from Physics Partners.

Microscopy with SAPs

Science and Plants for Schools (SAPS) and the ASE collaborated to deliver a three-part microscopy training series designed to provide high-quality, accessible and affordable professional development in biology. The modules: Building Confidence in Microscopy, Staining and Getting Things Thin, and Taking Things Further: Calibrating and Measuring, were delivered between January and June, attracting 79 participants. The sessions were aimed at non-specialists, ITTs, ECTs, technicians, and specialist teachers, the series was jointly quality assured by ASE and SAPS and made available on demand for a limited time to registered attendees. Accompanying articles also appeared in SSR. 90% agreeing attendance had positive impact on practice and 88% agreeing it improved understanding of subject matter.

Professional Registers

The Association for Science Education, as a licensed body of the Science Council, is empowered under the terms of its Royal Charter to administer Professional Registration awards to individuals who meet the application requirements. Applicants must be active in science teaching and learning in the UK or overseas; this includes teachers and technicians in all state and independent schools, colleges and universities, as well as advisers, inspectors, consultants and researchers.

Our registrant numbers have shown modest growth, with total active registrations increasing to 317 in April 2024 (159 CSciTeach, 32 RSci and 128 RSciTech). An increase of 5% on the prior year. We have worked hard to promote the registers, through social media, inclusion in newsletters and held bespoke sessions outlining the value of the registers and the process for applications.

We would like to thank the Registration Board for their work in reviewing and assessing applications, all of whom offer their time and expertise on a voluntary basis.

Projects that promote excellence and access for all

Keeping Science Practical

The Keeping Science Practical project, funded by the Wolfson Foundation, aims to enhance access to hands-on, purposeful science education in schools, particularly those serving disadvantaged students. The program focuses on improving teachers' and technician confidence and skills in delivering practical science, helping them engage students more effectively in STEM subjects.

In 2024/25, the programme supported a further 50 schools in disadvantaged areas. CPD sessions were highly rated, with 98% of attendees scoring them as "good" or better and 88% reporting a noticeable increase in meaningful practical science activities as a result of engagement in the project. Compared to baseline data, post programme survey responses saw participants reporting increased clarity and alignment in adopted practices for using practical activities, improved inclusive design awareness, growth in supportive structures and professional development, stronger curriculum sequencing, more consistent presentation and management of practical work and enhanced pedagogical clarity.

Looking ahead we are pleased to have secured support from the Spectris Foundation to support a further 30 schools per year again prioritising areas of socio-economic deprivation and high numbers of special educational needs.

We would like to thank the Wolfson Foundation for funding this four-year programme which has supported over 180 schools in disadvantaged areas to improve planning, delivery, and impact of practical science classes in their schools.

Filling the Gap: Understanding the effectiveness of financial incentives on teacher recruitment

Work began on a project funded by the Gatsby Foundation to better understand the landscape in relation to teachers coming to the UK from abroad and whether the financial incentives are impactful and if not, what are the barriers and challenges teachers and students are experiencing. The report was published in December 2025.

Inclusion in Schools

We received confirmation in July 2024 that Department of Education Funding for the Inclusion Science programme would not extend beyond August 2024. Activity was concluded in July and the final report submitted in August 2024. The impact of the programme however was positive. Between September 2021 and August 2023 the, 'Inclusion in Schools' programme worked with nearly 200 state-funded secondary schools across England. The programme was found to have positively contributed to improving senior leadership teams' ability to create a culture of inclusion and increase teachers' confidence in inclusive practice. There was also a measured increase in pupils agreeing with the statement 'Physics will be useful to me in the future' and an increase in the number of year 10 students demonstrating an interest in studying physics post-16. ASE took the key learnings from this consultancy work, and developed a six-module online CPD programme, 'Inclusion in Science', also funded by the DfE and which ran from September 2023 to July 2024. Over 350 teachers engaged with this programme and over 200 completed every module (100 of which held leadership positions in their schools). 95% of participants rated the programme as good or very good and an external evaluation found the programme to be of high quality that improved participants Inclusion knowledge and skills so teachers could build an inclusive culture in their science lesson and make ongoing changes to their practice.

We are saddened that this impactful programme has had to come to an end. We had hoped to secure alternative funding, but this has not been possible. We continue to run inclusion focused sessions as part of our CPD programme. In addition, we are an active stakeholder in the strategic partnership launched in autumn 2024 by Engineering UK in collaboration with the Royal Academy of Engineering, Women's Engineering Society (WES), the British Computer Society (BCS), Women into Science and Engineering (WISE). This project's aim is to increase the number of girls and young women entering engineering and technology pathways by age 18. ASE is a leading member of one of the task and finish groups on whole school inclusion.

Key Moments in History and Science

This 14-month project funded by the Templeton Foundation and started in October 2023 concluded at the end of November 2024. The project aimed to amplify and expand the reach and uptake of the highly successful Mary Anning resources within the UK and through a partnership with the Museo de Ciencias-Universidad de Navarra to provide teachers' professional learning and the project's resources, in Spanish translation, to over 20 schools in Spain. The most noticeable results include children's improved knowledge and understanding, increased confidence in discussing major scientific concepts, and a deeper appreciation for the role of questioning in science. Likewise, teachers have observed greater class participation, more independent research conducted by students at home, and a shift in their approach to teaching across three key areas.

ASE Journals

In 2024/25, we published over 73 articles across *Primary Science*, *School Science Review (SSR)* and the *Journal of Emergent Science (JES)*, produced in partnership with the Primary Science Teaching Trust (PSTT). Additionally, we published eight new pieces of content on our *Science Teacher Education* hub (*STE Hub*), which replaces *Science Teacher Education (STE)*. Our journals reach 6,000 subscribers, plus 190 universities and institutions subscribing to *SSR* and 96 subscribing to *Primary Science*.

As reported under Future Plans in 2023/24, ASE took steps this year to streamline its family of journals in response to the rising cost of production. We ceased production of *Education in Science*, our membership magazine; news, opinion pieces, prep-room articles and blogs now sit on our website which has improved accessibility and reduced production costs. We reunified *SSR in Practice* and *SSR in Depth* to provide a more integrated and flexible experience for readers. Both *SSR* and *Primary Science* are now published termly with a choice of one or the other included as a member benefit (and members may add a second if they wish). This year also saw the introduction of fresh new templates and branding, giving ASE's journals a more modern and engaging look.

Primary Science explored interdisciplinary links between science and mathematics, highlighting how mathematical knowledge can support the understanding of forces. Issue 184 focused on science in the early years, investigating how young children begin to engage with scientific ideas. Issue 185 examined the use of artificial intelligence and computing in primary science. The article "Using Generative Artificial Intelligence to Plan and Resource Primary Science" was republished in *Hello World*, an open-access magazine and podcast for educators.

Our two editions of *JES* highlighted creative, research-informed approaches to early science education and the transition through primary learning. Issues 27 and 28 featured articles on storytelling in science, including the Me, You and Science Too (MYST) project engaging families with children aged 3-5 through story-based activities, and research on Botanical Folk Tales, demonstrating how stories can increase awareness of plants. Other contributions explored argumentation and doubt in science learning and building pedagogical bridges between primary

and secondary science through collaborative curriculum design. The editors introduced a new 'collective article' format featuring teachers' reflections on mixed-age primary classrooms and how they adapt science teaching to meet diverse learner needs.

SSR this year centred on the curriculum and assessment review in England, with authors exploring what and why we teach science. Other articles examined topics such as curriculum design, including reorganising GCSE Biology to position ecology at the beginning, and evaluating how space science is represented. Contributors addressed student engagement and equity, with insights from the latest TIMSS findings, research on STEM identity, and strategies for improving climate change communication and understanding the nature of science. Journals also featured practical and innovative classroom ideas, from microscale experiments and oracy in practical science to the use of games like *Unlock CRISPR* to connect students with cutting-edge biology.

This year, the Science Teacher Education Hub shared a range of articles and podcasts supporting science teacher development. Topics included boosting teachers' confidence through zoo and aquarium-based professional development, supporting neurodivergent student teachers, using demonstrations in inquiry-based teaching, and co-planning for departmental improvement. The "Journeys in Professional Learning" podcast series featured global insights into primary teacher preparation, innovative CPD across schools, the impact of the Primary Science Quality Mark, and the Physics Education Research (PER) Club, which promotes collaboration among science educators.

We would like to thank our Editors, Helen Harden, Fiona Williams (*SSR*), Rob Collins (Primary Science until March '25), Leigh Hoath (Primary Science from March '25), Sarah Earle (*JES*) and Natasha Serret (*STE Hub*) as well as our peer reviewers and editorial boards for all their help and support this year.

ASE's publishing – Millgate House Education

In Autumn 2024, we were pleased to publish two new books to support primary science education. *Primary Science in a Nutshell* helps teachers build confidence in teaching science, offering clear explanations of key concepts, common misconceptions, and practical planning tools. The second title, *It's Not Fair!*, focuses on the five types of science enquiry used in primary classrooms, helping teachers and subject leaders develop pupils' understanding of how scientific knowledge is established. Both publications provide practical, accessible guidance to strengthen science teaching and learning in primary schools.

Despite ongoing interest in ASE publications, overall book and publication sales declined again in 2023/24, continuing the downward trend of recent years. With mid-year sales remaining below target, the Millgate House Board of Directors, supported by the ASE Trustees, took the difficult decision to pause new book production and consider winding down the business. Following a full review and due diligence process, the Board of Directors approved a resolution to sell the company and its assets and the sale was completed in December 2024. This decision was made to protect the ASE and ensure limited resources were focused on furthering the Association's charitable objectives, particularly in supporting professional learning, resources and our community of support for science educators. At close of year, including proceeds from the sale, income was £41,786 (£53,231 in 2024).

Partnerships and Third-Party Resources

We work closely with stakeholders across the STEM industry and education sector, offering consultancy on resource development and conducting independent evaluations of third-party materials (under our ASE Evaluated Programme). This activity not only provides a valuable income stream for ASE but also helps ensure that resources published for teachers and technicians are high quality, scientifically accurate, curriculum-aligned and pedagogically appropriate. This year, we were

pleased to collaborate with Amazon Future Engineers, ABPI, LEGO Education, Engineering UK, Collins, The Royal Society of Chemistry and We Are Futures on a range of resources supporting science education.

We would like to thank all our partners, sponsors and advertisers for their ongoing support and commitment to improving the quality of STEM learning materials.

Policy and Advocacy

3. **Influence science education policy at national levels to achieve curriculum reform that meet young people's needs and** drives a policy and practical framework that supports science educators, encourages them to stay in practice and helps to improve outcomes.

In 2024/25, we continued to inform national and regional policy on a range of topics primarily in relation to the government's announcement to carry out a review of curriculum and assessment. We continue to work in partnership with the Institute of Physics (IOP), the Royal Society of Biology (RSB), Royal Society of Chemistry (RSC), and the Royal Society, through the influential Science Education Policy Alliance (SEPA) and as part of the Learned Societies Group in Scotland, and also with a range of partner organisations including British Science Association, Primary Science Quality Mark, Primary Science Teaching Trust (PSTT) and the University of Manchester through the UK Primary Science Education Group (UKPSEG).

ASE is highly regarded as an authority on what constitutes excellence in science education. We draw on our wealth of expertise and our collective knowledge to shape and inform policy at national and regional level. In 2024/25 we have worked both independently and in partnership to inform policy across Westminster and Whitehall as well as the devolved nations. Highlights include:

- ASE worked in partnership with the Institute of Physics, Royal Society of Biology and Royal Society of Chemistry to produce recommendations on the primary science curriculum, stemming from a report from the Primary Curriculum Advisory Group (PCAG), ahead of the curriculum and assessment review. ASE recommended the report's knowledge maps for biology, chemistry and physics with their conceptual boundaries – focusing on what is age and development stage appropriate; and essential experiences – in the classroom, school grounds and/or beyond into their own locality for all children, regardless of their circumstances, by the age of 11 years.
- In November 2024 following consultation with our members and discussions with Committees, we submitted a full response to the Curriculum and Assessment review in which we prioritised a call for curriculum reform that: meets young people's needs and improves their outcomes; drives a policy and practical framework that supports science educators; and encourages science educators to stay in practice.
- In February 2025, ASE in partnership with Etio, submitted a short paper to the Treasury outlining the economic case for investment in teacher retention, recruitment and professional development, highlighting that investing in teacher CPD is likely to be one of the most cost effective strategies for government to improve educational outcomes and drive long term economic growth.
- In February 2025 ASE worked in partnership with the RSC and other partners in SEPA to promote the Science Teaching Survey 2025, the largest science education survey in the UK and Ireland.
- March 2025 saw the publication of the Curriculum and Assessment Review interim report. We welcomed the review's progress and many of the issues raised in our submission received attention, including the need to reduce content overload at Key Stage 4, strengthen sustainability and climate education, address the impact of high-stakes assessment, tackle socio-economic disparities, improve inclusivity in curriculum and assessment, and promote mastery in learning.

- In June, past Chair Helen Harden was invited to speak at the CHEMUK Big Debate – an important opportunity to share the perspectives of teachers and technicians with those working in the chemical industry.
- ASE Scotland worked in partnership with the Learned Societies Group on two major publications: *Moral Support: Using the Curriculum to Foster Ethical Literacy in Scottish Learners* and *Gaps, Overlaps and Challenges: Assessing the Alignment of Scotland's Education Reform Agenda with National Priorities*, both contributing to national discussions on curriculum and reform.
- Working alongside the Institute of Physics, Royal Society of Biology, Royal Society of Chemistry and the Royal Society, ASE engaged in direct consultation with Welsh Government and Qualifications Wales over the development of a revised suite of Made-for-Wales GCSE qualifications. ASE maintains that the most appropriate option for learner access and equity is a simplified pathway delivered by subject specialist teachers for each of biology, chemistry and physics in two GCSEs worth of time, and with performance in each science discipline separately reported alongside the overall grade for completing the qualification.

Organisational Sustainability

4. **Build a strong and sustainable organisation** that meets our members' needs, ensures growth and is fit for the future.

In 2024/25 the ASE continued to implement changes that sought to improve membership numbers; and tackle low reserves.

Membership: In 2023, we reduced our membership fees to reduce barriers to entry and make membership more affordable for all. Member numbers rose significantly in the first year and rose by a further 8% in 2024/2025. The largest increase has been in student membership which has surged by 47%. Individual teacher members and technician numbers has plateaued. We continue to work on our membership offer, with plans to publicise a full annual programme of CPD programme from the summer onwards and also move to include a choice of journal as a member benefit. However, declining membership continues to be a concern.

Financial sustainability: In September, we completed the agreement to relinquish the lease on the headquarters offices at the University of Hertfordshire, resulting in an additional one-off premium of £160,000. After careful due diligence which included an independent opinion on the valuation and legal advice, Millgate House Board of Directors supported by Trustees made the difficult decision to undertake a sale of Millgate House assets and wind down the publishing arm of ASE. The sale was completed in December 2024. This year saw a further reduction in staff team, as we wound down the inclusion programme and reduced activity on book sales resulting in one off restructure costs of £42,774. Whilst we continue to monitor finances very carefully, we are now operating with a leaner team, fully focused on delivering on our core charitable and strategic objectives and look forward to a more stable financial outlook.

Diversity and Inclusion: This year, ASE completed the Science Council and Royal Academy of Engineering Diversity and Inclusion Progression Framework benchmarking exercise for 2025. The review confirmed ASE's strong and progressing performance, across governance, membership, communications, and employment practices, and performing above the sector median in membership and professional registration. Key achievements include reducing membership barriers, improving accessibility and representation in communications, and maintaining flexible, inclusive employment practices that reflect ASE's commitment to equity and belonging across the science education community. Data gathering suggests our membership reflects the wider workforce, but we

aim to do more to measure our progress across other areas such as committee membership and events. EDI is embedded in ASE's strategy, with a trustee diversity champion and inclusive policies across all operations. This year, we advertised widely for new Trustee appointments and were pleased to welcome two new Trustees and one observer from the Young Trustee Movement, who joined the Trustee Body in August 2025. Trustees are also scheduled to undertake further DEI training in 2025/26. All staff have completed online DEI training and we also continue to enhance accessibility and diversity at our conferences and events, ensuring that content, communication, and participation are as inclusive as possible.

Future Plans

ASE remains dedicated to promoting excellence in science education, to improving educational outcomes and supporting the science education workforce through robust professional development, strong advocacy, and an active community network. We are passionate about ensuring accessible, high-quality science education for all, empowering teachers, technicians, and trainers to deliver exceptional science learning experiences.

Our priorities in 2025/26 include enhancing access to practical science for students in disadvantaged areas, ensuring that our member services remain affordable, high quality and accessible to all. We'll continue to work in partnership with stakeholders in the science education community to ensure our members' voices are heard and will continue to pursue greater financial stability. Key initiatives will include:

- Development of a comprehensive annual programme of CPD that provides support and training that meets members' needs, is accessible, affordable and high quality.
- Working with partners in SEPA and the LSG in Scotland to continue to shape policy developments around curriculum reform for England and the devolved nations.
- Championing practical science opportunities through our Keeping Science Practical Programme funded by Spectris, prioritising schools in disadvantaged areas
- Research into the effectiveness of financial incentives on the recruitment of teachers and trainees from abroad funded by the Gatsby Foundation

We continue to actively promote membership to a wide audience, including continued free support for students and trainees and will continue to pursue new funding sources within the STEM sector and from trusts and foundations to support our mission.

From the Honorary Treasurer

The role of Honorary Treasurer, together with the trustee body is to have an oversight of financial matters of the Association together with proposed plans for the future.

FY2425 saw continued reductions in staffing and overheads as we work to reduce our cost base and maintain a balanced budget. This has become more challenging as funding for the Inclusion in Science programme came to an end in August 2024. The strategic plan with its threads of community, professional development, advocacy and organisational sustainability continues to inform and support the financial planning of the Association. This is used in conjunction with regular risk assessments and management accounts that are shared with Trustees by the CEO and Director of Finance at quarterly meetings or as appropriate. Trustees are satisfied that the reports are detailed and transparent and have sufficient information to assess financial risks and make decisions accordingly. To summarise the year ending July 25:

Income: We generated income of £915,286. This includes the lease premium of £160,000 and proceeds from the sale of Millgate House Publishing. We were pleased with the financial performance of the Annual Conference at the University of Nottingham. Thanks are due to the Conference team for all their hard work. All other areas of income, including journal subscriptions, CPD, other conferences and business development were slightly under budget for target income. Whilst we have seen an increase in membership numbers, these are being driven by free student memberships, and we have been disappointed by the low numbers that have converted to paying members. We have been very dependent on project income over the last few years which will be difficult to sustain, particularly following the end of DfE funding for the Inclusion in Science project in August 2024. The team continue to seek alternative funding but the financial outlook is challenging.

Expenditure: We incurred expenditure of £909,688. This includes one off redundancy costs of £42,774 and expenditure on projects which was supported by restricted funding brought forward from FY2324. We surrendered our office lease at the beginning of September 2024 and staff are now working remotely. After permanent staff salaries, our main costs are membership services which includes journals, conferences, CPD and professional registers and support costs which includes IT, HR, finance and insurance. We continue to hold meetings online saving on travel costs. All costs are strictly monitored. ASE ended the year with an unrestricted surplus of £68,160 and carries forward an unrestricted reserve of just over £228,034.

I demitted my post as Honorary Treasurer in August 2025 and have been replaced by Catherine Walker ACMA, CGMA. I am continuing as a trustee. Catherine and I have had a number of meetings to ensure a smooth transition. I would like to thank Laura Rafferty (former Director of Finance and Operations) for her help and support. During her time as DFO Laura has provided excellent support and advice to the trustee body. I would like to thank our funders particularly: The Wolfson Foundation, The Templeton World Charity Foundation, the Gatsby Foundation and the Worshipful Company of Glass Sellers and our business partners, including corporate sponsors AQA, ABPI and Philip Harris. We also extend our thanks to those who made charitable donations to support the Association this year.

The financial outlook for the charity is challenging. We are all working hard to ensure the ASE continues to have a bright future. At all times we need to make sure that we can provide services for members and meet our charitable objectives.

Dr Susan Burr
Honorary Treasurer

Trustees' Report

The Trustees present their annual report and consolidated financial statements for the year ended 31st July 2025.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the Charity's constitution, the Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005, regulation 8 of the Charities Accounts (Scotland) Regulations 2006 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1st January 2019).

Public benefit

The trustees have complied with the duty in section 17 of the Charities Act 2011 to have due regard to public benefit guidance issued by the Charity Commission.

Objects and activities

Objects

The objects of the Association are to promote education by the following means:

- (a) improving the teaching of science; and
- (b) providing an authoritative medium through which opinions of teachers of science may be expressed on educational matters; and
- (c) affording means of communication among all persons and bodies of persons concerned with the teaching of science in particular and education in general.

Activities

The Rules of the Association provide for the promotion of its objects by:-

- (a) holding general and other meetings; and
- (b) publishing journals and other literature including literature in electronic formats concerned with the teaching of science and ancillary matters; and
- (c) establishing and maintaining of a centre or centres of administration and of information on any aspect of science education; and
- (d)-(h) the administration of the Chartered Science Teacher award, CSciTeach including the register thereof and associated standards, admissions, removals disciplinary matters and appeals, and
- (i) such other means as the Association may from time to time determine and as may be consistent with the charitable objects of the Association.

Structure, governance and management

The Association is governed by its Royal Charter (dated 13th October 2004) and associated By-laws (updated and approved by the Privy Council October 2012) and Rules of the Association (as adopted at the Annual General Meeting in January 2006 and amended most recently in January 2023).

The Trustee Body of the Association is responsible for all governance issues and the Education Group, comprised of elected members of the Association, is concerned with issues related to ASE's work in science education.

The Trustee Body

Trustees have responsibility for ensuring that ASE complies with relevant charity laws and regulations, that the finances are properly regulated and monitored and that appropriate policies are in place. The Trustees ensure that the activities of the Association fit with the Strategic Plan and take a long-term view of the health of the Association.

The Trustee body consists of:

- three members elected from the Education Group of the Association
- three members elected from the membership by direct vote
- four further members appointed by Trustee body
- the Chair of the Association (may be delegated to the past-Chair of the Association)

One Trustee is nominated to represent Trustees on the Quality and Audit Committee. A Chair of Trustees and a vice Chair is elected from and by the Trustee members. The Chair-Elect and Immediate Past Chair of the Association may attend meetings of the Trustee Body and may participate in Trustee discussions both at and between meetings.

Induction and training of Trustees

New Trustees are provided with a full information pack including Code of Conduct and various policies. They take part in training on functions such as charity finance, EDI and the responsibilities of trustees. On-going training consists of the circulation of Charity Commission updates and training on aspects of the Trustee's role. Trustees are systematically reviewing performance against the Charity Governance code to ensure continuous understanding and improvement in governance. This year particularly focusing on Leadership and Board Effectiveness.

The Trustees are responsible for the direction and management of the Association through its Strategic Plan. Key responsibilities include ensuring a clear vision, the corporate behaviour of the charity, legal and regulatory governance, compliance, guardianship of assets and ensuring high standards of governance. The Trustee body meets on four occasions during the year.

Trustees who served during the year and up to the date of approval of these financial statements are listed below: -

- Manoj Chitnavis – Elected Member (Chair of Trustees)
- David Allen – Education Group Member (Chair of the Association 2025/26)
- Cerian Ayres – Education Group Member (Term ended 31st July 2025)
- Olivia Bussey - Appointed Member (Trustee Rep on Q&A Committee 2024/25)
- Susan Burr – Elected Member, (Association Treasurer until 31st July 2025)
- Sophie Davison (formally known as Will) – Appointed Member (Appointed 1st August 2025)
- Maggie Hannon – Appointed Member (Term ended 31st July 2025)
- Naomi Hiscock – Education Group Member (Appointed 1st August 2025)
- Leigh Hoath – Education Group Member (Past Co-Chair of the Association, Term ended 31st July 2025)
- Dylan Jones – Appointed Member (Appointed 1st August 2025)

- Jane Oldham – Appointed Member (Chair of Association 2024-2025)
- Alex Sinclair – Education Group Member (Past Co-Chair of the Association, Term ended 31st July 2025)
- Corinne Stevenson – Elected Member (Appointed 1st August 2024)
- Catherine Walker - Appointed Member and Treasurer (Appointed 1st August 2025)

Membership

Membership numbers as of July 2025:

- Individual Teachers/Technicians: 5377 (2024: 4,469)
- Schools and Institutions: 318 (2024: 535)
- Total No of Members (including institutions): 5695 (2024: 5,004)
- Total individual subscribers: 6601 (2024: 6,183)

Key management personnel

The Trustee Body and the Chief Executive (Lynn Ladbrook) are the key management personnel. The Chair and the Chief Executive are in regular contact to discuss ongoing matters and full reports from the Chief Executive are discussed at meetings of the Trustee Body including all matters relating to activities, finance, budgeting, strategy and future planning. The Chief Executive is subject to an annual development review by the ASE Chair and Treasurer who advise the remuneration committee of proposed awards which are then ratified by the Trustee Body.

Financial review

The financial position of the charity and the group is set out in the financial statements, including principal sources of funding and resources expended. The financial statements have been prepared in accordance with the accounting policies set out in the notes, the requirements of the Trust Deed and the Charities SORP (FRS 102) and comply with current statutory requirements. More detail on the ASE's financial performance for the year and its principal sources of income is given in the Honorary Treasurer's annual report on page 18.

As stated in note 1b the Trustees have considered going concern. As detailed in note 1b, the Trustees have a reasonable expectation that the Charity has adequate resources to continue in operation for the foreseeable future and therefore continue to adopt the going concern basis of accounting.

Risk assessment

The Trustees have assessed the risks to which the Charity may be exposed. A risk register is produced quarterly by the Chief Executive which sets out the main operational, finance and compliance risks facing the Association. Key risks are currently identified as reduced growth in membership which will result in a loss of reach and impact as well as loss of project funds which had contributed to ASE overheads. Mitigating actions have been taken after discussions with the Board of Trustees, and these include measures to reduce costs (including streamlining journals, reduction in staff connected to the publishing business and a transition to Independent Examination) as well as realising maximum potential from key assets such as relinquishing the lease on the HQ offices at the University of Hertfordshire which resulted in a one off cash injection of £160k in September 2024 and the asset sale of stock and contents under Millgate House Publishing Ltd resulting in income of £35k to be paid in instalments over four years.

Reserves policy

Total consolidated reserves as of 31st July 2025 are £264,083 (2024: £258,485). Of these £36,049 are restricted (2024: £98,611). Nearly all amounts in restricted funds will be spent on projects in the year ahead (see note 17a for further details). The ASE undertakes an annual review of reserves policy to ensure finances are sufficient to meet our charitable aims or in extremis to pay our financial obligations in an orderly wind-down. The reserves policy sets a minimum level of reserves at 3 months of running costs and a maximum at 10 months, with the interim target level of reserves set at 4 months. We currently hold reserves equivalent to approximately 3.3 months of running costs and recognise the need to strengthen our financial position. Our goal is to increase reserves to the ideal level of 4 months' running costs within the next two years through careful management of expenditure, initiatives to grow our membership, and increased efforts to diversify our income streams.

At the time of writing our target level of reserves amounts to approximately £286,000. Total consolidated unrestricted reserves at 31st July 2025 were £228,034 (2024: £159,874). We have a budget which puts projected reserves at the end of the next financial year at £245,000 which equates to approximate 3.4 months of reserves, thus meeting our minimum threshold.

Trustees acknowledge the continued pressure on reserves and continue to monitor income and expenditure extremely carefully.

Key investment policy

Monies are currently held in an interest-bearing deposit account.

Statement of Trustee Responsibilities

The Trustees are responsible for preparing the report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England and Wales and in Scotland requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and the group and of the incoming resources and application of resources of the group for that period.

In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities Statement of Recommended Practice (SORP);
- make judgments and estimates that are reasonable and prudent;
- state whether applicable United Kingdom accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity and group will continue in operation.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and the group and enable them to ensure

that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008, the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 and the provisions of the charity's constitution. They are also responsible for safeguarding the assets of the charity and group and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

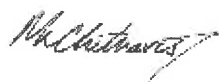
Disclosure of information to Independent Examiner

Each of the Trustees has confirmed that there is no information of which they are aware which is relevant to the Independent Examination, but of which the Independent Examiner is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditor is aware of such information.

Independent Examiner

Goldwins were appointed as Auditors in June 2023 and it was confirmed at the March 2024 AGM that they be re-appointed as Independent Examiners for 2024/2025.

On behalf of the Trustee Body



Manoj Chitnavis
Chair of Trustees

9 March 2026

Independent Examiner's Report

I report to the trustees on the Independent examination of the financial statements of The Association for Science Education (the 'Charity') for the year ended 31 July 2025 which comprise the consolidated Statement of Financial Activities, the group and parent Charity's Balance Sheets, group's statement of cash flows and notes to the financial statements, including a summary of significant accounting policies.

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts in accordance with the terms of the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 (as amended) and the requirements of the Charities Act 2011 ('the Act').

The charity trustees consider that the audit requirement of Regulation 10(1) (a) to (c) of the 2006 Accounts Regulations does not apply. It is my responsibility to examine the accounts as required under section 44(1) (c) of the Act and to state whether particular matters have come to my attention. 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.

Basis of independent examiner's statement

The examination process follows the relevant Scottish Accounts Regulations and the Charity Commission's directions. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeks explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

Independent examiner's statement

In the course of my examination, no matter has come to my attention [other than disclosed below*]

1. which gives me reasonable cause to believe that in any material respect the requirements:
 - to keep accounting records in accordance with Section 44(1) (a) of the 2005 Act and Regulation 4 of the 2006 Accounts Regulations
 - to prepare accounts which accord with the accounting records and comply with Regulation 8 of the 2006 Accounts Regulations

have not been met, or

2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Since the Charity's gross income exceeded £250,000 I confirm that I am qualified to undertake the examination because I am a member of the ICAEW, which is one of the listed bodies.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the Trust as required by section 130 of the Act;
or
2. the accounts do not accord with those records; or

3. the accounts do 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.

Anthony Epton

Anthony Epton BA FCA CTA FCIE

Goldwins

Chartered accountants

75 Maygrove Road

West Hampstead

London NW6 2EG

13 March 2026

Financial activities

Consolidated Statement of Financial Activities (incorporating an income and expenditure account)

For the year ended 31 July 2025

		Unrestricted	Restricted	2025 Total	2024 Total
	Note	£	£	£	£
Income from:					
Donations and legacies	3	887	-	887	11,589
Charitable activities	4	525,245	138,282	663,527	1,399,569
<i>Other trading activities</i>					
Sponsorship and advertising	5	48,975	-	48,975	62,430
Investments		4,397	-	4,397	4,293
Other income	6	197,500	-	197,500	
Total income		777,004	138,282	915,286	1,477,881
Expenditure on:					
<i>Raising funds:</i>					
Sale of educational materials	7a/b	26,149	-	26,149	87,737
Charitable activities	7a/b	682,695	200,844	883,539	1,471,710
Total expenditure		708,844	200,844	909,688	1,559,447
Net income / (expenditure) for the year and net movement in funds	8	68,160	(62,562)	5,598	(81,566)
Reconciliation of funds:					
Total funds brought forward at 1 August		159,874	98,611	258,485	340,051
Total funds carried forward at 31 July		228,034	36,049	264,083	258,485

All of the above results are derived from continuing activities.

There were no other recognised gains or losses other than those stated above.

The attached notes form part of these financial statements.

Charity Statement of Financial Activities (incorporating an income and expenditure account)

For the year ended 31 July 2025

		Unrestricted	Restricted	2025 Total	2024 Total see Note 2b
	Note	£	£	£	£
Income from:					
Donations and legacies	3	887	-	887	11,589
Charitable activities	4	504,504	138,282	642,786	1,346,338
				-	
<i>Other trading activities</i>				-	
Sponsorship and advertising	5	48,975	-	48,975	62,430
				-	
Investments		4,397	-	4,397	4,293
Other income	6	197,500	-	197,500	-
Total income		756,263	138,282	894,545	1,424,650
Expenditure on:					
<i>Raising funds:</i>					
Primary purpose trading activities	7	26,149	-	26,149	87,737
Charitable activities	7	664,423	200,844	865,267	1,413,388
Total expenditure		690,572	200,844	891,416	1,501,125
Net income / (expenditure) for the year and net movement in funds	8	65,691	(62,562)	3,129	(76,475)
Reconciliation of funds:					
Total funds brought forward at 1 August		191,102	98,611	289,713	366,188
Total funds carried forward at 31 July		256,793	36,049	292,842	289,713

All of the above results are derived from continuing activities.

There were no other recognised gains or losses other than those stated above.

The attached notes form part of these financial statements.

Consolidated and Charity Balance Sheets

	Note	Group 2025 £	Group 2024 £	Charity 2025 £	Charity 2024 £
Fixed assets:					
Investment in Subsidiary	11	-	-	-	-
		-	-	-	-
Current assets:					
Stock	12	-	9,985	-	-
Debtors	13	70,875	107,665	100,728	335,396
Cash at bank and in hand		369,868	459,729	368,270	270,439
		440,743	577,379	468,998	605,835
Liabilities:					
Creditors: amounts falling due within one year	14	(176,660)	(318,894)	(176,156)	(316,122)
Net current assets		264,083	258,485	292,842	289,713
Total net assets		264,083	258,485	292,842	289,713
Funds	15,16,17				
Restricted funds		36,049	98,611	36,049	98,611
Unrestricted funds:					
General funds		228,034	159,874	256,793	191,102
Total funds		264,083	258,485	292,842	289,713

Approved by the trustees on 9th March 2026



Manoj Chitnavis
Trustee

The attached notes form part of the financial statements.

Consolidated statement of cash flows

For the year ended 31 July 2025

	Note	2025 £	2025 £	2024 £	2024 £
Cash flows from operating activities:					
Net cash provided by / (used in) operating activities	18		(85,464)		36,790
Cash flows from investing activities:					
Interest receivable		(4,397)		(4,293)	
Cash provided by / (used in) investing activities			(4,397)		(4,293)
Change in cash and cash equivalents in the year			(89,861)		32,497
Cash and cash equivalents at the beginning of the year			459,729		427,232
Cash and cash equivalents at the end of the year	18		369,868		459,729

Notes to the Financial Statements for the year ended 31 July 2025

1 Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with the charity's Rules of Association, the Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005, the Charities Accounts (Scotland) Regulations 2006 (as amended) and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)".

The charitable company and group meet the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Going concern

We have set out in the Trustees' Report a review of financial performance and the charity's reserves position. Whilst unrestricted reserves remain low and Trustees recognised that this presents ongoing financial risk, the required reserves have improved compared with the prior year due to receipt of £160,000 lease surrender premium in September 2024, ongoing efforts to make cost savings and generate new income streams. As such the reserves remain above minimum level to support an orderly wind down if that were required. Trustees have reviewed projected income, expenditure, and cash flows, and while acknowledging the uncertainties inherent in these forecasts, they believe the Charity has adequate resources to meet its obligations for at least 12 months from the date of approval of these financial statements. On this basis, the financial statements have been prepared on a going concern basis.

In common with other membership organisations, the Association for Science Education relies upon membership subscriptions, publishing income and events for a substantial part of its annual income. Taking a prudent view of this income, the trustees have prepared cash flow projections for the period to March 2026, which show that the charity would be able to continue in operation for that period. Accordingly, the trustees consider that there are no material uncertainties about the charity's or the group's ability to continue as a going concern for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

c) Basis of consolidation

These financial statements consolidate the results of the charity and its wholly-owned subsidiary Millgate House Education Limited (now named ASE Publishing and Trading Ltd) on a line by line basis. Transactions and balances between the charity and its subsidiary have been eliminated from the consolidated financial statements. Balances between the companies are disclosed in the note to the charity's balance sheet.

d) Income

Incoming resources are recognised in the period in which the group is entitled to receive them and the amount can be measured with reasonable certainty and it is probable that income will be received. Income is deferred only when the group has to fulfil conditions before becoming entitled to it or where the donor or funder has specified that the income is to be expended in a future accounting period.

Grants from government and Trusts and Foundations have been included as income from activities in furtherance of the group's objectives where these amount to a contract for services, but as donations where the money is given in response to an appeal or with greater freedom of use, for example monies for core funding.

Investment income is accounted for on an accruals basis.

Notes to the Financial Statements for the year ended 31 July 2025 (continued)

1. Accounting policies (continued)

e) Expenditure

Expenditure is included in the statement of financial activities when incurred and includes attributable VAT which cannot be recovered.

Expenditure comprises the following:

- a. Expenditure on charitable activities comprises monies spent on the charity's primary charitable purposes as described in the Trustees' report. It also includes appropriately apportioned salary costs and support costs (see note 8).
- b. The costs of raising funds comprises the expenditure incurred in primary purpose trading activities by the charity and consists of salaries, direct costs and overheads.
- c. Support costs represent indirect charitable expenditure. In order to carry out the primary purposes of the group it is necessary to provide support in the form of financial procedures, provision of office services and equipment and a suitable working environment. Salary costs have been allocated based on staff time.

f) Fixed assets

Tangible

Assets costing in excess of £1,000 and with an expected useful life exceeding one year are capitalised.

Depreciation is charged on these assets at the following annual rates in order to write them off over their estimated useful lives:

Computer and other equipment/software	25% straight line
---------------------------------------	-------------------

g) Investments

Investment in the subsidiary company is stated in the charity at cost.

h) Stocks

Stocks are valued at lower of cost and net realisable value after making due allowance for obsolete and slow-moving items. Cost includes all expenditure in bringing stock to their present location and condition.

Net realisable value is based on estimated selling price less the anticipated costs to sell.

i) Leased assets

Rentals applicable to operating leases where substantially all of the benefits and risks of ownership remain with the lessor are charged to the statement of financial activities on a straight line basis over the life of the lease.

Assets purchased under hire purchase agreements are capitalised as fixed assets. Obligations under such agreements are included in creditors. Charges are written off to the SOFA over the period of the agreement so as to produce a constant periodic rate of charge.

j) Fund accounting

The unrestricted fund comprises those monies which may be used towards meeting the charitable objectives of the group and which may be applied at the discretion of the Trustees.

The restricted funds are monies granted for, and their use restricted to, a specific purpose, or donations subject to donor-imposed conditions.

Notes to the Financial Statements for the year ended 31 July 2025 (continued)

1. Accounting policies (continued)

k) Pensions

The Association operates a defined contribution group personal pension for employees. The funds are managed by S
Widows and contributions are paid monthly by direct debit and charged to the Statement of Financial Activities
(SOFA) as incurred.

l) Financial Instruments

The Charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other
Financial Instruments Issues' of FRS 102 to all of its financial instruments. The Charity only has financial assets and
financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are recognised
as the amount payable or receivable when the instrument is first recognised together with any subsequent
transaction costs but modified in respect of trade debtors for an assessment of potential bad debt.

m) Critical Accounting estimates and judgements

In the application of the Charity's accounting policies, the Trustees are required to make judgements, estimates
and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other
sources. The estimates and associated assumptions are based on historical experience and other factors that are
considered to be relevant. Actual results may differ from these estimates. The estimates and underlying
assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in
which the estimate is revised where the revision affects only that period, or the period of the revision and future
periods where the revision affects both current and future periods. The Trustees believe there are no critical
estimates or judgements relevant to the financial statements.

2a Detailed comparatives for the consolidated statement of financial activities

	2024 Unrestricted £	2024 Restricted £	2024 Total £
Income from:			
Donations and legacies	11,589	-	11,589
Charitable activities	714,236	685,333	1,399,569
<i>Other income</i>			
Government Grants	-	-	-
<i>Other trading activities</i>			
Sponsorship and advertising	62,430	-	62,430
			-
Investments	4,293	-	4,293
Total income	792,548	685,333	1,477,881
Expenditure on:			
<i>Raising funds:</i>			
Sale of educational materials	87,737	-	87,737
Charitable activities	735,785	735,925	1,471,710
Total expenditure	823,522	735,925	1,559,447
Net income / (expenditure) for the year and net movement in funds	(30,974)	(50,592)	(81,566)
Reconciliation of funds:			
Total funds brought forward at 1 August	190,848	149,203	340,051
Total funds carried forward at 31 July	159,874	98,611	258,485

Notes to the Financial Statements for the year ended 31 July 2025 (continued)**2b Detailed comparatives for the Charity statement of financial activities**

	2024 Unrestricted £	2024 Restricted £	2024 Total £
Income from:			
Donations and legacies	11,589	-	11,589
Charitable activities	661,005	685,333	1,346,338
<i>Other income</i>			
Government Grants	-	-	-
<i>Other trading activities</i>			
Sponsorship and advertising	62,430	-	62,430
Investments	4,293	-	4,293
Total income	739,317	685,333	1,424,650
Expenditure on:			
<i>Raising funds:</i>			
Sale of educational materials	87,737	-	87,737
Charitable activities	677,463	735,925	1,413,388
Total expenditure	765,200	735,925	1,501,125
Net income / (expenditure) for the year and net movement in funds	(25,883)	(50,592)	(76,475)
Reconciliation of funds:			
Total funds brought forward at 1 August	216,985	149,203	366,188
Total funds carried forward at 31 July	191,102	98,611	289,713

Notes to the Financial Statements for the year ended 31 July 2025 (continued)

3 Income from donations and legacies

	2025	2024
	Unrestricted	Unrestricted
	£	£
Individual donations	887	11,589
	887	11,589

4 Income from charitable activities

	2025	2024
	Total	Total
	£	£
<i>Unrestricted income</i>		
Member subscriptions	209,679	282,165
Sales of publications and journals	75,037	113,943
Conference and workshop income	201,703	225,658
Income from sponsored projects	38,826	92,470
	525,245	714,236
<i>Restricted Income</i>		
Income from sponsored projects	138,282	685,333
	138,282	685,333
Total income from charitable activities	663,527	1,399,569

Included above is £20,741 (2024: £53,231) sales of publications and journals relating to the subsidiary company.

5 Income from other trading activities

	2025	2024
	Unrestricted	Unrestricted
	£	£
Advertising and sponsorship	48,975	62,430
	48,975	62,430

Income is from journal and conference advertising and sponsorship and is all primary purpose trading.

6 Other income

	2025	2024
	Unrestricted	Unrestricted
	£	£
Lease surrender	160,000	-
Gain on disposal of investment	37,500	-
	197,500	-

Notes to the Financial Statements for the year ended 31 July 2025 (continued)**7a Analysis of expenditure year ended 31 July 2025**

	Staff costs £	Other costs £	2025 Total £
<i>Raising funds</i>			
Sale of educational materials	17,492	8,657	26,149
<i>Charitable Activities: the promotion and improvement of the teaching of science:</i>			
Members registration and services	57,484	18,118	75,602
Book sales	2,590	17,769	20,359
Journal expenditure	19,005	53,952	72,957
Conferences and other CPD	84,800	93,621	178,421
Regional expenses	21,978	2,082	24,060
Advocacy & other projects	52,757	-	52,757
Support costs	61,769	163,236	225,005
Governance costs	27,546	5,988	33,534
Restricted project expenditure (see note 19 and 19b)	99,754	101,090	200,844
Total expenditure 2025	445,175	464,513	909,688
Restricted expenditure	99,754	101,090	200,844
Unrestricted expenditure	345,421	363,423	708,844
Total expenditure 2025	445,175	464,513	909,688

Included above is £17,769 related to the subsidiary company.

7b Analysis of expenditure year ended 31 July 2024

	Staff costs £	Other costs £	2024 Total £
<i>Raising funds</i>			
Sale of educational materials	48,866	38,871	87,737
<i>Charitable Activities: the promotion and improvement of the teaching of science:</i>			
Members registration and services	89,191	27,517	116,708
Book sales	27,332	30,988	58,320
Journal expenditure	27,060	66,578	93,638
Conferences and other CPD	52,810	92,103	144,913
Regional expenses	64,506	234	64,740
Advocacy & other projects	39,311	1,960	41,271
Support costs	91,482	81,808	173,290
Governance costs	30,317	12,588	42,905
Restricted project expenditure (see note 17a and 17b)	279,946	455,979	735,925
Total expenditure 2024	750,820	808,625	1,559,447
Restricted expenditure	279,946	455,979	735,925
Unrestricted expenditure	470,875	352,647	823,522
Total expenditure 2024	750,821	808,626	1,559,447

Notes to the Financial Statements for the year ended 31 July 2025 (continued)

8 Net income / (expenditure) for the year

This is stated after charging / (crediting):	2025	2024
	£	£
Payments under operating leases	-	2,096
Auditor's remuneration:		
Audit fees	-	7,500
Independent Examination fee	5,000	-

9 Analysis of staff costs, trustee remuneration and expenses, and the cost of key management personnel

Staff costs were as follows:	2025	2024
	£	£
Salaries and wages	389,665	668,658
Social security costs	30,519	40,382
Employer's contribution to defined contribution pension schemes	24,992	41,781
	445,175	750,821

The following number of employees received employee benefits (excluding employer pension) during the year between:

	2025	2024
	No.	No.
£60,001 -£70,000	-	1

The total employee benefits including pension contributions of the key management personnel were £56,844 (2024: £75,049). One trustee was reimbursed for travel to the National Science Teacher Association Conference in the USA totalling £980 (2024: £1,863).

No Trustee received remuneration or benefits as a trustee.

Remuneration to trustees for services provided to the charity were paid under the provisions in Section 5 of the Association's Royal Charter.

Staff numbers

The average number of employees (head count based on number of staff employed) during the year was as follows:

	2025	2024
	No.	No.
The Association for Science Education employees	13	23
	13	23

10 Taxation

The charitable company is exempt from corporation tax as its non-primary purpose trading income is below the small trading limit allowable for charities.

Notes to the Financial Statements for the year ended 31 July 2025 (continued)

11 Investments

Millgate House Education Limited (now known as ASE Publishing and Trading Ltd)

On 1 September 2017 the Association for Science Education acquired Millgate House Education Limited, a company incorporated in the United Kingdom and limited by guarantee. Following several years in which the company's activities made a loss, the Directors resolved during the year to sell the related assets. This decision was taken to protect the Charity's financial position and reduce further risk exposure. The sale included tangible assets owned by the subsidiary, together with value attributed to digital downloads and royalties on publications where the Charity retains the intellectual property rights. Amounts relating to these intellectual property rights have been recognised as an intercompany payable within the subsidiary and as income and an intercompany receivable in the Charity's financial statements. The sale agreement was as follows:

- An initial lump sum of £13,500, plus £2,500 contribution towards costs of sale paid on completion of agreement
- A sum equal to 25% of the value of sales of: existing stock, sales of recently produced books, digital downloads and royalties on texts where the IP belongs to the charity, relating to the Business during the three years following the Completion Date ("Royalties"), payable annually in arrears on the first three anniversaries of the Completion Date.
- Minimum annual payments if Royalties are lower, were agreed as £21,500 to be paid in instalments over three years.

Contingent consideration may also be payable if the Royalties due exceed the minimum payments. As this amount depends on future sales performance, it cannot be reliably measured at the year end. In line with agreed governance and due process, the remaining company, ASE Trading and Publishing Ltd (renamed April 2025), of 483 Green Lanes, London, N13 4HB, will transfer the asset purchase agreement and related rights to the Charity. Following completion of the transfer, ASE Trading and Publishing Ltd will take the necessary steps to wind down and cease operations. At year end (FY2425), it had a profit for the year of £2,971 (2024: deficit of £5,087) and at the end of the year its net liabilities were £28,256 (2024: £31,228).

12 Stock

	Group 2025 £	Group 2024 £	Charity 2025 £	Charity 2024 £
Publications for resale	-	9,985	-	-
	-	9,985	-	-

Notes to the Financial Statements for the year ended 31 July 2025 (continued)

13 Debtors	Group 2025	Group 2024	Charity 2025	Charity 2024
Due within one year	£	£	£	£
Trade debtors	13,601	28,911	13,601	26,298
Amount due from subsidiary	-	-	29,853	230,344
Prepayments and accrued income	35,774	78,754	35,774	78,754
	70,875	107,665	100,728	335,396

14 Creditors: amounts falling due within one year	Group 2025	Group 2024	Charity 2025	Charity 2024
	£	£	£	£
Trade creditors	27,762	57,270	27,762	55,002
Taxation and social security	682	41,130	682	41,130
Accruals	64,522	116,215	64,018	115,711
Member subscriptions in advance	66,566	83,227	66,566	83,227
Journal subscriptions in advance	16,395	20,702	16,395	20,702
Bad debt provision	733	350	733	350
	176,660	318,894	176,156	316,122

Member subscriptions are generally paid in advance for a period of one year or three years and therefore a proportion of this payment is deferred into the following financial year(s). Library subscriptions are paid one year in advance.

15 Analysis of net assets between funds - Group	Group Unrestricted	Group Restricted	Group Total funds
	£	£	£
Current assets	404,694	36,049	440,743
Creditors due within one year	(176,660)	-	(176,660)
Net assets at the end of the year	228,034	36,049	264,083

Analysis of net assets between funds - Charity	Charity Unrestricted	Charity Restricted	Charity Total funds
	£	£	£
Current assets	432,949	36,049	468,998
Creditors due within one year	(176,156)	-	(176,156)
Net assets at the end of the year	256,793	36,049	292,842

Notes to the Financial Statements for the year ended 31 July 2025 (continued)**16 Analysis of net assets between funds - prior year - Group**

	Group Unrestricted	Group Restricted	Group Total funds
	£	£	£
Current assets	478,768	98,611	577,379
Creditors due within one year	(318,894)	-	(318,894)
Net assets at the end of the year	159,874	98,611	258,485

Analysis of net assets between funds - prior year - Charity

	Charity Unrestricted	Charity Restricted	Charity Total funds
	£	£	£
Current assets	507,224	98,611	605,835
Creditors due within one year	(316,122)	-	(316,122)
Net assets at the end of the year	191,102	98,611	289,713

17a Movements in restricted funds - Group and Charity

	At the start of the year	Incoming resources	Outgoing resources	At the end of the year
	£	£	£	£
Restricted funds:				
Alexander Memorial	9,319	-	-	9,319
Wolfson Keeping Science Practical	46,557	65,181	(100,405)	11,333
Wellcome - Topic Level micro accredited CPD	-	3,393	(3,393)	-
Templeton Amplification	-	14,341	(14,341)	-
Science on stage UK	966	-	(966)	-
IoP Inclusion in Schools	23,019	-	(10,597)	12,422
SLI Inclusion in Schools	18,750	43,768	(62,518)	-
Gatsby - International Recruitment Research	-	11,599	(8,624)	2,975
Total restricted funds	98,611	138,282	(200,844)	36,049

Notes to the Financial Statements for the year ended 31 July 2025 (continued)

17b Movements in restricted funds - prior year - Group and Charity

	At the start of the year	Incoming resources	Outgoing resources	At the end of the year
	£	£	£	£
Restricted funds:				
Alexander Memorial	9,819	-	500	9,319
Wolfson Keeping Science Practical	65,757	34,499	(53,699)	46,557
Wellcome - Topic Level micro accredited CPD	20,934	19,797	(40,731)	-
Key moments in history: a fossil hunter's story	263	-	(263)	-
Science Education for Action and Engagement towards Sustainability (SEAS)	30	-	(30)	-
Science on Stage UK	1,281	-	(315)	966
IoP Inclusion in Schools	23,019	-	-	23,019
SLI Inclusion in Schools	31,340	529,839	(542,429)	18,750
Key moments in history: a fossil hunter's story Amplification	(3,240)	101,198	(97,958)	-
Total restricted funds	149,202	685,333	(735,925)	98,611

Purposes of restricted funds

Alexander Memorial

The Alexander Memorial Fund represents a legacy of £10,000 from the late Professor and Mrs Alexander which the ASE has been requested to administer for a memorial award until the funds expire. The award is granted to nominees who meet the criteria of supporting women and girls in science education and in situation of scarce resources. No awards were made in 2022/23 due to the fact that nominations received were not considered by the judging panel to meet the criteria. However, an amount of £500 was awarded in 2024 to the Sreepur Village.

Wolfson Keeping Science Practical

A programme to provide extended support for disadvantaged secondary schools across the UK, focused particularly on practical science. Delivered through a targeted and tailored programme of online and face to face CPD for heads of science, early careers teachers and school science technicians.

Wellcome - Topic Level Micro-accredited CPD in Science

A project to test the impact and value of delivering subject-specific CPD in upper primary and lower secondary science through 'bite-sized' online courses linked to micro-accreditation.

Templeton Amplification

This project is producing teaching resources and professional learning strategies for primary teachers of children aged 9-11 years to support their knowledge and understanding of the big ideas of evolution, the nature of scientific enquiry and the strengths and limitations of scientific knowledge. The project was supported by the Templeton World Charity Foundation and more information can be found online.

Science on Stage UK

Funding to pilot an end-use and effectiveness study of the Science Teacher SOS framework.

Notes to the Financial Statements for the year ended 31 July 2025 (continued)

Purposes of restricted funds (continued)

IoP Inclusion in Schools

ASE was subcontracted by the Institute of Physics to deliver the Inclusion in Schools project on behalf of the DfE from 1 August 2021 to March 2022. The primary purpose of this project was to significantly increase the number of students from under-represented groups progressing to physics-based routes (A-level physics, vocational or technical) post the age of 16.

SLI Inclusion in Schools

From April 2022, the ASE was subcontracted by STEM Learning to continue to deliver the Inclusion in Schools project on behalf of the DfE

18 Reconciliation of net income / (expenditure) to net cash flow from operating activities

	2025	2024
	£	£
Net income / (expenditure) for the reporting period	5,598	(81,566)
(as per the consolidated statement of financial activities)		
Interest received	4,397	4,293
(Increase) / decrease in stock	9,985	7,840
(Increase) / decrease in debtors	36,790	43,643
Increase / (decrease) in creditors	(142,234)	62,580
Net cash provided by / (used in) operating activities	(85,464)	36,790

19 Analysis of changes in net debt

The charity had no debt during the year.

20 Legal status of the charity

The charity is a company established by Royal Charter and has no share capital. Following the surrender of the lease on our premises at College Lane, Hatfield, the registered address of the charity is now 483 Green Lanes, London, N13 4BS.

21 Related party transactions

There were no related party transactions other than payments to Trustees for services as detailed in note 9.

Legal and Administrative Information

Trustees who served during the year and up to the date of approval of the financial statements:	<p>Manoj Chitnavis – Elected Member (Chair of Trustees)</p> <p>David Allen – Education Group Member (Chair of the Association 2025/26)</p> <p>Cerian Ayres – Education Group Member (Term ended 31st July 2025)</p> <p>Olivia Bussey - Appointed Member (Trustee Rep on Q&A Committee 2024/25)</p> <p>Susan Burr – Elected Member, (Association Treasurer until 31st July 2025)</p> <p>Sophie Davison (formally known as Will) – Appointed Member (Appointed 1st August 2025)</p> <p>Maggie Hannon – Appointed Member (Term ended 31st July 2025)</p> <p>Naomi Hiscock – Education Group Member (Appointed 1st August 2025)</p> <p>Leigh Hoath – Education Group Member (Past Co-Chair of the Association, Term ended 31st July 2025)</p> <p>Dylan Jones – Appointed Member (Appointed 1st August 2025)</p> <p>Jane Oldham – Appointed Member (Chair of Association 2024-2025)</p> <p>Alex Sinclair – Education Group Member (Past Co-Chair of the Association, Term ended 31st July 2025)</p> <p>Corinne Stevenson – Elected Member (Appointed 1st August 2024)</p>
Patron	HRH The Princess Royal
President	Professor Louise Archer - Karl Mannheim Professor of Sociology of Education at University College London
Chair of the Association	Jane Oldham (from 1 August 2024) David Allen (from 1 August 2025)
Chief Executive Officer	Lynn Ladbroke
Charity number:	313123
OSCR number:	SC042473
Royal Charter incorporation number:	RC000805 (England and Wales)
Principal address	483 Green Lanes London N13 4BS
Auditors	Goldwins Limited 75 Maygrove Road West Hampstead London, NW6 2EG
Bankers	NatWest Plc 35, Town centre Hatfield, AL10 0JU









Trustee Annual Report 2425 Final approved

Final Audit Report

2026-03-12

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