



The Association for Science Education
Trustees' Annual Report
and Group Financial Statements
For the Year Ended 31 July 2024

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An introduction from our Co-Chairs

This past year has been transformative for ASE, marked by significant change, growth, and a sharper focus on our strategic direction. In a time of considerable flux in the education sector, ASE has demonstrated adaptability and leadership. Changes to membership subscriptions have led to a welcome rise in membership numbers, with notable growth in student memberships. We've supported this community with tailored webinars and signposted useful resources. We are working closely with the current and incoming Chairs to enhance engagement with early career teachers and are optimistic about next year's programme. The rise in technician members also highlights ASE's expanding representation of the science education community—a development we celebrate. We've also taken steps this year to increase the visibility and awareness of membership benefits and to ensure the broader science education community is aware of our valuable services.

As co-chairs, we've had the privilege of representing ASE at international conferences in Thailand and at the NSTA conference in Denver. Engaging with global science education communities has been a reminder of the progress and achievements in this field worldwide. Our gratitude goes to everyone involved in organising these conferences, as well as those in the UK, for their dedication and hard work.

On a personal note, as ASE's first co-chairs, this year has been both challenging and deeply rewarding. We are proud to have established an effective shared leadership model. By "doubling up" on meetings, we've enhanced coverage and flexibility, ensuring continuity during demanding periods. Fortnightly meetings with the CEO and regular Chair Trio discussions have strengthened communication, guided strategic direction, and enriched key agenda-setting.

We are profoundly grateful to everyone who has supported us and ASE this year. A heartfelt thank you to outgoing Chair, Helen Harden, whose solid foundation enabled us to build and grow. Special thanks go to Christine Harrison for her outstanding commitment as Conference Secretary. We warmly welcome incoming Chair Jane Oldham and Chair Elect David Allen, wishing them every success. Together, we look forward to a bright future for ASE and the science education community it serves.

Professor Leigh Hoath and Dr Alex Sinclair
Co-Chairs of the ASE

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 2023-2024

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

Science education is facing several key challenges which we try to address through our work. The UK struggles to attract science graduates into teaching and many science teachers plan to leave the profession within three years due to burnout and heavy workloads. Whilst access to professional development and support is known to help teachers in the classroom, it can be hard for teachers and technicians to access to high-quality professional development – not because it is not offered, but because schools and teachers are stretched, both in terms of time and resource.

Over the past year (2023/24) we have continued to build on the strategy developed in 2021 whilst seeking to refine and develop new goals and impact for 2024 and beyond.

Our strategy continues to focus on four key areas:

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. We are proud to have over 120 members actively engaged in our National Committees and Groups, representing voices from across the education sector. Our committees and special interest groups—including Primary, 11-19, Teacher Developers (formerly known as Futures), Publications, Technicians, Health and Safety, Research, as well as our Editorial Boards, Registration Board, and Regional Committees—play an essential role in ensuring ASE's success and responsiveness to member needs. This year we established two new special interest groups: the Policy Group, which guides ASE policy development and ensures our position statements reflect the voice of members and practising educators, and the Conference Working Group to assist the conference secretary and staff team with the organisation of our flagship event.

These groups inform our priority areas and activities and directly help to deliver initiatives. Members contribute to policy discussions at national and regional levels, write for our publications, curate content and deliver sessions at conferences, peer review resources, and provide a vital connection to the daily realities of science educators in classrooms, labs, lecture halls, and academic institutions nationwide. We extend our heartfelt thanks to all our national and regional committee members for their hard work, commitment, and invaluable contributions to the Association's mission and growth.

Our Year in Numbers

1. 6,183 members

We saw membership grow by 20%. Teachers, technicians, lecturers, academics, researchers, school leaders, teacher developers, consultants, student teachers and early career teachers in membership

2. 605,500 page views

Our website was visited by over 149,000 unique users, who visited multiple pages and downloaded key resources, journals, guidance, news and events. Our membership page saw an increase of 139% in page views!

3. 18,170 CPD Hours.

Nearly 5000 teachers, technicians and students attended over **82 CPD** events on topics such as AI, SEND, inclusion and practical science.

4. 33,000 social media followers

We saw increased activity particularly on LinkedIn where followers increased by 15.8% over the year, and we launched a new channel on Instagram.

5. 64 newsletter updates

We sent out 64 newsletters customized and segmented based on teaching background (e.g. primary, secondary, technician) with information on relevant events, CPD, and news.

6. 27 news stories

Including coverage of topics such as ASE responses to the EEF guidance, Teacher Tapp State of CPD report, Royal Society's Science Education Tracker, and our response to the Advanced British Standard.

7. 1 new brand launch

Unchanged since 1973, the ASE launched a new logo, colour pallet and livery to bring the Association well into the 21st century

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 teach meets and tech 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 the launch of new networks bringing together different sections of our community in initiatives that have proved valuable to our growing membership.

A growing community: In September 2023 we overhauled our membership subscriptions, bringing down the cost of membership to £45 for all teachers and consultants (previously between £95 and £140), £25 for technicians (previously £50) and free for student members and early career teachers (previously between £24 and £70). Making the membership structure simpler, more affordable and reducing financial barriers to our services. This change has seen our individual membership numbers rise for the first time in many years. **The total number of members in 2023/24 was 6183** (2022: 5115) representing a 21% increase. This increase was largely driven by free membership for students and early career teachers, but we also saw increases in our technician community and increased numbers of teacher members. Our school membership numbers have declined since a peak during the pandemic, influenced by tighter school budgets and the enhanced value of individual memberships. Looking ahead, we will develop a new membership offer for schools, providing maximum value for money and tailored services that address their unique needs.

Local and community networks: Our committed network of local groups across the English regions, Wales, Scotland and Northern Ireland, continue to host TeachMeets and TechMeets, and bring together science educators in their own local areas. Local groups ran 28 events attended by over 780 members. Falling numbers at some local face to face events highlights the increasing pressure on teachers' time and the ongoing convenience of online events, which, while accessible, may not always deliver the same level of engagement or networking opportunities that in-person meetings can offer. We have held networking events in London, East Anglia and Southeast Region and have also launched community networks for our Teacher Developer Community and an International Teachers Discussion Forum and Network.

Community in the devolved nations: Members in Northern Ireland were able to gather at their Biennial Conference (see box below) as well as a regional Primary Teachmeet at W5 Life in Belfast and a Technician get together in Coleraine. ASE Wales held online Teach Meets and Tech Meets and our ASE Scotland Committee ran seven online Teach Meets, as well as face to face events for secondary teachers at the Royal Botanic Garden in Edinburgh and the Mearns Primary School for Primary Teachers. We are extremely grateful to our local members who work so hard to initiate local events for our members.

ASENI – Biennial Conference 2024: Held on June 7th at W5 and supported by sponsorship from Almac, the conference attracted over 200 attendees, including primary and post-primary teachers, science technicians, and exhibitors. The event facilitated 22 exhibitor tables, providing valuable networking and resource-sharing opportunities. A record number of technician delegates attended, underscoring the strong demand for targeted, practical training and peer interaction. Technician workshops on troubleshooting practical issues and lab safety were particularly valued. This

conference reaffirmed the essential role of in-person professional gatherings in advancing science education, enabling educators to learn from each other, renew their motivation, and bring fresh ideas back to their classrooms.

We're extremely grateful to ASE Northern Ireland Committee and Michelle Ryan, local Field Officer for all their hard work in helping to stage and deliver this event which fosters collaboration, community, professional development, and practical skill-sharing among science educators from across Northern Ireland.

The ASE in Asia: The ASE Southeast Asia Conference, held on March 15–16, 2024, brought together science educators and technicians from across the region. Hosted by Bangkok Patana School in partnership with The Association for Science Education and Philip Harris / Findel International, and sponsored by Philip Harris, Charleston Scientific, and Vernier, the conference offered a rich professional learning experience. A total of 125 delegates from 37 international schools in seven countries attended the two-day event, which was highly praised by participants for its subject-specific focus and impact on science education in Southeast Asia.

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 our activities in local communities.

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 2023/24, 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—from AI to Alpacas, and from professional recognition to hands-on practical work.

Annual Conference 2024: The ASE Annual Conference is a flagship event, held in high regard amongst the science education community. This event brings together teachers, technicians, research, academics, consultants, trainers, school suppliers, exam boards, charitable organisations and policy makers from across the science education sector. It offers a unique space for professional growth, networking, and access to inspiration speakers and influencers. By gathering experts and practitioners, the conference fosters the exchange of ideas and insights on teaching pedagogy, practical classroom strategies, the latest research and curriculum linked resources.

The 2024 ASE Annual Conference took place at the University of Northampton's Waterside Campus. The conference, curated by ASE committees, spanned three days and offered 250 sessions including tailored programmes for post-16 educators, technicians, Early Career Teachers (ECTs), and teacher trainers, primary and secondary teachers, as well as session on research and international science education. Key themes addressed were Climate Change, Inclusion and Diversity, Research, Sustainability, Professional Journeys, Practical Science, and Post-Covid Learning, with sessions curated by ASE Committees.

- 1,419 registered participants
- 250+ sessions
- 45 exhibitor stands

Feedback was overwhelming positive, with 89% agreeing or strongly agreeing that the event had a positive impact on their professional development. 80% agreeing or strongly agreeing it has a positive impact on subject knowledge. 80% agreeing or strongly agreeing it has had a positive impact on science department and colleagues and 92% agreeing that they had picked up many ideas that would be incorporated in their personal practice.

Thank you to our conference partners and sponsors: AQA, Philip Harris, Gatsby, RSC, Vitta, OUP, the University of Northampton, and partners PSTT.

Annual Teacher Developer Conference: Held in June at the Institute of Physics, and designed by our Teacher Developer Committee, sessions explored the journey from teacher to teacher developer and examined the critical roles and research underpinning the development of teachers' knowledge bases. The event was well received, and feedback was overwhelmingly positive.

Thank you to AQA and Ogden Trust for sponsoring and to the Institute of Physics for kindly hosting the event.

Technician Conference: The Summer Conference on July 24 at Cambridge Regional College featured a program of 16 sessions across four time slots, including four supplier workshops. The event attracted 66 delegates, including technicians from both independent and international schools. Exhibitors were pleased with delegate engagement, and attendees completed a total of 396 CPD hours.

Thank you to Philip Harris for sponsoring this event and to Cambridge Regional College for hosting.

Online Learning

AI Series: AI is transforming education by enhancing personalized learning, automating routine tasks and providing data-driven insights into student progress. In science education, AI's capabilities to analyse large datasets and simulate complex processes make it especially valuable. As schools prepare students for a tech-driven future, understanding AI's potential has become essential for science educators.

ASE ran a series of AI seminars, kindly sponsored by CENTURY Tech, focusing on the integration of AI in science education. Attended by 230 participants, and featuring expert speakers and practical insights, the series consisted of three webinars, each targeting different aspects of AI applications for science educators. The series provided an overview of the fundamentals of AI, its different applications and how it could be used to benefit science educators and students. There was ample chance for discussion and for participants to raise questions around their own usage and experience of AI in classroom. Participants left with a deeper understanding of AI, and more knowledge and tools to integrate AI into their teaching practices. The positive reception and high levels of engagement underscore the series' impact.

Attendees rated the webinars highly, with average scores of 4.3/5 for positive impact on practice, 4.5/5 for professional development, and 4.5/5 for improved understanding of the subject matter.

Maths for Teachers of A-level Biology: Now in its fourth phase of funding, this initiative aims to develop the capacities and confidence of biology teachers in their use of mathematics within the post 16 context, and to encourage more students to study Level 3 mathematics during the post-16 phase. A CPD course, followed by 47 participants, consisted of eight 90-minute online sessions from November '23 to March '24. The project is funded by the Department of Education in partnership with ASE and Mathematics in Education and Industry (MEI) as part of the Advanced Mathematics Support Programme (AMSP).

ASE BEST Bites: This project developed three pilot units of research-informed, topic-level, bite-sized online CPD and accompanying resources for teachers of science in upper primary and lower secondary schools,

drawing on the approaches of the Best Evidence Science Teaching (BEST) project, and evaluated the impact of the pilot units on a sample of teachers. It was clear from the teacher interviews and other evaluation aspects that the pilot CPD units had been well received and were appreciated, and that there is an appetite for more CPD like that developed for this proof-of-principle project. The unique combination of features of CPD that is topic-level, research-informed, bite-sized, completed online and self-directed made it very appealing to the primary and secondary science teachers in the study. Some of the teachers were from schools deemed by Ofsted to require improvement, and/or with a high percentage of pupils eligible for free school meals. Some were from schools that have little history of engagement with the ASE or the work of UYSEG and CIEC. The project, completed in December 2023, was funded by Wellcome Foundation legacy funding, and developed and delivered in partnership with the University of York Science Education Group and Centre for Industry Education Collaboration.

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. This year, we finalized the selection of the UK delegation to represent us at the Science on Stage 2024 Festival in Turku, Finland, scheduled for August 2024. In addition to the eleven delegates chosen through our national selection process, three UK teachers were selected in the 'Joint Projects' category, collaborating with partners from Sweden, Portugal, and Bulgaria. Approximately half of the UK delegation had the opportunity to showcase their projects during a 'practice run' at the Schools Exhibition at the ASE Annual Conference in Northampton in January 2024.

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.

This year, our Registration Board, supported by our Registrar, focused on maintaining compliance with Science Council standards, adapting procedures for remote and paperless workflows, and increasing registrant numbers by promoting registration linked to professional development. Systems improvements, including data cleansing and accurate record-keeping in CiviCRM, have strengthened our monitoring and communication with registrants. We were pleased that the Science Council license review confirmed full compliance with no actions required, validating our commitment to best practices.

Our registrant numbers have shown modest growth, with total registrations increasing from 302 in April 2023 to 307 by October 2024, despite a brief decline due to data cleansing adjustments. The ASE remains committed to recognising excellence in science education through professional registration, and we are proud to report that one of our Chartered Science Teachers received a CPD award for excellence in professional development this year, underscoring our impact on high-quality science teaching in line with our charitable goals.

Projects that promote excellence and innovation in Science Education

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' confidence and skills in delivering practical science, helping them engage students more effectively in STEM subjects.

In the past year, the project successfully met the objectives to provide practical science support to schools serving disadvantaged learners. We exceeded our recruitment goal by enrolling 55 schools, with 52 completing the baseline questionnaire. A total of 30 schools completed the final evaluation, contributing 374 entries to the online register, indicating a broader reach.

The CPD sessions were highly rated, with 98% of attendees scoring them as "good" or better. Although conference attendance was lower than expected, 15 educators participated, and schools expressed satisfaction with the support provided.

The Wolfson Foundation was pleased with the project's outcomes and, as a result, allowed the ASE to carry over unused funds to extend the initiative for another year, with a target of recruiting an additional 50 schools. This project has not only furthered the ASE's mission to enhance science education but has also provided financial benefits through memberships, conference participation, and book sales.

Inclusion in Schools: The Inclusion in Science programme, is an online CPD initiative aimed at science teachers and leaders. Funded by the Department for Education, the programme targets teachers in state-funded schools in England, specifically for Key Stages 3, 4, and 5. It focuses on promoting inclusion in science education, especially for groups of students who may face engagement and attainment challenges. Our Inclusion in Science team developed and delivered an online CPD programme consisting of 6 modules: sessions focused on building an inclusive culture in science classrooms; career-related materials; seminar discussions encouraged idea-sharing and peer interaction; helping teachers to reflect on their practices and implement inclusive changes in their teaching.

In the 2023-24 academic year, two cohorts participated, totalling 235 teachers.

The programme seeks to effectively equip teachers with knowledge and skills to build an inclusive culture in their classrooms, with a notable improvement in their use of inclusive language and their confidence in engaging students.

An independent evaluation conducted in early 2024 by Impact Ed, based on both quantitative and qualitative data, found that the programme had a positive impact. Key findings include:

- 96.9% of participants felt confident about making students feel welcome.
- 95.7% rated the sessions as of good or very good quality.
- 60.2% reported reflecting on and changing their department practices for greater inclusivity.
- Participants saw a 48% increase in knowledge of inclusive practices and a 29.1% increase in awareness of their own biases.

The evaluation recommends continuing the interactive elements of the programme, such as breakout groups and discussions, and providing more resources on inclusive careers. It also suggests adding more flexibility regarding time and further enhancing the evaluation process, including qualitative research and matching pre- and post-programme survey data.

Sadly, DfE fundings for the programme ended in August 2024. We will be offering a version of this programme for secondary and Primary schools. We continue to seek alternative funding to reduce costs to participating schools and improve accessibility.

Key Moments in History and Science: Building on the success of the Mary Anning pilot project, which showed positive effects on children's learning progress and challenged teachers to improve their science teaching methods, the Museo de Ciencias-Universidad de Navarra has partnered with the Mary Anning project to expand its impact on primary science education in Spain. Previous research has shown that science education in the Spanish curriculum is largely focused on theoretical learning, with minimal emphasis on practical inquiry or dialogue. The Mary Anning project provides valuable training that enhances teachers' professional pedagogical development and offers innovative resources for fostering classroom inquiry.

The 14-month project, (starting in October 2023), has already shown significant outcomes, working with 20 primary schools, 40 teachers and their pupils across 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:

- The fundamental concepts of fossils and evolution (content knowledge).
- The principles and processes of scientific inquiry (procedural knowledge).
- The nature of scientific, historical, and religious knowledge (epistemic knowledge).

This project also increased its reach in the UK through articles focused on dialogic teaching approaches in *Education Today*, *Headteacher Update*, *Schools Week* and *Teach Primary*. These, together with email and social media campaigns, significantly increased engagement with the project's webpage and resources. As a result of this amplification work, our Mary Anning landing page saw a 3,016% increase in views compared to the previous period.

Award Winner

The film depicting Mary Anning's early life, produced as part of ASE's [Mary Anning: a fossil hunter's story](#) primary resource, by film director James Morgan, won two further accolades this year! It was announced this week that 'Sea Dragon', a 15-minute narrative film about the young Mary Anning and her discoveries, has won Best Short Film and Best Fiction Short Film at the [International Braga Science Film Fest 2023](#) in Portugal. [include images]

ASE Journals and Publications

Our family of journals, along with our events, webinars, and online learning, offers members a diverse range of content that deepens subject and disciplinary knowledge, supports effective teaching strategies, explores new research and real-world science, provides practical ideas, and

addresses key topics this year, including climate change, curriculum connections, a closer look at our living world, arts-based learning, inclusive teaching and learning, and artificial intelligence.

In 2023/24, we published over 153 articles across our journals, including three issues of *Education in Science* (EIS), four issues of *Primary Science*, six editions of *School Science Review* (SSR) in both *In Depth* and *In Practice* formats, and one issue of the *Journal of Emergent Science* (JES), sponsored by the Primary Science Teaching Trust. Additionally, we launched the new Science Teacher Education hub, which replaces the Journal of Science Teacher Education (STE). This dedicated online space captures the perspectives of science teacher educators, experienced teachers, trainee teachers, and the international community, welcoming contributions from all voices on current issues in science teacher education. The hub features podcasts, articles, and the latest news and events in the field. Our journals now reach over 12,500 subscribers, with more than 100 universities and institutions subscribing to library editions, helping to expand access to professional development resources for science educators and teacher trainees.

This year, our journals have placed a strong emphasis on exploring and understanding our living world. Both *Primary Science* and *SSR* have featured articles focused on sustainability and the importance of deepening our knowledge of the environment. *Primary Science* highlighted key topics such as farming, animal ethics, sustainability, and recycling, while also showcasing Sindhu Jacob's innovative approach to investigating the relative rates of photosynthesis and respiration in a water plant using hydrogen carbonate indicator. Professor Micheal Reiss, our President wrote an article on the theme he explored at our annual conference on the critical question: what specific contribution can school science make in addressing the climate crisis and the escalating loss of biodiversity? These articles not only foster a greater understanding of environmental issues but also encourage educators and students to think critically about their role in shaping a sustainable future.

Although we no longer produce our *International Journal*, we have remained committed to incorporating global perspectives on science across our publications. In *SSR*, for example: Romaiza Naseem and Nasima Hassan explored decolonisation as a vital approach to creating a more inclusive and dynamic curriculum; Sheila Hopkins offered valuable insights on integrating content and language development to better support EAL (English as an additional language) students in science education. Additionally, Simon Taylor discusses a research project in New Zealand, where 13- to 14-year-olds used diorama construction to engage with climate science. In *EIS*, we featured articles on promoting substantive knowledge progression within the Australian science curriculum and as well as a unique African perspective on practical work in the science curriculum. Through these contributions, we continue to ensure that diverse global viewpoints enrich the science education discourse, empowering educators worldwide to think critically and inclusively.

ASE's publishing arm – Millgate House Education

In 2023/24, ASE's publishing arm, Millgate, continued to make impact with its award-winning books. Notably, Kathryn Horan's *Wow! But Why?* won the Teach Awards 2023 in the Primary STEM category. The book has been praised for its ability to balance engaging activities with deepening both teacher and pupil knowledge, linking each "wow" moment to real-world applications. It includes activities tailored for primary classrooms, connecting science concepts to students' everyday lives and global issues, as well as providing links to national curricula and STEM careers. *Grappling with Graphs* was also shortlisted for the Teach Secondary Awards 2024 in the CPD category with judges acknowledging its valuable contribution to teacher development, particularly in enhancing the teaching of graphs in science education. Through these efforts, Millgate continues to support high-quality educational resources, fostering both teacher and student development in science education.

Unfortunately, overall sales of books and publications has declined again this financial year. (£53,231 this financial year verses £68,184 in 2023). We believe this is partly due to challenges in establishing a platform on Amazon, but also reflects that many resources are now freely available online and are more cost effective.

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 2023/24, we continued to inform national and regional policy on a range of topics including guidance on primary science education, 11-16 education, post-16 education, teacher professional development and new science GCSE qualifications in Wales. 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), as part of the Learned Societies Group in Scotland, and with a range of partner organisations including Primary Science Quality Mark, Primary Science Teaching Trust (PSTT) and the University of Manchester.

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 2023/24 we have worked both independently and in partnership to inform policy across Westminster and Whitehall as well as the devolved nations.

Highlights include:

- In October 2023, the Primary Curriculum Advisory Group, convened by IOP, RSB, and RSC, with ASE, produced a report with recommendations for the future of the primary science curriculum. The proposed framework aims to inspire educators with a clear vision for primary science, ensuring all children gain meaningful scientific understanding and fostering essential skills to prepare them as informed, responsible citizens.
- The ASE was represented on the advisory group of the EEF guidance on improving primary science, which came out in November 2023. The report provides six practical recommendations to help teachers and school leaders enhance their science teaching, focusing on building students' scientific vocabulary and connecting new concepts to real-world contexts. Each recommendation includes models, examples, and strategies to demonstrate how these improvements can be effectively implemented in primary school classrooms.
- In December 2023 we welcomed the findings and recommendations of the House of Lords consultation on 11-16 education which called for urgent change to the 11-16 education system. Our own response to this inquiry included calls to ensure the school science curricula effectively engaged and prepared all students to tackle challenges such as climate change and sustainability and equips young people with the necessary knowledge, skills, attitudes, and values to live their lives well.
- In March we responded to the DfE consultation on the proposed Advanced British Standard advocating a curriculum overhaul that fostered critical thinking, practical skills, and interdisciplinary learning, with greater emphasis on fields like engineering, climate education, and sustainability. Key concerns on the proposals included teacher workload, resources, and equitable access for diverse student populations, as well as the need for substantial investment in professional development, laboratory resources, and inclusion

strategies for learners with additional needs, aiming for a holistic, inclusive, and forward-looking educational system.

- In April, we launched our four election pledges for a future government (see box below) and met with several MPs and peers to discuss how these might help to shape science education policy in the future.
- In June we welcomed Qualifications Wales' decision to introduce a new GCSE, The Sciences (double award), starting in September 2026, with the expectation that most learners will study it. This aligns with our long-standing view that a combined science route, blending the best aspects of both combined and separate science study, ensures equity and better use of specialist teachers. We, however, continue to express concerns that the introduction a new single award science GCSE will limit post-16 progression opportunities.

ASE's Manifesto to help transform science education for a brighter future: In April, in anticipation of a forthcoming General Election, we launched our Election Pledges. These pledges were informed by detailed discussions including with members and stakeholders at the Talking Science Debate held at the ASE's Annual Conference in January 2024.

1. National review of the vision for science education

We call on the next government to undertake a comprehensive national review of science education led by an independent body, inclusive of diverse perspectives from across the education sector.

2. Reform of the science education curriculum and assessment

Utilising the insights from the national review, we urge the next government to seek substantial reforms to the science education curriculum and assessment.

3. Increased funding to support training and ongoing professional development

The next government must take urgent steps to elevate the status of science education professionals, placing their well-being and ongoing development at the forefront of the education agenda.

4. Support for equity and inclusion initiatives that help to ensure all young people have equal access to excellent science education

Addressing inequity and inclusion in schools is a critical aspect of ensuring a fair and just education system. All students should have equal access to quality education regardless of their background or circumstances.

Organisational Sustainability

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

In 2023/24 the ASE continued to implement changes that sought to improve membership numbers; and tackle low reserves.

Tackling falling membership: In 2023, we conducted a thorough review of our membership structure, aiming to make membership more affordable, flexible, and inclusive. Our new rates include an annual fee of £45 for standard members, £25 for Technicians and retired educators, and free membership for student teachers, with discounts in their third year. The member offer was clarified with members all receiving the same extensive benefits including regular science education updates, substantial discounts on resources, a copy of Education in Science and new features like quarterly CPD updates and additional online resources. Members were given the option to add a journal of their choice (SSR, PS or STE) for a small fee. The changes were designed to foster a more supportive and diverse ASE community, helping educators at all career stages thrive. The result has been a

growth in membership of around 21% and good feedback from members who have welcomed these changes.

Financial sustainability: We continue to monitor income and expenditure carefully and have identified some further cost-saving opportunities across several areas, including conferences, journals, and publications. Following a strategic staff restructure in 2022/23, we now operate with a leaner team, and, as part of our commitment to financial sustainability, trustees decided in May 2023 to relinquish our office lease. This decision provided a valuable cash injection, bolstering our reserves and strengthening our financial position for the future. We expect to move out of the building by 1st September 2024.

Strategic Plan: Work was undertaken during the year to develop a new strategic plan (2024-2027). The plan was developed in discussion the staff team, committees and trustees. It continues to build on the four overarching themes of advocacy, CPD, community and organisational stability and includes key values upon which our activities and approach are built.

ASE Archive: We are deeply grateful to our volunteers, John Lawrence, Peter Borrows, and Alan Rhodes, who dedicated significant time to cataloguing our extensive archive ahead of the office relocation. This remarkable collection, spanning over 100 years, includes journals, booklets, pamphlets, event programs, reports, educational resources, photographs, and minutes, all documenting the rich history of ASE. Recognising the archive's historical and educational value, we are actively exploring partnerships with libraries interested in preserving and managing this unique resource for future generations.

Branding: As part of our ongoing transformation, we were pleased to unveil a refreshed visual identity for the Association for Science Education. The new logo—a modern interpretation of the iconic ASE ambigram—honours the history of ASE, while signalling a forward-looking and modern organisation. The redesigned look is being rolled out in phases, with updates made as needed to avoid unnecessary costs. While some materials still feature the previous design, they will be gradually updated over time to reflect the fresh look without incurring waste.

Future Plans

ASE remains dedicated to 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 2024/25 include enhancing our professional support community, expanding our advocacy and curriculum development efforts, and pursuing greater financial stability. Key initiatives will include:

- Delivery of a range of CPD opportunities, including a partnership with Physics Partners to support non subject specialists and a series of webinars to support our primary community.
- We'll continue to develop our international, teacher developer, technician and local networks.
- We aim to strengthen our advocacy, feeding into key government consultations on the curriculum in England and on qualifications in Scotland and Wales.
- We will streamline our Journals and launch a new look which aligns with our new branding.
- We'll continue to champion practical science and will relaunch the School Inclusion Program under a new funding model.
- The staff team will transition to a fully remote model of work from September 2024.

We continue to actively pursue new funding sources within the STEM sector and from trusts and foundations to support our mission.

From the Honorary Treasurer

This has been a year of continuing change for the Association. There has been a reduction in staffing and additional cost savings made in book and journal production and regional support. These changes have been essential and are part of a bigger plan of change to ensure the ongoing financial sustainability of the Association. The impact of these changes is now being felt and will be more apparent in the year 2024/25 and beyond.

The strategic plan with its threads of Community, Professional development and Advocacy continues to provide a major tool in informing and supporting the financial planning of the Association. This is used in conjunction with regular risk assessments.

Throughout the year Laura Rafferty (Director of Finance and Operations) has continued to provide excellent support for myself and the trustee body. My role as Honorary treasurer, together with the trustee body is to have an oversight of financial matters including proposed plans for the future. Reporting is timely and transparent, and Trustees have sufficient information to assess financial risks and make decisions accordingly.

To summarise the year:

Income:

We were pleased with the financial performance of the annual conference in Northampton. Increased membership numbers have allowed us to meet our budget for membership income but other areas, in particular book-sales and fundraising were weaker than expected. 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 Schools project in August 2024. We are seeking alternative funding, but this will impact on our income. We extend our thanks to those who made charitable donations to support the Association this year.

Expenditure:

There have been savings in a number of areas including staffing and book and journal production. We surrendered our office lease at the beginning of September 2024 and staff will be working remotely from now on. Committee meetings will continue to be held remotely, saving on travel costs. The lease surrender will provide a significant cash injection in the 2024/25 accounts, bolstering our reserves.

We have an unrestricted deficit for the year of £30,974, with £159,874 in unrestricted reserves at the end of the financial year. Our aim is to build our reserves level over the next few years. For further details on our reserves policy and our reserves level at the time of writing please see page 20.

The next few years are going to be challenging for all of us, trustees, members and staff. I have great faith in the future of the Association, and I know that everyone will be working incredibly hard to ensure it 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 2024.

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 2021).

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.

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 – Appointed Member (Chair of Trustees from 1st August 2023)
- David Allen – Representing Education Group (Appointed 1st August 2024)
- Cerian Ayres – Representing Education Group
- Olivia Bussey - Appointed Member (Appointed 1st August 2023) (Trustee Rep on Q&A Committee '24/25)
- Bryan Berry - Appointed Member (Resigned July 2024)
- Susan Burr – Elected by Membership, (Association Treasurer)
- Helen Harden, Immediate Past Chair of the Association (Resigned 31st July 2024)
- Maggie Hannon – Appointed Member (Trustee rep on Q&A Committee '23/24)
- Leigh Hoath – Representing Education Group (Co-Chair of the Association 2023-2024)
- Jane Oldham – Appointed Member (Chair of Association 2024-2025)
- Geoff Mackey – Elected by Membership (Resigned 31st July 2024)

- Alex Sinclair – Representing Education Group (Co-Chair of the Association 2023-2024)
- Corinne Stevenson – Elected by Membership (Appointed 1st August 2024)

Membership

Membership numbers as of July 2024:

- Individual Teachers/Technicians: 4,469 (2023: 2,935)
- Schools and Institutions: 535 (2023: 780)
- Total No of Members (including institutions): 5,004 (2023: 3,715)
- Total individual subscribers: 6,183 (2023: 5,115)

Key management personnel

The Trustee Body and the Chief Executive (Lynn Ladbroke) 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 21.

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 and Director of Finance and Operations which sets out the main operational, finance and compliance risks facing the Association. Key risks are currently identified as declining membership which will result in a loss of reach and impact as well as loss of income. Mitigating actions have been taken after discussions with the Board of Trustees, and these include measures to reduce costs with savings made on print, publications, IT, staff and audit fees. To ensure membership is more affordable for all we have also taken the decision to reduce membership subscriptions from September 23 as explained elsewhere in this report.

Reserves policy

Total consolidated reserves as of 31st July 2024 are £258,485 (2023: £340,051). Of these £98,611 are restricted (2023: £149,203). 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 4 months of running costs and a maximum at 10 months, with the target level of reserves set at 6 months. We currently hold reserves equivalent to approximately 2.5 months of running costs and

recognise the need to strengthen our financial position. Our goal is to increase reserves to the ideal level of 6 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 £385,000. Total consolidated unrestricted reserves at 31st July 2024 were £159,874 (2023: £190,848). However, we have secured a cash injection from the surrender of our office lease which eases cash flow and puts projected reserves at the end of the next financial year at £279,000 which equates to approximate 4.4 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 auditor

Each of the Trustees has confirmed that there is no information of which they are aware which is relevant to the audit, but of which the auditor 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.

Auditor

Goldwins were appointed as new auditors to the charity in June 2023 and it was confirmed by at the March AGM that they be re-appointed for the next financial year.

On behalf of the Trustee Body

Manoj Chitnavis

Chair of Trustees

Independent Auditor's Report

Opinion

We have audited the financial statements of The Association for Science Education (the 'Charity') for the year ended 31 July 2024 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. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102: The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the group's and charity's affairs as at 31 July 2024 and of its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the charity's Royal Charter, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended) and Charities Act 2011.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the Charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the Charity and environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Annual Report.

We have nothing to report in respect of the following matters in relation to which the Charities Act 2011 or the Charity Accounts (Scotland) Regulations 2006 (as amended) requires us to report to you if, in our opinion:

- sufficient accounting records have not been kept;
- the financial statements are not in agreement with the accounting records and returns; or
- we have not obtained all the information and explanations necessary for the purposes of our audit.

Responsibilities of the trustees

As explained more fully in the trustees' responsibilities statement, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as they determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the Charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the Charity or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud are set out below.

Capability of the audit in detecting irregularities

In identifying and assessing risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, our procedures included the following:

- We enquired of management, which included obtaining and reviewing supporting documentation, concerning the charity's policies and procedures relating to:
 - Identifying, evaluating, and complying with laws and regulations and whether they were aware of any instances of non-compliance;
 - Detecting and responding to the risks of fraud and whether they have knowledge of any actual, suspected, or alleged fraud;
 - The internal controls established to mitigate risks related to fraud or non-compliance with laws and regulations;
- We inspected the minutes of meetings of those charged with governance.
- We obtained an understanding of the legal and regulatory framework that the charity operates in, focusing on those laws and regulations that had a material effect on the financial statements or that had a fundamental effect on the operations of the charity from our professional and sector experience.
- We reviewed the financial statement disclosures and tested these to supporting documentation to assess compliance with applicable laws and regulations.
- We performed analytical procedures to identify any unusual or unexpected relationships that may indicate risks of material misstatement due to fraud.
- In addressing the risk of fraud through management override of controls, we tested the appropriateness of journal entries and other adjustments, assessed whether the judgements made in making accounting estimates are indicative of a potential bias and tested significant transactions that are unusual or those outside the normal course of business.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

A further description of our responsibilities is available on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the Charity's trustees, as a body, in accordance with the charity's Royal Charter, section 144 of the Charities Act 2011 and the regulations made under section 154 of that Act, regulation 10 of the Charities Accounts (Scotland) Regulations 2006 (as amended) and under Section 44(1) (c) of the Charities and Trustee Investment (Scotland) Act 2005. Our audit work has been undertaken so that we might state to the Charity's trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Charity's trustees as a body, for our audit work, for this report, or for the opinions we have formed.

.....
Goldwins Limited
Chartered Accountants
Statutory Auditor
75 Maygrove Road
London
NW6 2EG

Goldwins Limited is eligible for appointment as auditors of the charity by virtue of its eligibility for appointment as auditors of a company under section 1212 of the Companies Act 2006.

Financial activities

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

For the year ended 31 July 2024

		Unrestricted	Restricted	2024 Total	2023 Total
	Note	£	£	£	£
Income from:					
Donations and legacies	3	11,589	-	11,589	3,013
Charitable activities	4	714,236	685,333	1,399,569	1,493,600
<i>Other trading activities</i>					
Sponsorship and advertising	5	62,430	-	62,430	66,334
Investments	6	4,293	-	4,293	3,328
Total income		792,548	685,333	1,477,881	1,566,275
Expenditure on:					
<i>Raising funds:</i>					
Sale of educational materials	7a/b	87,737	-	87,737	95,278
Charitable activities	7a/b	735,785	735,925	1,471,710	1,479,220
Total expenditure		823,522	735,925	1,559,447	1,574,498
Net income / (expenditure) for the year and net movement in funds	8	(30,974)	(50,592)	(81,566)	(8,223)
Reconciliation of funds:					
Total funds brought forward at 1 August		190,848	149,203	340,051	348,274
Total funds carried forward at 31 July		159,874	98,611	258,485	340,051

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 2024

		Unrestricted	Restricted	2024 Total	2023 Total see Note 2b
	Note	£	£	£	£
Income from:					
Donations and legacies	3	11,589	-	11,589	3,013
Charitable activities	4	661,005	685,333	1,346,338	1,425,417
<i>Other trading activities</i>					
Sponsorship and advertising	5	62,430	-	62,430	66,334
Investments	6	4,293	-	4,293	3,328
Total income		739,317	685,333	1,424,650	1,498,092
Expenditure on:					
<i>Raising funds:</i>					
Primary purpose trading activities	7	87,737	-	87,737	95,278
Charitable activities	7	677,463	735,925	1,413,388	1,402,284
Total expenditure		765,200	735,925	1,501,125	1,497,562
Net income / (expenditure) for the year and net movement in funds	8	(25,883)	(50,592)	(76,475)	530
Reconciliation of funds:					
Total funds brought forward at 1 August		216,985	149,203	366,188	365,658
Total funds carried forward at 31 July		191,102	98,611	289,713	366,188

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 2024 £	Group 2023 £	Charity 2024 £	Charity 2023 £
Fixed assets:					
Investment in Subsidiary	11	-	-	-	-
		-	-	-	-
Current assets:					
Stock	12	9,985	17,825	-	-
Debtors	13	107,665	151,308	335,396	337,809
Cash at bank and in hand		459,729	427,232	270,439	282,602
		577,379	596,365	605,835	620,411
Liabilities:					
Creditors: amounts falling due within one year	14	(318,894)	(256,314)	(316,122)	(254,223)
Net current assets		258,485	340,051	289,713	366,188
Total net assets		258,485	340,051	289,713	366,188
Funds	15,16,17				
Restricted funds		98,611	149,203	98,611	149,203
Unrestricted funds:					
General funds		159,874	190,848	191,102	216,985
Total funds		258,485	340,051	289,713	366,188

Approved by the trustees on 8th March 2025

Manoj Chitnavis
Trustee

The attached notes form part of the financial statements.

Consolidated statement of cash flows

For the year ended 31 July 2024

	Note	2024 £	2024 £	2023 £	2023 £
Cash flows from operating activities:					
Net cash provided by / (used in) operating activities	18		36,790		42,866
Cash flows from investing activities:					
Interest receivable		(4,293)		(3,328)	
Cash provided by / (used in) investing activities			(4,293)		(3,328)
Change in cash and cash equivalents in the year			32,497		39,538
Cash and cash equivalents at the beginning of the year			427,232		387,694
Cash and cash equivalents at the end of the year	18		459,729		427,232

Notes to the Financial Statements for the year ended 31 July 2024

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 are lower at the end of July 2024 than the prior year, this is a result of changes made to reduce costs going forward. In addition the charity received a £160,000 lease surrender premium in September 2024. We therefore expect that our unrestricted reserves will be closer to our target reserves position at the end of the next financial year.

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 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 2024 (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 2024 (continued)

k) Pensions

The Association operates a defined contribution group personal pension for employees. The funds are managed by Scottish

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.

Notes to the Financial Statements for the year ended 31 July 2024 (continued)

2a Detailed comparatives for the consolidated statement of financial activities

	2023 Unrestricted £	2023 Restricted £	2023 Total £
Income from:			
Donations and legacies	3,013	-	3,013
Charitable activities	780,775	712,825	1,493,600
<i>Other income</i>			
Government Grants	-	-	-
<i>Other trading activities</i>			
Sponsorship and advertising	66,334	-	66,334
Investments	3,328	-	3,328
Total income	853,450	712,825	1,566,275
Expenditure on:			
<i>Raising funds:</i>			
Sale of educational materials	95,278	-	95,278
Charitable activities	783,201	696,019	1,479,220
Total expenditure	878,479	696,019	1,574,498
Net income / (expenditure) for the year and net movement in funds	(25,029)	16,806	(8,223)
Reconciliation of funds:			
Total funds brought forward at 1 August	215,877	132,397	348,274
Total funds carried forward at 31 July	190,848	149,203	340,051

Notes to the Financial Statements for the year ended 31 July 2024 (continued)

2b Detailed comparatives for the Charity statement of financial activities

	2023 Unrestricted £	2023 Restricted £	2023 Total £
Income from:			
Donations and legacies	3,013	-	3,013
Charitable activities	712,592	712,825	1,425,417
<i>Other income</i>			
Government Grants	-	-	-
<i>Other trading activities</i>			
Sponsorship and advertising	66,334	-	66,334
Investments	3,328	-	3,328
Total income	785,267	712,825	1,498,092
Expenditure on:			
<i>Raising funds:</i>			
Sale of educational materials	95,278	-	95,278
Charitable activities	706,265	696,019	1,402,284
Total expenditure	801,543	696,019	1,497,562
Net income / (expenditure) for the year and net movement in funds	(16,276)	16,806	530
Reconciliation of funds:			
Total funds brought forward at 1 August	233,261	132,397	365,658
Total funds carried forward at 31 July	216,985	149,203	366,188

Notes to the Financial Statements for the year ended 31 July 2024 (continued)

3 Income from donations and legacies

	2024	2023
	Unrestricted	Unrestricted
	£	£
Individual donations	11,589	3,013
Legacies	-	-
	11,589	3,013

4 Income from charitable activities

	2024	2023
	Total	Total
	£	£
<i>Unrestricted income</i>		
Member subscriptions	282,165	404,096
Sales of publications and journals	113,943	132,408
Conference and workshop income	225,658	184,048
Income from sponsored projects	92,470	60,223
	714,236	780,775
<i>Restricted Income</i>		
Income from sponsored projects	685,333	712,825
	1,399,569	1,493,600

Included above is £53,231 (2023: £68,184) sales of publications and journals relating to the subsidiary company. The charity only total is £1,346,338 (2023: £1,425,417).

5 Income from other trading activities

	2024	2023
	Unrestricted	Unrestricted
	£	£
Advertising and sponsorship	62,430	66,334
	62,430	66,334

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

6 Investments

	2024	2023
	Unrestricted	Unrestricted
	£	£
Bank Interest	4,293	3,328
	4,293	3,328

Notes to the Financial Statements for the year ended 31 July 2024 (continued)**7a 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:</i>			
<i>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 19 and 19b)	279,946	455,979	735,925
Total expenditure 2024	750,821	808,626	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

Included above is £58,322 related to the subsidiary company. The charity only expenditure on raising funds and charitable activities is £1,501,125.

Notes to the Financial Statements for the year ended 31 July 2024 (continued)**7b Analysis of expenditure year ended 31 July 2023**

	Staff costs	Other costs	2023 Total
	£	£	£
<i>Raising funds</i>			
Sale of educational materials	74,873	20,405	95,278
<i>Charitable Activities:</i>			
<i>the promotion and improvement of the teaching of science:</i>			
Members registration and services	67,611	17,966	85,577
Book sales	37,915	39,019	76,934
Journal expenditure	25,534	72,394	97,928
Conferences and other CPD	56,278	122,283	178,561
Regional expenses	74,426	7,630	82,056
Advocacy & other projects	42,333	9,504	51,837
Support costs	84,998	83,633	168,631
Governance costs	28,876	12,801	41,677
Restricted project expenditure (see note 17a and 17b)	302,254	393,765	696,019
Total expenditure 2023	795,098	779,400	1,574,498
Restricted expenditure	302,254	393,765	696,019
Unrestricted expenditure	492,844	385,635	878,479
Total expenditure 2023	795,098	779,400	1,574,498

Notes to the Financial Statements for the year ended 31 July 2024 (continued)

8 Net income / (expenditure) for the year

This is stated after charging / (crediting):	2024	2023
	£	£
Amortisation	-	-
Payments under operating leases	2,096	2,096
Auditor's remuneration:		
Audit fees	7,500	7,500
Non audit fees	-	-
	7,500	7,500

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

Staff costs were as follows:	2024	2023
	£	£
Salaries and wages	668,658	693,519
Social security costs	40,382	50,492
Employer's contribution to defined contribution pension schemes	41,781	51,087
	750,821	795,098

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

	2024	2023
	No.	No.
£60,001 -£70,000	1	0

The total employee benefits including pension contributions of the key management personnel were £75,049 (2023: below £60,000).

Five trustees were reimbursed expenses during the year for travel, accommodation and subsistence costs totalling £1,863 (2023: £2,730).

No Trustee received remuneration or benefits as a trustee however the following trustees received remuneration for the following services provided to the charity: Helen Harden £3,000 (2023: £3,625) for journal editing and commissioning and resource evaluation.

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:

	2024	2023
	No.	No.
Millgate House Education employees	-	2
The Association for Science Education employees	23	32
	23	34

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 2024 (continued)

11 Investments

Millgate House Education Limited

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. Its results have been consolidated in these financial statements. Millgate House Education is considered by the Trustees of the charity to be undertaking primary purpose trading, namely selling science publications.

The registered office of Millgate House Education Limited is College Lane, Hatfield, Hertfordshire, AL10 9AA. Its company registration number is 10875129. It had a deficit for the year of £5,089 (2023: deficit of £8,750) and at the end of the year its net liabilities were £31,228 (2023: £26,139).

12 Stock

	Group	Group	Charity	Charity
	2024	2023	2024	2023
	£	£	£	£
Publications for resale	9,985	17,825	-	-
	9,985	17,825	-	-

Notes to the Financial Statements for the year ended 31 July 2024 (continued)

13 Debtors	Group 2024	Group 2023	Charity 2024	Charity 2023
	£	£	£	£
Due within one year				
Trade debtors	28,911	105,615	26,298	101,993
Amount due from subsidiary	-	-	230,344	190,123
Other debtors	-	149	-	149
Prepayments and accrued income	78,754	45,544	78,754	45,544
	107,665	151,308	335,396	337,809

14 Creditors: amounts falling due within one year	Group 2024	Group 2023	Charity 2024	Charity 2023
	£	£	£	£
Trade creditors	57,270	16,869	55,002	17,101
Taxation and social security	41,130	34,128	41,130	34,128
Accruals	116,215	59,559	115,711	57,236
Member subscriptions in advance	83,227	119,906	83,227	119,906
Journal subscriptions in advance	20,702	20,852	20,702	20,852
Bad debt provision	350	5,000	350	5,000
	318,894	256,314	316,122	254,223

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	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 - 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

Notes to the Financial Statements for the year ended 31 July 2024 (continued)

16 Analysis of net assets between funds - prior year - Group

	Group Unrestricted	Group Restricted	Group Total funds
	£	£	£
Current assets	447,162	149,203	596,365
Creditors due within one year	(256,314)	-	(256,314)
Net assets at the end of the year	190,848	149,203	340,051

Analysis of net assets between funds - prior year - Charity

	Charity Unrestricted	Charity Restricted	Charity Total funds
	£	£	£
Current assets	471,208	149,203	620,411
Creditors due within one year	(254,223)	-	(254,223)
Net assets at the end of the year	216,985	149,203	366,188

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	9,819	-	(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)	(0)
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
Amplification	(3,240)	101,198	(97,958)	-
Total restricted funds	149,203	685,333	(735,925)	98,611

Notes to the Financial Statements for the year ended 31 July 2024 (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	-	-	9,819
Gatsby Rise (Retention Initiative for Science Education)	-	9,100	(9,100)	-
Gatsby post 16 resources	1,900	-	(1,900)	-
Wolfson Keeping Science Practical	30,192	83,296	(47,731)	65,757
Wellcome - Topic Level micro accredited CPD	-	38,830	(17,896)	20,934
Key Moments in history: a fossil hunter's story	8,600	-	(8,337)	263
Science Education for Action and Engagement towards Sustainability (SEAS)	2,441	-	(2,411)	30
Science on stage UK	1,281	-	-	1,281
IoP Inclusion in Schools	39,978	-	(16,959)	23,019
SLI Inclusion in Schools	38,186	581,599	(588,445)	31,340
Key Moments in history: a fossil hunter's story Amplification	-	-	(3,240)	(3,240)
Total restricted funds	132,397	712,825	(696,019)	149,203

Purposes of restricted funds

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 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.

Gatsby Rise (Retention Initiative for Science Education)

A programme to expand the reach and impact of the Science Teacher SOS Framework and survey by developing an accompanying package of support that can be used proactively by science leaders to support the wellbeing, career development and ultimately retention of their team throughout the year. Project ended 22/23.

Gatsby post 16 resources

Funding to enable the ASE to support implementation of Benchmarks 1 and 2 of the Gatsby Charitable Foundation's Good Practical Science Report, which provides a framework for good practical science in schools and colleges. Further information is available on both the ASE and the Gatsby Charitable Foundation's websites. Project ended in 22/23.

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.

Notes to the Financial Statements for the year ended 31 July 2024 (continued)

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.

Key Moments in history: a fossil hunter's story

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 Education for Action and Engagement towards Sustainability (SEAS)

ASE was a partner organisation for this EU Horizon 2020 funded project which was led by the University of Oslo.

Science on stage UK

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

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.

Key Moments in history: a fossil hunter's story – Amplification

ASE was awarded a new grant from the Templeton World Charity Foundation in 2023-24 to amplify the impact of the Key Moments in history project detailed above. More information can be found in the Trustees Report.

Notes to the Financial Statements for the year ended 31 July 2024 (continued)

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

	2024	2023
	£	£
Net income / (expenditure) for the reporting period (as per the consolidated statement of financial activities)	(81,566)	(8,223)
Interest received	4,293	3,328
Depreciation and amortisation	-	-
(Increase) / decrease in stock	7,840	8,320
(Increase) / decrease in debtors	43,643	156,358
Increase / (decrease) in creditors	62,580	(116,917)
Net cash provided by / (used in) operating activities	36,790	42,866

19 Analysis of changes in net debt

The charity had no debt during the year.

20 Operating lease commitments

Total future minimum lease payments under non-cancellable operating leases are as follows:

	Group Property		Charity Property	
	2024	2023	2024	2023
	£	£	£	£
1 year	-	1,644	-	1,644
2 - 5 years	-	3,972	-	3,972
After more than 5 years	-	-	-	-
	-	5,616	-	5,616

21 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.

22 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 by membership (Chair of Trustees August 2023)</p> <p>Dr Susan Burr – Elected by Membership, Association Treasurer</p> <p>Geoff Mackey – Appointed member (retired July 2024)</p> <p>Bryan Berry - Appointed Member (retired July 2024)</p> <p>Olivia Bussey - Appointed member from August 2023</p> <p>Maggie Hannon – Appointed Member (Trustee rep on Q&A Committee)</p> <p>Cerian Ayres – elected by Education Group</p> <p>Dr Leigh Hoath – elected by Education Group (Association Co Chair August 2023)</p> <p>Helen Harden - elected by Education Group (retired July 2024)</p> <p>Dr Alex Sinclair – Association Co Chair (from August 2023)</p> <p>Corinne Stevenson - Appointed member (from August 2024)</p> <p>David Allen - Appointed member (from August 2024)</p> <p>Jane Oldham - Chair of the Association (from 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	Dr Alex Sinclair and Dr Leigh Hoath (Co Chairs from 1 August 2023 - 31 July 2024) Jane Oldham (from 1 August 2024)
Chief Executive Officer	Lynn Ladbrook
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