



LEEDS LEARNING ALLIANCE

INCLUSIVE
COLLABORATIVE
AMBITIOUS

TOGETHER... WE *ALL* CAN

Annual Report 2019/20





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TOGETHER... WE ALL CAN

I am delighted to welcome you to this first annual review of the Leeds Learning Alliance and our work over the past year.

Our alliance came together just over a year ago in order to strengthen the ways in which we support the children and young people of Leeds. You will see that the alliance is growing rapidly, and now represents just under 50,000 full time learners across the city. As a group of successful colleges, universities, schools, academies, charities, settings, and public services, our work is committed to Leeds's ambition to be a strong economy in a compassionate city.

Our alliance came together at a critical moment in time. We launched on the 25th November 2019 at the iconic and world-renowned Emerald Headingley Stadium, where we pledged to work together to support the intensifying needs of all young children in the communities we serve. Though back in 2019 we didn't realise quite how critical their needs were to become!

The review of our year has to be set in the context of 'the year that was 2020' nationally and globally. As a result of a tumultuous 2020, it feels as through the challenges facing us ahead are greater than ever - yet what have emerged are some phenomenally inspiring and truly humbling achievements that enable us to have hope and optimism. Not least from amongst our own students and staff.

At the start of 2021, as the COVID-19 vaccine is introduced, and we see the green shoots of recovery from a global pandemic, organisations and society open up again, and the economy starts to get back on track, it is also encouraging that we give thanks to those people that brought us through and provide light, hope and optimism even in the darkest times.

So, firstly, to our young people and their families, we give thanks because we know that our communities disproportionately took both the brunt of the virus, whilst also being at the vanguard of combatting its worst effects. Amongst our families, we have a particularly high proportion of people that work in healthcare, retail, public and emergency services, hospitality, and transport. These 'key workers' got us through the darkest days of 2020 by selflessly maintaining the key services that kept us, and the country, going.

Sadly, we lost too many family members, friends, neighbours, and colleagues to this dreadful virus. Those dear people will be forever in our hearts, and our onward work will be in tribute to them.

The many instances of selflessness we have daily witnessed bear great testament to both the kindness of strangers and true friends in need. This was demonstrated to the world so powerfully by our friend and colleague Kevin Sinfield.

I am sure that you, like me, looked with unbridled admiration upon Kevin's compassion, friendship, determination, grit, loyalty, and fitness! Kevin and Rob are such powerful role models for our young people, and this one event symbolises at its heart what being a part of team, community, city or family is all about. Kevin's selflessness in giving up time and energy for others is at the heart of what our alliance seeks to be. So thanks and congratulations to Kevin and his team that supported his amazing achievement.

The Leeds Learning Alliance has the highest ambitions for its learners, their families and our community. Those ambitions include every single member of that community, not just those that already know success.

The lesson that we hope you will take from these pages is that we can all achieve the highest levels of success if we work together in collaboration. This is encapsulated so magnificently by the work of our parents, carers, and staff, as well as Kevin's wonderful achievement.

Together... we all can!

Paul Brennan

Chair of Leeds Learning Alliance



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THE LEEDS LEARNING ALLIANCE (LLA)

The LLA is a rapidly growing consortium of organisations which was formed in 2019 by a group of leaders committed to improving education across Leeds. The member organisations support approximately 50,000 learners at every age range from early years to adult. The partners have come together to bring their commonwealth of resources to improve outcomes for every member of the communities that they serve though being: inclusive, collaborative and through working in partnership. Together the partners promote the city's aims as expressed in its Inclusive Growth Strategy.

At its core the LLA is tackling diversity, supporting communities, improving, strengthening and broadening leadership, developing its people and advocating for learners that face disadvantage and discrimination.

The LLA is a charitable Trust which binds all member organisations together through a Memorandum of Understanding. Some schools have additionally chosen the LLA as their Foundation Trust whilst other schools (academies) are part of a Multi Academy Trust (MAT) and other organisations have their own Foundation Trust.



ABOUT THE LEEDS LEARNING ALLIANCE

The Leeds Learning Alliance is a rapidly growing Trust that was formed in 2019 by like-minded Leeds educational organisations, based upon a shared commitment to inclusion, close collaboration, and high-level ambition.

Leeds Trinity University

Leeds Rhinos Foundation

Leeds College of Building

Leeds City Council

Carr Manor Community School

Bankside Primary School

Wetherby High School

Leeds City College

Notre Dame Sixth Form College

The White Rose Academies Trust

Leeds City Academy

Leeds East Academy

Leeds West Academy

Mill Field Primary Academy

CATCH

Chapel Allerton Primary School

PRINCIPLES

Each Trust member has signed a *Memorandum of Understanding* that encompasses:



- Unconditional mutual respect
- Inclusive and comprehensive admission and retention practices
- A supportive yet challenging culture
- Encouraging the development and sharing of innovation
- Providing opportunities, encouragement and challenges for staff to improve their own practice
- Working generously with partners
- Keeping both learning and community at the heart of all that we do
- A broad, balanced and relevant curriculum for every child
- An expectation that all stakeholders take responsibility for their own development
- Strong and tailored information, advice and guidance to all learners at all stages of education
- Broadening access to the wealth of learning opportunities in Leeds
- Shared community use of facilities and a commitment to and promotion of family learning and healthy lifestyles
- Create a culture of commitment and accountability within all communities to promote city-wide cohesion and opportunities for LLA involvement

OUR AIMS

HIGH CHALLENGE *AND* HIGH SUPPORT

The Leeds Learning Alliance is a successful and continuously improving organisation of partners that ensures:

- Rigorous and effective quality assurance practices
- High quality teaching and learning for all
- Excellent opportunities for professional development
- Research informed practice development
- Maximising participation in learning
- Effective and efficient use of resources
- Joint commissioning
- Economies of scale through shared resources and joint ventures
- Promoting healthy lifestyles



Above all, the LLA is committed to promoting the ambitions of the city of Leeds, its children, families, and communities through full support and implementation of the city's **Inclusive Growth Strategy**.



STRATEGIC REPORT

The LLA is focused on and committed to approaches that deliver the mission of the Alliance to be inclusive, collaborative and ambitious.

DELIVERING OUR AIMS *AND* OBJECTIVES:

The aims and objectives of the LLA are clear in the Memorandum of Understanding, and have remained consistent. The LLA is committed to improving educational, health, well-being, and employment outcomes for children, young people, and families. The LLA works inclusively and in collaboration with LLA partners and other organisations from across the city and beyond.



DEVELOPING OUR STRATEGY

The development of the Leeds Learning Alliance strategy is being informed by the priorities within the Leeds Inclusive Growth Strategy, and collective priorities across the LLA partners. Working groups have been established to work on and develop emerging priorities that fit in to the following categories:

Workforce: training, recruitment, retention, development, diversity

Leadership: development of inclusive leadership and diversity in leadership

Pathways and Destinations: curriculum development, widening engagement and participation, formal and informal learning opportunities, advice and guidance, transitions, education, training, and employment

Inclusion and Ethical Practices: organisational and leadership

Organisational Improvement: performance, collaboration, sustainability

Core and shared services, joint commissioning and procurement, and trading





RESTORE

At the start of the COVID-19 pandemic, the LLA (through Carr Manor Community School) joined a group of Restorative Practice specialists to create a guide for organisations to follow in order to help manage the complexities of lockdown, and the return to more typical working expectations.

The RESTORE Guide has been shared nationally, and has helped leaders consider the need to focus on a restorative and relational approach to the challenges presented by the pandemic.

The guide formed part of a three stage process: **React, Restore, Reset**. With the pandemic continuing to cause significant disruption and hardship for organisations, the Restore Guide continues to offer a structure and lens for leaders to use.

R

RECOGNITION of what's happened and that our experiences during lockdown have all been different, life-changing for many and significant for us all. How do we encourage everyone to share their story of the pandemic so far?

E

EMPATHY for the mix of emotions that we have in response to events in school, the community and in the wider world. Our responses to each other, whether we are staff, students, or parents. How can we respond with empathy, compassion and self-care?

S

SAFETY will be paramount, both emotional and physical. How do we re-establish a sense of safety for this new normal so that students are able to learn and all are able to thrive? How do we help those who may have felt unsafe whilst they have been away from school to feel safe again?

T

TRAUMA is now a collective as well as an individual experience. How does the school community process this? How do we support people who have experienced very particular traumas during lockdown, or who are facing an even more uncertain future?

O

OPPORTUNITY to change what needs to be changed, to reflect on what matters to us, and if we would like to do anything differently. One thing we can learn from this experience is that we can question even seemingly fixed aspects of our world.

R

RELATIONSHIPS are key, as they always have been. How do we reconnect, and re-build inclusive, responsive relationships at all levels in school?

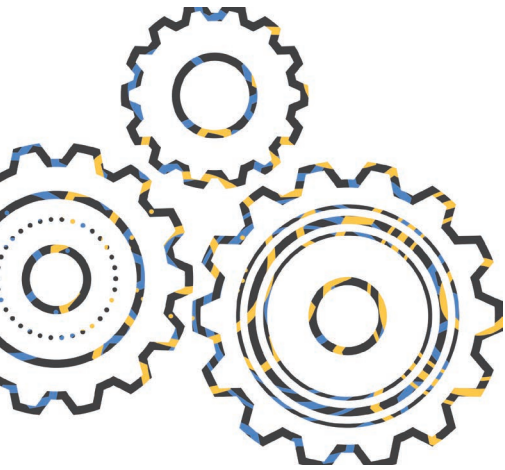
E

ENGAGEMENT in our own health and well-being, and with the issues that affect us: our teaching, learning, and community. How do we foster a culture that enables staff and students to have agency in their lives?





EVENTS



The Leeds Learning Alliance was launched on November 25th 2019 at the Emerald Headingley Stadium - home of the Leeds Rhinos. The launch event had more than 400 delegates from across all of the Leeds Learning Alliance partners. The programme included training on child development, inclusive practices, and Peace education.

The LLA led two Ethical Leadership Seminars, held on March 10th and June 20th 2020.



The first seminar focussed on recognising the impact of exclusion on the life chances of children and young people, sharing strategies to deal with the problem, and identifying possible next steps. One example being LLA organisations creating a new suite of success measures focussed on inclusion and progression.

The second seminar was held a couple of months into the COVID-19 pandemic, and the focus was on how the LLA and other organisations could work effectively and inclusively through a React, RESTORE and Reset process as the implications of the pandemic unfolded.

The LLA also hosted the 'Lose the Booths' event at Carr Manor Community School on January 25th 2020. The conference was focussed on strategies to avoid punishing children and young people using booths and isolation rooms. The conference had a series of keynote speakers and practitioner workshops.

WORKING GROUP REPORTS

WORKFORCE STRAND

The workstrand has followed a programme to enable the LLA to fill a space in the city region on workforce development around its values: inclusive, collaborative, ambitious.

During the first year of operation we have asked:

What can we do about the supply of teaching and other staff for our organisations?

How can we ensure that our initial and ongoing training offer is inclusive, collaborative, and ambitious?

How can we ensure that all LLA partners work strategically to meet the needs of the city region through partnership working, including developing pathways into employment in our organisations?

ACTIONS TO DATE INCLUDE:

- Mapping initial teacher training provision, and developing to address gaps (e.g. post-16 with and without qualified teacher status)
- Developing pathways into existing programmes for people from underrepresented groups (e.g. the police and other blue light and uniformed services)
- Developing a work-based Postgraduate Certificate in Inclusive Leadership, delivered by staff from LLA organisations and validated by Leeds Trinity University, with the ambition of developing a cadre of leaders in the city who are equipped to further the Inclusive Growth Strategy through inclusive leadership.

At the time of writing, the Postgraduate Certificate in Inclusive Leadership is recruiting its first cohort; participants will begin their studies early in 2021.

The programme is delivered online, and participation is open to all, though applicants employed in LLA organisations receive a significant discount on their fee. The intention is that the programme will run every year, growing in reputation and stature to anchor the LLA's position as an association of organisations ambitious for the development of our city's population through inclusive and collaborative working.







WORKFORCE RETENTION

A group of colleagues from across the Alliance have been working on an approach to retain staff (*predominantly although not exclusively*) in their third and fourth years of teaching. It was felt that, whilst the organisations within the LLA had effective strategies for inducting and supporting newly qualified teachers as well as retaining recently qualified teachers, the data within the city - and mirrored nationally - demonstrated a spike of staff leaving the profession after three or four years of teaching.

Therefore, a training and networking programme is currently being designed that will support the retention of this targeted group of teachers, as well as enabling the values of the LLA (*Inclusion, Collaboration, Ambition*) to be woven into the staff development across the Alliance.

The aim of the Classroom Leaders Programme is that teachers are developed into high quality practitioners, leading learning in their classroom with a values-driven approach to making a positive change for young people in our city.

The structure of the programme includes online modules on a virtual portal, enabling staff to access the training flexibly and individually. Additionally, the programme offers one-to-one coaching opportunities from mentors identified across the LLA organisations to promote reflective practice and ownership of their own professional development pathway. Finally, the programme will facilitate the opportunity for teachers to present to their peers on an impact-project, enabling the dissemination and sharing of best practice, as well as underpinning collaborative network development.

The online modules cover extensive topics, including personal competencies, career path planning and leadership qualities, as well as the opportunity to shape one's own individual areas of development.

At several points in the initial cohort there will be opportunities for us to reflect, refine, and reshape the programme, learning from feedback what particular aspects are most effectively meeting needs.



PATHWAYS AND DESTINATIONS

As part of the LLA's commitment to inclusion and ambition, partners in the LLA are collaborating with the West Yorkshire Police (WYP) to develop curriculum, assessment, and transition processes that facilitate recruitment to WYP that is more representative of the city.

The Pathways and Destinations working group includes colleagues from across the LLA, and is focussed on how to develop pathways towards the WYP via Leeds Trinity University, who deliver the Degree access routes. The short-term strategy for the working group is that this is a prototype to test a model that will deliver curriculum (*formal and informal*) and pathways for children, young people, and students to a wider set of destinations across the public sector.

The medium-term strategy is to establish a Public Service Partnership that will support the Leeds Inclusive Growth Strategy's ambitions of:

- Putting children at the centre of the growth strategy
- Ensuring employers and people are at the centre of the education and skills system
- Working together to create better jobs, tackling low pay and boosting productivity
- Establish Leeds as the best city for health and well-being

This partnership will demonstrate the need for education and training providers to develop their curriculum offer and their careers advice and guidance to better support understanding and decision making from early in primary school and through to further and adult education. The LLA partner organisations are committed to better representation in recruitment, retention and development in the workforce.

LEADERSHIP



DIVERSITY OF LEADERSHIP (BLACK, ASIAN AND MINORITY ETHNIC)

The LLA recognises that high quality leadership is critical to reducing inequalities across Leeds, particularly inequalities in education, health, well-being, and employment.

Recruiting, retaining and developing this level of leadership is a focus for the LLA across its own organisations. In addition, the LLA is committed to developing training and support for current leaders to be more inclusive, ethical and collaborative in their leadership.

The two Ethical Leadership Seminars run by the LLA during 2020 were 'identifying the problem' establishing next steps to create leadership that leads to exclusion and to unequal outcomes for children, young people and families. A couple of workstreams have developed from the seminars - one is looking at more inclusive measures of success for LLA organisations, and the other is focussing on diversity in leadership roles across Leeds.

Whilst the workforce has become more diverse, representation across senior levels of organisations does not reflect the diverse population in Leeds. Addressing workforce race and equality has the potential to positively impact and improve staff experience, organisational productivity, and most importantly improve the outcomes for the communities we serve.

In order to deliver real change which improves the experience of BAME colleagues in our workplaces the Diversity in Leadership working group has focussed on the following key elements:

Inclusive: A fair and representative leadership which reflects the communities we serve, and leads more equity of offer and more opportunity to all learners

Collaborative: Working with partners more representative of Leeds and BAME communities

Ambitious: Being more creative and innovative in the response to these challenges

PROPOSALS / CONSIDERATIONS FOR ACTION:

Data analysis across the LLA:

Workforce: Diversity of workforce across the LLA.

Learner's Experience: What is the experience of BAME young people in terms of achievement and progression education, employment and training

Research BAME Staff: BAME colleagues lived experiences.

Engaging Senior Leaders: Examine understanding and attitudes to diversity in leadership.

Sharing Best Practice: learning from different organisational or systems approaches.

Develop a Strategy and Action Plan: Co-production - Create and develop solutions with BAME colleagues across the LLA to include racial equality at the heart of everything we do, pathways to progress, linking with existing opportunities and using influence and support of LLA resource to strengthen current and develop pathways.

DIVERSITY AND DISADVANTAGE



Our Alliance is committed to inclusion and specifically targeting the impacts of disadvantage by coordinating the work of some of the strongest and largest organisations in the city, and challenging them to come together to bring the commonwealth of the city to support those children and young people that suffer from any form of disadvantage.

We are very clear that poverty first and foremost has a direct impact upon children's achievements and long-term life chances. Children whom endure poverty for a sustained period of time are likely to live shorter lives, earn less money, and enjoy less personal satisfaction. We are seeking to mitigate the impact of poverty upon them and we will do this through a range of actions including: raising awareness of the issue, lobbying on their behalf, developing teaching and curriculum resources to tackle it, promoting care services within schools that understand their needs, bringing services together to support their families, and providing access to a wide range of extra opportunities.

Many of our children and staff suffer discrimination in their lives because of; the colour of their skin, their religion, their gender, and/or their sexuality. So, we are aware that many of our children and young people not only live with poverty but also suffer from discrimination.

Whilst our communities and our students have become more diverse, representation across senior levels of our organisations does not reflect the diverse population that we serve. Too few children who live with poverty long-term reach leadership positions, and too few black and Asian heritage children reach leadership positions. This year the unacceptable and often traumatic lived experiences of those in our community that are black or have Asian and minority ethnic heritage has seen recognition across white society. We are all diminished by racism, so we cannot adopt a neutral attitude towards it. Whilst overt racism can be easier to identify, we have learnt that few people believe that they are personally racist. Most racist acts are perpetrated through sub-conscious bias, and this latter type of racism is pernicious and has deep impact - but is often not recognised by white colleagues.

We are seeking to address this by supporting and challenging our workforce through a range of strategies that include mentoring, coaching, training, and development.



LLA MEASURES OF SUCCESS

The aim of this workstream is to identify measures of successful practice in the LLA's values of inclusion, ambition and collaboration.

These measures will form a dashboard with strands that can be applied across primary, secondary, further, and higher education. This dashboard is primarily intended for external use, but can also be used for internal reflection and accountability.

A group of colleagues covering Chapel Allerton Primary, Carr Manor Community School, Wetherby High School, The White Rose Academies Trust, Leeds College of Building, and Leeds Trinity University have met twice to start this process. Discussions have centered around the limitations of current external accountability measures, and what these accountability measures do not measure or give enough emphasis to. Leading onto discussions about the focus of the common strands.

MARKETING

A group of staff from White Rose Academies Trust and Carr Manor Community School have been meeting to discuss how we can move forward with the Leeds Learning Alliance's marketing and PR strategies.

Initially we have focused on a few key areas, including ensuring that organisations within the LLA are collaborating



and promoting the LLA and partners across their relevant settings. This has included the sharing of organisational social media names/accounts, as well as facilitating the sharing of

branding files/templates to all partners, so that the LLA design and logo can feature in literature shared with families, colleagues and the wider community.

Additionally, we have been discussing the LLA's website and social media presence. This has included a review of the website, and an investigation into what possible content would be pertinent to add for stakeholders. We are also reviewing how the Twitter account for the LLA is used, focusing on linking to key stakeholders, identifying key partners with whom to connect, as well as the key messages/ areas of focus we want the alliance to promote.

A review of promotional literature for the LLA has also been initiated, leading to the draft plans for an eProspectus (*possibly linked to the annual report*), a recruitment brochure of roles and opportunities across the LLA to attract a wider and more diverse workforce, and a suite of short, promotional videos from each organisation outlining why they joined the LLA. Finally, we are also seeking to capture additional thoughts from Jamie Jones Buchanan as to why he was happy to be an ambassador for LLA.

PROJECTS

YOUTH RESILIENCE PROGRAMME (YRP) YOUTH ENDOWMENT FUND - COVID-19

The YRP (*Youth Resilience Programme*) provision is a schools-based programme funded by the YEF (*Youth Endowment Fund*) following a successful application by the LLA, led by Leeds Rhinos Foundation.

The programme focuses on working with young people to build their resilience, reducing risk around offending and anti-social behaviour, with the emphasis placed on making positive choices and developing their social skills.

What intervention will we provide?

We will offer one-to-one support, issue-based group work and diversionary positive activities. The quantity of which for each young person may vary, depending on the needs that are identified at the assessment process. The action plan and progress goals will be identified by the young person and coach.

Who is the service for?

- The project has been offered to several secondary schools based on geographical need, with each school identifying and nominating 8-10 pupils to take part
- Pupils aged 11-12 starting Year 7 in September 2020

Referrals will be based on, but not exclusively, young people:

- At risk of offending or anti-social behaviour
- At risk of permanent exclusion
- At risk of entering care
- Significant police involvement with family members and negative peer group

What can young people expect?

- A named coach who will support them through the programme
- Support to develop an action plan looking at strengths and barriers
- Access to one-to-one support, to remove barriers that may be impacting on them (*e.g. negative peer group, emotional issues, drug/alcohol use*)
- Access to issue-based group work (*e.g. managing anger, positive choices, improving self-esteem*)

Outcomes:

- Reduction in anti-social behaviour
- Improved school attendance
- Improved school attainment
- Improved behaviours (*school/socially*)



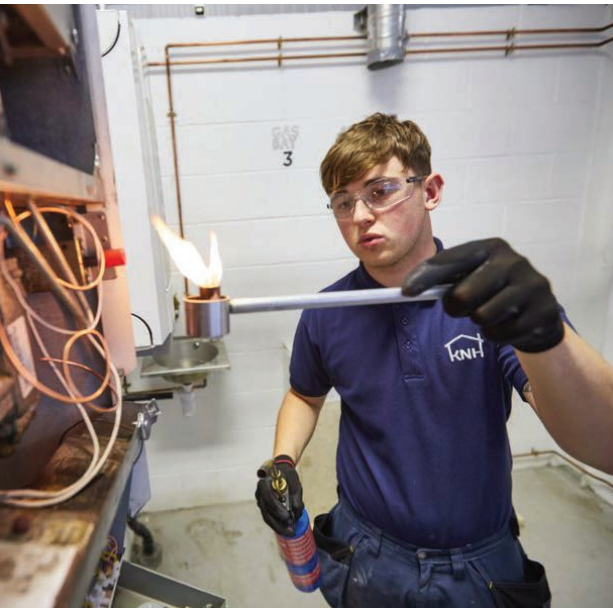
** The provision is currently running successfully within Carr Manor and Wetherby, with Roundhay and the Co-op Academy starting in January 2021.*



LEEDS LEARNING ALLIANCE POST-16 PROPOSAL *FOR LEEDS*

Improving Provision for Learners Aged 16-19

Leeds Learning Alliance accounts for approximately 44% of all post-16 learners in the city of Leeds; this compares to 41% who attend sixth forms across the city. In addition, our members also attract a large number of learners from outside the city of Leeds.



Leeds City College is the single largest provider of post-16 learners in the city, with 27% of the whole cohort; Notre Dame RC Sixth Form accounts for 11%, and Leeds College of Building 5%. Small sixth forms are also attached to Wetherby High School and Carr Manor High School. Admissions at all these institutions rose in 2020.

The number and types of places required for Leeds learners aged 16-18 within the education system is rising significantly. Growth predictions indicate an additional 5,036 learners in this age range; rising from 15,260 learners in 2019 to 20,296 learners in 2028.

A significant part of this growth will be in vocational learning, notably for the growth sectors of the Leeds city region economy: healthcare and medical technologies, financial and business services, manufacturing, digital and creative, retail, housing, construction, social enterprise and the third sector. Our analysis of post-16 education provision currently in Leeds indicates that it does not meet the needs of these sectors, nor that of less advantaged learners, whose achievement lags behind that of their peers.

In order to address the needs of both learners and the economy, we believe that provision at post-16 needs to be a coordinated and considered combination of:

- Academic and Vocational courses
- Entry Level, Level 1, Level 2 and A and T Level

In short, there should be a range of courses that meet the needs of learners and the economy, not a range of courses that meet the needs of institutions that are mainly interested in their own economic survival.





We recommend:

1. Urgently extend college accommodation capacity of existing good or outstanding provision: sixth form college, sixth form and further education college to meet some of this growth based on a comprehensive review of existing 11-18 provision.



2. Increase participation in high quality Level 3 academic, vocational and technical programmes to improve the attainment of Level 3 by Age 19.

3. Provide at least 2, 230 additional academic, vocational and technical places for 16 to 18 year olds at Level 2 and Level 3 by 2023/24 and a further 680 by 2026/27 at Leeds City College, Leeds College of Building and Notre Dame Sixth Form College. Specific accommodation should be provided for 120 of the growth in places required for 16 to 18 year olds at entry level and Level 1 by 2023/24, and a further 70 places by 2026/27.



4. Mitigate the risk from inappropriate developments by creating a cohesive, shared and agreed plan to meet need in Leeds that is then communicated to the Regional Schools Commissioner (RSC). This should contain a clear statement of support and intent to present to HM Treasury and the DFE in order to secure:

- outline plans with respect to skills capital allocations to be discussed nationally, so that we can start to draft applications that will secure funding for Leeds in 2021;
- an undertaking from the DFE to create new space to respond to demographic growth, and to grow capacity for post-16 vocational and technical education;
- general support to place Leeds in a very strong position to secure a significant allocation from the national capital grant allocation for skills/colleges that which became available in 2021.

CENTRE *FOR* INCLUSIVE PRACTICE

Commitment to Inclusion and the Practices that Support Inclusion are at the Core of the LLA.



The partner organisations are dedicated to the further development of effective inclusive practice, in order that every learner has every chance to succeed regardless of disadvantage and challenges.

Leadership is central to the effectiveness of any organisation, and the LLA supports the development of ethical and inclusive leadership. To support this ambition, the LLA is establishing a Centre for Inclusive Practice based in Leeds that will bring together expertise and experience locally, nationally, and internationally.

The centre will deliver in key areas such as:

- Inclusive and ethical leadership
- Inclusive practices
 - Restorative Practice
 - Relational and Behaviour practices
 - Peace Education
 - Coaching
 - Character development
 - Teaching and Learning
 - Safeguarding

The centre will be developed and managed by a partnership of organisations and networks focussed on developing inclusive practice through research and development, and through training and implementation.

POST-16 VULNERABLE PROVISION

The transition for young people at 16 years is crucial and often determines whether the young person is successful for the remainder of their life.

Vulnerable young people can face significant challenges at this point, be it that they have left school with no pathway, they are leaving care, involved in crime, suffering with mental health challenges, or struggling in their domestic settings.

Many young people facing these challenges become homeless, at risk of exploitation, and their life chances are significantly impaired. They will invariably go on to have a negative impact on themselves, their family, society, and public services.

The city does not have a specific provision for young people who disengage with typical pathways post-16. There are several third sector organisations supporting young people with specific issues, and our education and training providers offer pathways to accreditation and employment.

The LLA has had emerging discussions about how a partnership approach might secure a post-16 provision for these young people, on the line of a traditional YMCA offer.

- **Education and training** - in partnership with providers of apprenticeships, further education, higher education, and employment
- **On site apprentice/employment opportunities**
- **Temporary accommodation for the most vulnerable**
- **On-site support** for health, mental health, youth justice, careers education

The provision could develop a business model where young people, through the training and employment, support a centre for hospitality, conferencing, entertainment and leisure.





FINANCIAL STATEMENTS

STATEMENT OF THE TRUSTEES' RESPONSIBILITIES

The Trustees, who are also directors of The Leeds Learning Alliance - a Partnership Trust for the purposes of company law, are responsible for preparing the Trustees' annual report and the financial statements in accordance with applicable law and generally accepted accounting practices.

Company law requires the Trustees to prepare financial statements for each financial period which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure of the charitable company for that period. In preparing these financial statements the Trustees are required to:

- Select suitable accounting policies and apply them consistently
- Observe the methods and principles in the charities SORP (*Statement of Recommended Practice*)
- Make judgements and estimates that are reasonable and prudent
- State whether applicable UK 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 charitable company will continue in operation.

The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and which enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Small company provisions

This report has been prepared in accordance with the special provisions for small companies under part 15 of the Companies Act 2006.

On behalf of the Board of Trustees

Richard Lewis-Ogden

Company Secretary

22 September 2020

***Statement of financial activities, incorporating the income and expenditure account,
for the year ended 30 June 2020***

	Year ended 30 June 2020
	£
<i>Incoming resources</i>	
Contributions from member and partner schools	3,500
Grants received	0
Contributions towards activities	0
<i>Total incoming resources</i>	<i>3,500</i>
<i>Resources expended</i>	
Charitable activities	0
Governance costs	0
<i>Total resources expended</i>	<i>0</i>
Net incoming/(outgoing) resources for the period	3,500
Total funds brought forward at 01 April 2019	0
Prior year adjustments	0
<i>Total funds carried forward at 31 March 2020</i>	<i>3,500</i>

BALANCE SHEET AS AT 30 JUNE 2020

	Notes	31 March 2020 £	
Current assets			
Current balance held on account		3,500	
Contributions due from Trust schools re activities		0	
		<u>3,500</u>	
Creditors: amounts falling due within one year	12		
Grant due to Trust Schools		0	
Reimbursement re registration fees		0	
VAT to be reclaimed	13	0	
		<u>0</u>	
Net current assets		3,500	
Net assets	14	<u>3,500</u>	
Funds			
Unrestricted income funds	15	3,500	
Restricted income funds	16	0	
Total funds		<u>3,500</u>	

In approving these financial statements as Trustees of the company we hereby confirm that:

1. for the period stated above the company was entitled to the exemption from audit requirements conferred by section 477 of the Companies Act 2006
2. no notice has been deposited at the registered office of the company pursuant to section 476 of the Companies Act 2006 requesting that an audit be conducted for the year ended 30 June 2020
3. we acknowledge our responsibilities for:
 - 3.1 ensuring that the company keeps proper accounting records which comply with section 386 of the Companies Act 2006 and
 - 3.2 preparing financial statements which give a true and fair view of the state of affairs of the company at the end of the financial period and of its profit and loss for the period then ended in accordance with the requirements of sections 394 and 395 and which otherwise comply with the provisions of the Companies Act relating to financial statements, so far as applicable to the company.

These financial statements are prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies and in accordance with the Financial Reporting Standard for Smaller Entities (*effective April 2008*).

The financial statements were approved by the board of on Wednesday 30 September 2020 and signed on its behalf by

Paul Brennan
Chair of Trustees

NOTES TO THE ACCOUNTS

1. Basis of preparation

These accounts have been prepared on the basis of historic cost in accordance with Accounting & Reporting by Charities - Statement of Recommended Practice (*SORP 2005*) and with Accounting Standards and with the Charities Act 1993 and the Companies Act 2006.

2. Accounting policies

The principal accounting policies are summarised below. The accounting policies have been applied consistently throughout the accounting period.

2.1 Incoming resources

Incoming resources are included in the Statement of Financial Activities (SoFA) when:

- the charity becomes entitled to the resources
- the Trustees are virtually certain they will receive the resources and
- the monetary value can be measured with sufficient reliability.

Where incoming resources have related expenditure the incoming resources and related expenditure are reported gross in the SoFA.

Grants and donations are only included in the SoFA when the charity has unconditional entitlement to the resources and are recognised in full in the year in which they are receivable.

Income from investments is included in the year in which it is receivable.

Donated services and facilities are only included in incoming resources (*with an equivalent amount in resources expended*) where the benefit to the charity is reasonably quantifiable, measurable and material. The value placed on these resources is the estimated value to the charity of the service or facility received.

The value of any voluntary help received is not included in the accounts but may be described in the Trustees' annual report.

2.2 Resources expended

Expenditure is recognised on an annual basis as a liability is incurred. Expenditure includes VAT, which cannot be recovered and is reported as part of the expenditure to which it relates.

Charitable expenditure comprises those costs incurred by the charity in the delivery of the activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

3. Investment income

There was no investment income received during the period.

4. Incoming resources from charitable activities - there have been no resources received in this financial year.

5. Company limited by guarantee

The Leeds Learning Alliance is a company limited by guarantee and accordingly does not have a share capital.

Every member of the company undertakes to contribute such amount as may be required, not exceeding £1, to the assets of the charitable company in the event of this being wound up while he or she is a member or within one year after he or she ceases to be a member.

FINANCE AND OPERATIONS

Finance sustainability - the work of the LLA will be funded from two primary sources:

- Income for the LLA will be partially achieved by an annual financial contribution by all full members. Each contribution will be based on the size and turnover of each organisation using a funding formula discussed and agreed by all members. The income generated will provide for leadership and administrative support to the LLA to carry out its core functions and to provide capacity in respect of the various workstreams in place at the time.



- Grant bids will be made by the LLA as a charitable organisation. Given the size and breadth of the organisations that make up the LLA, the LLA should be able to access a wider range of grant opportunities than might otherwise be the case by any one of the member organisations. A recent example of this would be a successful application by the LLA, led by Leeds Rhinos Foundation to the YRP (*Youth Resilience Programme*) provision which is a schools-based programme funded by the YEF (*Youth Endowment Fund*).

Financial planning – procurement, commissioning, fundraising and joint services. A mapping exercise is currently underway across the LLA to determine the scope and potential for:

- Inward and external trading of services
- The possible sharing of core functions (*IT, payroll, HR, finance, marketing etc.*) for the benefit of the member organisations
- Utilising the vast array of skills and expertise already in place within the LLA to procure and commission more cost effective and higher quality resources and consumables improving value for money
- Bid writing to seek to generate appropriate bids as a charitable organisation to support the work of the LLA in specific areas

LEEDS LEARNING ALLIANCE Partners, Associate Partners and Supporters/Affiliates

Name	Role	Organisation	Partner	Role
Paul Brennan	Education & Management Consultant		Full	Trustee & Director
Rebekah Besford	Chair of Governors	Bankside Primary School	Full	Trustee
Sarah Rutty	Headteacher	Bankside Primary School	Full	Director
Adam Brett	Governor	Bankside Primary School	Full	Director
Simon Flowers	Executive Principal	Carr Manor Community School	Full	Director
Andrew Tidswell	Chair of Governors	Carr Manor Community School	Full	Trustee & Director
Bob Bowman	Chief Operating Officer	Leeds Rhinos Foundation	Full	Director
Derek Whitehead	Education Manager (Principal & Chief Exec Officer)	Leeds College of Building	Full	Trustee & Director
Nikki Davis	Education Manager (Vice Principal)	Leeds College of Building	Full	Director
Colin Booth	Group CEO	Luminate Education Group	Full	Director
Ash Razzaq	Ash Razzaq	CATCH	Full	Director
Joanne Buck	Joanne Buck	CATCH	Full	Director
Gemma Simmons-Blanch	Group Deputy CEO Curriculum & Quality	Luminate Education Group	Full	Strategy Member
Jeanne Rogers	Group Vice Principal, Quality Teaching & Learning	Luminate Education Group	Full	Strategy Member
Mariana Pexton	Chief Officer Strategy & Improvement	Leeds City Council / Leeds Rhinos Foundation	Full	Trustee & Director
James Rogers	Director of Communities & Environment	Leeds City Council	Full	Director
Charles Egbu	Vice Chancellor	Leeds Trinity University	Full	Trustee & Director
John Leach	Director of Institute of Childhood & Education	Leeds Trinity University	Full	Director
Lucie Lakin	Executive Headteacher Principal	Wetherby High School Carr Manor Community School	Full	Director
Cindy Bentley	Chair of Governors	Wetherby High School	Full	Strategy Member
Samantha Jefferson	Headteacher	Wetherby High School	Full	Strategy Member
Andrew Whitaker	Group Deputy CEO Teaching & Learning Chief Executive Officer	Luminate Education Group The White Rose Academies Trust	Full	Director
Helena Phillips	Chair of the Board	The White Rose Academies Trust	Full	Director
Gareth Cooke	Head of Community & Engagement	Leeds Rhinos Foundation	Full	Director
Nick Sykes	Headteacher	Chapel Allerton Primary School	Associate	Strategy Member
Sarah Perrigo	Chair of Governors	Chapel Allerton Primary School	Associate	Strategy Member
Justine Barlow	Principal	Notre Dame Catholic Sixth Form College	Associate	Strategy Member
Wasim Feroze	Policy Officer LCC	Leeds City Council	Full	Strategy Member
Dave Wood	Senior Assistant Principal	Carr Manor Community School	Full	Strategy Member
Christian Wilcocks	Executive Principal	The White Rose Academies Trust	Full	Strategy Member
Stuart Jolley	Chief Financial Officer	The White Rose Academies Trust	Full	Strategy Member



LEEDS LEARNING ALLIANCE

INCLUSIVE | COLLABORATIVE | AMBITIOUS

