



CREATING HOPE
BUILDING OUR CITY
AND OUR FUTURE



**LEEDS
LEARNING
ALLIANCE**

INCLUSIVE
COLLABORATIVE
AMBITIOUS

Annual Report 2020/21



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CREATING HOPE BUILDING OUR CITY AND OUR FUTURE

The front cover of this review illustrates the visit of HRH Prince William to CATCH and his meeting with some of our young people. Prince William has openly admitted that he was immensely moved by his meeting with those young people and their outstanding work. Those young people, as depicted in that image sum-up so much about the work of the Alliance and what we are trying to achieve. Firstly, it depicts the future leadership of our country and our city. Secondly, it depicts triumph over adversity and thirdly, it shows that by working together, great things happen.

So, it is with a great sense of humility and pride that I welcome you to our second annual review; one in which we can record extraordinary events, not least the visit of the future King of England.

By necessity, this review of our work looks back but what the work contained here shouts loudly are two intertwining themes; challenge and hope.

Firstly, the communities that we serve, many of whom have already had enormous challenges in their lives, became further devastated by the impact of the pandemic in a way that was disproportionate to the rest of society.

However, our professionals and organisations across the Alliance worked above and beyond expectation to support those communities. That gave me not only pride, great humility but also stirred in me a real sense of hope.

The Leeds Learning Alliance was set up to bring the commonwealth of this great city to the benefit of its children. When we consider the commonwealth of Leeds, many of us immediately think of the great treasures of the city: Leeds Rhinos, Leeds United, our universities and the stunning wealth within the city council remit (*museums, galleries, theatres, parks, civic buildings etc*). Actually, I have been slow to realise that the greatest treasure of this great city is depicted on the front cover of this report... it is our young people.

The beneficiaries of our alliance are the great institutions of the city which will be strengthened by those young people.

Our partners at CATCH were the catalyst for this visit; they recognised this truth long ago.

Taking one of the Cs and the H of CATCH articulates the theme for key aspects of our work... Creating Hope!

We are proud to be part of a city that is focussed on the critical issues that face us all; a desire to be a compassionate and caring city; a city with a strong economy, a city ready to tackle poverty and reduce inequalities and a city committed to working towards being a net zero carbon city by 2030. As a large cross sector partnership of leading organisations in the city, the LLA is well placed to actively support Leeds's Best City Ambition. Our commitment to 'inclusion, collaboration and ambition' through positive relationship-approaches means we are well placed to focus our partnership on Inclusive Growth, Climate Action and Health and Wellbeing.

I am delighted to congratulate Jamie Jones Buchanan on receiving his MBE in recognition of his services to rugby league and the community. We are very proud of him, his achievements and that he is our LLA ambassador.

Thank you to everyone who has contributed to creating hope for our children, our young people, our city... our future.

Paul Brennan

Independent Chair
Leeds Learning Alliance



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INTRODUCTION

The Leeds Learning Alliance has grown and developed throughout 2020/21 despite the challenges many, if not all, organisations have faced this last year, most notably the pandemic, staff shortages and ongoing financial pressures.

The gaps between the most deprived in our communities and those that face fewer barriers is widening. The result of this is worsening education, health and employment outcomes for the children and young people in these more challenged communities. Repeating the same offer and leaving children and young people at risk during the key transitions will only lead to a continuation and exacerbation of this inequality.

The LLA strategic plan, which is summarised in this annual report, aims to focus our collaborative work in a way that will deliver a change in outcomes for children, young people and families. Clearly, there is much to do and the work ahead of us is not the easy path but rather work that has not been effective to date because of its complexity and challenge.

Also, in this report is an updated Memorandum of Understanding and a new Governance structure. Following the Board meeting in Spring last year, a sub-group looking at the leadership of the LLA also recommended a review of Governance arrangements. The growth and development of the LLA has required our Governance to be adapted in order to deliver the correct support for the LLA strategy in a manageable and efficient manner. This is an exciting development and a positive step forward. The new Governance arrangements have been approved by the Trustees and will come into effect over the 2022 Spring term.

We have been approached by a range of organisations - education, third and private sector - about joining the LLA, what that might mean for their ability to develop their practice and how they might be able to support the priorities of the Alliance. What is clear is that in these difficult times, there is considerable interest in partnership working that supports inclusion and ambition and a recognition that to be effective in these areas, we need to work collaboratively.

We are in conversation with some key organisations who are interested in developing a relationship with the LLA as sponsors and affiliates. This is a priority for the LLA and I would like to encourage you to consider which of your partners and associate organisations may be interested in being aligned to the LLA as supporters, sponsors or affiliates.

We have had a series of events this year to support the building of the partnership, the development of strategy and our focus on key issues. The Diversity and Anti-racism seminar held at Leeds Trinity University in November 2021 provided an opportunity to discuss the challenges we face and to confirm the emphasis of the Diversity and Anti-racism Action Plan. This has led to a working group that is already engaging with other partners to deliver collaborative and effective approaches to this issue.

The Strategy Workshop hosted by the Leeds Rhinos Foundation in September has been critical in shaping the five-year strategy and provided an opportunity for partners to better understand the work of each other's organisations and how we might work together on shared agreed priorities.

There are some significant opportunities ahead of the LLA over the coming months and years. The focus on culture through the Leeds City of Culture 2023 is an example, as well as the sharpening focus on climate change and the environment. We have a set of priorities that are ambitious and will need commitment from our leaders, staff and learners.

We anticipate some national legislation and policy changes over the next months and years. This will be an opportunity for the LLA to develop our partnership and our offer.

I have been heartened by the commitment shown by leaders to the partnership, to the agenda we face and to the 'hard yards' we plan to travel together.

I hope you find the Annual Report 2020/21 informative and helpful as we look forward.

Simon Flowers

Chief Executive Officer

ABOUT THE LEEDS LEARNING ALLIANCE

The LLA is a rapidly growing consortium of organisations that was formed in late 2019 by a group of leaders committed to improving education across Leeds.

The member organisations currently support 70,000+ learners at every age range from early years to adult. We have come together to bring our commonwealth of resources to reduce inequality by improving outcomes for all the learners of the communities that we serve by being: collaborative, inclusive and ambitious. Together we promote our city's aims as expressed in the Inclusive Growth Strategy.

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 (*academy*) schools are part of a Multi Academy Trust (*MAT*) and other organisations have their own Foundation.

INCLUSION, COLLABORATION AND AMBITION

We serve the city of Leeds and its communities. We have the highest levels of ambition for every learner in the communities that we serve (*not just those that learn with us now*). We believe those ambitions will be achieved by using our resources generously, ethically and equitably, by working cooperatively, promoting excellence, social justice, creativity, opportunity, peace and cohesion.



The LLA prioritises inclusion by supporting communities, strengthening and broadening leadership, innovating, using and promoting research, developing skills and performance, improving access to employment, sharing expertise, developing people and advocating for learners that face disadvantage and discrimination. We promote digital and technological expertise. We champion the poorest, environmental regeneration and we are anti-racist.



LLA MEMBERS (PARTNERS AND ASSOCIATES) 2021

Leeds Trinity University

Leeds Rhinos Foundation

Leeds College of Building

Leeds Beckett University

Leeds City Council

Leeds United Foundation

Carr Manor Community School

Bankside Primary School

Wellspring Academy Trust

Wetherby High School

Leeds City College

White Rose Academies Trust

CATCH

Ahead Partnership

Chapel Allerton Primary School



OUR AIMS AND OBJECTIVES

We will support improved education outcomes for all learners in Leeds by working together to support the city's inclusive growth strategy.

We are proud of our city, that its children's services are judged Outstanding by Ofsted and that it is recognised internationally for

"... work together to grow the Leeds economy ensuring that everyone in the city contributes to, and benefits from, growth to their full potential."

Leeds Inclusive Growth Strategy
2017

leading the development of a Child Friendly City. We are proud of its rich heritage, the diversity of the city and the opportunities that it provides. We are proud of its culture, its contribution to the arts and its sporting achievements that have placed it on a world stage in so many fields. Above all though, we are proud that this city is moving forward; becoming a better place to live and a better place to grow-up. A city where the future

is looking brighter because it is attracting inward investment and becoming both a thriving economy and a compassionate city.

In Leeds education really matters - but it matters particularly to children and young people in disadvantage.

At the same time, we know we have a lot of work to do. In 2019, according to the Education Policy Institute's (EPI) annual report, Education in England, it would have taken over 500 years to close the gap between disadvantaged pupils and their non-disadvantaged peers. This was a stark statistic at that time; since then the situation has worsened. The Covid 19 pandemic has both highlighted the existing impact of poverty on outcomes and it has exacerbated it. The situation in Leeds is similar to the national one which means that the reality is that some of our children will not benefit from the city's growth and development.

Education does make a big difference to the life chances of children and young people; good exam results open doors and lead young people out of poverty. However, improving the educational performance of our learners cannot be done solely by changing what happens in the classroom and in a small range of academic subjects.

A good education prepares people for their future lives in myriad ways - academic, cultural, moral, social and physical. We believe that schools, colleges and universities can't solve deep-seated social and economic inequality alone - but by working together as a system with support from employers, the Council, Health partners, the police, the cultural and sporting sector and the third sector, they can and do play an enormous role in improving lives and communities.

So, our key work is systemic societal challenge in the city that impacts upon the most disadvantaged. Thus we will bring the full weight and resources of the member organisations working together. To achieve this, we will need to improve: the educational and skills offer, pathways to employment, the mental health and wellbeing offer and community services and programmes.





WORKING GROUPS REPORTS

PUBLIC SERVICE PATHWAYS *AND* DESTINATIONS

This strand of work was started to support the recruitment objectives of West Yorkshire Police in attracting applicants from under-represented communities. Initially it was to look at how we could promote the Police Officer role to under-represented communities. It soon became apparent that there was an opportunity for some collaborative work to look at long-term solutions to create pathways into West Yorkshire Police for under-represented communities. This would look at informal extra-curricular and more formal academic opportunities to create awareness, understanding and building the required skills for entry requirements into the Police. During 2021, other public services were consulted about the pathways work and having experienced similar issues, decided to take part in the discussions. Now the Public Service pathways work includes representation from West Yorkshire Police, Yorkshire Ambulance, West Yorkshire Fire and Rescue Service, Royal Air Force and the Royal Navy. All these services have an ambition to recruit from under-represented communities. The pathways work is also supported by Leeds City College and Leeds Trinity University.

Across the public services there is agreed acceptance that young people can be better prepared with key skills, competencies and values before the recruitment stages. There is also an acceptance that further engagement and awareness work is required with children, young people and adults from under-represented communities to develop understanding of public services and the employment opportunities available.



The three priorities which have been identified:

AWARENESS - this is about ensuring there is awareness of the public services, the roles and opportunities available, the entry routes and requirements. This could be done through informal and formal programmes aimed at secondary age pupils and post-16.

DEVELOPMENT - this is about the development of individuals to get them 'job or application ready'. It could involve developing key skills and values through practice such as volunteering. It's also about enhancing current programmes, exploring new programmes and/or making these programmes accessible to under-represented communities.

RETENTION - this is about supporting public services in retaining under-represented communities, promoting inclusive practice and ensuring under-represented communities are supported.



What is the purpose of this pathways work?

- To support public services with their diversity, equality and inclusion objectives.
- To collaborate with public services to develop joint short/long term strategies to support recruitment from under-represented communities.
- To explore mechanisms to engage with diverse communities, in particular young people, to raise awareness of the careers in public services and share the opportunities available.
- To scope opportunities for new collaborative programmes to be developed specifically focusing on core skills, values and character development in readiness for careers within public services.

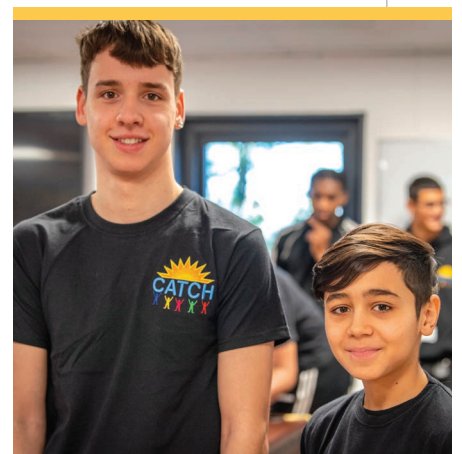
How is this work being carried out?

Operational Public Services Strategic Group - this is made up of public service representatives who meet monthly to discuss how they can work together to better inform young people of careers within public services. There is on-going work to formulate the top key skills required for careers within public service and how these can be developed. There is also planning taking place to create a joint public service programme for secondary age pupils to create awareness of the type of work public services carry out and the opportunities available.

Research and Development Group - this group involves Leeds City College and Leeds Trinity University exploring the current programmes available and how new programmes can be developed to create awareness and develop key skills. The group have been consulting with young people to understand the barriers as to why under-represented communities may not consider careers within public service and how this could be improved.

What are the opportunities?

- Public service and Education collaboration to develop better understanding and improve pathways into public services.
- Public services have access to education providers and young people and vice versa.
- Academic research underpins and informs strategic work.
- Public services have sounding boards for new engagement activities.
- Co-production of programmes utilising skills, expertise, accessing networks and avoiding duplication.
- Joint public service events and engagement opportunities.
- Offering potential candidates an alternative option should they not meet the required criteria for a particular public service.



If you have any questions about the Public Service Pathways and Destinations work, please contact Ash Razzaq on Ash@arkleeds.co.uk.



DIGITAL PATHWAYS AND DESTINATIONS



The Leeds Learning Alliance has formed a Digital Pathways and Destinations steering group consisting of representatives from key educational institutions, businesses and statutory organisations in Leeds, to suggest new ways of reaching young people who are less likely to make career and post 16 education choices in the digital sectors.

The group was set up because it had identified that the digital workforce in Leeds is not representative of the demographic in the city and there is a need to look at ways of improving progression and the pathways available for young people into digital-related careers.

Five virtual steering group meetings have been held in 2021 with members including representatives from Leeds City College, Carr Manor Community School, CATCH, Ahead Partnership, West Yorkshire Combined Authority, Leeds City Council, NHS, National Careers Service and BJSS. The steering group has grown to ensure that it does not duplicate other work in the city, and welcomes other representation as its reach expands.

The group is currently developing several activities to help it achieve the aim of improving progression and the pathways available for under-represented young people into digital-related careers. These include:

- The creation of 'day in the life of' videos showcasing the different digital career roles to pupils aged between 11 and 15.
- Mapping out the digital education course options available to pupils and the potential career paths linked to these courses in a visual graphic.
- Engaging with The Prince's Trust to look at options for extra-curricular activity for children aged 11 and over using the Achieve programme.
- Developing links between schools and further education institutions in Leeds. Carr Manor Community School and Leeds City College have been developing links through activities such as robotics sessions and talks about pathways for computer science and digital media.
- The creation of a list of digital businesses and community groups in the Leeds City region that the group can engage with for further activities.
- Embed the STEM seven characteristics and behaviours that employers are looking for.
- Use of IBM P-TECH and Open P-TECH learning frameworks to engage young people.
- Links will be made with Ahead Partnership's new Growing Talent Digital Leeds programme, in order to offer the LLA education partners opportunities to engage with digital employers around careers and skills for work.



The group is also scoping out-of-school activities linked with the Holiday Hunger programme, summer schools, taster days and school IEAG activities, with a view to helping children make choices for this rapidly changing area. One of the challenges is identifying the boundaries of the project since digital now reaches most sectors. Focus is being made on creative digital for the film, games and TV industries, as well as computer science - linking with clean engineering and sectors such as logistics using virtual reality, drones, robotics, cyber security and business applications such as marketing.

We recognise that parents and other adult influencers on children do not always have the knowledge of the rapidly changing economic climate and many of the roles young people will be seeking do not yet exist. It is therefore important that we provide resources aimed at those groups too.

If you have any questions about the Digital Pathways and Destinations steering group or would like to get involved, please contact james.broadhurst@luminate.ac.uk.





LLA WORKFORCE DEVELOPMENT GROUP

The LLA Workforce Development group have been focusing on three strands of work: the influence and impact of the LLA on Initial Teacher Training (ITT) routes and opportunities; the development of a LLA Wellbeing Strategy and the development of LLA-shared Continuous Professional Development opportunities.

Our work regarding ITT routes and opportunities focuses upon facilitating clear and easily accessible information for prospective trainees, allowing applicants to navigate the various strands offered through and supported by the LLA organisations. A one-stop portal on our website is currently under development to enable potential colleagues to understand the various routes into teaching and to promote the unique and individual opportunities the LLA is well placed to provide. Additionally, this area of work will compliment the work underway by the Alliance to widen the diversity of our school workforce and will be used with specific communities and promotional events to encourage a wider range of trainees to sign up to train to teach.

Plans to strengthen our collaborative Wellbeing Strategy have focused upon the trialing of, and reviewing of, a range of products, services and strategies that the Alliance may wish to purchase collectively for the benefit of our colleagues across the city.

Additionally, the LLA remains committed to and passionate about the wellbeing of our children and young people across the city and upcoming projects will focus heavily on joining with agencies and organisations across Leeds to support the mental health and wellbeing of our learners. An example of this will be projects with the Leeds 2023 Year of Culture initiative, where our organisations will be involved significantly with projects to engage, inspire and enthuse adults and young people across the city.

We are fortunate that all the organisations across the Alliance offer a broad, rich and high-quality set of professional opportunities for colleagues in a range of roles. The workforce development group's aim this year has been to work on strengthening the connections between the organisations, auditing the various training strands offered and looking to facilitate the sharing of best practice and offer access to all across the LLA. One aspect of this has been to identify where there may be further opportunities to develop programmes of training not yet offered by the organisations in the Alliance and the area of developing non-teaching training in schools and colleges is one strand where we are excited about plans to design and create accredited courses for such colleagues.

The second cohort of Post-Graduate Certificate in Inclusive Leadership is due to commence shortly, with the feedback and success-rate of the first cohort extremely positive. Colleagues undertaking the course valued the opportunity to engage with the latest academic research that underpins inclusive leadership and education, and the already additional projects and initiatives that are underway in LLA organisations, inspired by the research projects completed on the course.





LEEDS LEARNING ALLIANCE CENTRE FOR INCLUSIVE PRACTICE

From the start of the Alliance the LLA has been committed to Inclusion and the development of Practices that Support Inclusion.

The concept of an LLA Centre for Inclusive Practice and its potential to bring together expertise and experience locally, regionally nationally, and internationally has been established. Partners within the LLA are already sharing and training inclusive practices in the following areas:

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

The next step is for the LLA to set up a centre managed by LLA partner organisations providing research and development, training, implementation and impact evaluation and inclusive practice networks. Leeds Trinity University, Carr Manor Community School and partners within and outside the LLA are currently designing the shape and remit of the Centre for Inclusive Practice.

AIMS AND OBJECTIVES

The aims and objectives to be agreed by partners clearly set out specific objectives under the broad aim to develop and implement effective inclusive practices that improve outcomes for children, young people and families.

- Increase quality and extent of inclusive provision.
- Develop and embed models of evaluation and research.
- Develop inclusive models for implementation and impact.
- Develop models of organisational change.

STRUCTURES AND GOVERNANCE, CAPACITY AND RESOURCING

The LLA Centre for inclusive practice could be a mixture of:

- Virtually, being a collection of staff focused on shared aims and objectives, being pulled together on an ad hoc basis around project work.
- Formally, with agreed roles and responsibilities, meetings, identity and reporting and with capacity drawn from staff in existing organisations.
- Place-focused, comprising a formal organisation with a physical location, identity, administration etc.

GEOGRAPHICAL AREA OF FOCUS

The pandemic has encouraged the development of online and blended working which has blurred geographical boundaries. There will remain a default to face to face or in person experiences and a use of virtual environments as needed. There is a need to consider what type of activity, and what focus or theme would be best suited in which area - Local, Regional, National, and International.

TYPE OF ACTIVITY

Internally or Externally focused. That is, activity focused on member organisations (*internal*) and their immediate requirements and needs, or externally to organisations and individuals outside the LLA.

Examples of Internally focused activity might include:

- Clarification and development of shared understanding of inclusive practice.
- Development of practice in and across member organisations.
- Creation and sharing of joint performance indicators in alignment with strategic needs.
- Research and knowledge exchange to identification and development of good practice, innovation and role modelling/ dissemination.
- Training and certification.

Examples of Externally focused activity might include:

- Consideration of structural factors, leadership and governance.
- National and international influences/practice/models etc.
- Sharing best practice across national and international boundaries.

- Research and knowledge exchange to identify and develop good practice, innovation and role modelling/ dissemination.
- Engaging with partners including exploring and linking with external networks.
- Training and certification.

LEVEL OF ACTIVITY

Starting with the learner at the centre of concentric rings of influence, and moving outwards to the structural elements that impact nationally and internationally, then the different types of activity can be conceptualised. Therefore, activity focused on learner development might exist at the centre, and activity focused on policy change might exist towards the outside.

LEEDS TRINITY UNIVERSITY RESEARCH CENTRE FOR INCLUSION, DIVERSITY AND SOCIAL JUSTICE

Alongside and working directly with the LLA Centre for Inclusive Practice is the development of the Research Centre for Inclusion, Diversity and Social Justice (CIDSJ) at Leeds Trinity University. This is an important opportunity to develop our research led approach and to work with wider partners locally, regionally, nationally and internationally.

The Research Centre has been established to explore Research and Knowledge Exchange and will provide evidence-based research to support practice across the LLA. Specifically, the CIDSJ will work on ideas from the LLA to develop research and projects in areas that the LLA recognise as priorities.

CIDSJ will link to a Regional network which has been set up called Northern Critical Diversity Network (NCDN).

The Network includes the University of Leeds, Leeds Beckett University, Bradford University, York University, Sheffield Hallam and Leeds Trinity University.

DIVERSITY (LLA ANTI-RACISM WORKSTREAM)



In 2021, the Alliance saw significant progress in our equality, diversity and inclusion journey, particularly in the development of the Anti-racism workstream. Bringing together partners from across the Alliance, as part of working group chaired by the Vice Chancellor at Leeds Trinity University, Professor Charles Egbu and LLA Chair, Paul Brennan, we made a commitment to shift the dial on diversity including leadership in terms of ethnicity. Informed by leaders from a range of sectors and sharing of best practice from across Leeds and beyond, the Alliance began developing the LLA Anti-racism Action Plan in 2021, underpinned by our values of Inclusion and Collaboration and a key Ambition to develop creative and innovative responses to the barriers and challenges both our learners and colleagues face.

In November 2021, the LLA hosted a Diversity and Anti-Racism seminar with senior leaders engaging in workshops, sharing experiences, ideas and coming together to explore actions as part of the developing Anti-racism Action Plan. In this seminar we also heard about the impact of racism on learners; the important race equality work progressing across organisations including Leeds City Council and the critical impact of visible leadership in driving positive outcomes on this key agenda. The passion and commitment from our leaders was clear to see at this event and the key ideas shared will further inform the development of the LLA Anti-Racism Action Plan.

NEXT STEPS

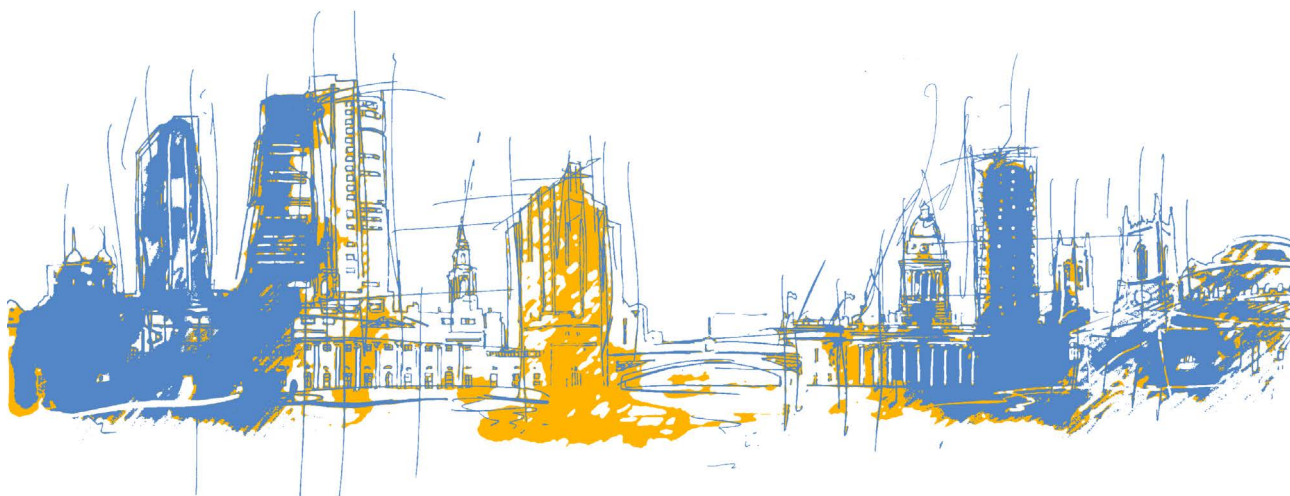
Our focus in 2022 will be to build on the progress of the past year. We will:

- Agree a final LLA Anti-Racism Action Plan which is clear about what we will achieve as an Alliance, how we will deliver our objectives and how we will measure progress.
- For each LLA member organisation to nominate representatives who will champion the LLA Anti-Racism work.
- To develop a toolkit for LLA leaders to access best practice of anti-racism work across the Alliance and beyond.
- To collaborate with learners and the workforce across the LLA to seriously engage and contribute to the Anti-Racism Action Plan objectives and ambition.



LLA / STRATEGY PLAN 2022-2027

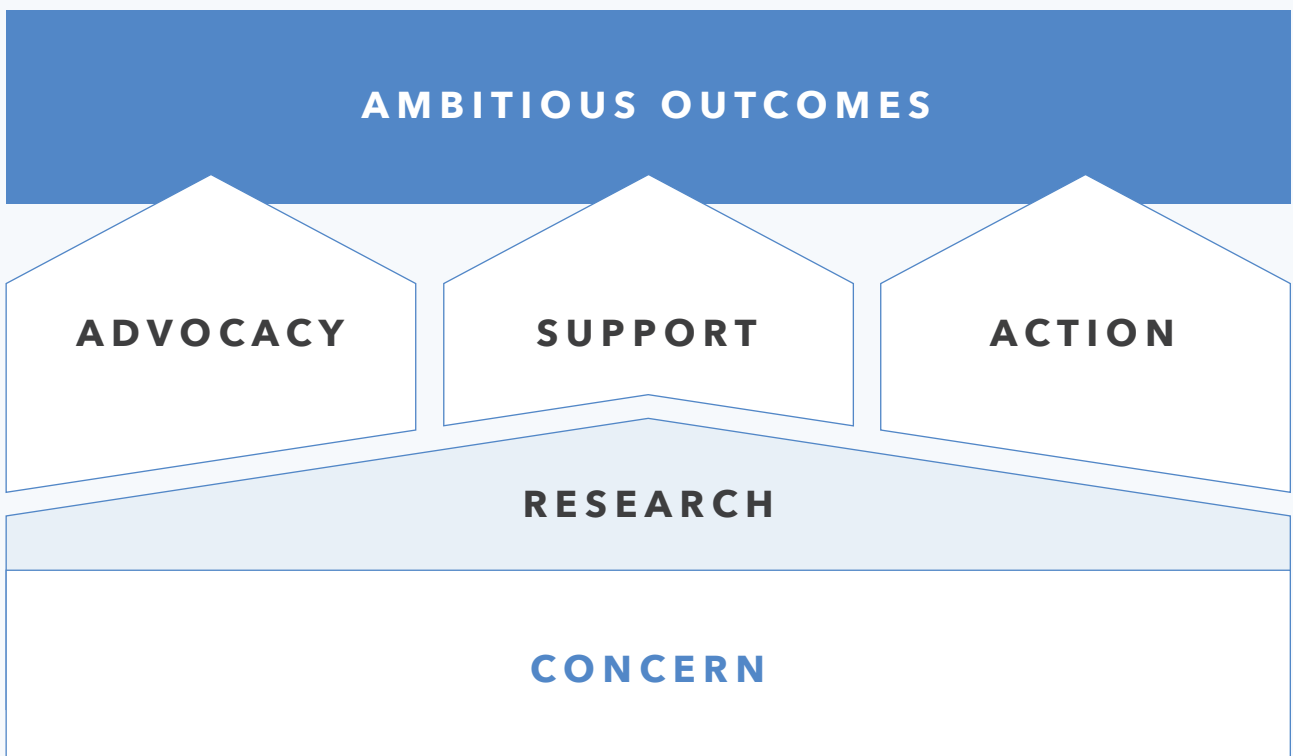
WHAT WE
AIM TO
ACHIEVE
AND
HOW WE
WILL DO
IT...



WHAT WE AIM TO ACHIEVE



HOW WE WILL DO IT



ISSUES OF CONCERN...

DRIVERS FOR CHANGE: FIRST AND FOREMOST...

THE CHILDREN, YOUNG PEOPLE AND FAMILIES OF LEEDS

WORKFORCE DEVELOPMENT

- **Leadership:** as a result of the global pandemic and a decade of austerity, policy impacting upon public and third sector organisations, effective leadership is complex and the recruitment, development and retention of strong, ethical, inclusive leaders is challenging. Leadership, governance and management do not reflect the diversity of the community that we serve.
- **Recruitment and retention:** there are some intense recruitment and retention issues across numerous parts of the workforce within our organisations. New and progressive workforce development is required to meet increasingly complex needs.

GLOBAL AND SOCIAL ISSUES

- **COVID recovery:** COVID has exposed and exacerbated disadvantage. Learners with SEND, or from poverty or diverse ethnic backgrounds have been disproportionately disadvantaged. But we have to be optimistic, this is not a missing generation; with partnership and effort we will recover.
- **Climate change:** Children and young people are intensely concerned about the future of the world as a whole and require the adults in a position of power to take decisive and effective action now.
- **Community safety:** Violent crime stimulated by a rise in substance misuse, trafficking and poverty are affecting the life chances of many learners. This is increasing amongst young people in a number of our communities.

INCLUSION

- **Behaviour support and exclusion:** Formal and informal exclusionary practices are growing disproportionately in education and other settings. These are impacting negatively on the life chances of children and young people, disproportionately those more disadvantaged, their families and communities. However, some children, often because of the earlier actions of adults, have very challenging and complex behaviours that are difficult to manage within the school environment and need skilled and committed approaches to inclusion.
- **SEND funding:** The number of children with SEND is increasing, the complexity of their needs is intensifying and Local Authorities have insufficient resources to address their needs.

EMPLOYABILITY

- **Pathways and transitions:** children and young people not fulfilling their achievement potential and as a consequence not being able to transition effectively to appropriate pathways and destinations.
- **Barriers to onward learning and employment:** too many young people struggle to access and remain in full employment, further or higher education.

HEALTH AND WELLBEING

- **Health and wellbeing:** increasing incidences of deteriorating mental health amongst young people in our communities coupled with rising levels of obesity, self-harm and risky behaviour.

DIVERSITY

- **Racism:** our learners, their communities and our staff have lived experiences that means that they are subjected to racism at a personal level by individuals and by institutions. As a result, they have lower outcomes across all domains. Much of the curriculum of our organisations are overtly Eurocentric, thus embedding some unhelpful racial, gender and cultural misconceptions and stereotypes.

DIGITAL

- **The digital divide:** learning and the economy is increasingly driven by access to fast efficient modern technology. Many learners and families are hampered by slow old-fashioned hardware and poor access.
- **Curricular and access:** education providers needing to develop curriculum and delivery to harness the opportunities for all learners especially those at most risk from disengagement.

LLA ORGANISATIONAL SUSTAINABILITY

- **The funding basis** for the LLA is insecure and the operational work of the organisation is overly reliant upon in-kind donations and good-will. With increased leadership and budget pressures on individual organisations this is unsustainable. A growing membership will require improved services and communications.

GROWING AND DEVELOPING PROVISION

- **For example - Further Education sufficiency:** The city's population is growing and there is an urgent and intense need for more good FE places to meet the needs of young people and the local economy.

RESEARCH



HOW WE DECIDE WHAT TO DO...

WE WILL:

- Listen to the professional assessments of colleagues working across the LLA - commit to knowledge exchange.
- Commission research from within our existing research community and stimulate practitioner action research to inform practice.
- Use and share data by interrogating it impartially and intelligently.
- Base all strategic decision making on informed analysis rather than ideology.
- Prioritise those actions that are likely to make the biggest difference for children, young people and families.
- Place the needs of the learners of the community that we serve ahead of the needs of the institution.
- Be realistic and pragmatic.
- Consider the whole learner: their emotional, social, creative, cultural, health, well-being and physical development alongside their intellectual development.

ADVOCACY



HOW WE WILL INFORM THE WORK OF POLICY MAKERS...

WE WILL:

- Work with local politicians (MPs, Councillors and the elected Mayor), the LA, and the Regional Schools Commissioner through full engagement in city wide initiatives and consultations.
- Produce and publish bespoke reports on specific topics of concern.
- Represent the needs of the most vulnerable children, young people and families.
- Listen to the voice of learners, families and communities and ensure it is heard by key leaders, policy makers and that it informs policy.
- The larger the LLA, the greater and stronger its voice will be therefore the LLA will seek to grow and broaden its membership over time.

SUPPORT



WHAT WE WILL DO TO HELP EACH OTHER...

WE WILL:

- Create a space for leaders to meet and share concerns, innovations and best practice.
- Create safe spaces for leaders and professionals to share worries, explore sensitive issues and to receive support without judgement.
- Provide expert improvement support from trusted alliances and hubs, university education departmental expertise and LLA serving practitioners of quality... to those that ask for it.
- Provide expert shared services to ensure better value for money in areas such as: HR, marketing, finance, procurement, property services, catering and governance services.
- Develop policies that individual organisations can then use.
- Provide an annual programme of conferences, seminars and in-service training.
- To sign and uphold the values and intent of the Memorandum of Understanding.
- To provide privileged access to each other's services in the pursuit of improving the life chances of the learners and families of our communities.

WHAT WE WILL NOT DO:

- The Leeds Learning Alliance is **not a regulator**. It will not hold members to account for their organisation's performance. Individual member organisations are large and complex and will have a range of values and ways of working, which will align with the LLA. **The LLA will operate on trust** and is not an organisation that will audit, inspect or hold to account.
- The LLA will not admit membership to any organisation that it believes is not inclusive, collaborative or seeking to achieve at the highest levels for all learners in the community it serves.
- **The LLA will not intervene** in a school unless the school asks for intervention.

PRIORITIES AND PLANNING... 2022 -2027

LEEDS - WHERE PEOPLE AND BUSINESSES GROW

INCLUSION | COLLABORATION | AMBITION

WE ARE COMMITTED TO PEOPLE, PLACE AND PROSPERITY

STRATEGIC OBJECTIVES

ACHIEVEMENT

Closing the gaps in achievement

HEALTH

Closing the gaps in health inequalities

EMPLOYMENT

Opening pathways and transitions to all

DELIVERY DEVELOPMENT: These are the top priorities that the partners within the LLA will work on together. The priorities were identified together and each priority is led by a different partner. There is a named converter, supporter and a lead organisation.

Overall these areas of work will be pulled together by the CEO, Trustees and the Board of Directors. Broadly these are delivery outward facing activities.

ORGANISATIONAL DEVELOPMENT: These priority areas are work that will be led by the CEO of the LLA and which will make the organisation of the LLA itself stronger over time. These activities are "back-office" and inward-looking activities to ensure greater efficiency etc.

DELIVERY PRIORITIES

- Leadership
- Diversity
- Inclusive and Restorative Practices
- Workforce development / talent management
- Health and wellbeing
- Curriculum and pedagogy
- Climate change
- Peace Education, community safety
- Pathways, transitions, employability
- Digital technologies

DEVELOPMENT PRIORITIES

- Research and knowledge exchange
- Cultural capital
- Democratic leadership and governance
- Youth and community voice
- Our membership offer
- Shared services
- Sphere of influence
- Membership growth
- Financial capacity and stability
- Procurement and trading
- Developing partners' provision

ADVOCACY

SUPPORT

ACTION



LEEDS LEARNING ALLIANCE

INCLUSIVE | COLLABORATIVE | AMBITIOUS

PRIORITY PROJECTS THAT WE WILL WORK ON TOGETHER

At the Strategy Workshop seminar on Tuesday 28th September 2021, key leaders agreed to prioritise the following areas:

- **Leadership:** resources to support both existing and aspirant leaders to be both effective and ethical.
- **Diversity:** supporting the development of the LLA as a leading anti-discriminatory and anti-racist organisation.
- **Inclusive and Restorative Practices:** minimising exclusion and by developing a Centre for developing inclusive practice.
- **Workforce development:** a programme of support to enhance recruitment and retention and to identify and grow existing talent.
- **Health and wellbeing:** developing practices, resources and systems to support and enhance the health and well-being of learners, families and communities.
- **Curriculum and pedagogy:** programme of support to help organisations including schools and colleges to maximise the quality and impact of teaching, learning and skills development.
- **Climate change:** ensure action is taken by the LLA to actively tackle climate change at pace.
- **Peace Education and Community Safety:** promote and help leaders and communities to work together to make and build positive peace - to promote community cohesion and positive community action and pro-actively minimise violence and conflict within communities.
- **Pathways, transitions, employability:** comprehensive investment in support and opportunity for at risk groups.
- **Digital Technologies:** enhancing the skills of learners and the connectivity of communities.



DELIVERY PRIORITIES

PRIORITY AREA	ACTION
LEADERSHIP	<ul style="list-style-type: none"> • Provide informal and formal leadership support opportunities (networks, shadowing, mentoring, placements, training) for leaders and aspirant leaders with a focus on: ethical and inclusive leadership; and prompting diversity of leadership.
DIVERSITY	<ul style="list-style-type: none"> • Promote principles of diversity by reviewing governance, and policy; providing training and by sharing and promoting good practice.
INCLUSIVE AND RESTORATIVE PRACTICES	<ul style="list-style-type: none"> • Promote and develop relational and restorative approaches to leadership, management and pastoral support. • Deliver tangible training and support to professionals to develop practice that delivers equity, diversity and inclusion. • Develop the LLA Centre for Inclusive Practice.
WORKFORCE DEVELOPMENT	<ul style="list-style-type: none"> • Develop a comprehensive approach to recruitment and retention. • Establish a wide ranging programme of continuing professional development and talent management.
HEALTH AND WELLBEING	<ul style="list-style-type: none"> • Research effective multi agency public health approaches to health, including mental health and obesity. • Promote and lead the development of preventative practices to support children and young people at risk and improve health.
CURRICULUM AND PERFORMANCE	<ul style="list-style-type: none"> • Develop joint practice and training to improve and enhance the quality of the curriculum and skills for children and young people; leading to improved outcomes.
GLOBAL (CLIMATE CHANGE)	<ul style="list-style-type: none"> • Develop training and resources to inform the curriculum and understanding amongst children, young people and professionals. • Promote strategies to reduce the carbon footprint of each organisation.
COMMUNITY SAFETY AND PEACE	<ul style="list-style-type: none"> • Develop curriculum resources to support peace building and making ahead of peace keeping. Develop and deliver training and support. • Establish targeted multi agency community programmes to support vulnerable communities and young people.
EMPLOYMENT PATHWAYS	<ul style="list-style-type: none"> • Improve the quality and breadth of information, advice and guidance offered to children and young people. • Make explicit links between key employers and under-represented groups and provide tangible support to young people.
DIGITAL TECHNOLOGIES	<ul style="list-style-type: none"> • Work with the Digital sector to develop curriculum and pathways to enhance connectivity and improve skills.

DEVELOPMENT PRIORITIES

PRIORITY AREA	ACTION
RESEARCH AND KNOWLEDGE EXCHANGE	<ul style="list-style-type: none"> Commissioning targeted research and development of participatory / action research programme across the LLA. Research links: making links between researchers and practitioners.
CULTURAL CAPITAL	<ul style="list-style-type: none"> To support the development of effective links and opportunities between sporting, arts and cultural organisations. Develop enrichment activities and a clear cultural entitlement for all young people within the LLA.
DEMOCRATIC LEADERSHIP AND GOVERNANCE	<ul style="list-style-type: none"> Establishment of a central service hub (governance, CEO, COO, communications and finance).
YOUTH AND COMMUNITY VOICE	<ul style="list-style-type: none"> Develop opportunities for the learner's voice to be heard and have influence across the LLA and the city.
OUR MEMBERSHIP OFFER AND SHARED SERVICES	<ul style="list-style-type: none"> Develop an induction to the LLA. Develop a bank of resources such as a helpline, access to shared services such as HR, recruitment support, marketing, network of practitioners and shared practice.
SPHERE OF INFLUENCE	<ul style="list-style-type: none"> Take up responsibility to shape and influence policy and practice locally and beyond. Work with politicians locally and nationally, with the DfE and RSC, with key bodies, trade unions and community and business groups.
MEMBERSHIP GROWTH	<ul style="list-style-type: none"> Being prepared to grow the LLA at both partner and associate levels. All phase education organisations, the arts and cultural sector, third sector, health and the business sector.
FINANCIAL CAPACITY AND STABILITY	<ul style="list-style-type: none"> Secure an equitable and reasonable fee structure for all organisations. Develop an annual budget programme to support the activity of the LLA. Develop additional methods of raising income - sponsors, grants and other fundraising.
PROCUREMENT AND TRADING	<ul style="list-style-type: none"> Exploration of joint commissioning and procurement to support economies of scale. Development of conference and training offers for LLA partners and beyond. Develop and deliver consultancy, specialist and intervention services.
DEVELOPING PARTNERS' PROVISION	<ul style="list-style-type: none"> Look for opportunities to support LLA partners develop provision across the city. Capital and curriculum opportunities.

LLA GOVERNANCE ARRANGEMENTS

MEMORANDUM OF UNDERSTANDING

INTRODUCTION

This Memorandum of Understanding (MOU) explains how partners and associates will work together to develop, improve and expand educational provision in Leeds. The institutions will be collectively referred to as partners.



The signatories to this Memorandum will work in partnership to develop strategies with the intention of raising educational standards in the education and other organisations within the Alliance and also supporting broad and shared community aims. The Alliance will also provide development opportunities for staff and clients of the partners. Partners will be open and transparent about such arrangements.

The MOU is not intended to be a legally binding agreement and will be reviewed annually. The partners do not undertake any liability for the affairs of partner institutions. Details of the governance, organisation and regulatory framework is included in a separate document and in the Articles of Association.

This MOU does not preclude partners from continuing or developing other collaborative work with other institutions.

OUR VISION

INCLUSIVE, COLLABORATIVE, AMBITIOUS

We are a community of Leeds-based organisations that provide or support education opportunities, with a common ethos and set of values, which shares a vision of supporting our children, young people and families to be successful, healthy and confident learners at all stages of their lives.

We believe in respectful collaboration, restorative practice and inclusive education. We will use the resources of all the partners in the Alliance to promote the very best outcomes for the children, young people and adults in our organisations, ensuring:

- Aspirational learning
- High achievement
- Empowering positive relationships
- Equity of access



OUR VALUES

The Leeds Learning Alliance is founded on the common values of:

- A community of partners which promotes achievement for all children and young people equally; that promotes inclusive and restorative education and is committed to keeping them happy, safe and healthy in school, college, university, training, employment and to work with their families to achieve this.
- A community of partners which promotes high quality learning that values and respects individual needs and backgrounds of all our children and young people and the families whom the partnership serves.
- A community of partners which delivers and supports a wide and enriching curriculum for all our children and young people and actively seeks opportunities to provide engaging and purposeful learning, pathways, transitions and destinations.
- A community of partners which respects the faiths and ethical values of all our children, young people and families whom the partnership serves.
- A community of partners which is committed to high quality professional development for all staff, to ensure the best provision for all our children and young people.
- A community of partners that values the role of families in developing effective learners and is committed to supporting their contribution to creating strong partnerships between home and providers.
- A community of partners which actively works to promote a collaborative approach to sharing resources and the development of joint ventures.
- A community of partners which encourages professional collaboration and shared good practice to create self-motivated and engaged staff, dedicated to developing the best outcomes for all our children, young people and families.
- A community of partners which values and respects the retention of organisational identities and autonomy.

OUR KEY AIMS

The Leeds Learning Alliance is a partnership of ambitious organisations who are committed to inclusive practice and who prioritise collaboration.

The Alliance will focus on raising outcomes for all children, young people and families regardless of levels of need and background.

The Alliance will use and further develop inclusive and restorative approaches to leadership, management and professional practice in order to secure inclusion, achievement and destinations.

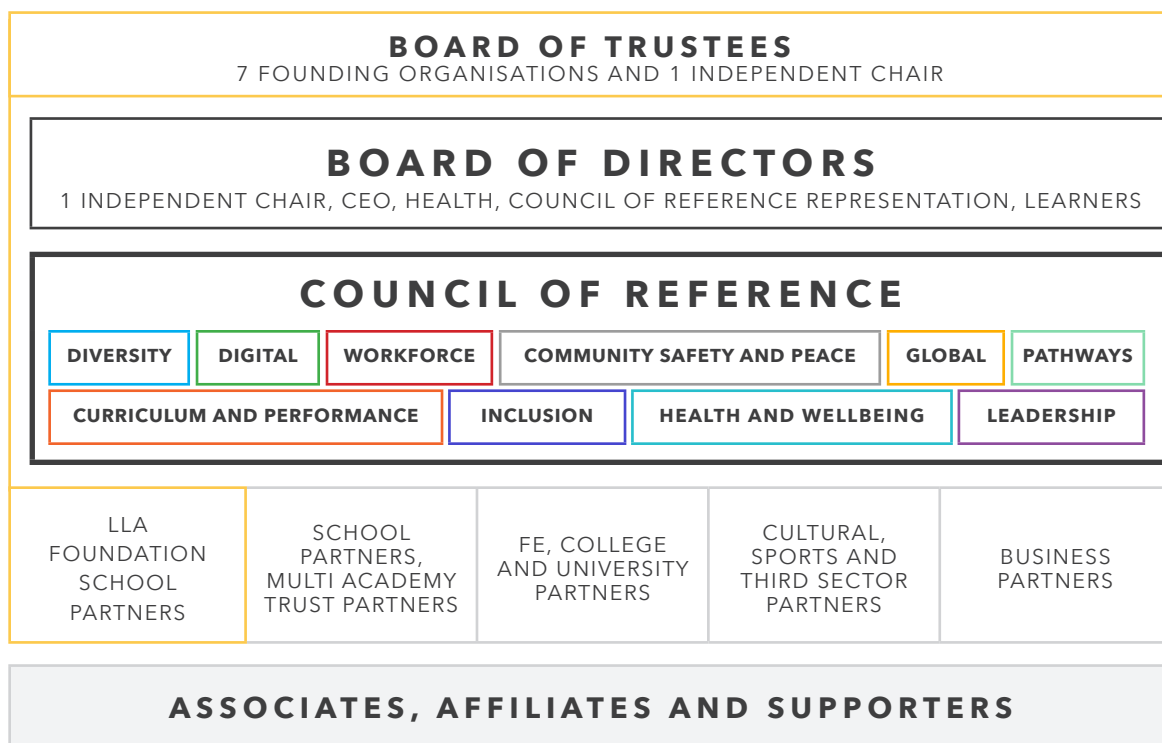
The Alliance will explore the development of Peace Education in order to further develop an inclusive, equitable and effective culture of learning and wellbeing.

A relationship led approach to organisational development and to improving outcomes for all will include the following areas of focus:

- Sharing skills, methods and strategies to develop and support high quality learning provision.
- High quality, relevant and as needed targeted professional development.
- Rigorous quality assurance and collaboration to support improvement.
- Promotion and education for health and wellbeing for all.
- Securing appropriate pathways, transitions and destinations and for all.
- Partnership to maximise resources and opportunities across the Alliance and with other organisations.



GOVERNANCE STRUCTURE



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
December 2021

Statement of financial activities, incorporating the income and expenditure account, for the year ended 30 June 2021

	Year ended 30 June 2021 £	Year ended 30 June 2020 £
<i>Incoming resources</i>		
Contributions from partners	8,000	3,500
Grants received	0	0
Contributions towards activities	0	0
	8,000	3,500
<i>Total incoming resources</i>		
<i>Resources expended</i>		
Charitable activities	500	
Governance costs	470	0
	970	0
<i>Total resources expended</i>		
<i>Net incoming/(outgoing) resources for the period</i>		
Total funds brought forward at 1 July 2020	7,030	3,500
	3,500	0
Prior year adjustments	0	0
<i>Total funds carried forward at 30 June 2021</i>	10,530	3,500

BALANCE SHEET AS AT 30 JUNE 2021

	Notes	30 June 2021 £	30 June 2020 £
Current assets			
Current balance held on account		3,500	3,500
Contributions due from Trust partners towards activities		8,000	
		11,500	3,500
Creditors: amounts falling due within one year			
Grant due to Trust Schools		0	
Consultancy fees		500	
Printing and sundries		430	
Reimbursement re registration fees		40	
VAT to be reclaimed		0	0
		970	0
Net current asset		10,530	3,500
Net assets		10,530	3,500
Funds			
Unrestricted income funds		10,530	3,500
Restricted income funds		0	0
Total funds		10,530	3,500

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

- for the period stated above the company was entitled to the exemption from audit requirements conferred by section 477 of the Companies Act 2006
- 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 2021
- we acknowledge our responsibilities for:
 - ensuring that the company keeps proper accounting records which comply with section 386 of the Companies Act 2006 and
 - 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 date 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 and 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.





AMBASSADOR MESSAGE



As an ambassador of the Leeds Learning Alliance, it has been a huge pleasure for me to see yet another year where the Leeds Learning Alliance has provided opportunities across the region that allows young people of all ages, abilities and backgrounds to realise and fulfil their potential...



I am a resident of the great city of Leeds and having reflected over the last 2 years on my own journey as a professional sportsman, I do so with a great deal of gratitude for the grace, support and opportunity that the people within gave me.

Grace is non-transactional, it's a gift that can't be repaid, but I can commit to paying that gift forward to the future generations of this city. I can; and indeed do; my very best to play a small part in encouraging and facilitating those partnerships that provide pathways and resources for other young people to strive for their dreams.

This city is rich with talent in all the sectors that weave their way through the very fabric of our culture including education, industry, sport, art and

many more. We realise that our sporting and educational arenas serve as platforms to live out many of the narratives that serve to educate, entertain and inspire.

There is no doubt that even amidst the continuing loom of a global pandemic and all the disruption it has left behind, that through the Leeds Learning Alliance and the partnerships forged across the city such as that with our very own Leeds Rhinos Foundation, there is no destination that together, we cannot reach.

Jamie Jones-Buchanan MBE

Leeds Learning Alliance Ambassador





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