



LEEDS LEARNING ALLIANCE

INCLUSIVE
COLLABORATIVE
AMBITIOUS

GROWING OUR FUTURE TOGETHER

ANNUAL REPORT 2021/22



LEEDS LEARNING ALLIANCE

INCLUSIVE
COLLABORATIVE
AMBITIOUS

www.leedslearningalliance.org  @LLAlliance

GROWING OUR FUTURE TOGETHER

The Leeds Learning Alliance (LLA) is growing rapidly, with more than 75,000 students now on roll.

75,375 Students

The key messages over the past year are clear; we have world class people and organisations working with and for our students. However, the majority of LLA students have faced and continue to face challenges the extent and like of which have not been seen in this country for decades.

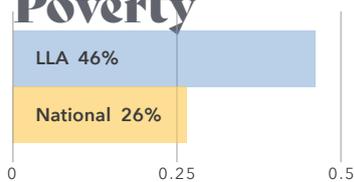
Optimism and Hope

However, we have maintained optimism and hope in the face of both challenge and adversity.

The challenge is the increasing level, breadth and complexity of disadvantage experienced by our students, as well as the reduction to the resources and funding that our institutions receive.

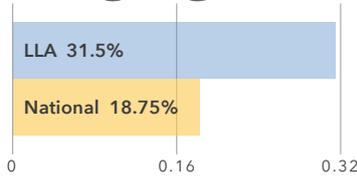
LLA students are more likely than their peers nationally to: live in poverty, live in crowded households, live with special needs and have English as an additional language.

Poverty



46% of our school aged students are eligible for free school meals.

Language



Almost 1 in 3 do not have English as their first language compared to less than in 1 in 5 nationally.

Special Needs



Almost a quarter of our students have some form of SEND whereas it is only 1 in 7 nationally.

The adversity on the other hand is in upholding **collaboration** above competition, **inclusion** rather than exclusion and **fairness, justice** and **equity** rather than privilege, injustice and manipulation as route ways to **achievement**.

Many of our students are experiencing hardships that would have been unimaginable a decade ago.

It is no coincidence that those now forced into poverty will experience a weakened 'safety-net' and will be more likely to face exclusion than ever before.

Our mission is clear; to bring the commonwealth of the city of Leeds to support the students that most need it by working collaboratively and by focusing relentlessly on inclusion.

As professional organisations, we are committed to urgently tackle the key issues of; climate crisis, inequity and racism. Doing the right thing is often difficult, and the LLA has been keen to strengthen leaders to take an ethical stance where they see injustice.

This year, the Alliance has been tackling each of these issues and is purposefully supporting leaders to be able to act together on them.

Our students need all politicians and all those that work in the public and charitable sectors to do the same, that is, work together in collaboration and not against each other in competition.

2023 and 2024 will see us facing even greater challenges.

Through the work of the LLA, Leeds benefits from a community of world class leaders, professionals and governors that are committed to making it better and stronger for the most vulnerable children and young people. The work of the LLA over the past year gives great encouragement to face those challenges and adversity with renewed strength.

By working together we can, and we will, grow a great new future for our city, our country and our world.

Paul Brennan

Independent Chair
Leeds Learning Alliance



LEEDS LEARNING ALLIANCE

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CONTENTS

Introduction	6
Working Group Reports	
Further and Higher Education	8
Community Safety and Peace	10-11
Climate Change	12-13
Digital Pathways and Destinations	15
Primary Education	17
Centre for Inclusive Practice	18-19
Diversity	20
Leadership for Inclusion and Diversity	22
LLA Strategic Plan 2022-2027	25-27
LLA Governance Arrangements	
Memorandum of Understanding	28-29
Governance, Leadership and Management Structure	30-32
Financial Statements	34-37
Ambassador Message	39

INTRODUCTION

The front cover of our annual report encapsulates in one photo so much of what we are working towards and what we must focus on as an alliance and as leaders and managers in our organisations.

We all understand that our children and young people are the 'future', and their understanding of the world we live in and how we work and coexist with each other will determine much of what all of our futures look like.

'Growing our future together' in challenging times requires us to 'do things differently and do different things'. The Leeds Learning Alliance (LLA) is centred around this aim, and this is evident in the work undertaken this year.

The Alliance is primarily focused on inclusion and how we can collaborate together to deliver ambitious outcomes for all children and families, and in doing so, close the achievement, health and employment gaps across the communities we serve.

In February 2022 we held our first LLA Inclusive Practice Conference which was well attended and resonated with a common view of the need for organisations to work more closely on inclusion best practice. We are looking to hold the next conference on March 4th 2023, focusing on inclusive leadership. We have also started a schedule of Breakfast Meetings for leaders and colleagues across the LLA and beyond. These meetings provide an opportunity for colleagues to share best practice, network and collaborate.

The LLA priorities which were developed last year in response to the concerns shared across our sectors are focused on improving outcomes for all, but especially for those most disadvantaged and most at risk of underachievement, poor health or unemployment. The workstreams and collaborative projects that have emerged over the year are many and varied. The updates contained in this annual report capture some of the activity and the successes. It is interesting how the priorities have developed and overlapped this year with a sharp focus on diversity, equality and equity, climate change crisis, pathways, transitions and destinations, FE/HE Go Higher, a range of inclusion focused research projects, an emerging Centre for Inclusive Practice, peace and community safety, leadership, workforce development and priorities facing primary schools.

The LLA has grown and broadened its membership over the year 2021/2022, with significant organisations from across all sectors joining as either members or supporters. In addition, many organisations are speaking with the LLA about how we came together and the work we are doing. Consequently, there are other similar local alliances being formed across the country.

Our LLA commitment is to work together and find ways to solve the problems that present harm and barriers to living and prospering well together.

In response to the growth of the LLA we have further developed its governance and leadership in order to support the ambitions of the Alliance, as seen in this report. The Council of Reference is central to the work of the Alliance and is where the members, supporters and external partners engage in strategic collaborative working. Organisations and leaders who are interested in joining one or more of these strategic priorities are welcome to contact the LLA for more information.

These are challenging times, and through the LLA we have found that we can tackle and develop key areas of work that we would not have been able to do alone. I am proud of the commitment shown by LLA members and supporters this last year and look forward to a busy and successful year ahead.

I hope you find the annual report 2021/22 both informative and helpful.

Simon Flowers

CEO, Leeds Learning Alliance





IMAGE: WELLSRING ACADEMY TRUST



IMAGE: WHITE ROSE ACADEMIES TRUST



IMAGE: SOUTHROYD PRIMARY SCHOOL



IMAGE: LEEDS CITY COLLEGE

At Leeds Beckett University, we define our purpose as making a positive and decisive difference to people, organisations and communities, through excellent education, research and service.

One of the important roles we play is as an inclusive 'anchor' organisation with the diverse communities in Leeds, ensuring that everyone benefits from the work we do. Our students and academics work together on projects and research that have real-life impact, where our students develop their learning through innovation and collaboration and the people of Leeds gain from their endeavours.

Our role in the LLA offers us further opportunities to work collaboratively with partners and communities who share our commitment to delivering a change in outcomes through education, and we welcome this partnership.

LEEDS BECKETT UNIVERSITY
PROF. PETER SLEE
 VICE CHANCELLOR

It is a privilege to work at Carr Manor Community School and to be part of a team of staff committed to all pupils being present, participating and making progress. To achieve this level of inclusion, the school community works restoratively with dedication to creating a high challenge, high support environment where pupils and staff thrive and achieve.

Working collaboratively with LLA partners allows us to further enhance the offer to pupils and to share and develop best practice with like-minded organisations.

We understand that these are difficult times for our children, families and staff and we believe working in collaboration with and through the LLA makes some of the challenges smaller and gives us hope for the future.

CARR MANOR COMMUNITY SCHOOL
LUCIE LAKIN
 PRINCIPAL

Ahead Partnership collaborates with a range of employers to provide careers related learning opportunities for LLA partners. We work with employers and organisations all over the UK to help young people understand the latest information about sectors and skills in their region. We are a strategic partner to the Leeds Learning Alliance, supporting the education partners with raising aspirations and furthering links with growth sector industries.

Partners in the LLA have taken part in several activities this year, including being an anchor partner in Growing Talent Digital Leeds. The programme won the Leeds Digital Festival Awards 2022 Diversity and Inclusion Award, recognising the commitment to people focused culture in events including #GirlTechLeeds. As a collective partnership, Growing Talent Digital Leeds has supported over 12,000 young people across the city with technology related career showcases. Students from the Alliance have reported a 70% increase in readiness for the world of work since partaking in Ahead Partnership led activities.

AHEAD PARTNERSHIP
STEPHANIE BURRAS
 CEO

Our mission inspired by the Christian tradition is to be a community based on faith, hope and love; developing each individual intellectually, emotionally and spiritually to achieve their full potential.

We enjoy working with the Leeds Learning Alliance as an Associate Member and would like to continue to offer the sharing of good practice to support the LLA's vision in this way.

NOTRE DAME SIXTH FORM
 COLLEGE
JUSTINE BARLOW
 PRINCIPAL



FURTHER & HIGHER EDUCATION

Leeds is blessed with some of the strongest higher and further education (HE and FE) institutions in the country, and benefits from the extremely strong relationships and existing collaboration between them.

In response to recent national and local policy initiatives, a group of leaders from most of the post-16 education providers based in Leeds came together in 2022 to explore the potential for strengthening existing good collaboration.

They agreed:

- To undertake a mapping exercise of existing partnerships to be commissioned by the LLA working with Go Higher West Yorkshire.
- To initiate a review of careers education information and guidance across the school, college and university systems in tandem with the city council with clear recommendations for aligned actions and budgets.
- To assess existing employer engagement especially with universities seeking to recruit graduates - with a proposal to develop a support package to enable employers to better engage with the HE and FE sectors and specifically in order to diversify their workforce.
- To engage pro-actively with policy makers across West Yorkshire, in the development of the Local Skills Improvement Plan (LSIP). HE and FE leaders will identify what they wish to see in the West Yorkshire plan and produce information for policy makers in this respect. This will also include ensuring it complements related initiatives, including in respect of the updated Office for Students widening access and participation plans – and that we collectively maximise the opportunities this agenda represents in building a better joined-up system.

It was also agreed that the LLA and Go Higher West Yorkshire would pull together a working group of interested parties to develop this further. That working group will begin its work in 2023.

Paul Brennan

Independent Chair, Leeds Learning Alliance



IMAGE: AHEAD PARTNERSHIP



We believe that our academies are at the heart of the communities they serve. This is why we are so proud to work together as a Trust, to deliver an educational experience which enables our children to take a seat at any table, and be able to feel worthy of their place, proud of their schools and confident in their abilities that they can make a difference.

Our White Rose Academies Trust staff are unwaveringly dedicated to raising and fulfilling the ambitions of our young people - working with LLA partners affords us the opportunity to enrich the offer we extend to our pupils and their families, whilst collaborating with organisations who hold shared values and aspirations for ambitious outcomes for all.

WHITE ROSE ACADEMIES TRUST
SARAH CARRIE
ACTING CEO

Having published the Best City Ambition, it is great to be working with colleagues from the LLA given our values and ambitions align well.

With pressures across the system, and more particularly for families and communities in the city given the cost of living crisis, we are keen to have all partners doing what they can to support the city's ambitions and values so that children and young people can fulfil their potential and Leeds can be a child-friendly city.

LEEDS CITY COUNCIL
JAMES ROGERS
DIRECTOR OF COMMUNITIES,
HOUSING AND ENVIRONMENT

MARIANA PEXTON
CHIEF OFFICER STRATEGY AND
IMPROVEMENT



IMAGE: LEEDS HEALTH AND CARE ACADEMY



IMAGE: LEEDS BECKETT UNIVERSITY

We are very privileged to be part of the Leeds Learning Alliance. If we are going to fulfil the ambition of reducing inequalities, we need to understand the lived experience of our communities and young people. We need to design solutions with them, taking into consideration the barriers they face daily. Our communities and children should be at the centre of every decision we take. We are therefore grateful for representing their voice as an equal partner.

The Leeds Learning Alliance is an opportunity to meet like-minded organisations who are passionate about the best outcomes for children and young people. Over the last couple of years, we have been able to share and learn from each other.

In this short space of time, our collaboration has spurred creativity, new approaches and initiatives, which will ultimately benefit young people and communities. Together we are stronger.

CATCH
IAN SHORT
CHAIR OF TRUSTEES

We are proud to be a founding member of the Leeds Learning Alliance, which reflects our own commitment to inclusive education, and provides an excellent opportunity to work with and learn from like-minded organisations.

In our Strategic Plan 2021-26, we have set out our ambitions to make a step change in academic development, employability, careers and the positive contribution we can make as a University, particularly in our region. Our work and close collaboration with the LLA is a key part of this.

At Leeds Trinity University, we firmly support the LLA's mission of 'young people and community first' and will continue to work together to improve outcomes for all learners in the communities we serve.

LEEDS TRINITY UNIVERSITY
PROFESSOR
CHARLES EGBU
VICE CHANCELLOR



COMMUNITY SAFETY & PEACE

PUBLIC SERVICE PATHWAY GROUP PURPOSE:

The Public Services Pathway group has been focused on creating new collaborative partnerships to deliver a learning programme for school and college age children to introduce them to the career opportunities in public services, including the 'blue light' services and the military.

The working group has representatives from public services and colleagues from LLA members and supporter organisations. The pathway programme being developed and delivered also supports public services with their equality, diversity, and inclusion objectives.

The collaboration is aiming to develop joint long-term strategies to support recruitment from under-represented groups through exploring mechanisms to engage with diverse communities and in particular young people in order to raise awareness of the careers in public services and share the employment opportunities available.

The programme specifically focuses on identifying and developing core skills, values, volunteering and character development in readiness for careers within public services.

ACTION PLAN 2021-2023:

- Conduct formal research and consult with young people, their families and wider communities from under-represented groups about their opinions around joining a public service as a career with a view to understanding barriers and misconceptions.
- Capture what skills and values are required for careers in public services.
- Develop awareness in community, youth and school settings of the key skills and values required for careers in public services, and how to develop them.
- Create a public service programme specifically for young people from under-represented groups to provide them with insights into public service roles.
- Host a public services and education providers conference in 2023 based on diversity, equality and inclusion themes focused on young people.
- Develop post-16 pathways and courses with partners in the Leeds Learning Alliance which will support entry into public service careers.

SUMMARY OF YOUTH CONSULTATION 2021/22:

- Lack of understanding about what the public services do.
- Lack of understanding about the roles available aside from front line roles.
- Negative interactions with public services (in particular the police).
- Negative perceptions about the military and their interventions in countries abroad.
- Negative reactions from friends and family about wanting to join a public service.
- Language barriers linked to the level of English required to pass entrance tests.
- Fears about not having the required skills to join, and not knowing what skills are needed.
- Lack of understanding about the pathways to join public services, both the courses available and entrance tests.
- Fears about whether they would fit into public services.
- A lack of interaction and/or engagement opportunities with public services.

PUBLIC SERVICES PATHFINDERS:

Public Services Pathfinders is an exciting new programme for young people co-produced by Leeds Learning Alliance partners, with support from West Yorkshire Police, West Yorkshire Fire and Rescue Service, Yorkshire Ambulance, Royal Navy, Royal Air Force and the British Army.

Pathfinders aims to highlight what the public services do, the career opportunities available and to support young people's knowledge of entry routes and how best to prepare. In turn, this will support young people from under-represented groups, develop positive relationships with children and young people, raise awareness about public services and what they do, prevent young people from being drawn into crime and anti-social behaviour and highlight inclusive opportunities within the public services.

PATHFINDERS WILL HELP:

- Young people take part in interactive workshops and go on visits to various public service work places.
- Young people build an understanding of what the services do, learn about the types of jobs available and discover which public service appeals most to them.
- Young people find out what they need to do to start their public services journey.
- Develop the key skills required to work in a public service, such as team work and communication.

Pathfinders is for young people aged 14 – 17 and it is important that our public services reflect the communities they serve.

We therefore encourage applications from under-represented groups. This programme aims to break down barriers, clarify misconceptions people have about public service work, and explore the opportunities available.

As this is a pilot programme, we will only work with schools and colleges within the LLA.

Ash Razzaq

CEO, CATCH



CLIMATE CHANGE

We're delighted to have joined the Leeds Learning Alliance as Associate Members this year and are very excited about working in partnership in the future.

Having worked together so productively to introduce student coaching at Ralph Thoresby, working more closely with the Alliance seemed an obvious and important next step. There is much to admire in the Alliance but we were particularly drawn to the focus on inclusive practice and the clear emphasis on shared local issues and a real affinity with our great city.

With many challenges in education, and the world around us, collaboration is vitally important and it is exciting to be working in partnership with a diverse group sharing so much in terms of ethos and values.

RALPH THORESBY HIGH SCHOOL
WILL CARR
HEADTEACHER

Southroyd Primary School is proud to nurture Active Citizens. Working with the LLA allows our children and staff to reach out beyond Pudsey and work for mutual benefit with like-minded people in different circumstances from across the city on some challenging themes like diversity, climate change and inclusion. High quality training with eight LLA schools has allowed our subject leaders to explore globalising the curriculum in a rich and meaningful way. The LLA broadens our perspective and provides us with a platform to discuss and share our expertise in climate work and inclusion - sharing ideas and best practice.

Working with colleagues from across the education sector to develop our skills in coaching conversations is helping us tackle big ideas!

SOUTHROYD PRIMARY SCHOOL
KATE PRIOR
HEADTEACHER

The Climate Change Strategy Group, chaired by Leeds College of Building, is a significant priority for both the LLA and for individual organisations. Organisations across Leeds are in varying stages of development in their own approach to the climate emergency, but what is clear is the need to do something of significance and to do it rapidly.

IMAGE: CATCH



Leeds College of Building also represents both the FE sector and the LLA with wider groups on this issue, such as The Mayor's Green Jobs Taskforce and the Leeds Anchor Network.

The approach from the LLA strategy group has been to focus on the education side of climate change, as it most closely relates to the purpose of the organisations involved.

The group has developed an action plan, focusing on three core areas:

- Creating a coherent and resourced curriculum to inform understanding amongst children, young people and professionals, which is informed by consultation with children and young people.
- To actively tackle climate change at pace, across the LLA.
- To develop a climate change conference.



IMAGE: LEEDS COLLEGE OF BUILDING

Creating a Curriculum

This area will form the legacy of the strategy group. Leeds DEC has completed significant work in this area and, combined with others, now has a range of resources across age ranges and topics. The next stage is to provide a phased curriculum for the different age ranges, an agreed delivery plan and a platform to provide easily accessible resources for practitioners.

Tackling Climate Change

The group will develop an agreed “charter” for LLA organisations, which includes a commitment from the senior leadership to adopt the principles established by the strategy group. The charter will focus on practical actions, sitting alongside commitments to reduce the disproportionate effect of climate change on social inequality and inclusion.

Climate Change Conference

The conference is planned for May 2023, and will include young people, business leaders and stakeholders from across the city. Topics include climate justice and social inequalities, climate education and the curriculum, professional development and pedagogy, partnership and outreach and leading change. This conference is a touch point for all LLA organisations and beyond to consider the impact of climate change on their curriculum and to explore how their organisation can support individuals and groups most effectively.

We recognise that climate change is an emergency, however the current economic instability and long-lasting effects of the pandemic can mean that the clear need to do more to address climate change gets lost in the plethora of ‘issues’ young people and educators face. It is important that this group works across all networks and LLA organisations to ensure that this area of work is not allowed to fall away and that it remains a clear, consistent and vocal part of the agenda for all organisations.

Nikki Davis

Principal and CEO, Leeds College of Building

The Leeds Rhinos Foundation’s mission is to ‘Change Lives Through the Power of Sport’. We are a passionate, dedicated and innovative team who use this mission to help some of the most disaffected and vulnerable elements of our communities. We cannot do this alone, and so collaborative working is within our DNA.

Our most major strategic partnership is with the Leeds Learning Alliance, and we are proud to be a founding member of the Alliance. It allows us to offer our unique people, place and products to the LLA family, meaning that so many more pupils and learners within Leeds can thrive, aspire, grow... and have some fun!

Similarly, all those partners of ours in the LLA can approach ourselves in confidence that we are here to help and make sure that the power of sport really does make an impactful and lasting positive change on those young people we work with.

LEEDS RHINOS FOUNDATION
BOB BOWMAN QPM
CEO

Leeds College of Building is committed to ensuring that all students can access and progress into one of the largest employment sectors in the UK. At the heart of this is working towards a fully inclusive offer for students, and working with employers to support them in this.

Working with Leeds Learning Alliance provides Leeds College of Building with support, but also challenges the College to do better, push itself and to move at pace towards being fully inclusive. The Leeds Learning Alliance is a powerful group of like-minded organisations, all working to support young people across the City and the collaborative approach is proving to be a catalyst for real change.

LEEDS COLLEGE OF BUILDING
NIKKI DAVIS
PRINCIPAL AND CEO





DIGITAL PATHWAYS & DESTINATIONS

The Digital Pathways and Destinations steering group, which was formed by the Leeds Learning Alliance in 2021, has continued to make progress in creating new opportunities for young people in the digital sector in Leeds. The steering group was set up 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 has 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.

Six virtual steering group meetings have been held in 2022 with members including representatives from Luminate Education Group, Carr Manor Community School, CATCH, Ahead Partnership, West Yorkshire Combined Authority, Leeds City Council, NHS, National Careers Service, Transition Partners, Leeds Beckett University, Xdesign 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 the progression and pathways available for under-represented young people into digital-related careers.

These include:

- A successful Healthy Holidays pilot programme at Leeds City College's Printworks campus in summer 2022. Children who are in receipt of free school meals took part in engaging digital sessions at the college over four weeks, whilst also receiving a hot lunch and physical activities. Plans are in development to bid for a larger pot of funding to roll out a bigger programme in Easter and summer 2023.
- Participation in the Leeds Digital Careers Festival run by Leeds City Council in September. A recruitment event was held at the First Direct Arena, which saw members of the steering group engage with young people about the digital courses and career options available in the city. In addition, free digital taster sessions were held in community settings in the city during the build up to the main festival week.
- The development of a digital extended schools programme for Leeds City College, as well as creating a catalogue of digital taster sessions that can be taken to schools in the city.
- The exploration of national programmes to encourage more women into the digital industry and the development of a plan to create a similar programme in Leeds.
- The creation of resources showing the pathways available to young people into the digital sector, including 'day in the life of' videos and course and career pathway diagrams.
- Use of a piece on STEM 7 characteristics and the behaviours employers are looking for to be embedded in anything we do.
- Use of IBM P-TECH and Open P-TECH learning frameworks to engage young people.

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

Ann-Marie Spry

Vice Principal, Leeds City College

At Wetherby High School our staff are fully committed to doing their very best for each and every child. We are a relationship and restorative-led school community and this allows staff and students to work together to be successful.

We understand the importance of preparing children for their life after high school, not just for them to be successful and happy, but also their part in enabling others to be successful and happy.

Wetherby High School are proud members of the Leeds Learning Alliance. We value being part of a group of like-minded organisations that are dedicated to inclusive values. This partnership has provided us with many opportunities to develop our practice and contribute to the important work that is taking place within the city and beyond.

WETHERBY HIGH SCHOOL
SAMANTHA JEFFERSON
HEADTEACHER

Bankside Primary School and Children's Centre sits at the heart of the Harehills community in inner-city Leeds, serving a community of over 700 children and their families, from birth until they move onto High School. We are delighted to be part of the Leeds Learning Alliance, sharing the core values of inclusion and educational excellence.

Our school motto is 'putting down strong roots for success'; our pastoral mantra is 'we expect the best for and the best from our school community'. This applies to both adults and children alike.

We are proud of the impact that has on our ethos and outcomes and rejoice that we are school that, according to Ofsted, 'gives everyone a hug' and is there to support our children and families with educational, emotional and social support.

BANKSIDE PRIMARY SCHOOL
SARAH RUTTY
HEADTEACHER



IMAGE: LEEDS CITY COLLEGE



IMAGE: WHITE ROSE ACADEMIES TRUST



PRIMARY EDUCATION

Primary growth and development has gained traction across 2022. Working with the Leeds Learning Alliance, meetings and discussions have been facilitated with a range of leaders across the city resulting in individual schools as well as representatives of Foundation Trusts and collaborations actively engaging with the Leeds Learning Alliance.

A primary leaders network has been established, providing a half-termly forum for focused discussion of current common priorities and challenges facing schools and leaders. Importantly, groups have now been formed, working restoratively within identified terms of reference, to consider ways in which our shared wealth of expertise and resources can be galvanised and focused to help address the following agreed areas:

Recruitment and Pathways

Exploring how we can work with partners within and beyond the LLA to influence and shape pathways into work in primary schools. Partners are also contributing to the development of a recruitment information exchange.

Workforce Support and Development

Initial work is focused on how clinical supervision can be commissioned and implemented for staff working with our most vulnerable pupils.

Inclusion and SEND

A directory of specialist practitioners and provision including a register of languages spoken by staff is being developed to help schools meet pupil needs through peer networking. Further partnership work with Leeds Beckett University is being explored to consider how funding applications could be made to support strengthening pedagogy and provision.



IMAGE: BANKSIDE PRIMARY SCHOOL

Professional Development

A bespoke programme aimed at improving outcomes for BAME and EAL pupils is now being delivered to middle and senior primary leaders. The main aspects of this are:

- Leadership and management of diversity and inclusion: creating and managing an inclusive school culture, leadership capacity building internally and across partners.
- Teaching and learning pedagogy and practice for BAME and EAL pupils: culturally inclusive planning, focus on language and vocabulary development, accurate target setting and assessment, high challenge curriculum supported by appropriate scaffolds for success.
- Curriculum development: social issues including racism, sexism, and economic injustice are addressed explicitly as part of the curriculum. A critical approach is taken to materials from textbooks and other educational resources. The voices, ideas, and perspectives of the pupils and school communities are part of the learning experience.

Anne Fell

Leeds Learning Alliance Special Adviser

CENTRE FOR INCLUSIVE PRACTICE

The Leeds Learning Alliance Centre for Inclusive Practice is developing as a platform to bring together expertise and experience, locally, regionally, nationally and internationally. The intention is to provide opportunities for organisations to develop and share practice in order to improve outcomes for all learners and staff, thereby closing gaps in achievement, health, and employability for all learners.

Through roundtable conversations with senior leaders from LLA partner organisations, the Centre for Inclusive Practice has committed to four priority areas for action. Each area is building on activity already present within partner organisations. Some areas have already generated new activity leading to an increase in the quality and extent of inclusive practice across the LLA.

The four priority areas are:

1 | RESEARCH AND DEVELOPMENT

To share findings and identify opportunities for further research that will encourage the implementation and impact of inclusive practice across the Alliance.

Activity has included:

A collaboration between Leeds Trinity University (LTU) and Leeds Beckett University leading to a co-designed project: 'Listening, Learning, Leading with Inclusive Values for an Inclusive Legacy'. The project creates space for LLA partners

to put inclusive values into practice through dilemma-based coaching encounters. It is already creating a network for inclusive practice across the LLA. After the first two sessions of the project, participant feedback included: "the balance of theory and knowledge with the practical application was perfect. Really enjoyed the session and have already adapted my practice."

The new LTU Research Centre 'Inclusion, Diversity and Social Justice' has worked with LLA partners to:

- Collaborate with CATCH to deliver a research project examining the extent to which a volunteering programme offered by a local charity improves the education and the lives of Romanian students in the local community.
- Set up a research network with five universities in the region - Leeds Trinity University, Leeds Beckett University, Sheffield Hallam University, University of Bradford, University of York. This network is called 'Northern Critical Diversity Network'.
- Develop a project on how educational provision is understood and experienced for children and young people identified as having SEMHN/SEBN to move towards meeting their holistic needs: a comparative study across England, Scotland, Finland, Denmark and Sweden.
- Engaging in research relating to alternative provision in schools, impact of small group coaching, the lived experience of students from ethnic minority backgrounds and British families in lockdown.



IMAGE: LEEDS RHINOS FOUNDATION

2| SHARING PRACTICE

To identify and share inclusive practices and a common understanding across the LLA and beyond.

Examples of activity include:

- Inclusive Practice Conference, 12th February 2022, and the Inclusive Leadership Conference, 4th March 2023.
- Identifying areas of expertise across member organisations.
- Contributing to developing trauma-informed practice in Leeds as part of the West Yorkshire and Harrogate trauma-informed practice initiative.
- Sharing practice with member and wider organisations.
- Developing an LLA local and national inclusive practice network for education organisations and local authorities focused on relational and restorative practices and pastoral structures.

3| WORKFORCE DEVELOPMENT

To create learning and development programmes that build on expertise with in the LLA. For example, Leeds Trinity University delivering training and research opportunities, Wellspring MAT delivering the Kindness Principle ('Positive Regard'), Carr Manor Community School delivering Relational and Restorative Practice and the Leeds Relational Practice Centre delivering the Family Valued programme.

Examples of activity include:

- LLA colleagues participating in Restorative and Relational Immersion Days at Carr Manor Community School.
- LLA colleagues hosting and delivering training as part of the Inclusive Practice training offer, including a focus on pastoral structure and processes and developing inclusive leadership and management, workforce and leadership training.
- LLA members participating in the LTU PG Cert in Inclusive Leadership.
- Theresa O'Sullivan (LLA Special Adviser) is leading a network of primary leaders through a programme developing inclusive leadership through EAL.

4| POST-16 PROVISION FOR 16-24-YEAR OLDS AT RISK

The development of a provision to support the education, training, employment and housing of young people in Leeds who are vulnerable to be at substantial risk of unemployment, exploitation and crime.

The provision to cater for young people, school leavers and older who are already homeless or at risk of becoming homeless, not in education, training or employment. LLA members and supporters are already working with many of the young people, their families and their communities. Some of the LLA organisations are involved in supporting the housing for vulnerable school leavers. The working group is examining the options for combining a supported housing offer with education, training and employment opportunities. The LLA is in a strong position to develop a partnership provision.

This year, Leeds DEC has been running a full range of CPD Courses for Leeds primary and secondary schools on: migration, climate change and intercultural understanding, including a new Oxfam climate justice course (Initial Teacher Education course) and our national Global Teacher Award.

In May 22, Headteachers from across the city met at the University of Leeds to hear from climate academics, local schools and European teachers at Leeds DEC's 'Climate Change in the Primary Curriculum' conference. The aim of the conference was to share the amazing good practice and inspiration from schools in England, Ireland, Turkey and Germany on embedding climate into the curriculum (funded by Erasmus+).

The project finishes in June 2023 and will result in a revised Climate Curriculum - a progressive and age appropriate tool to enable schools to include crucial climate change key ideas in all Key Stages.

LEEDS DEC
ADAM RANSON
CENTRE CO-ORDINATOR

We are incredibly proud of the progress made during 2021/2022. As well as delivering high quality education, we continue to invest heavily in transforming our school estate. At Victoria Primary Academy alone we are committed to investing £1.15m by 2024 and are delivering a trust-wide £65m capital investment programme.

Our 'Communicolour' initiative is a particular source of pride, and is transforming grey spaces into riots of colour and joy across Leeds and beyond. By inviting leading artists to create works in our schools, we give children and communities access to inspiration, creativity and optimism. We understand the value of sharing best practice and ideas through effective networks such as the LLA and are proud to be a member.

WELLSPRING ACADEMY TRUST
MARK WILSON
CEO

DIVERSITY

In its continued work to embed anti-racist practice, the Leeds Learning Alliance has created resources to support the ongoing development of our leaders. A key component of this work is helping leaders to understand how they can become actively anti-racist in their practice.

The Race Equity Leadership toolkit developed by Professor Charles Egbu, Vice Chancellor of Leeds Trinity University, with support from Paul Brennan has been designed to ensure that the commitment to embedding anti-racist practice is enacted as a moral imperative for leaders in our region and beyond.



IMAGE: LEEDS TRINITY UNIVERSITY

The toolkit takes a guided approach to self-work, the place where anti-racism needs to start. The toolkit uses evidence collated from the views of leaders who have already begun a journey of anti-racist practice; it builds on the scholarship of Black and Brown authors and also on the views of Black colleagues who work within our organisations across this city.

Professor Egbu has begun to promote the toolkit with LLA partners. Over the coming year, Leeds Trinity University will be developing a package of in-person training to support the roll-out of the toolkit, and will be seeking volunteers to pilot the workshop approach so that we can evaluate its impact.

Building on the LLA's anti-racism action plan, the LLA is working with Leeds City Council to support the council's focus on 'Race 4 Equality' across education in the city. The objective is to raise awareness and develop a working network across Leeds to support the council and the LLA joint ambition for a more diverse education workforce and a commitment to anti-racism.

Leeds DEC and Carr Manor Community School delivered an event at Leeds Trinity University to discuss the relationship between racial justice and climate justice. Colleagues presented their work to students and staff at Leeds Trinity University and discussed how a decolonial approach has influenced their pedagogic approach and curriculum content. Further collaborative opportunities are being explored with the aim to ensure that the approach is embedded within the learning journey of students who will work with young people in learning contexts.

Syra Shakir, Associate Professor of Learning and Teaching at LTU has been working with students to deliver sessions to pupils at Carr Manor Community School on the 1947 partition. The opportunities for sharing work and ideas through the collaborative working relationship has been beneficial to all parties and has been operationalised through a co-creation approach.

The Office for Institutional Equity established at Leeds Trinity University in January 2022 is creating a network within the LLA which seeks to bring together those leading equity within their organisations to see whether we can have greater impact in working collaboratively. The group will seek to create a shared framework for racial justice and equity across the organisations to embed approaches which support our city, region and those who live, study and work within it.

Please contact Tamsin if you would like to contribute to this network t.bowers-brown@leedstrinity.ac.uk

Tamsin Bowers-Brown
Director of the Office for Institutional Equity, Leeds Trinity University



IMAGE: LEEDS BECKETT UNIVERSITY

Chapel Allerton Primary School is a thriving, popular school at the heart of our vibrant community, everyday living its mission statement to, 'Nurture a Lifelong Love of Learning'.

Restorative practice and growth mindset are the bedrock upon which our school builds and these principles are shared and developed through our engagement with the Leeds Learning Alliance.

Current projects, including the sharing of expertise in the ever-challenging aspect of special educational needs and disabilities, plus a cross-sector diversity and equality training package, support all members in collaborative work which keeps our practice cutting-edge.

CHAPEL ALLERTON PRIMARY SCHOOL

NICK SYKES
HEADTEACHER

Team Hovingham's core belief and purpose is to provide our children with the best experiences we can so that they aim high in everything that they do. Being part of a team dedicated to enhancing children's lives, through nurturing a sense of belonging and community, feeling represented and being equipped to help them navigate safely through modern Britain, is an absolute privilege.

To support our children, staff and leaders with this ambitious vision we collaborate with the Leeds Learning Alliance which provides invaluable opportunities to share good inclusive practice and support leaders with solution focused work around complex issues and challenges which school leaders face, now and in the future.

HOVINGHAM PRIMARY SCHOOL
KELLIE HALLIDAY
PRINCIPAL



IMAGE: LEEDS CITY COLLEGE



LEADERSHIP FOR INCLUSION & DIVERSITY

The Leadership for Inclusion and Diversity project started in the Autumn term 2022 with 11 schools participating in the project and with most schools accessing both aspects of the project.

The two aspects are: leadership for inclusion and diversity with a focus on provision for EAL learners and diversifying the wider curriculum for all subject leaders.

Middle and senior leaders from 11 schools met to agree the focus for future sessions based on school priorities as follows:

- Leadership of Inclusion for Diversity, for example enhancing reading provision (including phonics) for EAL learners
- Subject leadership for diversity, especially diversity across the curriculum

A wider group of more than 50 staff met to further develop thinking and discussion about subject diversity across the curriculum.

The project will continue to improve outcomes for EAL learners as well as to develop the curriculum to prepare all learners to become good citizens of the wider communities in which they live both locally, nationally and internationally.

Therese O'Sullivan

Leeds Learning Alliance Special Adviser

IMAGE: LEEDS CITY COLLEGE





IMAGE: RALPH THORESBY HIGH SCHOOL



IMAGE: WETHERBY HIGH SCHOOL

Leeds City College has nearly 20,000 students and apprentices, and a key part of ensuring we deliver inclusive and inspirational learning opportunities to all is having strong connections across the city of Leeds and the communities we serve.

Our work at the college is focused on ensuring that all of our students, irrespective of their background or economic circumstances, get the very best chance to excel. Being part of the Leeds Learning Alliance is important as it provides us with further opportunities to work collaboratively with other local providers to ensure people across the city get the opportunity to achieve and thrive.

We work closely with schools across the city and have good partnerships with several multi academy trusts. Through the Leeds Learning Alliance, we have collaborated with a range of partner organisations to share our expertise in certain subject areas like digital and computer science. This has included robotics sessions and focusing on pathways into key subjects that currently have a high skills demand, such as digital media. We recognise the importance of being part of the Alliance and are always seeking to build stronger relationships with other local providers so we can continue making a positive impact on the city and the people that live in it.

LEEDS CITY COLLEGE
BILL JONES
 DEPUTY CEO

IMAGE: CHAPEL ALLERTON PRIMARY SCHOOL



IMAGE: LEEDS COLLEGE OF BUILDING



IMAGE: LEEDS BECKETT UNIVERSITY



IMAGE: AHEAD PARTNERSHIP





STRATEGY PLAN 2022-2027

LEEDS - GROWING OUR FUTURE TOGETHER

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 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.

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.
- Sphere of influence.
- Membership growth.
- Financial capacity and stability.
- Shared services, procurement and trading.
- Developing partners' provision.

ADVOCACY

SUPPORT

ACTION

PRIORITY STRATEGIES THAT WE WILL WORK ON TOGETHER

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 creating 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.

IMAGE: LEEDS TRINITY UNIVERSITY



RESEARCH

How we decide what to do...

We will:

- Listen to the professional assessments of colleagues working across the LLA and 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 local authority 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 and property.



MEMORANDUM OF UNDERSTANDING

INTRODUCTION

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

The signatories to this Memorandum will work in membership to develop strategies with the intention of raising educational standards in the organisations within the Alliance whilst also supporting broad and shared community aims. The Alliance will also provide development opportunities for staff and clients of the Members. Members 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 Members do not undertake any liability for the affairs of Member institutions. Details of the governance, organisation and regulatory framework is included in a separate document (appendix 1) and in the Articles of Association.

This MOU does not preclude Members 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 members in the Alliance to promote the very best outcomes for the children, young people and adults in the communities we serve, 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 members 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 and employment and to work with their families to achieve this.
- A community of members 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 membership serves.
- A community of members 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 members which respects the faiths and ethical values of all our children, young people and families whom the membership serves.

- A community of members 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 members that values the role of families in developing effective learners and is committed to supporting their contribution to creating strong memberships between home and providers.
- A community of members which actively works to promote a collaborative approach to sharing resources and the development of joint ventures.
- A community of members 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 members 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 and taking regard of levels of need and background as having the potential to be barriers or enhancers to learning.

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 commit to the development of inclusive and equitable practice, promoting a culture of learning and wellbeing across LLA organisations.

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 well-being for all.
- Securing appropriate pathways, transitions and destinations and for all.
- Membership to maximise resources and opportunities across the Alliance and with other organisations.

GOVERNANCE, LEADERSHIP & MANAGEMENT STRUCTURE

There are three arms of the governance structure with broadly distinct though interrelated remits.

1. Determining policy, strategy and action.

This is undertaken by representatives of all members and partners through the work of the Council of Reference and policy groups.

2. Acting as the Foundation Trust for the Foundation schools.

This function is undertaken by the Trustees only .

3. Acting as the Directors of a company limited by guarantee (the LLA) ensuring viability and probity.

This function is undertaken by the Directors of the company and supported by the CEO and other employee.

TRUSTEES

Founding the Alliance, setting the purpose of the Alliance, appointing Directors and acting as a Foundation for LLA Trust schools.

The Alliance was established by the Founding Members of the LLA as a group of like-minded organisations working in the field of education and committed to working collaboratively to raise achievement. This is done by focusing on inclusion because of the inequalities and exclusionary practices

experienced by disadvantaged learners. They seek to bring the common wealth of the city of Leeds to support children and young people who might face barriers to learning that sit outside of the classroom. The Trustees act as the Foundation Body for those schools that have opted for the LLA to be

their Foundation and thus they appoint two governors to the governing body of those schools. The Trustees also appoint the Board of Directors of the LLA and an Independent Chair of the LLA (who chairs the Board of Trustees, the Board of Directors and the Council of Reference).



ACCOUNTABILITY

MEMBERS AND MEMBERSHIP

Policy development and action.

In working to its purpose as laid down above by the Trustees, members of the Alliance are constituted organisations working in relevant fields in Leeds and who work together to develop its policy, strategy and to take action. This is laid down in its strategic plan. The policy is determined by all members through a wide-ranging consultation. This is grouped into workable policy areas each of which becomes a priority and each of which is led by a policy committee. All members contribute to policy development and each have an equal voice. The chairs and leads of policy committees come together at the Council of Reference meeting. All members pay an annual fee which reflects the size of their organisation.

ASSOCIATE MEMBERS

Policy development.

Whilst members take a full and active role in policy strategy and action, and also pay an annual fee, associate members are those organisations that are interested in joining the LLA. Any organisation that can demonstrate that it is working towards the principles, ambitions and values set down in our Memorandum of Understanding is eligible to join the LLA as a Member and would be welcome. However, the way the LLA works and what it does is something that is best learned by being a part of it, so a period of time 'usually between six months and one year' is allocated to prospective members to see whether they wish to commit to membership.

SUPPORTING PARTNERS

Support, advocacy and advice.

For a small group of organisations, being a member of the LLA is not constitutionally possible. Nevertheless, they support the aims, principles and values of the LLA and wish to work in partnership with its members. Some organisations may prefer to work with the LLA as a supporter rather than as a member. This particularly applies to commercial entities and organisations such as West Yorkshire Police. It would not apply to organisations that are predominantly education focused.

SPECIAL ADVISERS

Research, policy advice and advocacy.

There are many specialist organisations and professionals working in the field with whom the LLA works closely. Some of these have chosen or have been invited to work with the LLA and these groups and individuals inform the thinking of members of the LLA by attending as contributing observers to policy committees and to special meetings, events or conferences. Associates and advisers do not have voting rights, but they do enhance our thinking and they in turn benefit from the cumulative expertise of the LLA.

POLICY COMMITTEES

Strategic leadership to determine policy and action.

There are 10 priorities set for the LLA to focus on. These were determined by our consultation in 2021 and are set down in our five year strategy. Each priority has a group of people that come together and is led by one of our leaders and their institution.

The 10 areas are:

- Inclusion*
- Diversity*
- Digital*
- Workforce*
- Leadership*
- Learner Pathways*
- Climate Change*
- Health and Wellbeing*
- Primary Education*
- Community Safety and Peace*

Policy committees determine the strategy for their priority. Some policy groups relate to phases of education (e.g. Primary Education) so not all members have the same level of interest in these policy areas. Some priorities, such as Climate Change and Diversity, are of universal concern.

COUNCIL OF REFERENCE

Strategic co-ordination.

To bring cohesion and synergy, the chairs of the policy committees come together to form the LLA Council of Reference. The Council of Reference is also augmented by colleagues from each of the phases of education and as well as each of our sectors (Public, VCFS, Private) and the local authority. This enables the policy chairs working across all phases of education and all policy areas to share and align their work, priorities, challenges, concerns, expertise and opportunities.

LEADERSHIP & ADMINISTRATION ROLES

COMPANY SECRETARY

Administration.

To ensure the LLA works well administratively and to support the aims and policy ambitions, the LLA requires a functioning administrative structure. In order to do this, it is established as a legal entity as a company limited by guarantee and is regulated as such and registered with Companies House. It is not a profit organisation. In compliance with regulation, it thus has a formally agreed set of articles of association, it presents annual financial reports, runs an Annual General Meeting and has appointed the required personnel to serve as its company officers.

DIRECTORS

Administrative Leadership of the company.

In order to ensure that the company works effectively to serve its members as they work to develop policy and implement strategy, Directors ensure that the company is a financial going concern.

INDEPENDENT CHAIR

Tactical Leadership.

Appointed by the Trustees, the Independent Chair is not a member of any of the member organisations. This chair manages the key meetings of the LLA, notably the Board of Directors, the Board of Trustees and the Council of Reference. The Independent Chair is appointed for a term of two years.

CHIEF EXECUTIVE

Tactical Leadership.

Appointed by the Directors, a Chief Executive Officer ensures the day to day effectiveness of the organisation by building and leading the LLA infrastructure. The CEO is appointed for a term of two years.

WHO WE ARE

Members

Ahead Partnership
Bankside Primary School
Carr Manor Community School
CATCH Leeds
Leeds Beckett University
Leeds City College
Leeds City Council
Leeds DEC
Leeds College of Building
Leeds Rhinos Foundation
Leeds Trinity University
Wellspring Academy Trust
Wetherby High School
White Rose Academies Trust

Associate Members

Chapel Allerton Primary School
Fieldhead Carr Primary School
Hovingham Primary School
Notre Dame Catholic Sixth Form College
Ralph Thoresby High School
Southroyd Primary School

Supporters

AxiaOrigin
Citu
First Bus
Flourished Minds
GIPSIL
Inspire North
Leeds Community Foundation and Give Bradford
Leeds Health & Care Academy
Meanwood Valley Urban Farm
Northern School of Contemporary Dance
Propelo
Q5 Partners
West Yorkshire Metropolitan Police

Advisers

Jermaine Benjamin - Transition Partners
John Bywater
Dr Louise Ellis - Think EJ
Anne Fell
Graft
Dr Shaid Mahmood
Paul Money - QPM Leeds City Council
Therese O'Sullivan
Jamie Peacock MBE
Steph Taylor - Leeds Community Foundation and Give Bradford
Annabel Tonge - Q5 Partners
Jonathan Wilson - Citu

Ambassador

Jamie Jones-Buchanan MBE

Independent Chair

Paul Brennan

CEO

Simon Flowers

Company Secretary

Richard Lewis Ogden

Clerk to Board

Sam Hallas



IMAGE: CARR MANOR COMMUNITY SCHOOL

IMAGE: SOUTHROYD PRIMARY SCHOOL



IMAGE: HOVINGHAM PRIMARY SCHOOL



IMAGE: LEEDS RHINOS FOUNDATION



IMAGE: LEEDS CITY COUNCIL

At Transition Partners we strive to add value to the tech community through technical staffing, resource solutions, culture change and actively increasing inclusion within the tech community.

We are delighted to partner with the LLA who share our values of inclusion, collaboration, and creative solutions to move the city of Leeds forward.

TRANSITION PARTNERS
JERMAINE BENJAMIN
LLA SPECIAL ADVISER

The Leeds Health and Care Academy brings people together who are passionate about education and health and social care to increase opportunities for shared learning, careers and workforce collaboration. Our values drive our work to learn together, make real change through collective workforce projects, and collaboratively plan for our future health and care workforce in Leeds. In partnership with our NHS, local authority, third sector, primary care, independent and education partners, we have a relentless focus on narrowing inequalities. Our connection with the Leeds Learning Alliance enables us to work with younger children and their families to share invaluable insights and develop learning in health and social care, opening up pathways to rewarding careers but also promoting healthy and happy lives.

LEEDS HEALTH AND
CARE ACADEMY
KATE O'CONNELL
DIRECTOR



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 2022

Statement of financial activities, incorporating the income and expenditure account, for the year ended 30 June 2022 (accounts for the year ended 30 June 2021 for information, since a necessary adjustment has been identified).

	Year Ended 30 June 2022	Year Ended 30 June 2021
Incoming Resources	£	£
Contributions from Partners	55,332.00	8,000.00
Grants Received	-	-
Contributions from Activities	670.40	-
Contributions due from Partners	11,250.00	-3,500.00
Total Incoming Resources	67,252.40	4,500.00
Resources Expended		
Officer Costs	53,571.87	-
IT, Stationery and Marketing Materials	1,833.14	430.00
Hospitality	883.50	-
Educational Consultancy	500.00	500.00
Membership Subscription	250.00	
Governance	48.00	53.00
Total Resources Expended	57,086.51	983.00
Net Incoming/(Outgoing) Resources for the Period	10,165.89	3,517.00
Total Funds brought forward at 1 July 2021	7,017.00	3,500.00
Net surplus funds at year end 30 June 2022	10,165.89	3,517.00
Total Funds Carried Forward at 30 June 2022	17,182.89	7,017.00
Balance Sheet at 30 June 2022		
Current Assets		
Bank Account	18,642.31	7,030.00
Debtor due within 12 months	11,250.00	-
Total Current Assets	29,892.31	7,030.00
Creditors: Amounts Falling Due Within One Year		
Current Liabilities	12,696.42	13.00
Total Current Liabilities	12,709.42	13.00
Net Current Assets	17,182.89	7,017.00
Funds		
Unrestricted Funds	5,932.89	7,017.00
Restricted Funds (allocated)	11,250.00	-
Total Funds	17,182.89	7,017.00

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 2022.
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 1.2.23 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

Income received from activities in 2021/2022 is included.

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.



LEEDS LEARNING ALLIANCE

INCLUSIVE | COLLABORATIVE | AMBITIOUS



AMBASSADOR MESSAGE

As another year comes to an end, I would like to look forward to the opportunities that lie ahead in 2023, opportunities that exist at the very foundational values of both the Leeds Learning Alliance and myself.

I finish the year with a new title at the Rhinos : “Head of Culture, Diversity and inclusion”. The new Role will empower me to shine light on the wonderfully diverse nature of the Leeds Rhinos club and the Leeds Rhinos Foundation who continue to provide the platform to change lives through the power of sport.

Being a club with a strong men’s, women’s, wheelchair, netball, physical disability and learning disability rugby league teams, we watched the recent Rugby League World Cup with a great deal of anticipation. The emergence of new nations such as Leeds based Jamaica and personalities like Dom Young in the senior men’s team was just two of many examples of how the great game engaged a really important demographic in our city.

We also saw the women’s game played and showcased at an unbelievable standard, which will not only attract more players but hopefully more appetite to increase resource and investment. The stars of the tournament though were without doubt the physical disability and wheelchair rugby league teams, both of whom won the World Cup for England and had lots of representation from the Leeds Rhinos.

January 7th saw the launch of the Leeds 2023 Year of Culture, a year of “letting culture loose” and inviting everyone and anyone across the city to show us what culture means to them in their world.

When I came to Leeds in 1997 there was one men’s team. The club has since moved on, and is working hard to provide opportunities for all, of any age and ability. Working with local partners and organisations in my new role gives me the opportunity - and an obligation - to showcase in my own small way what diversity and inclusivity looks like in the city.

Whilst I will never be out enthused, I still have so much to learn and so many seeds to plant in the garden of inclusion.

That’s why I am so excited about what 2023 might look like as an ambassador of the Leeds Learning Alliance, working with and alongside the Alliance to take the lead in driving our thriving city forward in a diverse and inclusive way.

Jamie Jones-Buchanan MBE

Leeds Learning Alliance Ambassador



MEMBERS



SUPPORTERS

