

# THEIR RIGHT, OUR FUTURE



**LEEDS  
LEARNING  
ALLIANCE**

INCLUSIVE  
COLLABORATIVE  
AMBITIOUS

ANNUAL REPORT 2022/23



# LEEDS LEARNING ALLIANCE

INCLUSIVE  
COLLABORATIVE  
AMBITIOUS

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# THEIR RIGHT, OUR FUTURE

At a recent breakfast meeting Sir Frank McGloughlin urged us to choose images that express our values. Our front cover thus encapsulates our LLA values.

Trevon Gibson is an amazing student who has achieved at the highest level intellectually, artistically and physically. Thanks to expert teaching and support, he now enhances our world with skill, passion and creativity. He gives us real hope and optimism for both his and our future. As an alliance we are dedicated to improving educational achievement for all members of the communities that we serve, through collaboration and inclusion.

## CELEBRATION

Looking back over the past year, we celebrate the successes that we have achieved together. This is important as it binds us, affirms our values, strengthens our relations and promotes both mutual support and mutual respect.

Above all, we celebrate and rejoice in the achievement of our learners such as Trevon, often against the odds, and in ways that are truly remarkable - thanks in large part to the hard work and dedication of our staff and volunteers. Our schools and colleges have seen some truly stunning exam and test outcomes, as well as many inspirational individual achievements.

Trevon is just one of 82,108 students across the LLA, an increase of about 7,000 students over the past year. Our community is undoubtedly growing as our membership and our supporters now comprise some 41 different organisations, including 4 Higher Education Institutions, 3 Further Education Institutions, 1 Sixth Form College, 8 secondary schools, 5 special schools, 17 primary schools, 3 academy trusts, Leeds City Council, West Yorkshire Police and West Yorkshire Fire and Ambulance Service all augmenting our third sector partners and our business supporters.

82,108  
STUDENTS

We know that many of the challenges that our students face require professionals from a diverse range of agencies to work together on their behalf. For example, we have continued to work on racism, inclusion, pathways into employment and the climate crisis, and we have also embarked on work tackling violence. We are delighted by our growth because it means we can do these things more effectively.

## Article 26: Universal Declaration of Human Rights

1. Everyone has the right to education...
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

## HIGH CHALLENGE AND HIGH SUPPORT

As well as celebrating success we are also reflective and keen to learn from the things that did not go so well. We promote a culture of "high challenge and high support" and it is important that we apply this to ourselves. Thus, we engaged with an international consultancy agency, one of our supporters, Q5 Partners ([www.q5partners.com](http://www.q5partners.com)) which focused primarily on our organisational health. What emerged from this is that we must continue to drive our core work within Leeds and at pace.

December saw the 75th anniversary of the Universal declaration of Human Rights and we recognised that this pivotal piece of international legislation is probably now under the greatest threat than at any other time in its history.

It is with this declaration, in particular Article 26, that we will double down on our efforts.

## THRIVING COMPASSIONATE CITY

The learners that we serve are completely interconnected to national and international events and the disproportionate effects of poverty, conflict,

violence, poor health, inadequate housing and the climate crisis. Our leaders have committed to building on the Leeds commonwealth and its reputation as a thriving, child friendly and compassionate economy to become a beacon of inclusive education which unequivocally places peace, collaboration, inclusion, and research at the heart of our leadership and as an antidote to conflict, exclusion, poverty, and extremism.

*Education is the right of every young person and they are our future.*

**Paul Brennan**

**Independent Chair**  
Leeds Learning Alliance





IMAGE: LEEDS CITY COLLEGE



IMAGE: CARR MANOR COMMUNITY SCHOOL



IMAGE: DEIGHTON GATES PRIMARY SCHOOL



# • • CONTENTS • •

<b>Welcome</b>	3
<b>Introduction</b>	7
<b>Working Groups</b>	
Primary Education	8
Serious Youth Violence & Community Safety	10 - 11
Race for Equality - Leaders Toolkit & LLA Equity Network	12 - 13
Pathways & Destinations - Public Services, Occupational Studies & Land Based Studies	14 - 15
Pathways & Destinations - Digital Tech	16/18
Growing Talent Digital Leeds	19
Centre for Inclusive Practice	20 - 21
Global/Climate Change	22
Communications Update	23
<b>Strategy 2024-2025</b>	29 - 31
<b>Governance Arrangements</b>	
Memorandum of Understanding	32 - 33
Governance, Leadership and Management Structure	34 - 36
<b>Financial Statements</b>	38 - 41
<b>Ambassador Message</b>	43



LEEDS LEARNING ALLIANCE

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# INTRODUCTION

*Equality is a requirement, diversity is a reality, inclusion is a choice.*

As we reflect on the year behind us, we can be grateful for the inclusion-focused collaboration demonstrated by our members and supporters. This commitment is what binds the Leeds Learning Alliance together and what makes the difference to the children, young people and families across our communities.

These have been and remain disproportionately challenging times for our children, families and communities with many struggling to cope with the impacts of austerity on their daily lives, including the pressure that has built up around access to public services as well as the cost of living and the general grind that many face. We can see the impact on health and wellbeing, attendance at education provision, breakdown of relationships in families and across communities, and the concerns over crime and violent crime.

The collaboration across the Alliance has provided support and partnership for leaders and organisations who are working to improve educational achievement, health and well-being and employment outcomes for children, young people and families.

During the last year and similar to previous years, the Alliance has grown in membership and activity. This indicates an appetite from organisations across Leeds to look for partnership solutions to meet challenges and to develop sustainable new ways of working together on priorities that are difficult to resolve in isolation.

We recognise that the children, young people and young adults in our communities have faced unique pressures over their formative years - be it social, financial or cultural. This includes younger members of our workforce. These challenges the younger generations face have been forefront in our minds when considering the next steps for the LLA.

Our Council of Reference has identified several key focuses for the LLA (please see the strategy overview on page 29). We recognise that if we are to meet these, we need to be committed, where needed, to 'doing things differently and doing different things'. This is more effective when we work collaboratively, sharing practice, resources, strategy and accountability.

The many networks and events that have been established across the LLA are providing opportunities for us to achieve these aims. We are looking to further develop these and new networks as appropriate, including a network for 'inclusive leadership and practice' beyond Leeds, building on the nationally recognised practice of several LLA members. We recognise that there is a growing appetite from leaders to recover some lost good practice and to take the opportunities ahead of us to develop and share new impactful and inclusive practice.

In addition, and building on the work this last year, there is a keenness to develop local partnership responses to need using universal settings as hubs for coordination. CATCH in Harehills is a shining example of this approach.

For all of us, and for our children and young people especially, the world we live in is changing rapidly, creating uncertainty and at times fear. As a values based and relationship focused partnership, we recognise the need to look at developing the pursuit of Peace; to engender and develop the abilities to build peace in ourselves, with others, in our communities and across the world. This is a proactive responsibility we share that will stretch us and our organisations to work together and to work differently.

It is an exciting year ahead as we challenge ourselves to be good partners, to be inclusive in our practice and to be courageous in our ambitions for our children and families and to keep focused on what difference we can make.

I hope you find the annual report 2022/23 helpful.

**Simon Flowers OBE**

CEO, Leeds Learning Alliance





## PRIMARY EDUCATION

*This year has seen much positive activity within the Primary Education area of the Leeds Learning Alliance. We are delighted to have welcomed new members and associates who bring a wealth of experience and expertise, and whose commitment to the delivery of the best possible outcomes for children further strengthens our collaboration.*

The Primary Leaders' Network meetings have been the backbone of contact across the year, providing a regular forum for consideration and discussion of current educational issues and challenges alongside sharing good practice. In addition, there are opportunities for updates on agreed workstreams to be shared and progressed. To ensure our efforts in all activity remains prioritised and focused, this year will see the formation and implementation of a steering group which will hold responsibility for the direction of travel within the primary education area.

We are delighted that through our workstreams and wider priorities, and under the guidance of Headteacher Emma Wraighte, partners have identified a comprehensive set of professional development opportunities which have been captured within our Primary Offer brochure. Provision is made for school staff at all levels as well as opportunities for children to work with others across the Alliance. Whilst drawing heavily on partner schools, it also incorporates the use of specialist and other expert professionals to secure outward facing approaches and safeguard against insular thinking.

**Curriculum development work** will gain momentum this year. Enhancing planning and implementation in foundation subjects by engaging more with research and subject experts will enable schools to review and refine their intent and planning to ensure inclusive provision. There are clear links with the highly successful **'Leadership for Inclusion and Diversity'** programme introduced by LLA Special Advisor Therese O'Sullivan in 2022. Feedback on engagement and impact was extremely positive and this programme is offered again in 2023-24 with a separate development module available for those schools wishing to embed and extend the work introduced through critical self and peer evaluation activities.

Primary colleagues continue to be keen to connect with others within the Alliance. We have been pleased to embark on partnerships with member organisations to make best use of wider resources and expertise.

These enable us to enhance primary provision and particularly to extend our children's knowledge and understanding of the opportunities within the wider world, thus raising awareness and ambition. We are committed to engaging with partners to extend the experiences and opportunities available to our children, and to build better relationships within the Leeds Learning Alliance.

Over the coming year, we also plan to make greater inroads into developing focused relationships with **Early Years providers** - whilst many schools have their own nurseries, there are potential partners within the private, voluntary, and independent sectors with whom we are confident we can work to make a difference to the children and families we serve.

We would like to thank all partners for their commitment and for their professional generosity: together, we grow!

**Anne Fell**

Special Advisor, Primary Education,  
Leeds Learning Alliance

**Emma Wraighte**

Headteacher, Fieldhead Carr Primary School





IMAGE: BLLENHEIM PRIMARY SCHOOL

*In the last year, school leaders deepened their understanding of EAL pedagogy through training provided by the LLA, and their links with an experienced expert in the field, and this year have cascaded that learning into our training with staff. We are also actively involved in opportunities designed to share best practice with meeting the needs of SEND children.*

CHAPEL ALLERTON PRIMARY SCHOOL

**NICK SYKES**  
HEADTEACHER

*I have learnt so much through the Leeds Learning Alliance that has impacted on the work I do in school and am very excited to be part of the journey with them as an Associate Member.*

DEIGHTON GATES PRIMARY SCHOOL

**SARAH HAWES**  
HEADTEACHER



IMAGE: CO-OP ACADEMY LEEDS



IMAGE: BRUDENELL PRIMARY SCHOOL

*Achieving the School of Sanctuary Award in June 2023 was a culmination of work linked to whole school evaluation supported by 'The Centre for Race, Education and Decoloniality'. The LLA collaboration work on Leadership for Diversity and Inclusion has been part of this strategy and support for the leaders in school, whilst enabling them to share excellent practice across the LLA.*

ALLERTON CE PRIMARY SCHOOL  
**HELEN STOTT**  
HEADTEACHER

*It makes us very proud to be supporters of the Leeds Learning Alliance. Their determination and drive to promote inclusion through sharing knowledge and best practice across the city is exceptional.*

FLOURISHED MINDS  
**KAREN CRUISE**  
CHIEF EXECUTIVE

## SERIOUS YOUTH VIOLENCE & COMMUNITY SAFETY

*In November 2023, Alfie Lewis, one of our learners in the LLA, was stabbed and killed.*

There has been a significant increase in knife violence amongst young people in Leeds. It is likely that many more young people will be killed or seriously injured by knives in the coming months and years, and in the meantime many parents and young people are living in fear.

National and international research indicates that a public health approach to the issue should be adopted, which means that a multi-agency, multi-disciplinary and preventative approach should be developed.

The Leeds Learning Alliance has expertise across its members that can provide leadership and support and can coordinate a response to professionals, to individual services and agencies, to young people themselves and to communities by coordinating that response.

Action can make a difference - but resource, political-will, strategy and coordination are all required.

In July 2023 we produced a report relating to the subject following meetings across the Alliance.

### **OUR OBJECTIVES ARE SIMPLE:**

- Reduce hospital admissions, injuries and prevent killings
- Reduce the amount of violent crime amongst young people, especially knife crime
- Improve the sense of wellbeing and safety amongst young people, their families, and the community

### **WE BELIEVE THAT A WAY TO DO THIS IS THROUGH:**

- **Accurate Diagnosis:** Develop a detailed understanding of the issue, its reach, causes and manifestation at a city, community and individual level amongst senior leaders and professionals
- **Prioritisation and Resourcing:** Advocate for effective levels of prioritisation in planning by relevant strategic leaders and politicians, including the Portfolio Holders and Directors of Public Health and Children's Services in their joint planning with advocacy for sufficient resource, funding and use of best practice to drive effective targeted interventions
- **Research:** Look at what strategies international multi-disciplinary research has identified that have worked best in other parts of the world facing similar issues, and use this to inform strategy development and conduct on-going research within Leeds to develop the understanding of practitioners on the ground here
- **Action:** Develop and implement multi-agency intervention programmes to support children, young people, and their families to prevent violent behaviours





IMAGE: CHAPEL ALLERTON PRIMARY SCHOOL

#### THIS MEANS THAT WE WILL NEED TO:

- Develop structures and systems to support professionals:
  - to deal with the aftermath of serious violence
  - to prevent violent youth crime
- Put in place support for young people:
  - to deal with the threat of knife crime including ensuring heightened levels of safety and feelings of safety
  - to help young people to avoid engaging in knife crime
- Strengthen provision of support for parents, carers, and communities
- Monitor and evaluate the impact of interventions

This work is on-going, and we are grateful for the work of our partners.

In the meantime, our thoughts go out to Alfie's family, friends and the other victims, families and friends that continue to be harmed in this way.

**Paul Brennan**  
Independent Chair  
Leeds Learning Alliance

*Inclusion is at the heart of what we do and how we do it.*

*It is this focus on inclusion that drew us naturally to the great work of the Leeds Learning Alliance. We are proud to be part of it and the work it does to promote inclusion across the city of Leeds, and beyond.*

CO-OP ACADEMY PRIESTHORPE  
**MARTIN BLACOE**  
PRINCIPAL

*We truly value the transformational powers of collaboration and inclusion and it is these shared values and priorities that made us want to be part of something bigger - the Leeds Learning Alliance. Inclusion has the power to change lives and it is clear that the LLA does this across the great city of Leeds and is something we would love to contribute to in the future.*

CO-OP ACADEMY LEEDS  
**NATALIE JONES**  
HEADTEACHER

*This alliance brings together some of the most innovative and impactful schools in Leeds to share practice and work towards collective goals of Equality and parity of opportunity for all children.*

FIELDHEAD CARR PRIMARY SCHOOL  
**EMMA WRAIGHTE**  
HEADTEACHER

*The LLA does excellent work to create true collaboration across all sectors that have a real influence over the lives of our young people in Leeds.*

CITU GROUP LTD  
**JONATHAN WILSON**  
MANAGING DIRECTOR

## RACE FOR EQUALITY LEADERS TOOLKIT & LLA EQUITY NETWORK

*In its continued work to embed anti-racist practice, the Leeds Learning Alliance has been working to develop the practical resources to support The Race Equity Leadership toolkit developed by Professor Charles Egbu, Vice Chancellor of Leeds Trinity University, with support from Paul Brennan.*

The toolkit was designed to ensure that the commitment to embedding anti-racist practice is enacted as a moral imperative for leaders in our region and beyond. The toolkit has received feedback from the LLA Equity Network chaired by Dr Tamsin Bowers-Brown, and it has incorporated into discussions about approaches to develop and deliver the tools in practice. The toolkit takes a guided approach to self-work, the place where anti-racism needs to start, but through collaborative work we are seeking to ensure shared learning and accountability to keep the toolkit current and 'living'.

The toolkit will be officially launched in early 2024. 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 across Leeds to support the council and the LLA joint ambition for a more diverse education workforce and a commitment to anti-racism.



IMAGE: SOUTHROYD PRIMARY SCHOOL AND CITU





IMAGE: LEEDS CITY COLLEGE

The Office for Institutional Equity established at Leeds Trinity University in January 2022 has established an Equity Network which seeks to mobilise this objective by bringing together those leading equity within their organisations to initiate greater impact through working collaboratively. The group has met several times over the past year and sought to develop an approach which to date has been used as an opportunity to develop a strategic vision around key issues in equity. We have hosted discussions about fairness and transparency in recruiting a diverse workforce, reverse mentoring, and anti-racist practice. The network has worked together to share practices which may support our collaborative advancement of equity issues. The yearly plan for Equity Network meetings has been published and advertised to partners for 2024. We are an open group and welcome all those who seek to create a shared framework for racial justice and equity across their organisations to attend. We will continue to develop our plans to embed approaches which support our city, region and improve opportunities for 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](mailto:t.bowers-brown@leedstrinity.ac.uk).

**DR TAMSIN BOWERS-BROWN**  
DIRECTOR OF THE OFFICE FOR INSTITUTIONAL EQUITY, LEEDS TRINITY UNIVERSITY.

*Having the LLA support what we do can only benefit our reach within Leeds and beyond. We value working with organisations whose values align and where we can contribute to the widening agendas of education and creativity.*

NORTHERN SCHOOL OF CONTEMPORARY DANCE  
**DR SHARON WATSON MBE**  
CEO AND PRINCIPAL

*The palpable drive and energy when connecting across the LLA on issues such as diversity, anti-poverty, leadership development and climate change has renewed the commitment of our own staff and provided an inspiring forum for innovation, development and collaboration.*

CARR MANOR COMMUNITY SCHOOL  
**LUCIE LAKIN**  
PRINCIPAL

*We have always valued working with other institutions that enable our community to flourish, and we know that this is a prime factor in everything the LLA undertakes.*

BRUDENELL PRIMARY SCHOOL  
**JILL HARLAND**  
HEADTEACHER

*The Leeds Learning Alliance is an opportunity to meet like-minded organisations who are passionate about the best outcomes for children and young people.*

*Our collaboration has spurred creativity, new approaches and initiatives, which will ultimately benefit young people and create safer and stronger communities.*

CATCH  
**IAN SHORT**  
CHAIR OF TRUSTEES

## PATHWAYS & DESTINATIONS - PUBLIC SERVICES, OCCUPATIONAL STUDIES & LAND BASED STUDIES

*There has been a considerable amount of learning during 2022/23 for our Public Service Pathways group.*

### PATHFINDERS PILOT PROGRAMME

Leeds Learning Alliance partners CATCH and Leeds City College ran a series of workshops for up to 50 young people over a 10-month period with public services professionals from West Yorkshire Police, West Yorkshire Fire & Rescue Service, Yorkshire Ambulance Service, British Army, The Royal Navy, and The Royal Air Force. The focus was to recruit people from under-represented groups, particularly women and those from ethnic minority backgrounds.

The workshops highlighted what the public services do and the career opportunities available. The aim was to support young people gain a greater understanding of entry routes and how best to acquire the skills and attributes required for each service. Young people took part in interactive workshops and visited various public service workplaces, taking part in exercises and drills allowing them to experience different roles.

The feedback and post-evaluation was very positive with an appetite to do more engagement with young people. 96% of the cohort were young people from under-represented groups. The Public Services Pathways group is exploring how best to continue with this programme moving forwards with our public service partners. There are challenges around capacity and scaling up the programme.



IMAGE: RALPH THORESBY HIGH SCHOOL

## POST-16 OPPORTUNITIES

During the 2022/23 academic year, CATCH and Leeds City College came together to deliver a bespoke programme for post-16 students under the banner of the Occupational Studies course. The course itself was for young people at risk of becoming NEET (not in education, employment or training) and those with an interest for public service, community and youth work.

The programme involved an opportunity to study maths and English complimented by structured volunteering at CATCH to build their personal and professional skills. After a successful year of positive outcomes for students, the programme will be continuing for the 2023/24 academic year with added elements such as coaching and more of an emphasis on youth work.

We are continuously reviewing the impact this programme is having on individual students in terms of their development and addressing their needs. In a short space of time, it is obvious that students have found the programme has helped with their self-confidence and given them real life skills, which they feel will help them find employment.

## RESEARCH

We are keen to understand the views of young people and their families on their perceptions of our public services with a view to understanding the barriers around engagement, attraction, and recruitment.

We are in the process of working with Leeds Trinity University to put together a survey for schools within the Leeds area, followed up by a series of in-person workshops.

## MENTORING PROGRAMME

Working with partner organisations, we are in the process of creating a mentoring programme that will offer potential recruits an opportunity to meet someone serving in a public service that has a lived experience. This will allow potential recruits to be mentored by someone that can share their own experiences and discuss perceived challenges that might be shared.

This work is very much in its infancy, and we are keen to hear from anyone who would like to support the programme.

**Ash Razzaq**

CEO, CATCH



*The collaborative nature of the Alliance allows for strategic conversations to take place particularly at the Leaders' Breakfast events which are always inspiring and challenging to the audience.*

INSPIRE NORTH

**SINEAD CREGAN**  
DIRECTOR OF DEVELOPMENT AND  
INNOVATION, CENTRAL SERVICES

*Our research is reflected in collaborative inclusive initiatives that enhance educational outcomes across the Alliance. Our emphasis on student-centred learning, the student experience and widening participation, digital innovation, and employability positively impacts the wider educational landscape and promotes inclusivity, diversity, and excellence. Leeds Trinity continues to be committed to the Alliance, driving positive change, and elevating the overall educational experience for students and the community alike.*

LEEDS TRINITY UNIVERSITY  
**PROF. CHARLES EGBU**  
VICE CHANCELLOR



## PATHWAYS & DESTINATIONS - DIGITAL TECH

*The Digital Pathways and Destinations steering group, 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 this year. The steering group, consisting of representatives from key educational institutions, businesses, and statutory organisations in Leeds, 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.*

Four virtual and face-to-face steering group meetings have been held in 2023, 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, Leeds Libraries, Future Transformation 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 has developed several initiatives and programmes in 2023 to help it achieve the aim of improving progression and the pathways available for under-represented young people into digital-related careers.

These include:

- A second Healthy Holidays summer school programme was held at Leeds City College's Printworks campus. The programme targeted Year 7 and Year 8 pupils eligible for free school meals in Leeds, with activities including cooking, physical activities, and interactive digital sessions.

Key numbers:

- 32 pupils signed up for the programme, a 433% increase from the year before
- Pupils from 5 different schools in Leeds took part, compared to 2 schools the previous year
- 122 meals were cooked in total by the pupils, which were taken home to share with families
- Participation in the Leeds Digital Careers Festival run by Leeds City Council in September 2023. Including keynote speakers, exhibitors, and interactive sessions.

Key numbers:

- Around 4,000 visitors, a 135% increase on last year
- 54% registered as being ethnically diverse
- 35% of visitors were female
- 87% said they would consider a career in digital following the event
- Growing Talent Digital Leeds, which is run by Ahead Partnership, involves a year-round programme of careers and skills activities to inspire and encourage young people aged 11-18 years to pursue a career in digital.

Key numbers:

- The programme has reached 12,000 young people across the city so far with 90% of the young people involved saying taking part in the programme has helped them understand the skills needed to work in digital, and 79% saying they believe they have a future in digital
- Participation in the Leeds Unleashed events run by xDesign. Leeds-based companies Burberry, Sky and Glean opened their doors to pupils and students to showcase the technology, digital skills and innovative culture that drive their brands forward as part of Leeds Unleashed.







*As proud members of the LLA, we value the collaborative spirit that contributes to all our achievements. Our focus remains on creating exceptional educational environments through innovation, inclusivity, and a commitment to delivering positive change.*

WELLSPRING ACADEMY TRUST  
**MARK WILSON**  
CEO

*Our vision is to create a Leeds where everyone has access to opportunities, and education is a big part of that. We're strong advocates of working in partnership, and the LLA is a fantastic example of the power of working together.*

LEEDS COMMUNITY FOUNDATION  
**KIRSTY MCKINNON**  
HEAD OF RELATIONSHIPS

The Digital Pathways and Destinations steering group is currently developing further activities that include:

- A bid for funding to roll out a third annual digital-focused Healthy Holidays programme at Leeds City College in summer 2024
- Roll out of the University Centre Leeds digital immersion programme
- Development of a digital extended school's programme for Leeds City College, as well as creating a catalogue of digital taster sessions that can be taken to schools in the city
- Development of a girls/women in tech programme at Luminate Education Group to be implemented in the 2023/24 academic year
- Use of STEM 7 characteristics and the behaviours employers are looking for to be embedded across Luminate Education Group
- Use of IBM P-TECH and Open P-TECH learning frameworks to engage young people at Luminate Education Group
- Roll out of a Digital Skills action plan at Luminate Education Group

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](mailto:james.broadhurst@luminate.ac.uk).

**Ann-Marie Spry**  
Vice Principal, Leeds City College



IMAGE: LEEDS COLLEGE OF BUILDING



## GROWING TALENT DIGITAL LEEDS

*Ahead Partnership is a Leeds Learning Alliance member passionate about the role business can play in enabling everyone to achieve their potential regardless of background. Since 2004, we have partnered with leading employers across the UK to help them maximise their social impact and wider purpose. Alongside multiple LLA members, we sit on the Digital Pathways Strategy Group and deliver Growing Talent Digital Leeds to 20 schools and colleges in Leeds, including several LLA education partner schools.*

Ahead Partnership launched Growing Talent Digital Leeds with employers, stakeholders and LLA education partners in 21-22. The programme has continued to grow and create aspirations across LLA schools in 22-23, and has included targeted and multiple interventions with many LLA schools. Since launching in 21-22, Growing Talent Digital Leeds has created more than 23,000 student interactions with employers in Leeds. Reporting from 22-23 showed that interest in digital careers had leapt to 77% amongst participants, a 5% increase on the previous year, due in part to education partners' commitment to providing multiple programme interventions to students across several years.

The programme works with several LLA schools, including our strategic education partner Carr Manor Community School. In 2022-23, more than 500 Carr Manor pupils participated in 10 activities including a pilot for the programme's first sessions with primary school pupils. The school has been involved in a range of digitally focused events, including work experience, the Green Tech Challenge (which they won, for the second year in a row) and the programme's flagship event, Girltech.

Pupils that have engaged in the programme from Carr Manor have reported a 15% increase in interest in the technology sector, with 80% of students saying that taking part has increased their confidence and self-belief.

The school is an integral part of the programme's ongoing successes, supporting in shaping the strategy alongside the employers on the steering group, and taking part in key activities. Representatives from the school attend the co-production steering group and other events to share invaluable updates with local employers on the realities of working in education and why employer involvement in careers education is so important to driving social mobility and raising aspirations. Carr Manor Community School's commitment to this approach is a success story we will use to model partnering with education and employers in the future.

**Stephanie Burras**  
CEO, Ahead Partnership

*Working with the Leeds Learning Alliance enables us to connect with and support young people across Leeds in developing their understanding of health and social care in their own communities, opening up real opportunities to get involved and creating pathways for future careers.*

LEEDS HEALTH & CARE ACADEMY  
**KATE O'CONNELL**  
DIRECTOR OF LEEDS HEALTH AND  
CARE ACADEMY AND STRATEGIC  
WORKFORCE

*Joining the Alliance has enabled us to develop stronger links with like-minded organisations across the city, with the common goal of working towards greater equity for all the young people in our care.*

*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



## CENTRE FOR INCLUSIVE PRACTICE

*The Leeds Learning Alliance Centre for Inclusive Practice continues to develop 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 to improve outcomes for all learners and staff, thereby closing gaps in achievement, health, and employability for all learners.*

The centre continues to build on the activity of member organisations. Representatives from different partners have been gathering to identify common interests and needs across priority areas:

### 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 co-designed project between Leeds Trinity University (LTU) and Leeds Beckett University (LBU) has been delivered. The project was titled 'Listening, Learning, Leading with Inclusive Values for an Inclusive Legacy.' The project created space for LLA partners to put inclusive values into practice through dilemma-based coaching encounters. The six sessions contributed to developing research on dilemma-based coaching. It also delivered networking across LLA partners and impacted the quality of professional learning conversations within the organisations
- A half-termly meeting has been established with partners from LTU and LBU, Leeds College of Building, Leeds City College, Springwell, Adel Beck Secure Children's Home as well as primary and secondary schools. The ongoing professional conversation has created connections for future projects

IMAGE: CO-OP ACADEMY PRIESTHORPE



IMAGE: FIELDHEAD CARR PRIMARY SCHOOL

- Publication of research using Carr Manor Community School as a case study. The article explores alternative approaches to inclusion through a 'distributed network of relational accountability'. You can see the article at Rebecca Hibbin (2023): Relational responsibility, social discipline, and behaviour in school: re-orienting discipline and authority through a distributed network of relational accountability, Pastoral Care in Education



## 2| SHARING PRACTICE & WORKFORCE DEVELOPMENT

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

Examples of activity include:

- The Inclusive Leadership Conference, 4th March 2023, and 8th March 2024
- LLA 5-day immersion event for visitors from three schools in Belgium. They experienced how we put our core values of inclusion, ambition, and collaboration into practice through relational and restorative practice. The programme included time at Carr Manor Community School, Leeds City College 14+ Academies and Printworks Campus, Springwell North, CATCH, RESTORE and Wetherby High School
- Partner organisations have continued to deliver learning and development programmes that build on expertise within 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
- LLA colleagues participating in Restorative and Relational Immersion Days at Carr Manor Community School
- Developing an LLA local and national inclusive practice network for



IMAGE: LEEDS BECKETT UNIVERSITY

education organisations and local authorities focused on relational and restorative practices and pastoral structures

- Several LLA partners continue to contribute to developing trauma-informed practice in Leeds as part of the West Yorkshire and Harrogate trauma-informed practice initiative
- LLA members participating in the LTU PG Cert in Inclusive Leadership

### **Tom Shaw**

Research & Development Director (Relational and Restorative Practices), Carr Manor Community School

*Through working with colleagues we aim to reduce young people's involvement in crime, anti-social behaviour whether as a victim or perpetrator. The LLA have given West Yorkshire Police numerous opportunities to discuss our aims and build positive working relations with other key stakeholders and partners.*

WEST YORKSHIRE POLICE  
CHIEF SUPERINTENDENT  
**STEVE DODDS**  
LEEDS DISTRICT COMMANDER

*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

## GLOBAL/CLIMATE CHANGE

*The Climate Change Group has now become the Climate Crisis Group. This reflects the need for urgency and the ambition to develop this critical topic.*

The Climate Crisis Group is now one of many working on this topic across West Yorkshire, and a refocus on our purpose was debated. The Climate Crisis Group wants to add value in this space, not duplicate provision, so it was agreed that the main work for the group was the planning and implementation of a Climate Crisis Conference, delivered in May 2023. The conference provided an opportunity to share best practice in this space, hear from educators who are embedding climate work and sustainability into their everyday practice and directly impacting young people across the region. The Conference involved young people in primary and secondary settings to hear their concerns, ideas and to challenge us all as educational leaders to do more in this space. The support from industry professionals to work with educators on this agenda was also very positive.

The powerful testimony of the young people puts them at the very heart of our ambitions and was a reminder of our chance to provide a positive change.

Plans for the next twelve months include working directly with providers to influence change, by offering support, guidance, and examples to education partners. By working directly with partners, we can, through the power of collaboration, support and affect direct change, which supports climate crisis education across the region. Members of the Climate Crisis Group also work as members on wider related groups, so are feeding into this work on a local and national basis. By pulling in this knowledge and sharing of information, our aim is to ensure the Leeds Learning Alliance is part of the conversation, our work is recognised, and more importantly, we allow our young people's voices to be heard.

**Nikki Davis**

CEO, Leeds College of Building



IMAGE: WHITE ROSE ACADEMIES TRUST



IMAGE: WELLSRING ACADEMY TRUST



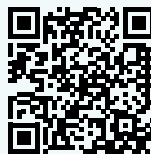
IMAGE: HOVINGHAM PRIMARY SCHOOL



## COMMUNICATIONS UPDATE

*To reflect the growth of the Leeds Learning Alliance, we launched a newsletter as well as the Members' Zone on our website.*

The Members' Zone is a space for members to find useful resources. The list of documents continues to grow, including PowerPoints and minutes from meetings and our Working Groups.



Other resources include race equity and youth violence toolkits and resources, information about national policy, and all LLA documents and branding. The Zone also includes a live calendar of events and our latest news.

◇ Access to the Members' Zone is currently available to colleagues from our member organisations.

The newsletter is currently distributed monthly, including exceptional news from across the Alliance as well as any CPD opportunities or upcoming events held by our partners. This includes charity events, training, career open days, and immersion experiences at our partner schools.

To sign up to the newsletter, visit [www.leedslearningalliance.org/newsletter-sign-up](http://www.leedslearningalliance.org/newsletter-sign-up)



IMAGE: WELLSRING ACADEMY TRUST



IMAGE: WHITE ROSE ACADEMIES TRUST

*We are proud to be part of the Leeds Learning Alliance and our work at the White Rose Academies Trust has been strongly influenced by the LLA philosophy of equity of experience.*

WHITE ROSE ACADEMIES TRUST  
**SARAH CARRIE**  
EXECUTIVE PRINCIPAL

*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

*Leeds College of Building is a very proud founding partner of the Leeds Learning Alliance, and our relationship across education partners, employers and wider civic stakeholders is enhanced by the role we play within the Alliance.*

LEEDS COLLEGE OF BUILDING  
**NIKKI DAVIS**  
PRINCIPAL AND CEO

*Recognising the power of collaboration within a dynamic ecosystem of private and public partnerships, we actively contribute our consulting expertise to support the LLA as they look to improve pathways and outcomes for young people within the Leeds region.*

Q5 PARTNERS  
**ANNABEL TONGE**  
DIRECTOR



IMAGE: DEIGHTON GATES PRIMARY SCHOOL



IMAGE: AHEAD PARTNERSHIP



IMAGE: LEEDS COLLEGE OF BUILDING





IMAGE: LEEDS LEARNING ALLIANCE



IMAGE: LIGHTHOUSE FUTURES TRUST



IMAGE: HOVINGHAM PRIMARY SCHOOL

*The Alliance promotes a sense of community, providing a valuable network for the exchange of ideas and advocacy for those who face disadvantage and discrimination.*

LEEDS CITY COLLEGE  
**BILL JONES**  
EXECUTIVE PRINCIPAL

*Working with the LLA has provided Hovingham Primary School with a unique and valuable opportunity to collaborate with like-minded organisations, enabling us to create partnerships and collaboration which has brought enormous opportunity and experiences for our children and staff.*

HOVINGHAM PRIMARY SCHOOL  
**KELLIE HALLIDAY**  
PRINCIPAL



*We treat everyone fairly, with dignity and do not discriminate. We are passionate believers in the power of collaboration and it is through our partnership with the Leeds Learning Alliance that we can improve the lives of children in Leeds, especially those most disconnected, most often ignored and those living with the daily effects of poverty.*

LEEDS RHINOS FOUNDATION  
**BOB BOWMAN** QPM  
CEO



IMAGE: WHITE ROSE ACADEMES TRUST



IMAGE: CATCH



IMAGE: ALLERTON CE PRIMARY SCHOOL



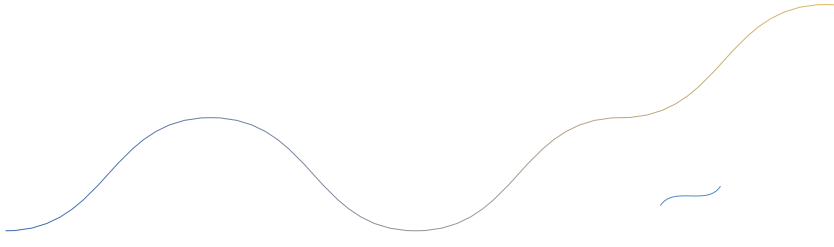
*The LLA network and membership is a vital conduit for assisting in delivering our risk reduction activities, community engagement and education to reduce impactful incidents within the community and to ultimately help achieve our aim of 'Making West Yorkshire Safer'.*

WEST YORKSHIRE FIRE AND RESCUE SERVICE

**JOHN ROBERTS**  
CHIEF FIRE OFFICER

*At Rosebank, we have benefitted from being part of the LLA over the last 12 months. Our staff have engaged in training around supporting children with complex needs and this has provided a valuable insight into our practice and given us practical strategies for becoming more inclusive and meeting individual needs effectively.*

ROSEBANK PRIMARY SCHOOL  
**ALICE SMITH**  
HEADTEACHER







# STRATEGY 2024/2025

LEEDS LEARNING ALLIANCE

## THEIR RIGHT, OUR FUTURE



### AMBITION

EVERY CHILD, YOUNG PERSON, FAMILY AND COMMUNITY...

#### SUCCEEDING

In learning.

#### THRIVING

Being safe and enjoying healthy lives.

#### EARNING

Enjoying rewarding employment.



## INCLUSION & COLLABORATION



### Developing an LLA led network driving inclusive leadership and practice

Advocating for social justice through strong leadership.

Tackling: the causes and impact of the climate crisis, racism, exclusion, health inequality and NEETs.

Promoting positive relationships, peace making, cooperation and restorative practices.

Promoting professional and personal development, rich and broad curricula and opportunities through research and practice.

Valuing the voice of children, young people, families and communities.

### Strengthen communities by placing schools, colleges and LLA settings at their heart.

Tackling: safeguarding, neglect, community violence, ill-health and poor housing.

Improve outcomes and raise achievement by bringing together social care, early years provision, early help, youth work, housing, police, health, leisure, charity, business and education.

## PRIORITY



- **Tackling exclusion** and developing a Centre for Inclusive Practice
- **Promoting health and wellbeing:** especially mental health
- **Developing a great curriculum and opportunities:** focusing on experiential learning, culture, creativity, skills and attitudes as well as knowledge
- **Addressing the impact and causes of climate change:** ensuring action is taken by all leaders
- **Promoting peace and reducing violence:** working together to tackle knife crime and community safety, promoting peace-keeping, peace-making and peace-building
- **Creating strong pathways and transitions to employability:** reducing NEET, creating new opportunities and pathways to earning
- **Harnessing digital technologies:** enhancing skills, considering the impact of Artificial Intelligence
- **Growing membership:** developing engagement and stimulating investment

## WAYS OF WORKING

- **Research:** publish and promote new and existing research - commit to knowledge exchange
- **Advocate:** inform the work of policy makers
- **Support and network:** make links between leaders and professionals to support each other



IMAGE: LEEDS COLLEGE OF BUILDING



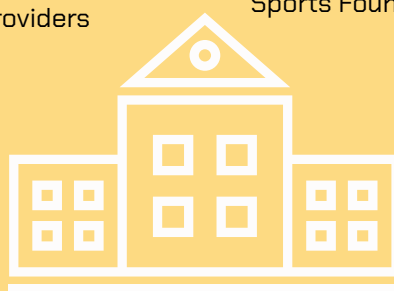
# THEIR RIGHT, OUR FUTURE

**82,108**  
LEARNERS



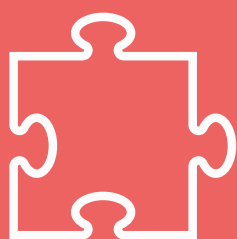
**41** MEMBER ORGANISATIONS

8 Secondary Schools	City Council
3 Multi Academy Trusts	Police, Fire & Ambulance Services
17 Primary Schools	Businesses
5 Special Schools	Charities
1 Sixth Form College	Sports Foundation
3 FE Providers	
4 HEIs	



**22%**

LLA pupils receive SEN support



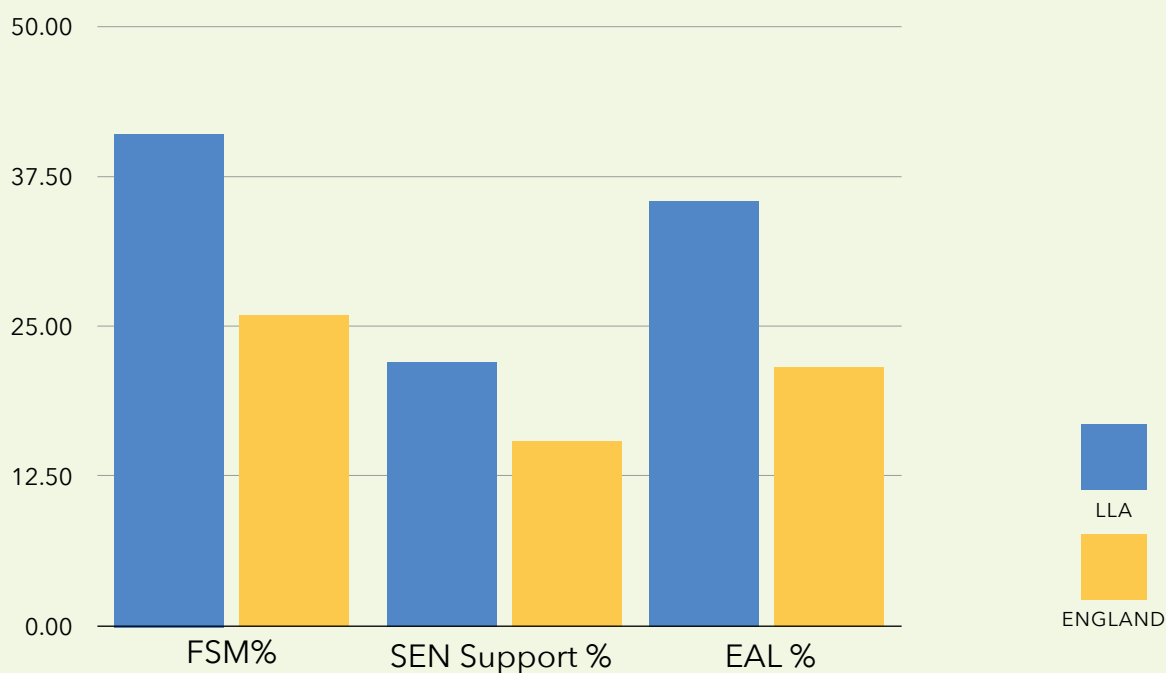
**36%**

LLA pupils have English as an additional language



**41%**

LLA pupils receive free school meals



# MEMORANDUM OF UNDERSTANDING

## INTRODUCTION

This Memorandum of Understanding (MOU) explains how **Members**<sup>1</sup> 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 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 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, 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 membership 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

<sup>1</sup> Members refers to organisations not individuals and to Associate Members which is a time-limited (up to 6 months) option for organisations joining the LLA to ensure they can make a decision as to whether to commit to full membership or not.

# 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 employees.

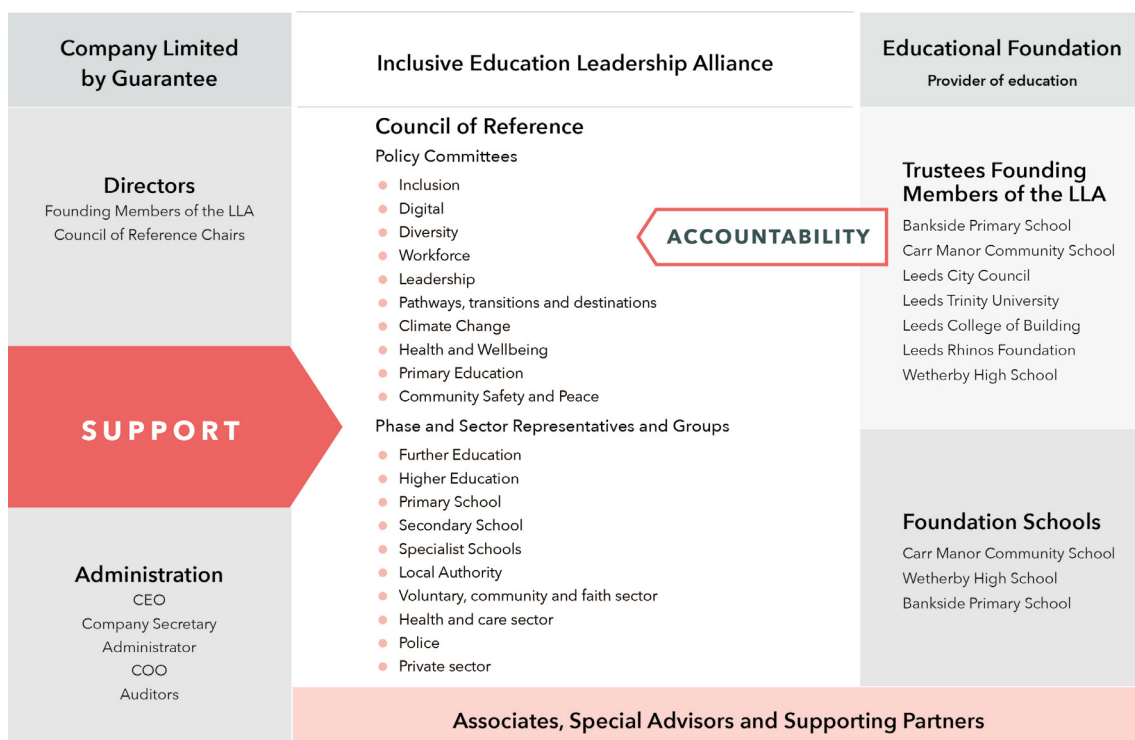
## TRUSTEES

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

The Alliance was established by the Founding Members of the LLA as a group of likeminded organisations working in the field of education and committed to collaborate 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 students 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).





## 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 so are finding out about it. 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 up until six months is allocated) to prospective members and existing 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 ADVISORS

### 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 Special Advisors do not have voting rights but they do enhance our thinking and in 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 a not for 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 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  
Chapel Allerton Primary School  
Fieldhead Carr Primary School  
Hovingham Primary School  
Leeds Beckett University  
Leeds City College  
Leeds City Council  
Leeds College of Building  
Leeds Rhinos Foundation  
Leeds Trinity University  
Ralph Thoresby High School  
Southroyd Primary School  
Wellspring Academy Trust  
Wetherby High School  
White Rose Academies Trust

### Associate Members

Allerton CE Primary School  
Blenheim Primary School  
Brudenell Primary School  
Co-op Academy Priestthorpe  
Co-op Academy Leeds  
Deighton Gates Primary School  
Lighthouse Futures Trust  
Northern School of Contemporary Dance  
Notre Dame Catholic Sixth Form College  
Quarry Mount Primary School  
Rosebank Primary School

### Supporters

Basecamp Adventure Trust  
Boost Talent  
Citu Group Ltd  
First Bus  
Flourished Minds  
GIPSIL Ltd  
Inspire North  
Leeds Community Foundation and Give Bradford  
Leeds DEC  
Leeds Health & Care Academy  
Meanwood Valley Urban Farm  
Morley Glass and Glazing  
Q5 Partners  
West Yorkshire Fire & Rescue Service  
West Yorkshire Police

### Special Advisors

Jermaine Benjamin - Boost Talent  
John Bywater  
Dr Louise Ellis-Jones - Think EJ  
Anne Fell - AFEAC  
Graft  
Dr Shaid Mahmood  
Sir Frank McLoughlin  
Paul Money QPM - LCC - Safer, stronger communities  
Ian Stokes - Ian Stokes Education Ltd  
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 OBE

### Company Secretary

Richard Lewis Ogden

### LLA Administrator

Sam Hallas





IMAGE: NOTRE DAME SIXTH FORM COLLEGE

*Engaging with the LLA enables us to meet regularly with leaders from other organisations, all seeking to deliver similar quality and impactful outcomes for young people, which helps us feel part of a wider movement in Leeds.*

LIGHTHOUSE FUTURES TRUST  
**SALLY-ANNE GREENFIELD**  
HEAD OF OPERATIONS



IMAGE: LEEDS BECKETT UNIVERSITY

*We are proud members of the Leeds Learning Alliance and work in partnership with all members to foster the core values of inclusion and educational excellence.*

BANKSIDE PRIMARY SCHOOL  
**VICKY BROUGHTON**  
HEADTEACHER



IMAGE: CARR MANOR COMMUNITY SCHOOL

High quality networks and training with LLA organisations has enabled our senior leaders and leaders of SEN, business, and equity to grow and have impact beyond our own capacity.

SOUTHROYD PRIMARY SCHOOL  
**KATE PRIOR**  
HEADTEACHER

At Leeds DEC we appreciate how working with the LLA gives us unique insights into the day-to-day challenges and achievements of different schools across the city and value the conversations we have had with other members about the need to educate children for a complex and uncertain future.

LEEDS DEC  
**HANNAH LANGDANA**  
**ADAM RANSON**  
CENTRE CO-ORDINATORS

## 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 2023



## Financial Summary Year Ending 30 June 2023

### Profit & Loss Account Year Ending 30 June 2023

	Year Ended 30 June 2023	Year Ended 30 June 2022
<b>Incoming Resources</b>	£	£
Membership Contributions from Partners	59,500.00	55,332.00
Grants Received	25,600.00	-
Contributions from Activities	2,834.78	670.40
Contributions due from Activities	687.00	-
Contributions due from Partners	- 7,000.00	11,250.00
<b>Total Incoming Resources</b>	<b>81,621.78</b>	<b>67,252.40</b>
<b>Resources Expended</b>		
Officer Costs	67,305.85	53,571.87
IT, Stationery and Marketing Materials	6,552.80	1,833.14
Hospitality	3,344.97	883.50
Educational Consultancy	5,050.00	500.00
Membership Subscription	250.00	250.00
Bank Charges	47.10	-
Governance	35.00	48.00
<b>Total Resources Expended</b>	<b>82,585.72</b>	<b>57,086.51</b>
<b>Net Incoming/(Outgoing) Resources for the Period</b>	<b>- 963.94</b>	<b>10,165.89</b>
Total Funds brought forward from previous FY	17,182.89	7,017.00
Net surplus funds at end of current reporting FY	- 963.94	10,165.89
<b>Total Funds Carried Forward at 30 June 2022</b>	<b>16,218.95</b>	<b>17,182.89</b>
<b>Balance Sheet at 30 June 2023</b>		
<b>Current Assets</b>		
Bank Account	90,582.34	18,642.31
Debtor due within 12 months	1,187.00	11,250.00
<b>Total Current Assets</b>	<b>91,769.34</b>	<b>29,892.31</b>
<b>Creditors: Amounts Falling Due Within One Year</b>		
Current Liabilities	-	12,696.42
22/23 Officer Costs	66,873.67	-
22/23 Marketing Materials (Administration)	4,295.00	-
22/23 Hospitality & Hire of Facilities	2,131.72	-
22/23 Consultancy/Training	2,750.00	-
<b>Total Current Liabilities</b>	<b>76,050.39</b>	<b>12,709.42</b>
<b>Net Current Assets</b>	<b>15,718.95</b>	<b>17,182.89</b>
<b>Funds</b>		
Unrestricted Funds	8,431.95	5,932.89
Restricted Funds - pending receipt	1,187.00	11,250.00
Reserves	6,100.00	-
<b>Total Funds</b>	<b>15,718.95</b>	<b>17,182.89</b>

**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 31.1.24 and signed on its behalf by

**Paul Brennan**  
Chair of Trustees



IMAGE: LEEDS LEARNING ALLIANCE



IMAGE: WETHERBY HIGH SCHOOL



## 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 2022/2023 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

*I feel like I am stood at an “event horizon”, a place of near “critical mass” what science might call a “punctuated equilibrium” through the lens of being an LLA ambassador in 2023.*

We are in desperate times; times where environmental conditions force the need for evolution and growth. The effect being a ravenous hunger for collaboration within our brands, fans, partners, sponsors, corporates, and stakeholders, all with an appetite for a “One Team Leeds” mentality.

I often reflect on the Leeds Rhinos as a diverse, inclusive, fertile flowerbed of opportunity where many seeds of potential have been planted over my 27 years there, “who” have since sprouted into the most beautiful mosaic of fulfilled potential, on and off the field.

The seed is of course the people of Leeds, in a garden cultivated by a city coming together.

This hasn’t been confined to the boundaries of the sporting arenas either. I am hearing a common language and an aligning sense of purpose coming from our local authorities and educational institutions. There’s a deep understanding of the potential that surrounds us and a motivation to enrich the young lives of Leeds, especially those hard to reach, by connecting the intricate web of opportunity.

A memorable day of 2023 was a morning shared at Carr Manor Community School where I experienced a transcending, collective consciousness, coming through a strong leadership process, and a communication strategy aimed at empowering young people to “self-cultivate”.

The mission, vision and values were organically transmitted like a meme through each recipient resulting in the manifestation of behaviours that facilitated the support of each pupil becoming the very best version of themselves.

Through example, common language and best practice, I am seeing a new city, where business, education, and sport value the opportunities for a “collaborative growth mindset” via the augmentation of education, real life experiences and working partnerships.

Marching On Together.

**Jamie Jones-Buchanan MBE**

Leeds Learning Alliance Ambassador



## MEMBERS



## SUPPORTERS

