

ALLIANCE OF HOPE AND PEACE



**LEEDS
LEARNING
ALLIANCE**

INCLUSIVE
COLLABORATIVE
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ANNUAL REPORT 2024 | 25



LEEDS LEARNING ALLIANCE

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ALLIANCE OF HOPE AND PEACE

The Leeds Learning Alliance (LLA) was set up in 2019 by seven like minded Leeds organisations (*Leeds City Council, Carr Manor Community School, Wetherby High School, Bankside Primary School, Leeds Rhinos Foundation, Leeds Trinity University and Leeds College of Building*).

We were concerned about inclusion and collaboration across the education sector in Leeds. We believed that for more than a decade, different governments' education policies had focused on creating competition and marketisation of education, causing the most vulnerable children and young people to lose out. That small group set out to bring the commonwealth of Leeds to get behind those children that would not otherwise access the phenomenal resources of this great city. We were not alone in our views.

As we now look back over our sixth year, 7 members have become 96 members, organisations which are now working collaboratively to challenge exclusionary practices and put in place ways of working that meet the needs of the children, young people and communities that we are supposed to serve. We are now making a huge difference together.

Across Leeds the spending power of an individual citizen (as measured by GDP) is about £20,000 per head, the spending power of an average primary school is just over £1 million, and a large high school might have a budget of around £10 million annually. However, the combined annual spending power of the LLA members is somewhere between £3-4 billion per year. This means that if our leaders make a statement and commit to taking action, be it on the climate crisis, race equity, inclusion or peace, our voice will be heard.

With £3-4 billion per year, businesses and the economy cannot ignore us. Annually, we can and do make a huge impact upon the communities that we serve. We work to help people live longer, happier, healthier, and more fulfilling lives.

Together we are not just stronger but we are powerful.

The discourse at the moment in the public domain is frightening. Many believe that flags fluttering from street lamps is an orchestrated attempt by sinister forces to cause upset by manipulating the worried and aggrieved. The impact is that our communities feel less safe, more fractured and many of our staff and young people feel unwelcome in their own city. This year, I heard of a Leeds school leader, who despite running a large multicultural school, refused to engage in Black History Month because they said it would be criticised by some of the school's parents. This is the tip of an enormous iceberg of self-censorship that is changing the curriculum because of the fear of aggression and backlash. Yet we know that the discussion of world events and contentious issues is far safer in our classrooms with our teachers leading the discussions than for children to engage in learning through a partisan internet or social media forum that is moderated by extremist agitators.

For many of us, we see, hear, or read the news and at times we can see stories that generate hatred, despair, and conflict (the opposite of love, hope, and peace).

It's at this point that it is tempting to check out, not follow the news anymore, and let events just happen. It's tempting to not tackle race equity, sexual orientation, or international conflict just as the school leader above has done. However, as adults, professionals, parents, carers, teachers, and leaders, we have a responsibility to our learners. Our intention in the LLA is to bring the wealth and the strength of this large and rapidly growing body of organisations and professionals together to do what is right, not what is easy. We aim to provide an increasing range of network opportunities with access to colleagues who are facing similar challenges to ensure that you as a leader know that you are not alone, and not a voice in the wilderness.

As we move into 2026, have hope because we are big, we have resource, and we are working with you and in support of you. As a leader that is concerned for equity, the achievement of all, for inclusion, for true collaboration and for community cohesion you are not alone. There is a powerful and growing body of professionals and organisations that are like-minded and committed to being ambitious, collaborative and inclusive. And we will do this by building reasons to have hope by loving our fellow citizens and by building, creating, and maintaining peace.

PAUL BRENNAN
INDEPENDENT CHAIR
LEEDS LEARNING ALLIANCE



LEEDS LEARNING ALLIANCE

INCLUSIVE | COLLABORATIVE | AMBITIOUS





IMAGE: CATCH

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LEEDS LEARNING ALLIANCE 2024/25

Welcome to the Leeds Learning Alliance's Annual Report 2024/25. This report highlights the key priorities for the LLA over the past year and sets out our strategy for the year ahead.

The LLA is a fast-growing, cross-sector collaboration of organisations committed to working together to meet the needs of children, families, and communities - particularly those facing the greatest challenges.

Members sign a Memorandum of Understanding that sets out values and principles for inclusive leadership and collaborative practice. The Trustees are the seven Founding Members, and they, along with the Directors and the Council of Reference (co-operative body), set the direction for the LLA. Members are organisations with a strong commitment to inclusion in their own practice, who are ready to work collaboratively to support inclusion across the city through the LLA and wider partnership opportunities. We recognise that collaboration is partnership in action.

In the past year, the LLA has experienced continued growth, with organisations from across all sectors in the city and beyond joining the partnership. Members connect through a range of events and activities - building trust, sharing knowledge, and supporting practice.

The quarterly breakfast meetings continue to be oversubscribed with more than 100 members, guests and supporters attending. The venues and speakers have proven to be very popular, but networking remains the key activity.

Learning Lunches, Seminars, and Coffee Mornings have each provided training, networking and support opportunities. Members and Supporters use the opportunities to share best practice and build new partnerships.

In January, the annual Inclusive Leadership Conference attracted more than 300 delegates and took place alongside a Youth Summit for children and young people from member schools, as well as a staff training day involving five LLA secondary schools.

A critical ingredient for the impact of the LLA is the culture of Roundtables and Networks. These opportunities bring leaders from across the city and from different sectors to work on key issues facing children, families, and communities and the city. These opportunities are identified and developed by the members in response to their needs, as well as in support of the city's ambitions - in particular the commitment to 'inclusive growth'.

Areas of work include professional learning, community, school networks (primary and secondary), equity (anti-racism), pathways to employment (information, advice, and guidance), community cohesion, sustainability and global learning, and digital pathways & destinations. The following pages highlight some of the key outcomes and achievements from this work.



IMAGE: CITU

Over the last 18 months the LLA has supported and facilitated my knowledge, growth and development as a school and community leader. My participation in the LLA Inclusive Leadership Programme helped me develop a clear understanding of what inclusive education can be, and in turn supported the formulation of a clear leadership vision, style, and action plan to evolve Leeds City Academy as an exceptional inclusive school.

Furthermore, through attending various LLA events I have established and grown several connections with like-minded people who have been able to offer inspiration, advice, or support. I look forward to developing and strengthening these, and I am equally excited about meeting, learning from and working with new people.

LEEDS CITY ACADEMY
RICHARD CHATTOE
PRINCIPAL

DIGITAL PATHWAYS AND DESTINATIONS



Work in the Digital Pathways group has focused on developing strategic frameworks to strengthen inclusion and innovation across education.

A neurodiversity roadmap has been created to inform curriculum change, ensuring improved support and engagement for neurodiverse students.

Alongside this, early work has begun on a race equity roadmap, identifying key areas for engaging underrepresented groups and the actions needed to support progression.

Practice has also been shared and developed around the use of AI to enhance personalisation and creativity in curriculum delivery, as well as work to strengthen governance structures in education to responsibly embrace the use of AI. In addition, the Girls in Tech programme has been expanded to increase female participation in technology subjects - particularly games - through mentorship.



IMAGE: CO-OP ACADEMY PRIESTHORPE



IMAGE: RALPH THORESBY SCHOOL



The Leeds Learning Alliance is now a central part of Leeds College of Building and our strategic approach to inclusion and belonging. The LLA has provided challenge to our thinking and has supported strategies to further enhance our support for our students, and our engagement with our local community. The LLA is a much-valued partner as Leeds College of Building continues to grow, and we look forward to working with the LLA as the Alliance develops into new areas.

LEEDS COLLEGE OF BUILDING
NIKKI DAVIS
PRINCIPAL & CEO

Coming from inner-city Leeds, I understand the challenges young people face in accessing opportunities. The Leeds Learning Alliance is invaluable because it connects education, community, and business to create pathways for growth. By fostering inclusion, skills development, and sustainability, the LLA empowers individuals to break barriers and thrive. Supporting this alliance means investing in the future of Leeds and ensuring every young person has the chance to succeed.

BOOST TALENT LTD
JERMAINE BENJAMIN
CO-FOUNDER

EQUITY NETWORK



Activity in the Equity Network has provided valuable opportunities for discussions and reflections among members, focusing on shared experiences within the current political climate. These conversations have highlighted a strong sense of commitment and recognition of the network's importance from those who have attended. The group is notably diverse, not only in terms of racial representation but also in professional roles, ranging from CEOs and executive leaders to operational staff. This breadth of perspectives has enriched dialogue and fostered a collaborative environment.



IMAGE: CO-OP ACADEMY PRIESTHORPE

Members have demonstrated a clear willingness to share best practice and a genuine desire to drive meaningful change within their workplaces. The network has also delivered impactful initiatives, including award-winning anti-racist training such as Re:Tension, followed by an engaging follow-up debate with Associate Professor Ricardo Barker, Dr Sean Walton, and Dr Syra Shakir.

Additionally, events like *Anti-Racism: A Conversation* featured keynote speakers Dr Sharon Watson and Professor Paul Miller, alongside several workshops for leaders, all of which were open to every member. These activities underscore the network's commitment to learning, action, and progress.



IMAGE: CATCH | AHEAD PARTNERSHIP | MENTORING

The Leeds Learning Alliance embodies the power of collaboration to transform lives through learning. By uniting education, culture, and community, it creates a shared vision where every young person can access meaningful opportunities.

I value how the LLA turns aspiration into action, driving innovation, nurturing inclusion, and strengthening leadership across our schools. Its spirit of partnership inspires us to think bigger, connect deeper, and create lasting change.

Rooted in the identity of our city, yet reaching far beyond its boundaries, the LLA stands as a catalyst for growth, creativity, and collective progress in Leeds and across the North. It is a network that is more than the sum of its parts.

NORTHERN SCHOOL OF
CONTEMPORARY DANCE
SHARON WATSON MBE, DL
CEO & PRINCIPAL

PRIMARY NETWORK

Our Primary Network continues to grow, creating momentum for collaboration and capacity to innovate and explore new opportunities.

Established programmes (from reception and nursery moderations to the Forest School Network and the Developing Leadership Programme) have continued to flourish, strengthening both practice and community across our schools.

The Supply Pool, offers high-quality, affordable support for TA cover during staff absences. Meanwhile, the SEND Group's triage sessions are helping leaders reflect on provision at a system level.

New networks about to start in 2026 include Women in Leadership and Leaders for Peace.

The focus on leadership development remains a priority for the LLA, with some examples below.

- **LLA Inclusive Cultures** - training programme focused on how leaders create cultures for inclusion
- **Climate Sustainability and Achievement** - training for business managers, leaders and staff
- **LLA / EEF (Education Endowment Fund) Project** - Social and Emotional Learning (SEL) training for Headteachers and Deputies from 25 Leeds Primary Schools
- **Learning Lunches** - Primary, Secondary, Colleges and Universities joined together to explore disadvantage in our education through the book *Reaching the Unseen Children*.



IMAGE: CARR MANOR COMMUNITY SCHOOL



IMAGE: BASECAMP ADVENTURE TRUST



As we move forward into a period of further challenge around resources and need, alongside the uncertainty created by local, national, and global politics,

IMAGE: RALPH THORESBY SCHOOL



the LLA remains committed to creating pathways to employment, creating success for learners, and supporting the health and well-being of communities through inclusion, collaboration, and ambition. The focus on leadership is critical to making change when facing such challenge.

In addition to this commitment, the LLA continues to focus on developing leadership for peace and local inclusion. These are critical areas for change.

I have come across the term 'humanise' in several contexts over the last months. Awareness for the need to develop the conditions for human flourishing is rising. How do we humanise our work with children, families, and communities? How do we challenge the systems and processes that make this difficult?

As a large and powerful alliance of like-minded leaders, we have the opportunity to reimagine how our systems and processes work, and how, in collaboration, we can change these conditions. We need to listen more to the voices in our communities and better understand poverty, hatred, and fear. Make the invisible visible. We have experts in the LLA who can help us with this and give us the confidence to make structural and cultural changes.

We are a place-based organisation committed to collaboration through relational and restorative leadership. We have the opportunity to continue to take on these challenges by doing things differently and doing different things.

SIMON FLOWERS OBE
CEO, LEEDS LEARNING ALLIANCE



IMAGE: ELEMENTS PRIMARY SCHOOL

The Leeds Learning Alliance has become the most inspirational organisation working in the education sector that I have seen since I began teaching in 1984. The mix of talks and networking with like-minded education professionals, employers and others committed to inclusive education and an inclusive society is uplifting. It is also a practical way of supporting real positive actions. The values driven approach to looking at and talking about leadership is excellent.

In a world with increasing conflict and division, the LLA is supporting the education sector (and others) to take a view of leadership that helps to bring people together and listen to each other.

LUMINATE EDUCATION GROUP
COLIN BOOTH CBE
CEO

In challenging times, it is encouraging to know there are so many of us out there working hard to support and develop young people through carefully planned inclusive and relational practice.

We value the connections we have made through the LLA that have enabled us to enhance our offer to the young people in our care and the wider local community.

RALPH THORESBY SCHOOL
WILL CARR
HEADTEACHER

The LLA has played an important role in strengthening CATCH's work with young people and communities across Leeds. Through facilitating collaboration across sectors, the LLA has helped us to deepen our understanding of the systemic issues affecting young people and the places they live. CATCH is now working in partnership with organisations across the city to drive forward meaningful change, develop innovative projects and explore new approaches that enable young people to thrive.

CATCH
IAN SHORT
CHAIR OF TRUSTEES

We have been continually inspired by the strong network the LLA has created, and the valuable relationships that have developed, bringing together education, business, and community. This partnership closely aligns with Citu's commitment to climate responsibility, place-based learning and long-term impact, helping to build a future for Leeds where education, innovation and sustainability work hand in hand.

CITU
PHOEBE NICOL
DEVELOPMENT MANAGER



IMAGE: CARR MANOR COMMUNITY HUB



IMAGE: WETHERBY HIGH SCHOOL



IMAGE: CARR MANOR COMMUNITY SCHOOL | AHEAD PARTNERSHIP | GIRL TECH LEEDS

Since the pandemic, the world of school leadership has felt smaller – with a risk of insular and silo working. The LLA has been the antidote to that. It's great to meet and collaborate with like-minded, values-driven people around a variety of areas – developing myself and my school in ways I expected and ways that I didn't. The partnerships gained from my LLA membership have been invaluable – be this being more research-informed in my inclusion practices or being inspired and energised by listening to people at a leadership breakfast. It doesn't seem to matter what aspect of the LLA I encounter – a conference, a meeting, a newsletter – it feels purposeful and worthy of the investment of the precious time I have as a school leader. I'm grateful and look forward to 'what's next' in my collaboration with the LLA.

SEACROFT GRANGE PRIMARY
SCHOOL

CHRIS FLOREY
HEADTEACHER





STRATEGY 2025-2026

LEEDS LEARNING ALLIANCE

AN ALLIANCE OF HOPE AND PEACE



AMBITION

EVERY CHILD, YOUNG PERSON, FAMILY AND COMMUNITY

SUCCEEDING

In learning.

THRIVING

Being safe and enjoying healthy lives.

EARNING

Enjoying rewarding employment.

INCLUSION AND COLLABORATION

Developing an LLA-led network driving inclusive leadership and practice.

Advocating for social justice and peace through strong, inclusive, and collaborative leadership.

Tackling exclusion in all its forms and its impact on individuals and communities, racism, health inequality, and engagement in education, employment and training through collaboration.

Promoting inclusion, equity and cohesion through positive relationships, peace-making and building, restorative practices and positive collaborative action.

Promoting professional and personal development, integrated working, and learning.

Promoting learning opportunities through research and practice, and focusing on pathways to employment.

Strengthen communities by placing LLA settings and provisions at their heart.

Tackling threats to community cohesion, exploitation, youth violence, and ill-health.

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

Developing place-based integrated work to maximise resources and impact on closing gaps in learning, health, and destination outcomes.

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

PRIORITY

- Promoting peace and community cohesion by working together to improve communication, understanding, and relationships
- Tackling exclusion in all its forms and championing inclusive practice across Leeds
- Tackling disaffection, youth violence, and improving community safety through developing new approaches to peace-keeping, peace-making, and peace-building
- Promoting health and wellbeing: developing an inclusion-focused integrated locality response to health and well-being needs
- Developing great learning opportunities: focusing on academic, practical, and experiential learning in real-world settings linked to industry, culture, creativity, sport, and play; thus developing skills, attitudes, knowledge, and spirituality
- Addressing the impact of climate change: ensuring action is taken by all leaders
- Creating strong pathways and transitions to employability: supporting a more representative workforce through reducing NEET
- Actively and routinely listening to children and young people to better understand their concerns and ambitions, and to create approaches to support
- Harnessing digital technologies: enhancing skills, considering the impact of artificial intelligence
- Growing reach and membership by developing engagement and stimulating investment in inclusive leadership and working to connect inclusive leaders from across the country to develop and share professional learning.

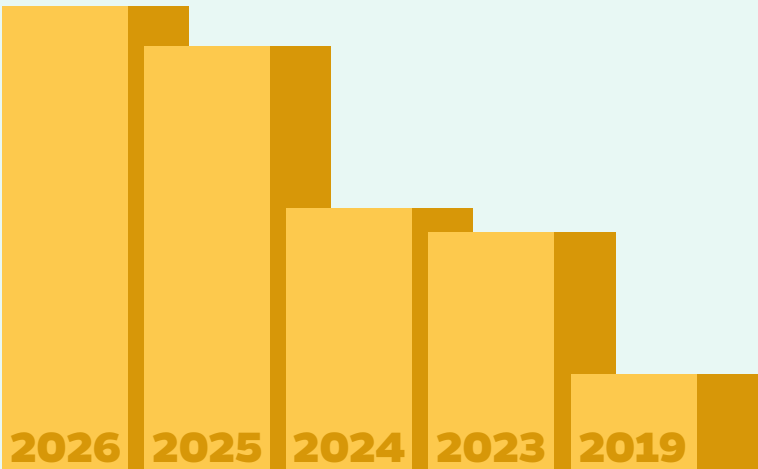
WAYS OF WORKING

- **Whole System:** developing cross-sector approaches to tackle inequity, the causes of poverty and exclusion holistically, cohesively, and creatively
- **Network:** enabling brave leaders and organisations to work and learn together, share experiences and challenges, and to forge new collaborations
- Support leaders and organisations to be the best they can be by modelling and developing practice through professional development and collaboration
- **Research:** contribute to, publish, and promote new and existing research - committing to knowledge exchange
- **Advocate:** lobby and collaborate to inform the work of policy makers



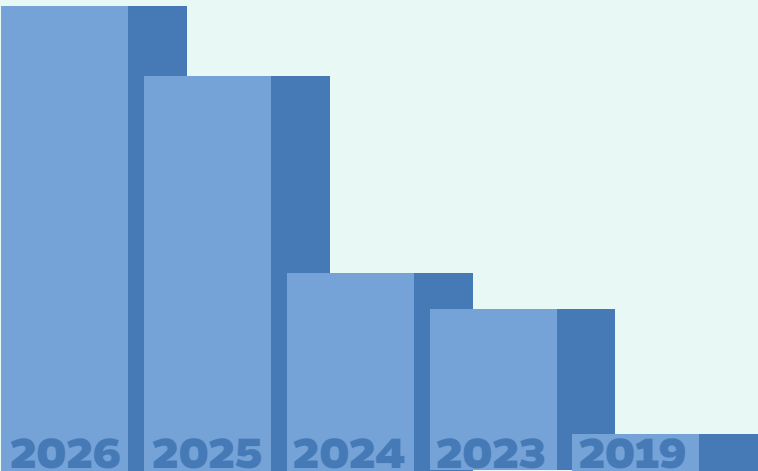
IMAGE: LEEDS LEARNING ALLIANCE

LEARNERS



	2026	2025	2024	2023	2019
Learners	142,589	135,225	82,108	75,375	29,073
Members	97	83	41	32	7
Pupils in LLA Schools		21,844			
SEN		7	12	22	
EAL		16	21	31	
FSM				46	

MEMBERS



	2026	2025	2024	2023	2019
Members	97	83	41	32	7

MEMORANDUM OF UNDERSTANDING

INTRODUCTION

This Memorandum of Understanding (MOU) explains how Members¹ 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 collaboratively to develop strategies with the intention of improving achievement, health and employability; the building of Peace through relational and restorative practices and 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

¹ 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.

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.

This Memorandum of Understanding will be reviewed annually.

GOVERNANCE LEADERSHIP AND MANAGEMENT STRUCTURE

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

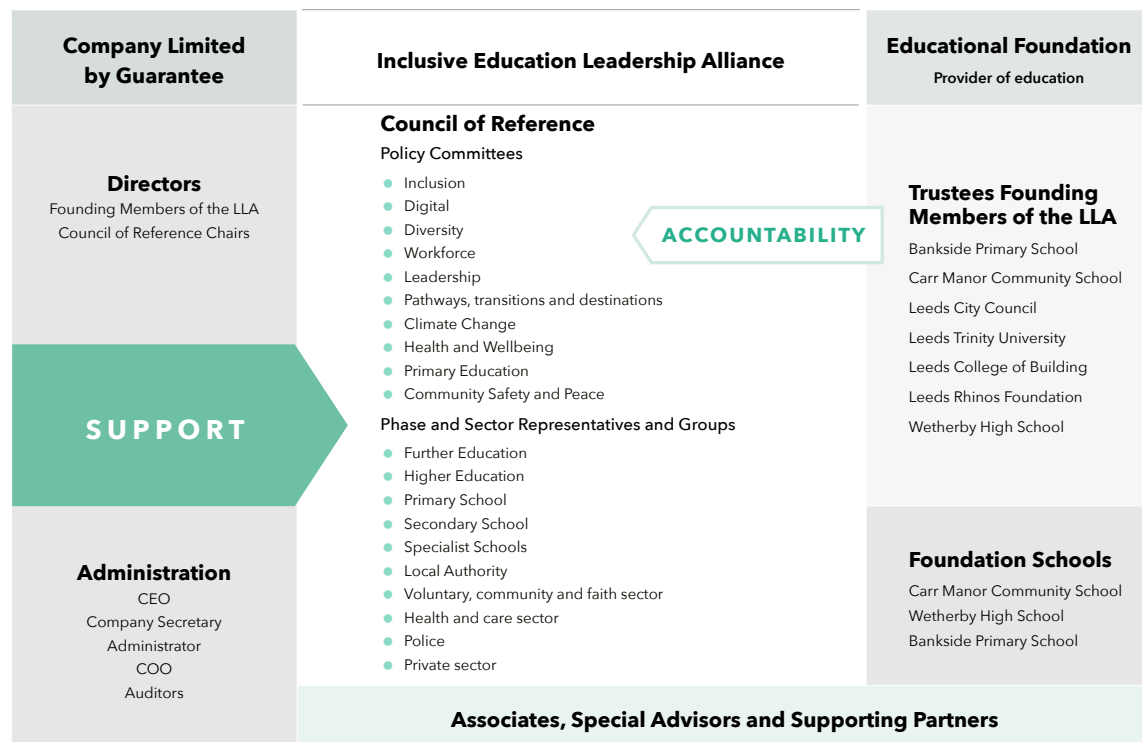
1. Determining policy, strategy and action.
This is undertaken by representatives of all members and partners through the work of the council of reference and policy groups.
2. Acting as the Foundation Trust for the Foundation schools.
This function is undertaken by the Trustees only.
3. Acting as the 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.

SUPPORTERS

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.



IMAGE: WETHERBY HIGH SCHOOL

LEADERSHIP AND 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 OFFICER

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.



IMAGE: BRAMLEY PARK ACADEMY PRIMARY SCHOOL



IMAGE: LIGHTHOUSE FUTURES TRUST

WHO WE ARE

FULL MEMBERS

CITY, REGIONAL, FE & HE PROVISION	PRIMARY & CHILD CARE PROVISION		SPECIALIST PROVISION	SECONDARY PROVISION	CHARITY & VOLUNTARY PROVISION
Leeds Beckett University Leeds City College Leeds City Council Leeds College of Building Leeds Trinity University Northern School of Contemporary Dance Wellspring Academy Trust White Rose Academies Trust Co-operative Multi Academy Trust	Alder Tree Primary (WRAT) Allerton CE Primary Bankside Primary Beechwood Primary Best Family Childcare Blenheim Primary Bramley Park Academy (WAT) Brudenell Primary Carr Manor Community Chapel Allerton Primary Deighton Gates Primary Ebor Gardens Primary (WAT) Elements Primary (WAT) Fieldhead Carr Primary	Harehills Primary Hovingham Primary (OMAT) Meanwood CE Primary Parklands Primary Pudsey Primrose Hill Primary (OMAT) Pudsey Waterloo Primary (OMAT) Quarry Mount Primary Rosebank Primary Rothwell Primary Seacroft Grange Primary Shire Oak CE Primary Southroyd Primary Talbot Primary Victoria Primary Academy (WAT) Whinmoor St Paul's CofE Primary	East SILC, John Jamieson Green Meadows Academy (WAT) Lighthouse Futures Trust Penny Field School (WAT) Springwell Leeds (WAT)	14+ Academies Carr Manor Community Co-op Academy Leeds (Co-op) Co-op Academy Priesthorpe (Co-op) Leeds City Academy (WRAT) Leeds East Academy (WRAT) Leeds West Academy (WRAT) Ralph Thoresby High Thirsk School & Sixth Form College Wetherby High	Ahead Partnership Basecamp Adventure Trust CATCH Leeds GIPSIL Ltd Leeds United Foundation Leeds Rhinos Foundation Rethink Food

ASSOCIATES

CITY, REGIONAL, FE & HE PROVISION	PRIMARY & CHILD CARE PROVISION	SECONDARY PROVISION	CHARITY & VOLUNTARY PROVISION
Notre Dame Catholic Sixth Form College The University of Leeds	Co-op Academy Brierley (Co-op) Cross Gates Primary School	The Grammar School at Leeds	Leeds Heritage Theatres RJC Dance The Bartlett Foundation

SUPPORTERS

CITY, REGIONAL, FE & HE PROVISION	CHARITY & VOLUNTARY PROVISION	PRIVATE SECTOR
First Bus Leeds Health & Care Academy West Yorkshire Fire & Rescue Service West Yorkshire Police	Flourished Minds Global Learning Leeds Hamara HLC Inspire North Jane Tomlinson's Run for All Leeds Community Foundation and Give Bradford Leeds Faith in Schools Meanwood Valley Urban Farm Pudsey Community Project Let's Do More West Yorkshire Citizens Wren Bakery Zarach	Boost Talent Brown & Brown Citu Group Ltd Leeds Building Society Leeds Knights Mod-Con Designs Ltd Momentum Coaching Morley Glass & Glazing National Poetry Centre Navigatr Q5 Partners

SPECIAL ADVISORS

Jermaine Benjamin - **Boost Talent**
 Dr Louise Ellis-Jones - **Think EJ**
 Anne Fell - **Primary Education**
 Graft - **Performing Artist**
 Sir Frank McLoughlin - **FE**
 Paul Money QPM - LCC - **Safer, stronger communities**
 Ian Stokes - **Ian Stokes Education Ltd**
 Ruth Swailes - **Independent Education Consultant**
 Sally-Anne Greenfield - **The Greenfield Connection**
 Steph Taylor - **Leeds Community Foundation** and **Give Bradford**
 Annabel Tonge - **Q5 Partners**
 Jonathan Wilson - **Citu**

Ambassador Jamie Jones-Buchanan MBE	Chief Operating Officer Sam Hallas
Independent Chair Paul Brennan	Finance Officer Kathryn Bowley
Chief Executive Officer Simon Flowers OBE	Communications Officer Harry Tidswell
Company Secretary Dave Wood	Director of Primary Development Emma Wraighte

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

DAVE WOOD
COMPANY SECRETARY
31/12/2025



Statement of financial activities, incorporating the income and expenditure account, for the year ended 30th June 2024.

Income & Expenditure Account	Year Ended 30th June 2024
Incoming Resources	£
Contributions from Partners	63,686.00
Grants Received	18,750.00
Contributions from Activities	803.73
Contributions due from Partners	1,125.00
Total Incoming Resources	84,364.73
Resources Expended	
Officer Costs	69,002.12
IT, Stationery and Marketing Materials	4,563.46
Events, Hospitality and Facilities Hire	3,110.15
Educational Consultancy	3,918.74
Membership Subscription	250.00
Bank Charges	101.21
Governance	69.00
Total Resources Expended	81,014.68
Net Incoming/(Outgoing) Resources for the Period	3,350.05
Total Funds brought forward at 1 July 2023	16,218.95
Net surplus funds at year end 30 June 2024	3,350.05
Total Funds Carried Forward at 30 June 2024	19,569.00
Balance Sheet at 30 June 2024	
Current Assets	
Bank Account	158,810.28
Debtor due within 12 months	1,125.00
VAT refund due	766.67
Total Current Assets	160,701.95
Current Liabilities: Amounts Falling Due Within One Year	
22/23 & 23/24 Officer Costs	132,247.34
Marketing Materials	5,731.29
Events, Hospitality & Facilities Hire	3,485.32
Consultancy/Training	400.00
Total Current Liabilities	141,897.95
Net Current Assets	18,804.00
Funds	
Unrestricted Funds	16,912.33
Restricted Funds (pending receipt)	1,891.67
Total Funds	18,804.00

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 2024
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 Trustees on 31/12/25 and signed on its behalf by

PAUL BRENNAN
CHAIR OF TRUSTEES

NOTES TO THE ACCOUNTS

1. Basis of preparation

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

2. Accounting policies

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

2.1. Incoming resources

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

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

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

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

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

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

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

2.2. Resources expended

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

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

3. Investment income

There was no investment income received during the period.

4. Incoming resources from charitable activities

Income received from activities in 2023/2024 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.



AMBASSADOR MESSAGE



LEEDS LEARNING ALLIANCE - THE CITY'S GREATEST FORUM?

Until 2025 I had never visited Italy. This year I've stood among ancient ruins three times, each visit leaving me in awe of the art of storytelling and the civic infrastructures built around it. The systems and storytelling that shaped some of the world's most powerful empires still apply today, yet much of our organic human connection feels lost in the constant, technological way we now communicate.

Whether in the Colosseum & Forum of Rome, the piazzas of Florence or the amphitheatres of Pompeii, people gathered for over a thousand years around a shared stage. Through sport, theatre, art and ritual, they were influenced by stories. Political leaders, religious figures and social pioneers used these tactile spaces to transmit more than information: they conveyed deep human emotion.

At a Leeds charity event I attended recently, the question was: "How can storytelling influence societal change?" A charity worker at the event new to the city reflected on his impressions of Leeds people and observed that, while people are proud to be from Leeds, they often first align with the villages and neighbourhoods they come from. In the room, Pudsey, Seacroft, Roundhay and Beeston were all proudly represented, and each told stories of their own contextual challenges.

As a proud Bramley lad, I find something endearing in that local loyalty. Every area has its own heartbeat: Catch in Harehills, The Hunslet Club in Hunslet and the Carr Manor Community Hub in Moortown – all will be known to this LLA audience. They work because of the context in which they sit and how they reflect the people they serve.

Yet we all know there is so much more we can achieve when we are committed to doing it together.

Alongside our theatres, town halls, museums and places of worship, sport is a vehicle that gathers the city around shared arenas; places where connection and narrative challenge how we think, highlight problems we all face and show how collaboration can overcome them.

The Rob Burrow Centre for MND in Seacroft is a powerful example. A culture of compassion and care that shaped a generation of rugby players in a decade of success has been woven into a medical facility that humanises what might once have been purely clinical and statistical, potentially reshaping how treatment is experienced into the future.

The school bell used to set off the "Extra Mile" challenges and other artefacts on the walls speak of the courage, altruism and resilience lived out through Rob Burrow and Kevin Sinfield during their physical endeavours. Their fundraising challenges captured the nation, raising millions of pounds: £6.8 million from over 17,000 donors for the building alone. Stories of friendship, triumph, adversity and love, both in and out of the Arena have created ripples that will influence thousands of lives for many years to come.

"Echoing through eternity", as Marcus Aurelius might have put it.

Still, every sector still needs to connect for the sake of creation, innovation, meaning and accountability. The Leeds Learning Alliance has become that forum, the nucleus and conduit around which this intricate Leeds web is woven, reviving the old craft of storytelling and bringing a renaissance of expert collaboration to our city.

As I now embark on a new chapter as CEO at Leeds Rhinos, with a heart tuned to listening before telling, I'm excited to play my part in a city that excels when it is marching on "together".

JAMIE JONES-BUCHANAN MBE
LEEDS LEARNING ALLIANCE AMBASSADOR





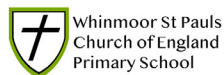
RJC**DANCE**



ASSOCIATE MEMBERS



SUPPORTERS



MEMBERS