

PEACE BUILDING OUR FUTURE TOGETHER



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LEARNING
ALLIANCE**

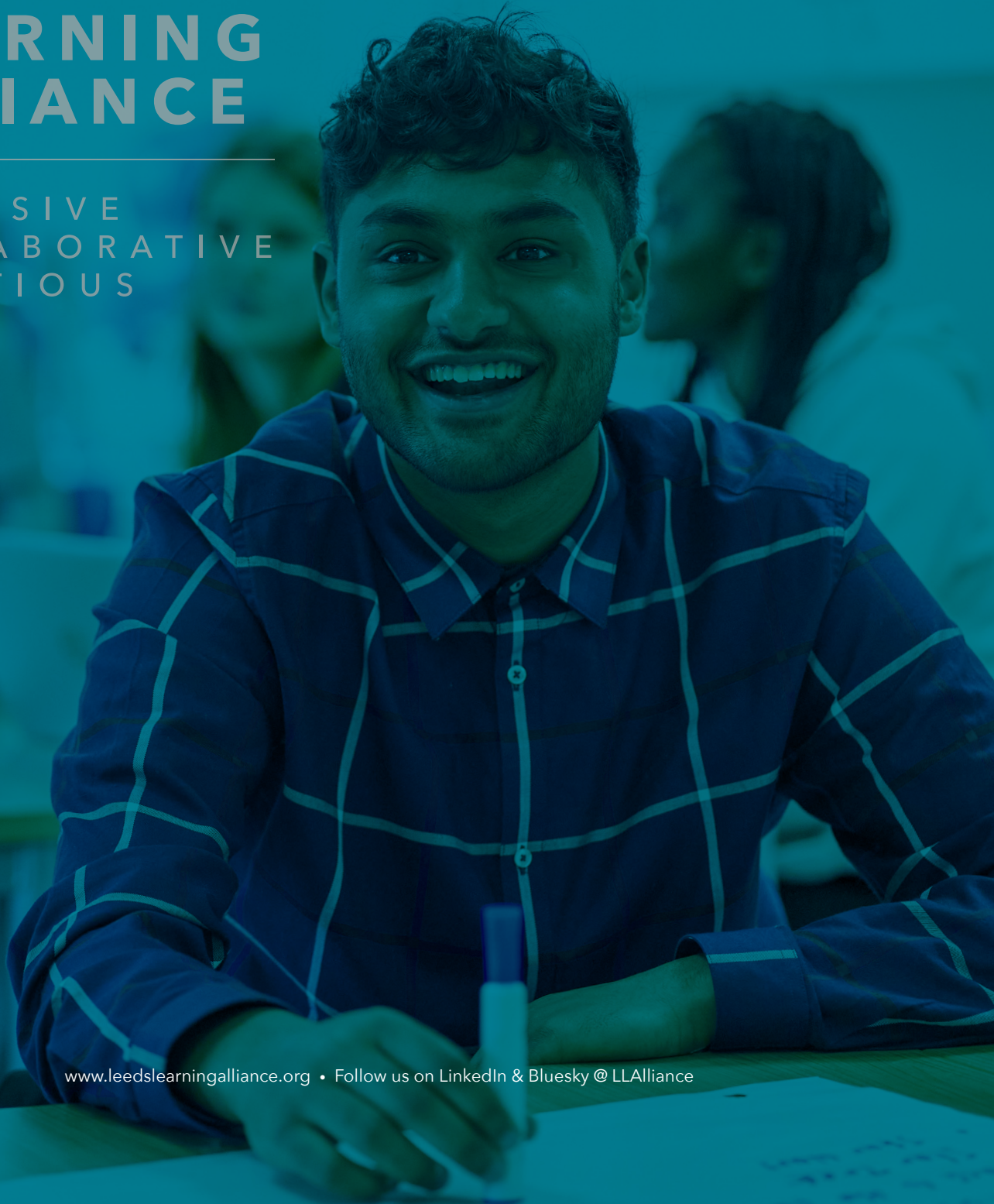
INCLUSIVE
COLLABORATIVE
AMBITIOUS

ANNUAL REPORT 2023/24



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PEACE: BUILDING THE FUTURE TOGETHER

Thank you for taking an interest in the Leeds Learning Alliance (LLA) and welcome to this fifth annual report.

Our movement is building, our membership is stronger than ever. Inclusion is even more centrally tied into our work which means that the levels of exclusions across LLA schools have reduced significantly, and outcomes for learners have improved. Pathways into employment for young people from minority and marginalised groups have been a notable success, and we have managed to support an increasingly wide range of professional colleagues and leaders. Together, we address some of the most intractable and challenging issues that we have ever faced.

As of January 2025, we represent over 135,000 learners across 83 partner organisations, a rise from 82,000 learners across 42 partner organisations last year. This is helpful to our city and our community because the breadth of what we can achieve together has effectively doubled. We are now a stronger voice for equity and inclusion through collaboration, and we have a stronger support base to call upon.

Without a shadow of a doubt, 2024 was extremely challenging, and many of us are unequivocal in believing that this was brought about by years of increasing inequality of wealth across society, austerity forcing cuts to public services and charities, and the increasing numbers of working families living in poverty. This was further compounded by toxic, victim blaming, racist political rhetoric both domestically and internationally. As a result, more of our learners live in poverty than did so last year, and more live with greater fear and anxiety, feeling especially vulnerable to the threat of violence.

There are many views as to the exact causes of the disturbances that we saw across the country in the Summer of 2024, but most sensible commentators agree that these vulnerabilities, fears, and resentments fuelled at least some of the disturbance. We can probably do very little to address some of the international conflicts that we find the most disturbing, but we should work to ensure the maximum level of cohesion within our own city and communities.

I have long felt that problems rarely solve themselves, and often brave action must be taken. It is in this context that we are driving 'peace' as a central theme for our work. Whilst there are some people and organisations who do not seem to like the word peace, we believe that its meaning and its ambition is universally acknowledged as a state of grace to which we are all capable and all desirous. By contrast, the opposite: war, conflict, and violence are unthinkable and should be intolerable to a modern society.

In addition, we know that in order to be successful at any level a person needs to not only know the right things, but also needs to know the right people. Social capital is at least as important as intellectual knowledge and cultural capital. Where peace is absent, communities divide, trust and understanding fail, and marginalisation grows. Therefore, our strive to improve pathways into employment and ensure happy, healthy, fulfilling and connected lives is dependent upon our peace building, so we will champion inclusion and actively challenge exclusion, racism, and segregation.

Peace, then, does not just bring about quiet contentment and lives without conflict, it brings about achievement, a stronger economy, and a better place in which to live. Our classrooms, workshops, offices, homes, gyms, studios, labs, playgrounds, and lecture theatres become places where everyone feels welcome, thrives, grows, and succeeds.

So, the more time we spend with people unlike ourselves, the more understanding and tolerant we become. And more importantly, the more that we and our students will learn, thrive, and succeed.

LEEDS LEARNING ALLIANCE
PAUL BRENNAN
INDEPENDENT CHAIR



IMAGE: RALPH THORESBY HIGH SCHOOL



IMAGE: CARR MANOR COMMUNITY SCHOOL

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INTRODUCTION

This report will give you a sense of the Leeds Learning Alliance, its make-up, its mission, and the impact it has on its members' work.

The LLA is 'what it says on the tin', a place-based alliance of mostly Leeds organisations who share a conviction to work inclusively and collaboratively to narrow the gaps in achievement, health and employability for many of our city's children, young people and communities. The LLA is committed wholeheartedly to supporting the council's pursuit of Inclusive Growth, and our leaders are engaged in finding ways to work together to make this a reality.

It is rewarding to witness how collaborative and inclusive leadership can make such a difference to practice and outcomes. We have found ourselves facilitating a 'network of networks' focused on partnership opportunities to help us tackle some of the most intractable issues facing our communities and city. This approach also provides a professional learning environment where like-minded leaders and colleagues address the need for change.

We are a collective of cross sector organisations committed to supporting each other's work, learning from each other, sharing knowledge, challenging each other, and providing capacity where possible. It is our shared commitment to collaboration over competition and our relentless focus on inclusion that provides the 'glue' between us.

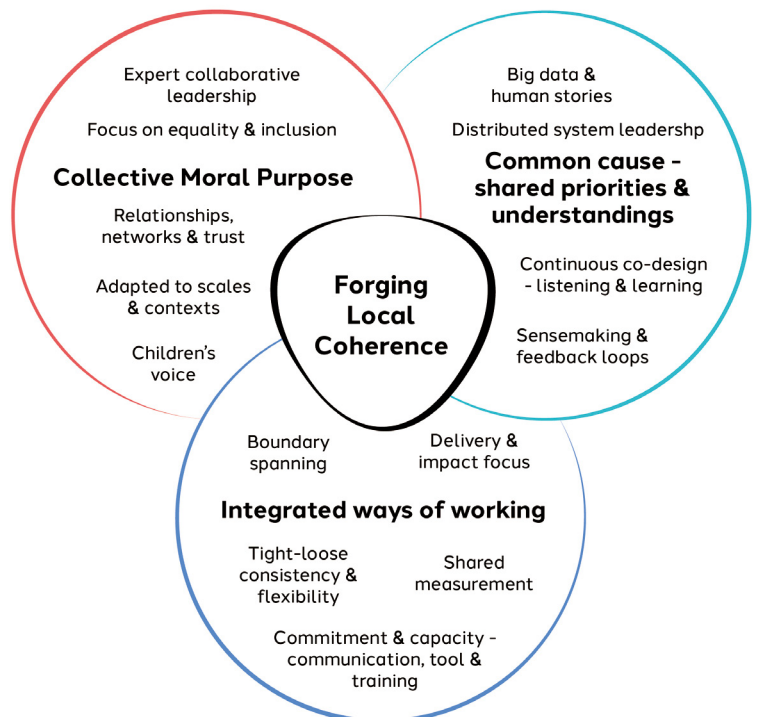
The last few years have presented significant challenge to leaders across the sectors, especially those working to close the gaps for the most vulnerable. There is a momentum to move forwards despite the legacy of underfunding, minimal policy initiative, and lack of strategy. I believe we are in a position to re-imagine how we can work together using a relational and restorative approach to deal with challenge and support change.

I believe the LLA is well and uniquely placed within the system to help shift the dial towards a collaborative commitment that will

maximise opportunities available to us, and create new ways of working to impact the communities and city we work and live in. As Paul mentions in the foreword, we need leadership to set the conditions for building Peace and standing against the threats of extremism and division. Peace-making and building will in turn deliver equity and inclusion across our communities and improve the lives of the most at risk.

An example of how we can practically develop collaboration for high impact can be seen in Toby Greany's work on Forging Local Coherence (right).

Developing and re-imagining our commitment to integrated locality working will be one of the focuses for the LLA over the next months and years. This is a clear example of what *peace: building the future together* can look like.



Greany & Cousin, Forging Local Coherence: LocalEd project evaluation (2025)

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SIMON FLOWERS OBE
 CEO

MEASURING OUR IMPACT

Money and time may now be more scarce than ever before. Thus, our member organisations and supporters (whether they are public, private, or third sector) need to spend their money, time and resources wisely to have the best possible impact. Across the LLA we are conscious of this, so we are seeking to look at how we measure our impact.

Quantitative and qualitative data are available to us, and we have been considering both types of data in analysing the impact and efficacy of our work. However, both have their limitations.

Comparing year on year trends from our population, community, and student body outcomes are complex because each of these is changing greatly. To illustrate this, consider our membership growth; in year one of the LLA we had seven founding member organisations, by year 4 this had risen to 41 organisations and this year it has risen to 83 organisations. It could of course be argued that our growth is itself a performance measure (and by that measure the LLA is being successful), but we know that is not enough. We seek to be more than a just provider of networks, we make a difference.

A simple analysis of some of our activity includes:

Leaders' Breakfast Meetings: Four meetings were held across the year and in total 386 people attended. 72% of attendees attended two or more Breakfasts. Our collation of feedback is hugely positive in terms of the inputs, networking, opportunities, and efficiency of the venues, with the only negative comments being in relation to parking. We continue to consider the format of these events and are looking to pilot lunch-time events to augment these popular leadership networking opportunities.

Inclusive Leadership and Practice Conference: 312 delegates attended the main conference at Carr Manor Community School, alongside 80 young people who attended a Youth Summit running parallel to the conference. 490 staff from five high schools were also involved in a shared training day, which included and a live-stream of the conference presentations. Once again, the feedback relating to the presentations, workshops, organisation and management of the event was overwhelmingly positive. The growth in the delegate numbers was encouraging as many were returning participants who brought colleagues with them.

Regular Networks were maintained across several phases of education and subject interests. They included:

Primary Leaders: 35 Primary Headteachers and leaders, offering activities, for example subject-focused subgroups on topics such as inclusion and SEND (read more on page 14-16).

Secondary Leaders: A regular meeting of Headteachers and Principals from nine Leeds secondary schools.

Sustainability, Global Learning and Climate Change: This group has met on three occasions and engaged 15 colleagues.

Equity and Diversity: This group has met four times and engaged 35 colleagues.

Regular Programmes: Targeting pathways into services and technology have involved 60 young people.

Round table events: Specialist one-off events have involved around 150 colleagues, covering youth violence, access to HE and employment for Black and Asian students, and community cohesion.

Website & Members' Zone: Pages on our website were visited a total of 13,695 times from 4,244 unique visitors. The members area contains a variety of resources and was visited 498 times by our members.

Council of Reference: The council of reference seeks to involve all member organisations to determine our focus for the year and to gain feedback from the previous year's activity. This year, 64 colleagues have attended these meetings.

Advocacy by the LLA tends to focus on working with regional and local government, advocating for sensible research and evidence-based policy development at a national level. This year, colleagues from across the LLA met with local, regional, and national senior politicians as well as local and regional officials. These included meetings with three Leeds MPs (Rachel Reeves, Fabian Hamilton, Richard Burgon), a home office minister, members of the House of Lords, emails with the Secretary of State and her senior civil servants, executive board members of the council, several individual councillors, the Bishop of Leeds and members of his senior team, and the deputy mayor of West Yorkshire. In addition, we are clear that many of our leaders act as advocates for inclusion and collaboration within their own professional networks. Distilling the impact of activity (whilst important) is especially challenging. Take, for example, the demonstration of achievement outcomes of our institutions, this has two major problems for us as an alliance. Firstly, we cannot and should not claim outcomes earned by individual members. Secondly, we are keen to honestly analyse rather than justify our existence. We know that we could quite simply use (or rather, manipulate) data to prove our worth, but we think this would be dishonest.

However, we are keen to explore some issues where we believe we have started to make some impact:

Recruitment into HE and FE is especially important, for our HE members in terms of their recruitment, our community and its access to HE and better employment, and for the economy of the city. Our primary principal is to diversify access to HE. We are starting to see significant positive relationships developing between our schools and our member HEs that we know will realise better pathways into HE. We are looking at ways that could accurately measure this. We can see increasing participation of children identified as being eligible for Free School Meals (a proxy measure for poverty) and similar rises in the number of minority ethnic groups.

Overall levels of exclusion have noticeably improved across most of our school's community, and the reports back from many of our member schools is that relational and restorative approaches have been a significant part of this.

Rising levels of achievement: Across the LLA, the approach to inclusion can hinder a school's outcomes and achievements because the school continues to work with all students - not just those that are likely to achieve or make the most progress. Nevertheless, we have seen significant rises to progress, attainment, and achievement across LLA schools.

Ofsted outcomes: It is increasingly the case that membership of the LLA is considered by the inspection teams as part of their evidence collection. We are seeing positive feedback from inspectors and school leaders on the impact of LLA membership. Generally, Ofsted judgments have improved for member organisations over the past 12 months.

Future Impact Analysis: In the past year we have received positive feedback on the following issues:

- Improved inclusion
- Increased diversity amongst employer members and HEI members
- Reduced carbon footprint
- Greater community cohesion (at a time of increased tension)
- Higher levels of health, especially mental health, amongst student communities
- Better entry to employment and reduced NEET
- Improved engagement

LEEDS LEARNING ALLIANCE
PAUL BRENNAN
INDEPENDENT CHAIR



COMMUNICATIONS UPDATE

As a passionate advocate for the power of cross-sector collaboration in driving long-term social change, I was inspired to be part of the Leeds Learning Alliance after seeing just that in action! Children and young people need us all to work together, with their voices at the heart, and it is in that spirit I see teachers, community leaders, and business people work together to improve educational outcomes and contribute to a fairer Leeds.

LEEDS COMMUNITY FOUNDATION & GIVE BRADFORD

STEPH TAYLOR
CEO

We are proud to be members of the LLA. To be able to pass on our expertise in construction and provide cost effective buildings back to our own community is a real honour, and we will be forever grateful to the LLA for allowing us this opportunity. Seeing our projects being used by the community and knowing we have had a hand in it is a truly humbling experience.

MOD-CON DESIGNS LTD

SEAN BIRDSALL
MANAGING DIRECTOR

As the Leeds Learning Alliance continues to evolve and grow, we need our communications to stay robust and effective.

The LLA Members' Zone continues to grow, with new documents and materials being added regularly. This online resource hub remains an important tool for sharing best practices, guidance, and essential documents that support the work of our networks and member organisations.

Our Primary Leaders' network will soon have more space dedicated on our website for the sharing of resources, CPD opportunities, and contacts.

We are pleased to note that talks from our *Leaders' Breakfast* meetings are now filmed where possible and added to the zone for future reference. This will be a valuable addition, enabling our members to revisit presentations at their convenience.

We also continue to offer access to recordings from our Inclusive Practice Conferences. Keynotes and Q&A panels from these events are available dating back to our first conference in 2022.

All colleagues from our member organisations can request a Members' Zone login at www.leedslearningalliance.org/register, or by emailing info@leedslearningalliance.org.

Our newsletter has become a key communication tool, sent on a regular basis with updates from across the alliance. It serves as a platform for our partners to share information about upcoming events, training opportunities, and to highlight some of the remarkable work happening across the alliance. The newsletter enables us to keep our members informed and connected, whilst celebrating the achievements of our colleagues.

In addition to the newsletter, we also distribute events emails at key points throughout the year. This focused email serves to remind our mailing list of important events, initiatives, and opportunities that are relevant to our members and the wider education community.

Our communications primarily reach leaders within the alliance and beyond. **You can sign up to the newsletter at www.leedslearningalliance.org/newsletter-sign-up.**

To stay up to date with the latest news and activities from the Leeds Learning Alliance, we encourage you to follow us on Bluesky (@LLAlliance) and LinkedIn.

To enquire about adding material to the Members' Zone or a future newsletter, please email newsletter@leedslearningalliance.org.

LEEDS LEARNING ALLIANCE
HARRY TIDSWELL
COMMUNICATIONS OFFICER



IMAGE: LEEDS TRINITY UNIVERSITY

We have benefited from working with the LLA as a 'kindred spirit' in terms of them being an outward facing and collaboration-focused organisation. We have gained valuable connections through the LLA - namely in supporting our offer for pupils with SEND - as well as developing a stronger partnership with a Higher Education establishment. I have been honoured to have been asked to contribute to the LLA's offer through presentations at Primary Leaders' Network meetings, as well as running a workshop at the 2024 and 2025 Inclusive Leadership and Practice Conference. The people at the centre of the LLA and the partners I have met as part of these networking opportunities align closely with my own values and the values and principles of my school. We're stronger together.

SEACROFT GRANGE
PRIMARY SCHOOL
CHRIS FLOREY
HEADTEACHER



IMAGE: EBOR GARDENS PRIMARY SCHOOL



IMAGE: LIGHTHOUSE FUTURES TRUST



IMAGE: LEEDS BECKETT UNIVERSITY



NETWORK OF NETWORKS

The LLA operates as a “network of networks,” where various network types evolve based on changing interaction patterns. Networks are built on relationships between actors (individuals and organisations) and the meaning behind those connections¹. The focus within the LLA is on social ties and interactions, not individual actors.

LLA networks have emerged from the following three phases:

- **Connection:** Partners form links through events like our Leaders’ Breakfasts, and identify shared interests
- **Sense-making:** Partners engage in activities (e.g. roundtables) to generate knowledge and set goals
- **Sustained action:** A facilitator guides ongoing activity aligned with shared objectives

ADMINISTRATION AND COORDINATION

Effective network management includes:

- **Scheduling meetings** (location, platform, logistics)
- **Communication:** Promoting networks and sending agendas
- **Chairing meetings:** Facilitating discussion and decision-making
- **Follow-up:** Sending minutes, tracking actions, and scheduling next steps
- **Attendance tracking** and notifying Sam Hallas for calendar updates

CURRENT LLA NETWORKS
SEND (Primary Focused)
Centre for Inclusive Practice
Primary Leaders
Secondary Leaders
Further and Higher Education Leaders
Equity
Peace and Community Safety (anti-exclusion, anti-youth violence)
Community Cohesion
Careers Education, Information, Advice and Guidance (Schools and FE)
Climate Crisis (Eco/Sustainability)
Recruitment and Development (Supply Pool)
Digital Tech Pathways
Digital Development (AI)

¹ REFERENCES: GREANY & KEMP (2024), LEADING EDUCATIONAL NETWORKS

Citu has been a proud supporter and partner of the Leeds Learning Alliance since 2022. The LLA makes meaningful strides in transforming the educational landscape by fostering collaboration between schools, businesses, and communities to ensure young people have the best possible support to be great future leaders.

At Citu, we believe we all have a responsibility to be a solution to the climate emergency for the benefit of the city of Leeds. Our partnership with the LLA contributes to building a brighter future for the next generation, where education, innovation, and sustainability go hand in hand.

CITU
JONATHAN WILSON
MANAGING DIRECTOR

This year has seen dynamic growth within the Primary Education area of the Leeds Learning Alliance, with thirty one providers represented within the network. The shared wealth of skills and experience brought to bear in this network has led to an exciting array of opportunities for staff at all levels within schools.

The Primary Network has afforded regular opportunities for leaders to step out of the busyness of day-to-day life in school and focus on the factors that will impact on delivering high-quality, values-led, sustainable education for the future. The quality of professional dialogue has been rich, and the topics varied. Through the Headteacher Working Groups we have been able to provide opportunities for staff development and practical solutions to ongoing emerging issues. The collaboration has allowed leaders to learn from each other's best practice, and to explore new thinking and approaches for delivery.

Early Years staff in Reception and Nursery, under the guidance of Kim Sheard (Early Years Advisor), have had the chance to moderate judgements, share practice and explore new areas to develop their thinking. Staff have begun to build a supportive network from the sessions, and have visited each other's settings, gathering new ideas to enhance their own provision. It has been a pleasure to celebrate the individuality of our settings and to champion a wide range of approaches to meeting the needs of our youngest learners.

Through the SEN Working Group, leaders and practitioners have had the opportunity to explore provisions specifically designed to meet the needs of children with profound complexity. Across the year, the sessions have included: consideration of sensory overload, autism friendly practice, provision for communication disorders, sensory room development, and a host of other specialist practices, thus allowing staff to refine targeted school practice.

In collaboration with Leeds Beckett University and Leeds Trinity University, The Recruitment and Retention Working Group have developed a Supply Pool Model which can be accessed by Leeds Learning Alliance primary school members. This model uses the resources of third year students from education and child care related courses and provides them with opportunities for additional school-based experience, including paid work as ad hoc supply cover in school.

This groundbreaking collaboration is helping to meet two important needs. The first is ensuring schools have access to high-quality cover when staff are absent. The second is supporting students in maintaining financial stability during their training, and thereby building a sustainable future workforce. Education students can often be disadvantaged by the format of their courses, which may preclude them from taking on paid work outside of their learning. This may impact negatively on the sustainability of their journey through education.

The two universities have now amended timetables for 3rd year students to allow days during which they can be free to undertake supply work. This opportunity benefits students by providing real-life experience of a job in education, with the added benefit that schools can talent-spot for new staff at an early stage. It has been an incredibly successful collaboration and we have been excited to launch the Supply Pool in November 2024.

Members of the Leeds Learning Alliance Primary Network have supported the Education Endowment Foundation in developing a project for Leeds. This collaboration draws on our deep commitment to practice that removes barriers blocking children's path to success in life. This project will be the first of its kind in the north, and will focus on social and emotional learning and the refinement of practice in school.

The aim of the project is to support schools to identify good practice and gaps in their own provision, and to use current research and the CASEL framework (Collaborative for Academic, Social and Emotional Learning) to develop robust and sustainable approaches.



IMAGE: FIELDHEAD CARR PRIMARY SCHOOL

We are privileged to be part of the Leeds Learning Alliance, an invaluable platform for addressing real issues faced by our communities and young people. If we are to reduce inequalities, we must listen to lived experiences and design solutions collaboratively, ensuring that the voices of our children and communities are central to every decision.

Through the Alliance, we've tackled challenges such as increasing representation in public services, creating pathways into further and higher education, apprenticeships, and bespoke courses for young people, while also addressing critical issues like youth violence.

Being part of the Leeds Learning Alliance allows us to work alongside like-minded organisations who are equally passionate about achieving the best outcomes for children and young people. Together, we've shared, learned, and developed creative approaches that drive positive change, helping to build brighter and more cohesive communities for the future.

CATCH
JEN WILKINS
OPERATIONS MANAGER

This project is part of the Leeds Learning Alliance's commitment to secure inclusive practice across the whole of the Leeds education sector.

The Primary Network has also represented the education sector in Leeds City Council's bid to become a Marmot City. This collaboration with health and academia is a significant development in the journey to provide health equality for families in Leeds.

Through this project, we have connected schools to a number of services in Leeds that are offered to families traditionally through healthcare settings. By providing the information and contact details for these teams directly to schools, we further support the effectiveness of the provision being made in school by pastoral teams. A directory of this information is being developed as part of the Members' Zone, giving a single point of access for the information gathered.

We are thrilled that a second cohort of schools will undertake the Leadership for Inclusion and Diversity programme, led by Therese O'Sullivan, with schools from previous years working to support newcomers in a mentor role. This programme allows schools to take a holistic view of their provision for EAL and to refine practice in line with current research as part of our shared commitment to remove the barriers to equality of learning experience.

The Primary Offer brochure for 24-25 provides an expanded offer to member schools with the first cohort of aspiring leaders accessing the 'Developing Leadership Program', monthly best practice sharing visits hosted by individual schools, and opportunities for children to take part in cross school activities for the first time.

Through increased capacity, we have also been able to add three new working groups from September 2024:

- Eco Schools
- EYFS
- CEIAG (Careers Education Information Advice and Guidance)

Collaborative planning and development will be undertaken during the coming year and we aim to formulate a structured offer to partners for the 2025-26 academic year.

It has been a busy and energised year. The depth of connection between the participating schools continues to grow and we would like to thank members for their professional commitment and enthusiasm which has been of benefit to all those actively involved.

LEEDS LEARNING ALLIANCE
EMMA WRAIGHTE
DIRECTOR OF PRIMARY DEVELOPMENT

LEEDS LEARNING ALLIANCE
ANNE FELL
SPECIAL ADVISOR



IMAGE: BRUDENELL PRIMARY SCHOOL



IMAGE: RETHINK FOOD

I moved (back) to Leeds in 2021 after a long career as a FE college Principal in London. My wife and I had been students at the University in the 1970s. Leeds is a transformed city, but entrenched poverty and inequality continue to persist alongside the new prosperity.

The LLA is making a nationally unique contribution to addressing the issues of inclusion and social mobility by sitting at the hub of a network of networks, and actively facilitating collaboration between the Leaders of organisations across the city in this common purpose.

I am very proud to be involved with the work of the LLA.

EDUCATION AND TRAINING
FOUNDATION
**SIR FRANK
McLOUGHLIN CBE**
CHAIR

Leeds College of Building is very proud to be a founding member of the Leeds Learning Alliance. The opportunity to work with, share practice, and discuss crucial issues affecting all young people in our organisation is valued greatly by colleagues, and we see the Leeds Learning Alliance as a key partner in our own organisational development.

Inclusion could not be more important for construction at the moment. The opportunities that the construction and built environment sector can provide to everyone can be life changing, and by being truly inclusive in all we do, we open up those opportunities. We know that there is more to do in this space, but the support, challenge and shared vision from the Leeds Learning Alliance is a vital part of making the change needed.

LEEDS COLLEGE OF BUILDING
NIKKI DAVIS
PRINCIPAL AND CEO



DIGITAL PATHWAYS & DESTINATIONS

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 group focuses on actions to address the challenge that the digital workforce in Leeds is not representative of the demographic in the city.

Four virtual and face-to-face steering group meetings were held in 2024 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 2024 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 third annual **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, external field trips and interactive digital sessions.

- 30 pupils signed up for the programme
- Daily meals were cooked in the Printworks training kitchens by the pupils, which were taken home to share with families

Leeds City College's Digital and IT department has worked with Leeds Learning Alliance schools as part of its commitment to encourage the next generation of digital students.

The college has delivered **masterclasses** linked to digital marketing using artificial intelligence. Students have accessed the technical kit, including VR headsets, Lego robots and Sphero Bolts in the college's Coptorz Suite at its Printworks Campus.



IMAGE: BANKSIDE PRIMARY SCHOOL

SCHOOLS INVOLVED AND KEY NUMBERS:

- Farnley Academy: 12 students visited the Printworks Campus
- Farnley Academy: 22 students engaged at the 'Every Child Should' event at Farnley Academy
- Beckfield Academy: 22 students visited the Printworks Campus
- Leeds City Academy: 25 students visited the Printworks Campus
- Guiseley School: 30 students visited the Printworks Campus

Leeds City College held a **Girls Tech on Tour** for International Women's Day at its Printworks Campus.

- A panel of women working in tech roles in Leeds spoke to more than 50 Leeds City College pupils aged between 16-18
- In addition, masterclasses were delivered to pupils at Bishop Young Academy, Dixons Unity Academy and Leeds City College's 14+ Academy

KEY NUMBERS:

- 50+ students (16-18 cohort) from Leeds City College attended a speaker session with Yasmin Denardo, Head of Connected Technology Academy at KPMG
- 50+ students (16-18 cohort) from Leeds City College attended the Women in Leeds Digital Panel Event featuring Rae Evans from Axiologic, Eman Morad from KPMG, Rashi Saxena from KPMG, Molly Lee from NHS Digital / NHS England and Goodness Ngodigha from Cognizant
- 15 students from Bishop Young Academy attended a masterclass
- 15 students from Dixons Unity Academy attended a masterclass
- 15 students from Leeds City College's 14+ Academy attended a masterclass

Being invited to attend an LLA Breakfast was an eye-opener for me.

Bringing together people from across the city and its diverse life, conversation was rich and informed.

I was impressed by the involvement of young people and the maturity of those being trusted to engage with and look after visitors. Not only is this alliance imaginative, professional and creative, it has gathered 'players' from across professions, businesses and charities. The Church of England (Diocese of Leeds) finds itself looking to engage in the alliance for the sake of improving life for our many cultures and people.

**THE RT REV D
NICK BAINES**
BISHOP OF LEEDS

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 a Member.

DEIGHTON GATES PRIMARY SCHOOL
SARAH HAWES
HEADTEACHER

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 reached 12,370 young people across the city in 2023/24 across 42 activities, with 79% saying they are interested in a career in digital

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

- A bid for funding to roll out a fourth annual digital-focused Healthy Holidays programme at Leeds City College in summer 2025
- Creation of a FinTech Hub for FE and HE at Leeds City College which will offer a broad, digitally based curriculum linked with the growing opportunities in Leeds
- Continued development of a digital extended schools' programme, as well as creating a catalogue of digital taster sessions that can be taken to schools in the city
- Continued development of a girls/women in tech programme for the 2024/25 academic year
- Embedding of STEM 7 behaviours across all programmes
- Use of IBM P-TECH and Open P-TECH learning frameworks to engage young people
- AI in the workplace training for staff and students
- Targeted parental engagement in digital skills development

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

LUMINATE EDUCATION GROUP
JAMES BROADHURST
PROJECT COORDINATOR



IMAGE: CARR MANOR COMMUNITY SCHOOL



IMAGE: AHEAD PARTNERSHIP



IMAGE: EBOR GARDENS PRIMARY SCHOOL

Wetherby High School are proud to be Founding Members of the Leeds Learning Alliance. It has been a privilege to see the alliance grow to include the range and number of organisations that it does. Bringing these organisations together allows collaboration and networks to develop that can be powerful for creating change. Being part of the alliance means that we can contribute to its purpose by promoting inclusion practices across Leeds and beyond.

Leeds Learning Alliance has also allowed the leaders in our organisation to access high quality development opportunities, both through formal CPD and informal connections. This has had a positive impact on the work they have undertaken in our school setting.

WETHERBY HIGH SCHOOL
SAMANTHA JEFFERSON
HEADTEACHER



EQUITY NETWORK

The LLA Equity Network offers colleagues from across our member institutions the opportunity to discuss key issues relating to equitable practice both within society, their sector and within their organisations. The network has continued to lead with a focus on anti-racist practice and developing ways to implement this across our organisations.

This year has involved developing a Theory of Change approach to our work to identify how we can make impact and what that impact might look like. The ongoing development of the Theory of Change (ToC) model that we have co-created intends to help us mobilise the anti-racist work of those involved in leading across LLA organisations. This has led to us building a plan to improve knowledge and racial literacy amongst our leaders. Using the Race Toolkit developed by Prof. Charles Egbu, the Vice Chancellor of Leeds Trinity University, we have begun to organise what will become a 'race conversation'.

Our ToC sets two baseline requirements: the first being that we started with ourselves as leaders within the network, in terms of improving race literacy; and secondly that we had a commitment from the leaders of the organisations in the LLA to engage in the work. Over the next few months, we will be starting our 'conversation approach' which leads with several calls to action that will be delivered as workshops. These workshops will take an unapologetically direct approach to calling people in to anti-racist practice. Our endeavour is to create an environment which will encourage people to hear lived experiences, lean into their vulnerabilities and not to feel that they must leave with all the answers but be brave enough to sit with any discomfort that may arise.

The network has also worked together this year as a support group to share practices which propel our collaborative advancement of equity issues. We have been responsive to holding discussions around issues that have impacted on our communities and sought to develop joined-up actions to demonstrate unity and solidarity with those in positions of societal vulnerability.

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.

LEEDS TRINITY UNIVERSITY.
TAM SIN BOWERS - BROWN
DIRECTOR OF THE OFFICE FOR INSTITUTIONAL EQUITY

West Yorkshire Police are proud to be members of the Leeds Learning Alliance.

The opportunity to develop strong working relationships with key partners across the city is central to Leeds being a safe place for all. The development and uptake of the Pol-Ed products across the city has been fantastic and represents an opportunity for lasting positive change for young people.

I look forward to another year working with colleagues across the district.

WEST YORKSHIRE POLICE
STEVE DODDS
CHIEF SUPERINTENDENT

In the last year, school leaders deepened their understanding of EAL pedagogy through training provided by the LLA, and their links with an expert in the field. This year, we 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



IMAGE: SEACROFT GRANGE PRIMARY SCHOOL



IMAGE: LEEDS TRINITY UNIVERSITY

IMAGE: WHITE ROSE ACADEMES TRUST





CAREERS NETWORK

The LLA Careers Network has met half-termly since September 2024. The aim of the Careers Network is to use the range of expertise and specialist provision across the Leeds Learning Alliance to find the most effective destinations for all young people in the alliance, particularly those from the least advantaged backgrounds.

The Alliance's network of schools, colleges, and universities, linked with the network of organisations from the private and third sectors, means the network is uniquely placed to develop specific and focused offers in a range of areas.

In the early meetings the network was focused on:

- Developing a clear and targeted approach to transitions between schools and post-16 provision
- Developing a cohesive approach to apprenticeships, including sourcing them within the Leeds Learning Alliance and ensuring that high-quality information and guidance is provided
- Sharing and developing highly effective practice so that young people within the alliance are able to access the very best opportunities in Leeds and the wider region

Leeds is a city with a wide range of opportunities which are not accessed equitably by all citizens. The network aims to work pro-actively and preventatively to close these gaps and ensure that all young people in the city are able to make the most of their potential.

Despite the relative economic strength of the city, Leeds has one of the highest rates of young people classed as NEET (not in education, employment or training) in England. The LLA Careers Network seeks to support the ongoing city-wide efforts to address this by using its unique mix of organisations and shared purpose to find original approaches to improving this key area for the city.

Although the network is new and just established itself, there is much promise and much ground to cover as we make wider links across the LLA and the city itself.

CARR MANOR COMMUNITY SCHOOL
JAMES DUNFORD
SENIOR ASSISTANT PRINCIPAL



IMAGE: WETHERBY HIGH SCHOOL



SUSTAINABILITY, GLOBAL LEARNING & CLIMATE CHANGE NETWORK

PURPOSE

The combined authority of the Leeds Learning Alliance has become increasingly visible over recent times. The creation of this group has been driven by the need for a coherent and collaborative approach to addressing the existential issues of sustainability and climate change as one clear and powerful voice, representing a desire for action across the city.

Although in its infancy, the network is building on work already undertaken within the LLA, using the expertise within Global Learning Leeds (formerly LeedsDEC) and Climate Adapted Pathways for Education (CAPE) and trying to ensure there is representation from organisations across the Alliance.

The priorities for the network are being refined but overall, there is a commitment to improving:

- Interest by school leaders and governors, driving the development of the knowledge and skills of professional colleagues and leaders in order to better lead and advocate for action on sustainability at a system level
- The subject knowledge of teachers
- The understanding of children and young people

The network is concerned with the collation and sharing of high-quality resources to support these commitments, as well as longer term actions which will influence policy, take an advocacy role, and lobby to ensure that local and national politicians are engaged with these issues and prioritising these for educational benefit.



IMAGE: LEEDS BECKETT UNIVERSITY

IMAGE: SHIRE OAK PRIMARY SCHOOL



IMAGE: CO-OP ACADEMY PRIESTHORPE

DIRECTION

A strategic plan for this network is under construction and will consider a number of aspects such as the use of agreed language for clarity, Green Skills development, sustainability in management and leadership, and the development of a Global Learning Curriculum - which supports education settings with the integration of these areas into their existing curricula.

This network envisions becoming a citywide model of excellence for sustainability education by fostering collaboration among schools, colleges, and key stakeholders. It aims to create an educational ecosystem where sustainability is a fundamental principle - not an add on.

The hope is that this network will not only catalyse change within the educational community, but also inspire broader societal shifts. By engaging with local authorities, businesses, and community organisations, the network ultimately seeks to bridge gaps between education and industry, ensuring that young people are prepared for a future where Green Skills and sustainability expertise are essential. This collaborative approach will strengthen advocacy efforts, enabling the network to influence education policy and secure resources necessary for long-term success.

A key direction for the network is to enhance the capacity of educators and leaders. To achieve this, the network plans to host events that empower participants with the knowledge and tools they need to succeed.

By embedding a sense of shared responsibility and ambition, this Leeds Learning Alliance network aspires to leave a legacy of proactive, informed, and empowered educational leaders and learners who are equipped to face the challenges of the future. This work is not just about addressing current issues but about fostering a culture of sustainability for generations to come.

LEEDS TRINITY UNIVERSITY

PROFESSOR LEIGH HOATH

DEPUTY DEAN, SCHOOL OF EDUCATION

Joining the Leeds Learning Alliance has provided staff and students at Co-op Academy Leeds with many opportunities to grow and share best practice with other like-minded individuals and organisations from a range of sectors, which is something schools cannot easily achieve in isolation. Inclusion permeates everything we do at Co-op Academy Leeds and we are proud of our involvement with the alliance and the impact it will continue to have.

CO-OP ACADEMY LEEDS
NATALIE JONES
HEADTEACHER

The LLA creates a unique opportunity for leaders across the city to collaborate and impact on inclusion across their systems.

Our Primary Network leads innovation, pulls together and shares best practice citywide to ensure every child has the best chance of a successful future

LEEDS LEARNING ALLIANCE
EMMA WRAIGHTE
DIRECTOR OF PRIMARY DEVELOPMENT



SECONDARY LEADERS' NETWORK

The Secondary Leaders' network is a new network established this academic year and currently chaired by Will Carr (Ralph Thoresby School) and Lucie Lakin (Carr Manor Community School).

The membership of the meeting presently consists of colleagues across local authority maintained secondaries, Secondary MATs, specialist providers and FE providers. Agenda items have focused on our response as secondary leaders to national and regional developments; strategic approaches to preventing NEET as well as collaborative approaches to SEND and inclusion.

Gathering once a term, the network continues to expand and seeks to build on strong relationships formed between leaders and organisations for the mutual benefit of the families and learners whom we serve. Several leaders have taken part in the first 7-day programme for Leading Inclusive Cultures, and several additional connections and joint projects have emerged as leaders share resources including secondments for staff and the sharing of school improvement capacity.

The network additionally offers a valuable opportunity for leaders to offer support to each other professionally and facilitates a forum for ideas-sharing, problem-solving and open dialogue about our leadership challenges and opportunities.

CARR MANOR COMMUNITY SCHOOL
LUCIE LAKIN
PRINCIPAL



IMAGE: CO-OP ACADEMY LEEDS

IMAGE: RALPH THORESBY HIGH SCHOOL





PATHFINDERS & YOUTH WORK

PATHFINDERS

The Pathfinders programme has been developed through collaborative efforts involving West Yorkshire Police, West Yorkshire Fire and Rescue Service, Yorkshire Ambulance Service, the Royal Navy, Royal Marines, Royal Air Force, CATCH, Leeds City College, and Leeds Trinity University.

The programme's Working Group meets regularly to discuss workforce challenges, recruitment barriers, and public perception issues. Pathfinders specifically addresses obstacles faced by individuals who identify as female or belong to ethnic minority groups in pursuing careers in uniformed services.

Last academic year, Pathfinders was coordinated at CATCH and engaged 14-16 year-olds from various high schools in the Leeds Learning Alliance. Following a review, the programme's focus shifted to 16-18 year-old learners at Leeds City College. These learners already have an interest in joining the emergency services or armed forces.

Out of those who expressed interest, 35 learners were selected based on criteria aligned with the programme's objectives. Priority was given to ethnic minorities, women, looked-after or cared-for, those with an EHCP or in receipt of a college bursary. Each month, learners meet uniformed personnel to address recruitment barriers and explore career opportunities.

In September 2024, Leeds City College's Public Services Department hosted a careers day attended by over 200 new students. Serving personnel from various uniformed services shared insights into their roles, recruitment processes, and personal career journeys.

In October, learners visited West Yorkshire Police's training centre at Carr Gate. They explored diverse job roles and interacted with police officers who shared similar life experiences. Smaller groups have since returned to participate in public order training as volunteers.

November's activities took place at Moortown Fire Station, where learners completed recruitment tests, explored fire service careers, tried on equipment, and even got soaked during practical demonstrations.

In December, learners travelled to Liverpool to visit HMS Prince of Wales, the Royal Navy's flagship vessel. They explored various career paths, interacted with serving personnel, and enjoyed hands-on experiences with state-of-the-art equipment.

2025 promises many exciting opportunities, and the Pathfinders programme will continue to inspire and support young people by breaking down barriers and creating meaningful ways to engage with uniformed services.

YOUTH WORK - GROW OUR OWN

Over the past three years, a unique collaboration between CATCH and Leeds City College has developed a bespoke educational programme for 16-18 year-olds.

The course is designed to re-engage young people in education who are at risk of becoming NEET (Not in Education, Employment, or Training). Our student cohort consists of learners who have faced personal, cultural, and structural challenges throughout their educational journeys. The current programme is aimed at Level 1 learners with knowledge and skills equivalent to GCSE grade 1 or 2.

The experiences of our learners during their time at school vary greatly and do not define the group. Missed GCSE exams, hours spent in isolation rooms, reduced timetables in alternative provisions, school suspensions, family bereavements, and police interventions are just some of the lived experiences within our cohort.

Over the last year, the collaboration between CATCH and Leeds City College has continued to thrive.

The course is delivered across two venues to ensure that we meet learners' needs in the most effective environments. Students attend sessions at Leeds City College Quarry Hill Campus, where they study GCSE English and Maths,

participate in tutorials to address local threats, and engage in practical fitness activities. They also spend two days at the CATCH Community Campus, where they learn about community engagement, entrepreneurial skills, employability, and key social issues. Additionally, learners actively participate in Thursday evening youth sessions.

All learners on the programme undertake work experience at CATCH, gaining practical skills by working in the café, caring for animals, greeting visitors, and maintaining the site.

From September 2025, we are introducing a new CATCH Pathway: Level 2 Step Up to Apprenticeships.

This pathway is specifically designed for 16-18 year-olds seeking apprenticeships outside the building industry. Based on feedback from school leaders, career advisors, and pastoral staff within the Leeds Learning Alliance, we identified a gap where many young people end up in low-paid employment or on casual contracts that can often be terminated at short notice.

The new programme will build on the existing framework while allowing learners to explore a broader range of business sectors. It will offer a carousel of work experience opportunities in fields such as hospitality, healthcare, youth work, and manufacturing, helping learners expand their knowledge of career possibilities.

LEEDS CITY COLLEGE
TOM GRIFFITHS
HEAD OF DEPARTMENT,
SCHOOL OF PUBLIC SERVICES





IMAGE: FIELDHEAD CARR PRIMARY SCHOOL



STRATEGY 2025/2026

LEEDS LEARNING ALLIANCE

PEACE: BUILDING OUR FUTURE TOGETHER



AMBITION

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

SUCCEEDING

In and throughout life.

THRIVING

By being and feeling safe, connected, happy and healthy.

EARNING

With clear pathways to employment and fulfilment.



INCLUSION & COLLABORATION



Developing an LLA led network driving inclusive leadership and practice.

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

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

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

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

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

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

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

Developing placed 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

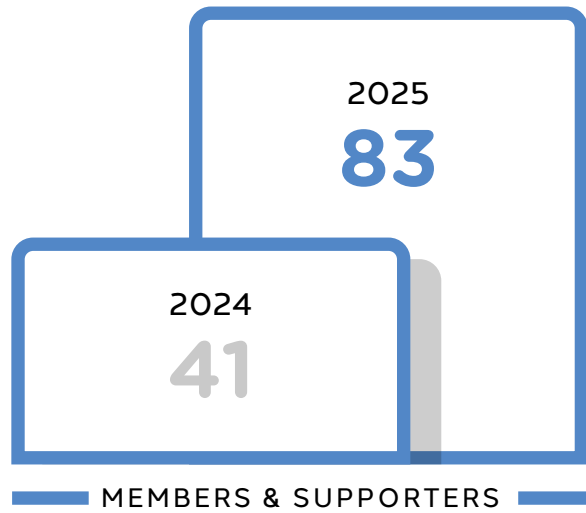
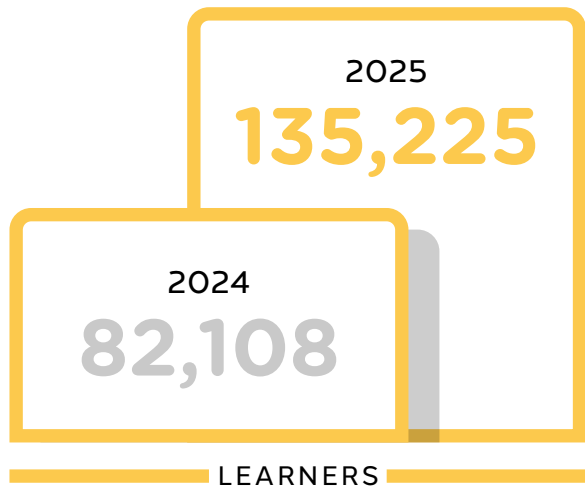
- **Tackling exclusion** in all its forms and championing Inclusive Practice across the LLA
- **Promoting peace** and community cohesion by working together to reduce disaffection, youth violence, and improve community safety through energetic peace-keeping, peace-making and peace-building
- **Promoting health and wellbeing:** developing integrated locality response to health needs, especially mental health
- **Developing great learning and opportunities:** focusing on both academic and experiential learning in real world settings linked to industry, culture, creativity, sport, and play, thus developing spirituality, skills, attitudes, and knowledge
- **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, creating new opportunities and pathways
- **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 developing the **Inclusive Leadership Alliance** 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 and exclusion holistically, cohesively, and creatively
- **Network:** enabling brave leaders and organisations to work 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 collaboration
- **Research:** publish and promote new and existing research - commit to knowledge exchange
- **Advocate:** inform the work of policy makers



IMAGE: CARR MANOR COMMUNITY SCHOOL



24.5%
5360

LLA Pupils have SEND (EHCP plans or additional support)

21,844

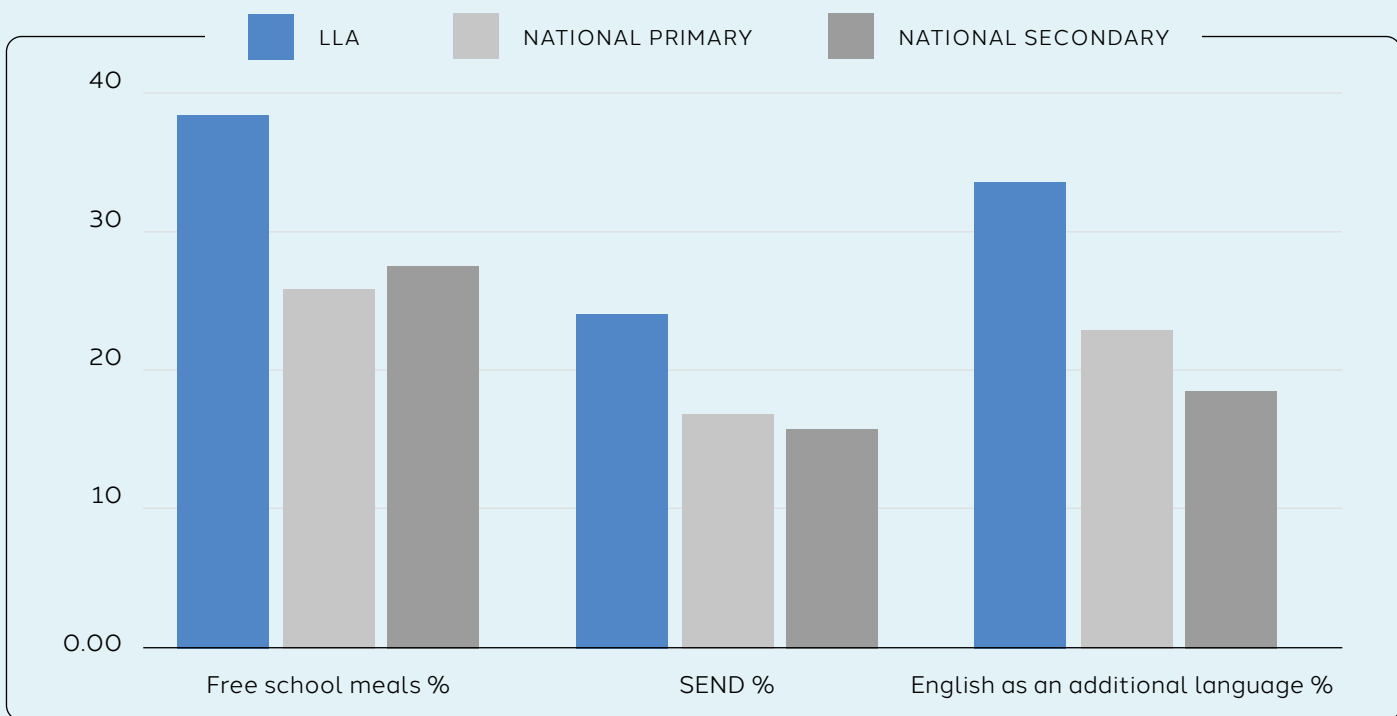
LLA Pupils in schools and Early Years settings

34%
7441

LLA Pupils have English as an additional language

39%
8554

LLA Pupils receive free school meals



MEMORANDUM OF UNDERSTANDING

INTRODUCTION

This Memorandum of Understanding (MOU) explains how **Members**¹ 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 (page 38) 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

¹Members 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 like-minded 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 & 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. Associate Members 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, ASSOCIATE MEMBERS, SUPPORTERS & SPECIAL ADVISORS

City, Regional, FE & HE Provision	Members 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	Associates The University of Leeds Notre Dame Catholic Sixth Form College	Supporters First Bus Leeds Health & Care Academy West Yorkshire Fire & Rescue Service West Yorkshire Police
Primary & Child Care Provision	Members Alder Tree Primary Allerton CE Primary Bankside Primary Beechwood Primary Best Family Childcare Blenheim Primary Bramley Park Academy Brudenell Primary Carr Manor Community	Chapel Allerton Primary Co-Op Academy Woodlands Deighton Gates Primary Ebor Gardens Primary Elements Primary Fieldhead Carr Primary Hovingham Primary Meanwood CE Primary Parklands Primary	Quarry Mount Primary Rosebank Primary Seacroft Grange Primary Shire Oak CE Primary Southroyd Primary Talbot Primary Victoria Primary Academy Whinmoor St Paul's CofE Primary	Associates Harehills Primary School Owlcotes MAT Rothwell Primary
Specialist Provision	Members East SILC, John Jamieson Green Meadows Academy Lighthouse Futures Trust Penny Field School Springwell Leeds			
Secondary Provision	Members Carr Manor Community Co-op Academy Leeds Co-op Academy Priestthorpe Leeds City Academy	Leeds East Academy Leeds West Academy Ralph Thoresby High Wetherby High	Associates Thirk School & Sixth Form College	
Charity & Voluntary Provision	Members Ahead Partnership CATCH Leeds Leeds Rhinos Foundation Rethink Food	Supporters Basecamp Adventure Trust Flourished Minds GIPSIL Ltd Hamara HLC	Inspire North Jane Tomlinson's Run For All Leeds Community Foundation and Give Bradford	Leeds DEC Meanwood Valley Urban Farm West Yorkshire Citizens Wren Bakery
Private Sector	Supporters Boost Talent Brown & Brown Citu Group Ltd	Leeds Faith in Schools Leeds Building Society Leeds United Foundation	Mod-Con Designs Ltd Momentum Coaching Morley Glass & Glazing	National Poetry Centre Navigatr Q5 Partners Zarach

Special Advisors	<p>Jermaine Benjamin - Boost Talent</p> <p>John Bywater - Finance Consultant</p> <p>Dr Louise Ellis-Jones - Think EJ</p> <p>Anne Fell - AFEAC - Primary Education</p> <p>Graft - Performing Artist</p> <p>Dr Shaid Mahmood - HE and Communities</p> <p>Sir Frank McLoughlin - FE</p> <p>Paul Money QPM - LCC - Safer, stronger communities</p>	<p>Therese O'Sullivan - Primary Education</p> <p>Jamie Peacock MBE</p> <p>Ian Stokes - Ian Stokes Education Ltd</p> <p>Ruth Swailes - Independent Education Consultant</p> <p>Sally-Anne Greenfield - The Greenfield Connection</p> <p>Steph Taylor - Leeds Community Foundation and Give Bradford</p> <p>Annabel Tonge - Q5 Partners</p> <p>Jonathan Wilson - Citu</p>	<p>Ambassador Jamie Jones-Buchanan MBE</p> <p>Independent Chair Paul Brennan</p> <p>Chief Executive Officer Simon Flowers OBE</p> <p>Company Secretary Richard Lewis Ogden</p> <p>Chief Operating Officer Sam Hallas</p> <p>Finance Officer Joanne Vandenbrielle</p> <p>Communications Officer Harry Tidswell</p> <p>Director of Primary Development Emma Wraighte</p>
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IMAGE: AHEAD PARTNERSHIP



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 ACG

COMPANY SECRETARY

29/01/2025

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

Income & Expenditure Account	Year Ended 30 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 26.2.25 and signed on its behalf by

PAUL BRENNAN

Chair of Trustees



IMAGE: LIGHTHOUSE FUTURES TRUST

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.



LEEDS LEARNING ALLIANCE

INCLUSIVE | COLLABORATIVE | AMBITIOUS



AMBASSADOR MESSAGE

The most profound statement I heard last year was this: there are over five million individual parts in an aeroplane, yet not one of them can fly on its own. But when assembled with precision, they form something that defies gravity, something greater than the sum of its parts.

Leeds, too, has all the components it needs to take flight, and I see the Leeds Learning Alliance as the official airline. I believe Leeds is on the brink of becoming a hive of connection, collaboration, and cross-pollination. But we may be preparing for a journey with no pre-drawn flight plan, no established route, and no precedent to follow.

The solutions to many inequalities that exist may never have been seen or used before. It will take courage to set a values-based compass, driving everyone forward without a clear destination or a defined strategy to get there. It will require faith, hope, and exceptional leadership.

Perhaps, in this case, strategy is best described as a “philosophy of becoming.” During my two-year safari away from Leeds Rhinos, navigating different sectors - most with philanthropic intentions - the greatest turbulence I encountered was an inability for different industries to collaborate because:

- They speak different languages
- They move at different speeds
- They value and measure different outcomes

And yet, the LLA is becoming the glue, the stabilising force, the control tower guiding these diverse elements into alignment - attracting the right people with the right values to the hangar.

The overwhelming sense of peace I feel when immersed in an LLA domain is all the evidence I need to release the brakes, relinquish the fear of what can't be measured, and accept that we may never fully see the results of simply doing “the right things”.

CATCH, the Carr Manor Community Hub, the LLA Conference and Leaders' Breakfasts, and the people and organisations these venues attract all tell me one thing: we are cross-checked and ready for take-off (how good was the Youth Panel, by the way?).

Leeds has the potential to break through the clouds and reach new heights in 2025. Once this group truly connects, there will be no limit to how far we can go in creating real social change.



LEEDS LEARNING ALLIANCE

JAMIE JONES-BUCHANAN MBE
AMBASSADOR

MEMBERS



ASSOCIATE MEMBERS



SUPPORTERS

