

**Child-Centred** **Caring**  
**Family-Focused** **Nurturing**  
**Encouraging** **Enriching**  
**Empowering** **Passionate**  
**Inclusive**



Nexus Multi Academy Trust. A Private Ltd Company. Registered in England & Wales. Company Number: 10075893. Registered Office: Maltby Hilltop School, Larch Road, Maltby, Rotherham, S. Yorks, England, S66 8AZ. A charitable company.



2019 - 2020  
 PROSPECTUS



Learning together; to be the best we can be

**Child-Centred** **Caring**  
**Family-Focused** **Nurturing**  
**Encouraging** **Enriching**  
**Empowering** **Passionate**  
**Inclusive**



Published September 2019

Some of the information published may be subject to change throughout the course of the 2019-20 academic year., and is only accurate at the time of printing.

## Governor Competencies

The Government published a Governance Competency Framework in January 2017, which outlines the expectations for anyone in an education governance position as well as the additional duties of a Chair. All Nexus MAT governors must meet these standards.

The Governance competency framework includes the "7 Cs", which detail that individual governors should be:

**Committed:** Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves, and others, in order to create highly effective governance.

**Confident:** Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.

**Curious:** Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

**Challenging:** Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

**Collaborative:** Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.

**Critical:** Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness.

**Creative:** Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

Page 21

## Our Mission Statement

- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
- **Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.



## Welcome...

Nexus Multi Academy Trust was founded in 2016 and has the highest ambitions possible for everyone we work with.

The vision for Nexus is that we are constantly “**Learning together; to be the best we can be.**”

This vision is what we aspire to and is as relatable to every employee and partner of our Trust as it is to our children, young adults and their families.

In order to achieve our vision, we have the following mission statement:

- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
- **Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.

Underpinning our vision and mission statement are our core values. These have been defined by our workforce and governors and resonate with the values that all partners of Nexus hold.

We believe it is really important and that we are, in all the things we plan and do: **Inclusive; Child Centred; Family Focused; Caring; Passionate; Nurturing; Encouraging; Enriching and Empowering.**

We bring these high expectations to everything we do.

This prospectus holds key information about the Trust and signposts to all our academies and settings.

More information is available on our website [www.NexusMAT.org](http://www.NexusMAT.org). Please feel free to explore our web pages and learn more about us.



Warren Carratt  
Chief Executive Officer



Andrew Child MBE  
Chair of Nexus MAT  
Board of Directors

## Our Mission Statement

- **Our learners and their families are at the centre of what we do;**

empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.

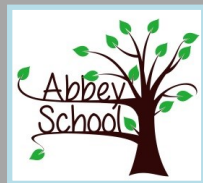
- **Our employees and partners are passionate about being the best that they can be;**

providing opportunities for enriched learning and pathways to employment and independence.

- **Our Trust is relentlessly focused on improvement;**

it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.

## Our open academies



**Abbey** is a special academy for pupils with moderate learning difficulties, based in Kimberworth, Rotherham. Abbey was graded as “Outstanding” in its last Ofsted inspection in 2019. Abbey offers provision for Key Stages 1—5 and has planned places for 140 pupils.



**Hilltop** is an all age special academy for children and young people with severe and complex needs, based in Maltby, Rotherham. Hilltop was graded as “Good” in its last Ofsted inspection in 2019. Hilltop offers provision for Early Years—Key Stage 5 and has planned places for 97 pupils.



**Kelford** is an all age special academy for pupils with severe and complex learning difficulties based in Kimberworth, Rotherham. It has a pupil roll of 110. Kelford was graded as “Good” in its last Ofsted inspection in 2019. Kelford offers provision for Early Years—Key Stage 5 and has planned places for 110 pupils.



**Pennine View** is a special academy for pupils aged 7 – 16 years with moderate learning difficulties, based in Conisbrough, Doncaster. It was rated as “Inadequate” at its last Ofsted inspection in 2016 and was a sponsored academy, converting on 1st April 2017. Pennine View offers provision for Key Stage 2—Key Stage 4 and has planned places for 120 pupils.



## Our Mission Statement

- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
- **Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.

## 7 Principles of Public Life

The 7 principles of public life apply to anyone who holds public office. This includes people who are elected or appointed to public office, nationally and locally, including anyone involved in a school or MAT governance role: Members, Directors and Governors. They were first set out by Lord Nolan in 1995 and are sometimes referred to as the "Nolan Principles". They are as follows:

### Selflessness

Holders of public office should act solely in terms of the public interest.

### Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try, inappropriately, to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

### Honesty

Holders of public office should be truthful.

### Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

## Our associate schools



**Coppice** is a special school based in Hatfield, Doncaster for children from EYFS to Key Stage 5. Coppice was graded as a "Good" school in its last Ofsted inspection in 2017. Coppice has planned places for 127 children and young people with a primary need of speech, language and communication difficulties. The majority of pupils have diagnosis of autism. Coppice became an associate school in September 2019 and is due to convert to become an academy by December 2019.



**Craggs** is a mainstream primary school based in Maltby, Rotherham for children from EYFS to Key Stage 2. Craggs was graded as "Good" in its last inspection in 2015. Craggs has around 460 pupils on roll. became an associate school in September 2018 and is due to convert to become an academy on 1st September 2019.



**Heatherwood** is a special a school in Doncaster for children from EYFS to Key Stage 5. Heatherwood was graded as "Outstanding" in its last Ofsted inspection in 2016. Heatherwood has planned places for 65 children and young people with profound and multiple learning needs and severe learning needs (with associated medical conditions). Heatherwood became an associate school in September 2019 and is due to convert to become an academy by 1st November 2019.



**North Ridge Community School** is a special school based in Adwick-Le-Street, Doncaster, for children from EYFS to Key Stage 5. NRCS was graded as "Requires Improvement" in its last Ofsted inspection in 2018. NRCS has planned places for 127 children and young people with severe learning needs. NRCS became an associate school in September 2019.

## Associate Schools

When a school applies to join Nexus Multi Academy Trust, it can take some time before the school legally joins the Trust and becomes an academy.

However, where any schools has decided it wants to become an academy and join a MAT, the governing body has made a big decision to commit the school's long term future to a partnership and as such it makes sense to start working closely together from that point forward.

That's why we have "associate schools", as these are maintained schools who have resolved to join Nexus. In the interim period whilst the legal process of academy conversion takes place, "associate" status provides a clearly defined framework for the Trust and the new school(s) to start working together more closely.



### Safeguarding

Nexus Multi Academy Trust and all our schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

When we recruit staff and volunteers we follow safer recruitment processes.

Our safeguarding procedures and practice mean that we can provide a safe place for children and young people to engage with us. We want the public to have confidence in the work we do for the most vulnerable children and young people in our society. Ensuring safeguarding runs as a golden thread through all that we do is part of building that confidence with the public.



**Ray Palmer** is a **Director** of Nexus MAT. Ray is a health and safety consultant with a wide range of experience gained whilst working in a variety of work environments. When appointed as a Magistrate in March 1998, Ray was the youngest Justice of the Peace in the Sheffield area. Ray has extensive experience of working in the public and the private sector and is a Registered Chartered Safety and Health Practitioner with Institute of Occupational Health (IOSH)

**Rachel Potts** is a **Director** of Nexus MAT. Rachel had a 36-year career in the NHS, working in both operational management and senior leadership roles. Rachel was Chief Operating Officer and more recently Executive Director of Planning & Governance at York CCG and has a wealth of relevant experience in all aspects of strategic planning, performance delivery, governance and leadership. Rachel has a Master's Degree in Health & Social Care and many of her successes in the NHS have involved taking a collaborative approach to working in a multi-agency way to deliver service improvements.



**Sue Shelley** is a **Director** of Nexus MAT and Chair of the Audit & Finance Committee. Sue has extensive experience of school governance in primary, special and secondary schools. Sue has regularly been involved in Headteacher recruitment, finance, staff disciplinary, Headteacher appraisal, curriculum, teaching and learning and capital projects. Sue has taught in secondary schools, 6th form and the prison service as well as leading Extended Services and Adult and Family Learning or Community Learning. Sue is also an experienced chair, having successfully led a local governing body.

**Warren Carratt** is **Chief Executive Officer** of Nexus MAT. Warren is an experienced senior leader who has worked across the public sector – in education, local government and for the NHS (nationally and locally). He has overseen strategic projects and partnership developments in the statutory sector; he has led and managed social care provision within a Children's Services context; and also has experience of leading strategic commissioning and workforce development.



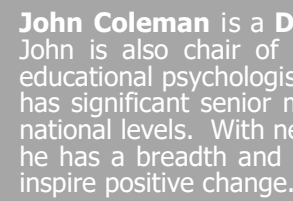
## Our Mission Statement

- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
- **Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.

## Nexus MAT Board of Directors



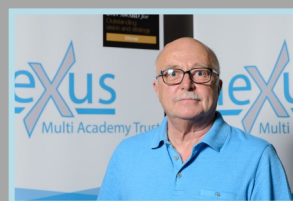
**Andrew Child MBE** is a **Member & Director** of Nexus MAT and **Chair of the Board**. Andy has a broad career spanning 40 years up to March 2014 working for a variety of UK government agencies and departments. As a National Leader of Governance, Andy has worked for a number of years with schools and Local Authorities to support other Chairs and Governing Boards in South Yorkshire on a range of initiatives.



**John Coleman** is a **Director** of Nexus MAT and **Vice Chair of the Board**. John is also chair of the Standards Committee. John has been a teacher, educational psychologist and advisor in all sectors of the education service, and has significant senior management experience at local authority, regional and national levels. With nearly forty years' experience within the education service he has a breadth and depth of experience to draw upon to help support and inspire positive change.



**Steve Booth** is a **Director** of Nexus MAT and chairs the Free School Project Board. Steve worked for 33 years in banking - including 10 years in senior management - prior to early retirement. From 2001 to 2008 he worked for the education charity Young Enterprise spending his final 3 years there as Chief Executive Officer prior to final retirement. Steve is also an experienced chair, having successfully led two local governing bodies.



**Peter Castleton** is a **Director** of Nexus MAT. Peter is a former Director of Social Work Studies at the University of Sheffield and has extensive experience of children's social work leadership and management. Peter published papers and has undertaken research in a wide range of social work related areas and has advised local and national government on strategy.



**Professor Nick Hodge** is a **Director** of Nexus MAT. Nick is Professor of Inclusive Practice in the Sheffield Institute of Education. Nick's research interests focus on the attitudinal and structural barriers that lead to disabled children and their parents and carers becoming marginalised, disempowered and excluded within the educational system. Much of Nick's work has involved challenging deficit led models of disability that mark children and young people as disordered and other. A critical element of his activity is ensuring that his research impacts on school practice.

## New "Free" Special Schools

In 2010 the Government changed the way new schools could be opened, stopping local authorities from doing this. Any new school that has opened since May 2010 has been called a "Free School", as these schools are "free" from local authority control. The Government directly funds the building of new "free" schools. Once open, a free school is legally an academy, and many schools drop the term "free" as this can be quite confusing for children and families.

In 2018 Nexus MAT was awarded the contract to open two new special "free" schools: one in Doncaster and one in Sheffield.

The Doncaster special school - Bader Academy - will serve 100 children and young people with Communication and Interaction Difficulties and Autistic Spectrum Condition, aged 5—19. It is currently planned to open in 2020 and is planned to be sited in Edenthorpe, near Hungerhill School.

The Sheffield special school - Discovery Academy - will serve 80 children and young people with Social, Emotional and Mental Health (SEMH) needs and/or Autistic Spectrum Condition, aged 7—16. It is currently planned to open in 2021 and is planned to be sited next to Norfolk Park, Sheffield, on the old Norfolk Park School site.

The respective Councils (Doncaster and Sheffield) are responsible for building the new schools and upon completion these will be handed over to Nexus MAT.

The Trust has established a Free Schools Project Board which oversees the work of the Project Manager and ensures that the schools are on track to open successfully by the planned dates. This project board is chaired by a Nexus MAT Director with officers attending from the local authorities involved, the Department for Education, the Education & Skills Funding Agency and Nexus MAT, as well as other identified stakeholders.

## Extended Services

In addition to overseeing the running of our academies, Nexus MAT also provides other services.

We are commissioned by Rotherham Council to deliver an extended services offer for children and families in the Rotherham Borough.

We are commissioned to deliver after school and holiday provision to children and young people with Profound and Multiple Learning Difficulties (PMLD) and children with complex needs as a result of Autistic Spectrum Condition (ASC).

In most instances, activities are delivered via our academies and our academy staff.

More information can be accessed on the Nexus MAT website.

## Our Mission Statement

- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
- **Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.

## MAT Collaborative School Improvement (CSI) Framework

The vision for Nexus Multi Academy Trust is to be constantly improving as an organisation; celebrating success and **“Learning together; to be the best we can be”**. We have a “learning culture” built on the principles of appreciative enquiry, which promotes creativity and innovation in our workforce.

To bring cogency and coherence to our pursuit of ever improving provision, we have published our Collaborative Schools Improvement Framework which details how we will be “relentless in our pursuit of ever improving outcomes for all children”.

Every academy in Nexus has its own self-evaluation and school improvement plan, which provides detailed information on the profile of the school and the improvement priorities which are moving the school forward. A level above this, we have our MAT Dashboard which drives Trust decision making and establishes lines of enquiry for further research, development and improvement.

The accepted norm for all schools in Nexus is that provision is at least good, and is constantly moving forward to be better.





## Our Mission Statement

- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
- **Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.

## Members

Members meet, on average, 3 times per year, with one these meetings being the Trust's Annual General Meeting (AGM).

## Trust Board of Directors

The Trust Board of Directors meet at least 6 times per year. The Trust Board has a Chair and Vice Chair, and also has an Audit & Finance Committee; a Standards Committee; and a Headteacher/LGB Chairs Advisory Committee.

## Local Governing Body

Each academy has a Local Governing Body which meets 3 times per term. LGBs have delegated responsibilities from the Trust Board, and are the eyes and ears of governance of a school. Local Governing Bodies have a Chair, Vice Chair and link governors.

## Academy Local Governing Bodies

Within the MAT, each academy has its own Local Governing Board which we refer to as a 'Local Governing Body' ('LGB'). These have a similar status to committees of a maintained Governing Body and the only powers they have are those that are delegated to them by the Board. This is formalised in the Nexus MAT Scheme of Delegation.

The ability to delegate additional responsibilities or remove responsibilities is not static and the level of delegation can be reviewed to meet changing circumstances.

For example, if a school was judged by Ofsted to be 'Good' after previously being judged 'Inadequate', it might be appropriate for the LGB to be given more delegated powers by the Board.

All LGBs must have a minimum of 2 parent governors at any one time.

# The BIG 3

At Multi Academy Trust level we have agreed our "Big 3" outcomes which drive our school improvement activity. These are:

- **All our children and young people enjoy their learning and make at least good progress.**
- **All our children and young people are responsible citizens who actively contribute to society.**
- **All our academies are continually improving the quality of our provision.**

The Standards Committee of the Trust Board oversees progress made within our CSI Framework, alongside the scrutiny and challenge provided by individual academy Local Governing Bodies.

## Trust Leadership

The Trust has a Board of Directors and each academy has its own Local Governing Body. This tier of leadership is called "governance".

The Trust Board have overall responsibility for the Trust and its constituent academies. However, some of these accountabilities are delegated to Local Governing Bodies, as per the Nexus Scheme of Delegation.

The Trust employs a central team, which is responsible for supporting the Chief Executive Officer to ensuring the MAT fulfils all of its legal and moral obligations .

Each academy employs a Headteacher who is line managed by the Trust Chief Executive and held to account by their Local Governing Body.

Each academy has its own "Senior Leadership Team" which includes Headteachers, Deputy and Assistant Heads as well as the School Business Manager.

## Our Mission Statement

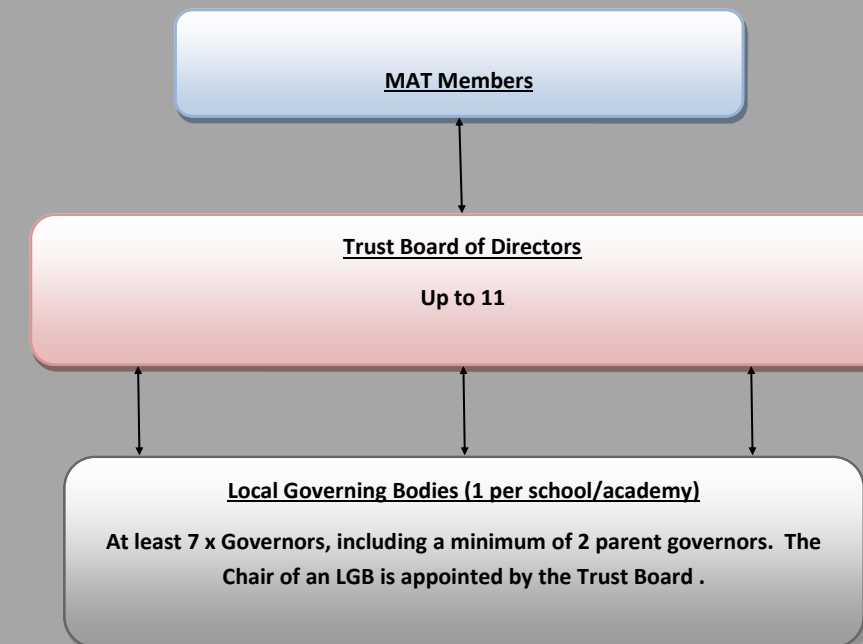
- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
- **Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.

## Strategic Objectives

We have a published strategic plan which outlines how we anticipate our Trust will grow and develop over the next 5 years. In developing this plan, the Trust has identified seven key areas through which we will grow and develop:

- 1. Increasing quality of provision from all our schools;** every academy in Nexus must be on a journey of continual improvement, aspiring for excellence year-on-year. The wider Trust will do all it can to ensure that we are enabling and investing in rapid, effective and sustainable school improvement in all our schools.
- 2. Sponsoring and improving schools in need of help and support;** where a local authority maintained school is judged to be inadequate, it will be served with an Academy Order and must be sponsored by another Multi Academy Trust. Nexus has "sponsor" status and, therefore, we have a responsibility to bring schools into our Trust which require intervention to enable rapid improvement.
- 3. Developing new partnerships;** as we mature, developing new "critical" partnerships is essential if we are to succeed in the delivery of the rest of our strategic objectives. New partnership developments include: more schools joining the Trust; developing high-trust relationships with commissioners; strengthening our CPD provision, and establishing formal enterprise links and a wider service offer.

## Nexus MAT Structure



**Trust Board of Directors (TBoD):** In all Academy Trusts, the individuals appointed to challenge and scrutinise the strategic direction and day to day running of the company by the Chief Executive Officer, have three functions:

- They are Directors - because the MAT is a company, and;
- They are Trustees - because the MAT is a charity, and;
- They are Governors - because the MAT is responsible for running the schools

This can be very confusing as the documentation used to set up the Academy Trust and the Department for Education guidance for Academies uses these three titles interchangeably, depending on the context. In Nexus, this role is simply called 'Director'. Directors are made up of a diverse range of individuals. The Members will always appoint Directors.

## Declaration of Interests

All governors (and staff) should promptly declare any business interest and these declarations should be included in the Register of Business and Pecuniary Interests.

This register should be referred to prior to the commencement of contracting procedures for all contracts and/or tenders. All potential conflicts of interests should be identified and any governor or employee with any potential conflict should distance themselves from any decisions.

The award of any contract that may benefit staff, governors, or their immediate family should be formally minuted by governors to ensure transparency.

All Members, Directors and senior leaders must also declare any close family connections with senior employees in other organisations e.g. if their spouse is a Director of a building company.

## Our Mission Statement

- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
- **Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.

## MAT Governance

Schools which convert to Academies under the Academies Act are run by companies limited by guarantee called 'Academy Trusts'. Where more than one school is part of an Academy chain, this is termed a "Multi Academy Trust" or MAT for short. Like any other company, a MAT is registered with Companies House. The MAT is also an exempt charity, which means that it is not registered with the Charity Commission but must abide by charitable law.

When a school joins a MAT all employees transfer over to the employment of the Trust (not the individual school), with every constituent school in a Trust being its own legal "department". In the same way that local authorities have responsibility for state schools the MAT is the "parent" employer for all employees in any academies which are part of a MAT and is ultimately accountable for the performance of each school.

Like all companies, the MAT has 'Articles of Association' ('Articles') which are the rules that govern the running of the company. The Articles set out the Objects (or purpose) of the company. All MATs have at least one Object, which is:

**To advance for the public benefit education in the United Kingdom by establishing, maintaining, carrying on, managing and developing a school(s) which shall offer a broad and balanced curriculum.**

**Members** are the equivalent of shareholders in a company limited by shares. They are the 'guarantors' of the company and promise to pay £10 towards the debts of the company in the event that the MAT is wound up.

The members of the MAT have a different status from the directors. The members are the subscribers to the trust's memorandum of association, as are any other individuals permitted to become members under its Articles of Association. Members have an overview of the governance arrangements of the Trust and have the power to appoint directors (who are also trustees) and remove them.

Members should not interfere with the day to day operation of the Trust or approach Directors or the Headteacher, on an individual basis, in their role as a Member outside of formal meeting settings. The Chair of the Trust Board of Directors must also be a Member.

**4. Creating new school provision to meet emergent need;** new Free School provision which better meets the needs of children, families and communities.

**5. Enhancing pathways for 19+;** the Children & Families Act 2014 sets the precedent for better, more integrated pathways from children's to adults' services which we aim to shape and deliver by working with adult social care commissioners and families.

**6. Establishing residential provision for our most complex pupils;** we know that, in the region, local authorities have insufficient supply of specialist long-term provision for children with highly complex needs. We will use our expertise to develop the offer of provision to help ensure more children have the option to live and learn in their home borough.

**7. Ensuring a financially viable and sustainable Multi Academy Trust ;** executive management, Directors and Members have a legal duty to manage the Trust's finances responsibly.

## Raising a concern

As a public funded organisation, governors and employees of Nexus MAT must ensure that they operate in an open, honest and transparent manner at all times.

Where anyone suspects this is not the case, then the Chief Executive Officer must be informed and has a duty to respond.

Where there is a concern about the conduct of the Chief Executive Officer, this should be referred to the Chair of the Trust Board.

Where there are concerns about systemic failings across the Trust, concerns should be referred directly to the Education and Skills Funding Agency.

More guidance can be found at [www.gov.uk/government/organisations/education-and-skills-funding-agency](http://www.gov.uk/government/organisations/education-and-skills-funding-agency)

# nexus

Multi Academy Trust

