



5 YEAR STRATEGIC PLAN

2017—2022

Learning together; to be
the best we can be

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

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Foreword

Nexus Multi Academy Trust was founded in 2016 and has the highest ambitions possible for anyone and everyone we work with. The vision for Nexus is that we are constantly **“Learning together; to be the best we can be.”**

The Children & Families act (2014) changed the landscape of provision for children with special educational needs and disabilities (send). The special educational needs (personal budgets) regulations 2014 (Statutory Instrument No 1652) which came into force on 1st Sept 2014 means there is now a legislative framework opening the door for children and families to take control of services so that they best meet their needs. The Health Regs (2013) and the Care Act (2014) also open up new pathways for person centered provision built around need.

However, we know that take up of personalised budgets is low. At Nexus, we believe that we have a key role to play in helping affect that holistic change by supporting families to make informed choices with confidence and conviction.

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, they are embedded in our culture and our delivery and we are really excited to work with partners who share this ethos.

We believe that the potential for our children to achieve is inherently linked with their social development, and that – whilst there are services available for our children beyond the offer from our schools – the experience of each child is consistently inconsistent. There is no over-arching strategy in place to link services together and ensure that the education, health and care planning for a child is making a real difference to their lives. Nexus Multi Academy Trust believes that we can bridge that gap. The Strategic objectives set out in this 5 year plan will help to drive whole scale system change to ensure our children and families have an integrated service and a range of choices available to them including:

- access to high quality provision from all of our schools;
- access to new SEND provision;
- access to high quality post 19 provision and pathways, and
- excellent local residential provision for our most complex pupils.

We have a strong belief in the value of lifelong learning. Our staff are the best resource we have and it is our privilege to be involved with such courageous, committed and child centred individuals. It is with and through them that we will make our vision a reality. Welcome to our 5 Year Strategic Plan, welcome to Nexus.



Andy Child MBE
Trust Board Chair



Warren Carratt
Chief Executive Officer

Vision & Values



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.

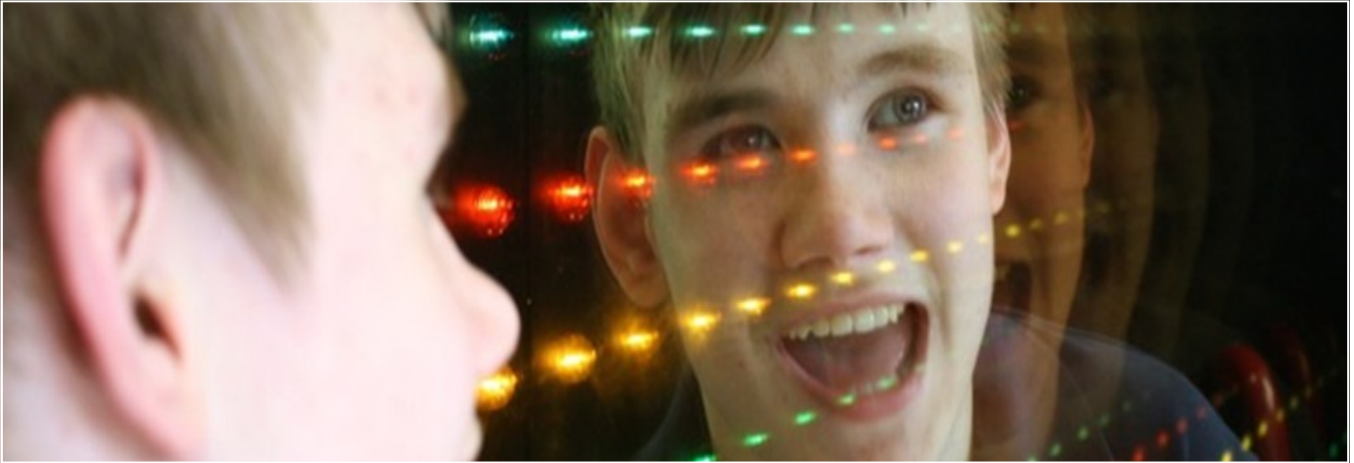
- **Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
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Underpinning our vision and mission statement are our core values:



These have been defined by our workforce and governors and resonate with the values that all partners of Nexus hold.



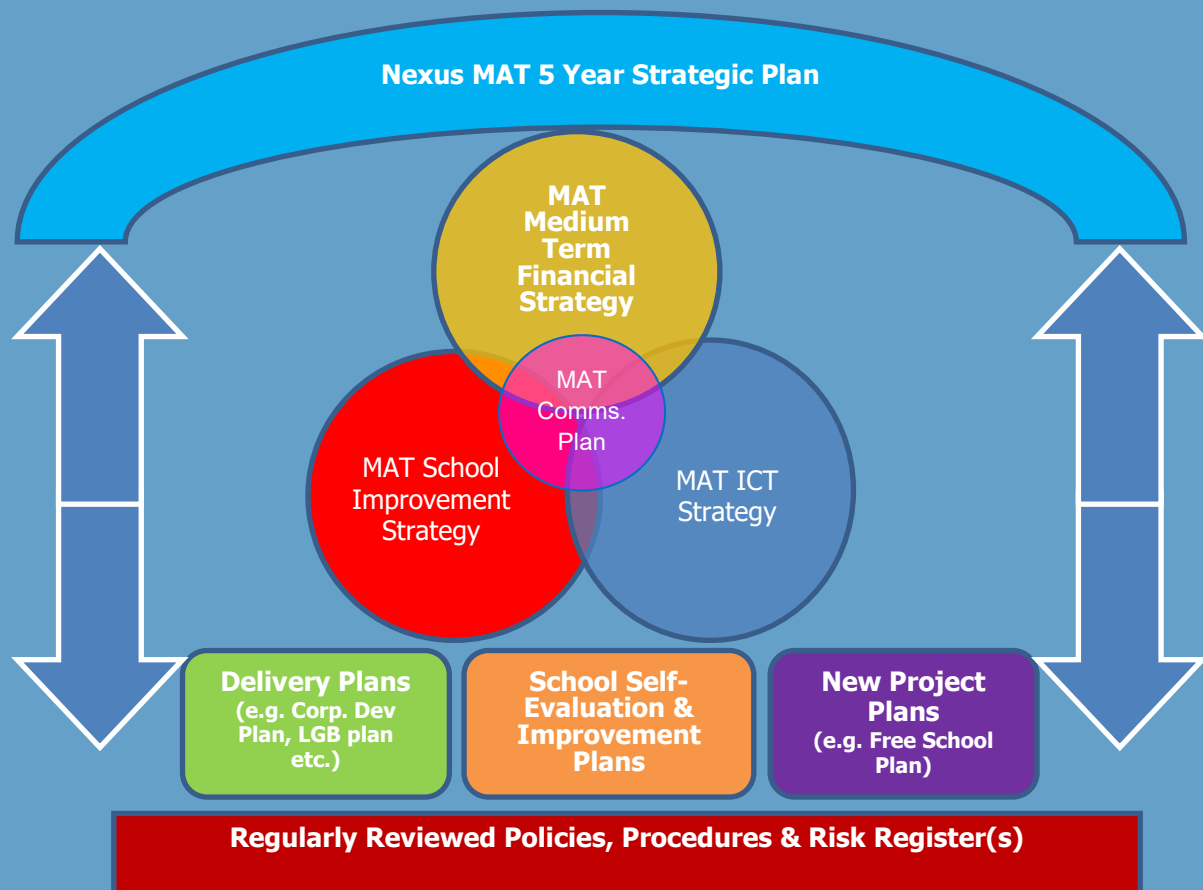


Strategic Objectives

The Nexus MAT Board have agreed seven key strategic business objectives for Nexus which will steer our growth and development over the next 5 years. These are:

- **Increasing quality of provision from all our schools;**
- **Sponsoring and improving schools in need of help and support;**
- **Developing new partnerships;**
- **Creating new school provision to meet emergent need;**
- **Enhancing pathways for 19+ provision;**
- **Establishing residential provision for our most complex pupils, and**
- **Ensuring a financially viable and sustainable Multi Academy Trust**

We have a range of strategies which link to our 5 Year Strategic Plan, as per the following:





In developing integrated provision that is truly astonishing, we believe this cannot be achieved without the following characteristics:

- Inspirational leadership and management;
- The highest quality teaching;
- Safe and happy schools;
- Supportive and nurturing staff;
- Partnerships which allow children to achieve beyond the school environment;
- Learning together; to be the best we can be.

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Turning strategy into action

It is essential that our strategic planning is realised through effective operational delivery.

As the relationship map (previous page) is intended to represent, there are a collection of strategies and associated delivery plans which guide the work of the Trust and our constituent schools.

Our approach to managing change is on a “programme management” basis, where each area of work has its own “tightly gripped” plan.

For example, where the Trust is successful in bidding to open a free school, then there will be an associated action plan with very clear and detailed actions which will ensure that we deliver on time; on budget; and to a high quality.



The following sections outline the broad success criteria for each strategic objective over the next 5 years.

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Strategic Objective 1: Increasing quality of provision from all our schools

Why is it important?

Every school 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.

Indicators of Success: Year 1 - 2	Year 2 - 4	By Year 5
A MAT School improvement strategy is in place	Strategy connects to all Academies' School Improvement plans 	
Each Academy within the Trust has accurate self-evaluation	We use leaders across our Trust to provide peer view and challenge of self-evaluation and improvement plans.	We will establish a network of external "audit" partners from good and/or outstanding schools to test our capacity to self-asses and plan stretching improvement targets.
Development of KPI Dashboard to track continuous improvement targets	Our MAT will adopt a culture of high expectations using benchmarking and set demanding targets.	We will use shared recording systems and information analytically to measure the impact of interventions, approaches and plans based upon outcomes.
Pupil voice informs practice and School Improvement Planning.	Parents, carers and stakeholders have a strong voice and influence the work of the schools.	Our schools have a strong representation at networks and forums relating to enterprise and employability.
Introduce consistent LSA/TA standards across the MAT	We will deploy middle and senior leaders as SLE's and peer support advisors in areas of expertise across the Trust.	All middle leaders will complete NPQML. All senior leaders will complete NPQSL.
Increased participation rates for accredited CPD courses	Increasing Year on Year 	

Which strategies and plans will deliver action?

MAT School Improvement Strategy	Medium Term Financial Strategy	ICT Strategy
<ul style="list-style-type: none"> MAT School Improvement Action Plan Prevention & Intervention Framework School Improvement Plans LGB and Standards Committee Work Plan 	<ul style="list-style-type: none"> School 3 year budget plan 	<ul style="list-style-type: none"> ICT Operational Plan

MAT Lead Officer(s): Head of School Improvement

Strategic Objective 2: Sponsoring and improving schools in need of help and support

Why is it important?

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 requires intervention to enable rapid improvement.

Indicators of Success: Year 1 - 2	Year 2 - 4	By Year 5
Sponsorship of 1 -2 inadequate special schools/ Academies in the local area	Sponsorship of 2 - 3 special or mainstream schools/Academies in the wider sub-region	Sponsorship of 3 - 5 schools/Academies of any type in the wider region
Respond to emergent requests for sponsorship by the RSC and LAs	Work with the RSC and/or LAs and other MATs to identify instances of sponsorship proactively	Work with the RSC and/or LAs other MATS to prevent the need for sponsorship by providing early support an intervention of schools of concern


Which strategies and plans will deliver action?

MAT School Improvement Strategy	Medium Term Financial Strategy
<ul style="list-style-type: none"> • MAT School Improvement Action Plan • Prevention & Intervention Framework • School Improvement Plans • LGB and Standards Committee Work Plans 	<ul style="list-style-type: none"> • Protected resource for School Improvement in the MAT budget plan

MAT Lead Officer(s): CEO
Head of School Improvement



Strategic Objective 3: Developing new partnerships

Why is it important?		
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. Co-production provides a range of extended services for children and families ensuring effective use of personalised budgets.		
Indicators of Success: Year 1 - 2	Year 2 - 4	By Year 5
The Trust has established formal relationships with 2 – 3 local commissioners across Education, Health & Care.	The Trust has strategic partnerships with Local commissioners of Education, Health & Care in the wider sub regional area.	The Trust has strategic partnerships with Local commissioners of Education, Health & Care in the regional area.
The Trust has effective links with one or more Teaching School Alliances	The Trust is working towards becoming a Centre of Excellence for School Workforce development at all levels	The Trust is a recognised Centre of Excellence
The Trust has become a provider of choice for other schools in regard to specific training and CPD provision	Improved CPD provision  Enhanced CPD provision	
The Trust has formal partnerships with other MATs and schools to enable robust self-assessment and improvement	The Trust has a commissioning model in place which facilitates cutting edge MAT improvement strategies to be developed	The Trust Commissioning model is enabling and evidencing sector leading self - improvement
At least 2 good or outstanding schools have joined Nexus MAT	Further 2 schools have joined the MAT	A Further 2 schools have joined the MAT
The Trust is seen as a local leader in helping to shape the MAT landscape	The Trust is seen as a Regional leader in helping to shape the MAT landscape	The Trust is seen as a National leader in helping to shape the MAT landscape
The Trust has formal relationships with established enterprise partners	The Trust and formal Enterprise partners have co-produced new pathways into employment for young adults with SEND in the local region	The Trust and formal Enterprise partners have co-produced new pathways into employment for young adults with SEND in the wider region
Which strategies and plans will deliver action?		
MAT School Improvement Strategy	Medium Term Financial Strategy	MAT ICT strategy
<ul style="list-style-type: none"> MAT School Improvement Action Plan 	<ul style="list-style-type: none"> 3 year central MAT budget plan will ensure resourced central MAT that can invest in new partnership developments 	<ul style="list-style-type: none"> Modernisation of ICT portfolio enables greater reach and sharing of information
MAT Lead Officer(s): CEO Head of School Improvement		

Strategic Objective 4: Creating new school provision to meet emergent need

Why is it important?		
New Free School provision will better meet the needs of children with special educational needs and disabilities.		
Indicators of Success: Year 1 - 2	Year 2 - 4	By Year 5
The Trust is in the process of opening at least 1 Free School in the local area	The Trust has opened 1 Free school and is in the process of opening 1 – 2 more in the sub region in response to defined need	The Trust is working with Regional commissioners to open Free Schools to meet need across the region in response to defined need
Nexus Academies have re-designated where an increased offer can help meet local need	Co-located provision with other schools and settings increases opportunities for children to be included in mainstream education	The Trust and its partners are providing sector-leading services and support for other schools and settings in the wider region
Which strategies and plans will deliver action?		
MAT School Improvement Strategy	Medium Term Financial Strategy	
<ul style="list-style-type: none"> • MAT School Improvement Action Plan • Corporate Development Plan 	<ul style="list-style-type: none"> • Fully costed project plan 	
MAT Lead Officer(s): CEO CFO Head of School Improvement		



Strategic Objective 5: Enhancing pathways for 19+ provision

Why is it important?		
Working with adult social care commissioners, the Children & Families Act 2014 sets the precedent for better, more integrated pathways from children's to adults' service. We will act as a delivery agent for this and offer new services so that we can better meet the needs of our young people as they become young adults and realise their potential as active citizens.		
Indicators of Success: Year 1 - 2	Year 2 - 4	By Year 5
Working with local commissioners and Adult Social Care to scope what a viable Adult services offer would be for our most vulnerable learners	Implementing the offer for our own children and young people	Extending the offer beyond our own children and young people.
Work in partnership with the Clinical Commissioning Group (CCG) to scope how the MAT can develop its service offer in response to the Transforming Care Initiative	Implementing the offer for our own children and young people	Extending the offer beyond our own children and young people.
The Trust has reviewed options for how to create Employment and/or training opportunities for Young Adults with SEND aged 19 - 25	Pathfinder introduced	The Trust has a sustainable model for Employment and/or training opportunities for Young Adult with SEND aged 19 - 25
Which strategies and plans will deliver action?		
MAT School Improvement Strategy	Medium Term Financial Strategy	
<ul style="list-style-type: none"> Corporate Development Plan MAT Improvement Action Plan 	<ul style="list-style-type: none"> Project Plan for new business/new service 	
MAT Lead Officer(s): CEO		



Strategic Objective 6: Establishing residential provision for our most complex pupils

Why is it important?		
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.		
Indicators of Success: Year 1 - 2	Year 2 - 4	By Year 5
The Trust has developed strategic partnerships with local children's Social Care Commissioners to co-produce residential provision for the top 5% most complex/difficult to place LAC	The Trust has a residential offer which is affordable, sustainable and of high quality in the local area. Develop and implement Social Care Strategy	Residential provision offered by the Trust is connected into Regional commissioning Frameworks with a Growth Plan commensurate to need and sustainability of high quality provision
The Trust has developed strategic partnerships with local Adults' Social Care Commissioners to explore transition of residential provision children to be lifelong once they reach Adulthood.	Established Children's Residential Care is re-designated for Adult provision along with the agreed needs of transitioning Young People to Adulthood, built around a "lifelong learning" approach.	The Trust has a residential offer which is affordable, sustainable and of high quality in the local area.
Which strategies and plans will deliver action?		
MAT School Improvement Strategy	Medium Term Financial Strategy	
<ul style="list-style-type: none"> Corporate Development Plan 	<ul style="list-style-type: none"> Project Plan for New services 	
MAT Lead Officer(s): CEO		



Strategic Objective 7: Ensuring a financially viable and sustainable MAT

Why is it important?

Executive management, Directors and Members have a legal duty to manage the Trust's finances responsibly. Beyond this, we have a moral responsibility to ensure that every penny we spend is in the pursuit of better services for the children we work with and the wider public we serve. We will meet all our legal and moral obligations and be an open and transparent Trust at all times, taking the hard decisions to ensure value for money, regularity and propriety are self-evident at all times.

Indicators of Success: Year 1 - 2	Year 2 - 4	By Year 5
The Trust has a detailed 3 year medium-term financial strategy in place for each school linked to a fully costed school improvement plan.	The Trust aims to reduce the Top slice for all of the Academies to ensure as much funding as possible is passed on to each school.	The Trust aims to further reduce the Top slice for all of the Academies whilst ensuring a financially viable and sustainable MAT.
The Trust has a Reserves Policy in place with sufficient reserves to mitigate areas of high risk across the Trust.	Reserves of 2-5% are secured	Reserves of >5% are secured together with investment strategy outlining priorities
To set a budget for expenditure of money to support MAT wide School Improvement initiatives.	Rolling programme of continuous improvement ensuring high risk areas identified by Audit and Finance Committee are addressed. The Trust has fully audited annual accounts published in line with EFA requirements and the funding agreement with the Secretary of State.	
Increasing efficiencies through better ways of working following a review of systems and processes e.g. reviewing areas of high cost to reduce and/or rationalise spend.	Restructuring of back office functions across all of the Academies to drive efficiencies, ensure VFM and ensure they are fit for purpose in new corporate context.	Rolling programme of continuous improvement aligned to growth plan to ensure model continues to be sustainable.
Ensure staffing structures are affordable, sustainable and fit for purpose. Ensure School Improvement Plans are costed, affordable and sustainable	Developing our people – to ensure suitably qualified/skilled staff throughout all finance and School Improvement functions.	Rolling programme of continuous improvement of our people ensuring skills are up to date & latest systems and processes.
Increase/maintain pupil numbers to maximise funding. Negotiate with LAs to ensure Top up funding is secured.	Identify additional funding streams where appropriate and bid for additional revenue	Employ a bid writer with aim of them being 'cost neutral' and securing a number of successful bids to enable investment
Ensure Capital/Premises Development plans are fully costed and in place for each school within our Trust.	Identify additional funding streams and bid for additional Capital funding (e.g. via CIF).	Bid through the Priority Build programme for rebuilds for Hilltop, Abbey and Kelford.
Procured services have been reviewed (HR, Payroll, Accountancy, FMS etc.) with re-commissioning undertaken	There is comparable financial data with other schools nationally of same designation which allow for accurate benchmarking.	Rolling programme of Continuous Improvement using Benchmarking and self-review to drive further efficiencies
Make the most of our sites through identifying opportunities for lettings	Continue to develop our Academy sites through securing other funding streams appropriate to their individual characteristics or local priorities.	

Which strategies and plans will deliver action?

MAT School Improvement Strategy	Medium Term Financial Strategy	ICT Strategy
<ul style="list-style-type: none"> Costed School Improvement Plans Corporate Development Plan 	<ul style="list-style-type: none"> Audit & Finance Committee work plan Costed Project Plans Capital Investment Plan 	<ul style="list-style-type: none"> Costed ICT Plan Costed Communications Plan

MAT Lead Officer(s): CEO
CFO

Our schools



Abbey School
Inspire, Believe, Achieve

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.

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Abbey is a school for pupils with moderate learning difficulties, based in Kimberworth. Abbey was graded as "Good" in its last Ofsted inspection in 2016.

It has a pupil roll of 90 with plans to include KS1 and post 16 provision which, if approved, will increase the pupil roll to 120 by Sept 2017. The school's vision is:

To be the 'unrelenting family champion' as an outstanding partner within a thriving learning community.

To apply inspirational, visionary and exceptionally strong leadership and governance. To demonstrate exceptional teaching, within the very best learning environment, embracing new and existing technologies and one that enables all students to make good progress.

To provide an engaging, personalised, relevant and challenging curriculum which provides meaningful progression and transitions to the next stages of learning and life. This will mean offering Post-16 opportunities, whenever appropriate, to those who would benefit.

To exist as a beacon for learning that promotes a sense of belonging, ambition and pride.

A safe and happy community which values the voice of pupils and contribution of all.

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Hilltop is an all age special school for children and young people with severe and complex needs, based in Maltby. Hilltop was graded as "Good" in its last Ofsted inspection in 2013.

The school are passionate about providing the best quality of education and care for all of their pupils and put them at the centre of everything they do. Their vision is:

- We want all our young people to be valued, visible and fully included in our community and in the communities where they live. We want them to be active and responsible citizens.
- We want all our young people to be 'the best they can be'.
- We want them to be confident and successful learners who are proud of their achievements.
- We want them to be safe, healthy and happy.
- We want all our young people to have strong and influential voices and have the confidence and ability to make good choices and decisions.
- We want them to be fully prepared for the next stage of their lives.



Hilltop School

Nexus Multi-Academy Trust Special School 2-19 Years



Kelford School

Where Every Child is Special

Kelford is an all age special school for pupils with severe and complex learning difficulties based in Kimberworth. It has a pupil roll of 102. Kelford was graded as "Good" in its last Ofsted inspection in 2015.

The school are passionate about providing the best quality of education and care for all their pupils and put them at the centre of everything they do. The school's vision is:

- We want all our young people to be valued, visible and fully included in our community and in the communities where they live.
- We want them to be active and responsible citizens.
We want all our young people to be 'the best they can be'. We want them to be confident and successful learners who are proud of their achievements.
- We want them to be safe, healthy and happy. We want all our young people to have strong and influential voices and have the confidence and ability to make good choices and decisions.
- We want them to be fully prepared for the next stage of their lives.



Our schools...

Pennine View is a school for pupils aged 7 – 16 years with moderate learning difficulties, based in Conisbrough in Doncaster. It has a pupil roll of 121. It was rated as 'Requires Improvement' at its last Ofsted inspection in 2016.

The Trust agreed to sponsor the school in late 2016. Their vision is to provide a safe, secure and happy environment for everyone; a place where pupils will achieve their fullest potential, so that they are prepared for their future and valued as individuals; a place where everyone feels valued and welcome

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Our Partnerships

No school can exist in isolation, and no Multi Academy Trust can thrive without having a wide range of partners. Families; social care and other children's and adult services; the health service; employers and other schools and settings: our partnerships help us improve ourselves as much as they allow us to influence others and help secure the best offer for our children. As the Trust grows and develops so our partnerships will expand. We are a Trust that values partnerships, something that requires balance between, and empowerment of, all parties.

Our partnerships aren't conditional on being a part of our Trust; the only condition is that our partnership work has a positive impact on the lives of children and families. In this spirit, we are open to any and all conversations with schools, organisations and individuals who want to work with us. Whether that's about a school joining the Trust; working with us collectively; or working with a school or a child individually. Outward looking and opportunity seizing is what Nexus are all about.

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Department for
Education

Education
Funding Agency

NHS

Our
communities



Local Authorities

Ofsted

Other Schools
and other MATs

Children &
Families

Equality & Diversity

Since the Equality Act 2010 came into effect in April 2011 it is good practice for each school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

As a Trust we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



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The Academies Financial Handbook is published by the Education Funding Agency to outline the legal duties on all Multi Academy Trusts. The Handbook also details the legal duties on the statutory roles required in every MAT: the Chief Executive Officer ("accounting officer") and the Chief Finance Officer. The standards expected of all public services are set out in the Treasury's 'Managing Public Money' document. These standards are: honesty, impartiality, openness, accountability, accuracy, fairness, integrity, transparency, objectivity and reliability carried out in the spirit of, as well as to the letter of, the law in the public interest to high ethical standards achieving value for money.

The Chief Executive Officer must be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly:

- **Value for money**
- **Regularity**
- **Propriety**

The Chief Executive Officer must complete and sign a statement of compliance in these 3 areas each year and submit this to the Education Funding Agency with the audited accounts of the Trust.

Value for money is a key concept. It means securing the best mix of quality and effectiveness for the least outlay over the period of use of the goods or services bought. It is not about minimising up front prices. Whether in conventional procurement, market testing, private finance or some other form of public private partnership, finding value for money involves an appropriate allocation of risk.

As we grow, we will have a plan to use our resources on an affordable and sustainable path, within agreed limits and we will carry out procurement and project appraisal objectively and fairly, using cost benefit analysis and generally seeking good value for the Exchequer as a whole. Finally, we will use management information systems to gain assurance about value for money and the quality of delivery and so make timely adjustments.

Continuous improvement

Continuous Improvement for Nexus is about becoming and remaining the best in our field in the best interests of the children, young people and families we serve. We want to constantly improve our position by improving quality, efficiency, innovation, culture, or any other component that is vital to our service; whilst at the same time recognising that continuous improvement is a significant part of business as usual and not separate from it. To continuously improve there has to be continuous change, but we will not change for the sake of change, instead we will only change when we can clearly articulate the case for it.

As a Trust, we have a MAT corporate development plan which is one component of our MAT School Improvement Strategy, based on a toolkit developed by the Regional Schools Commissioner in the South-West. This toolkit allows us to self-assess our maturity in 9 key areas which—once fully realised—should be the indicators of a soundly governed Multi Academy Trust.

However, our core business is teaching and learning. Whilst effective corporate governance should be enabling of this, it is not in and of itself what we aspire to achieve. Better outcomes for children and young people are what we are all about.

To bring cogency and coherence to our pursuit of ever improving provision, we have published our MAT school improvement strategy, which details how we will be “relentless in our pursuit of ever improving outcomes for all children”. Every school in Nexus has its own self-evaluation and school improvement plan, which will provide detailed information of the profile of the school and the improvement priorities which are moving the school forward. The accepted norm for all schools in Nexus is that provision is at least good, and is constantly moving forward to be better.



Measuring & managing our performance: The Big 5



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At Multi Academy Trust level, the “**big five**” performance priorities we will constantly review and challenge have been determined because we believe they are the 5 performance indicators which give us the clearest line-of-sight on the quality of teaching and learning in our schools:

- 1. All children are making at least expected progress;**
- 2. More children are making above expected progress year on year;**
- 3. 100% of teaching is assessed as being at least “Good”;**
- 4. Pupil attendance is in line with the national average or higher;**
- 5. All pupils achieve a positive post-school transition.**

We have developed a High Level Dashboard which helps the Trust Board to manage our performance through reviewing a range of Key Performance Indicators (KPIs). Many of the KPIs in the Dashboard mirror the Indicators of Success as outlined in our Strategic objectives.

The Trust Board of Directors meets at least 6 times per year and holds the Trust Executive to account. The Trust also has an Audit & Finance Committee and a Standards Committee. Each school has a Local Governing Body which meets 3 times per term.

Local Governing Bodies 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 for Safeguarding and Wellbeing, Teaching & Learning, and Leadership & Management.

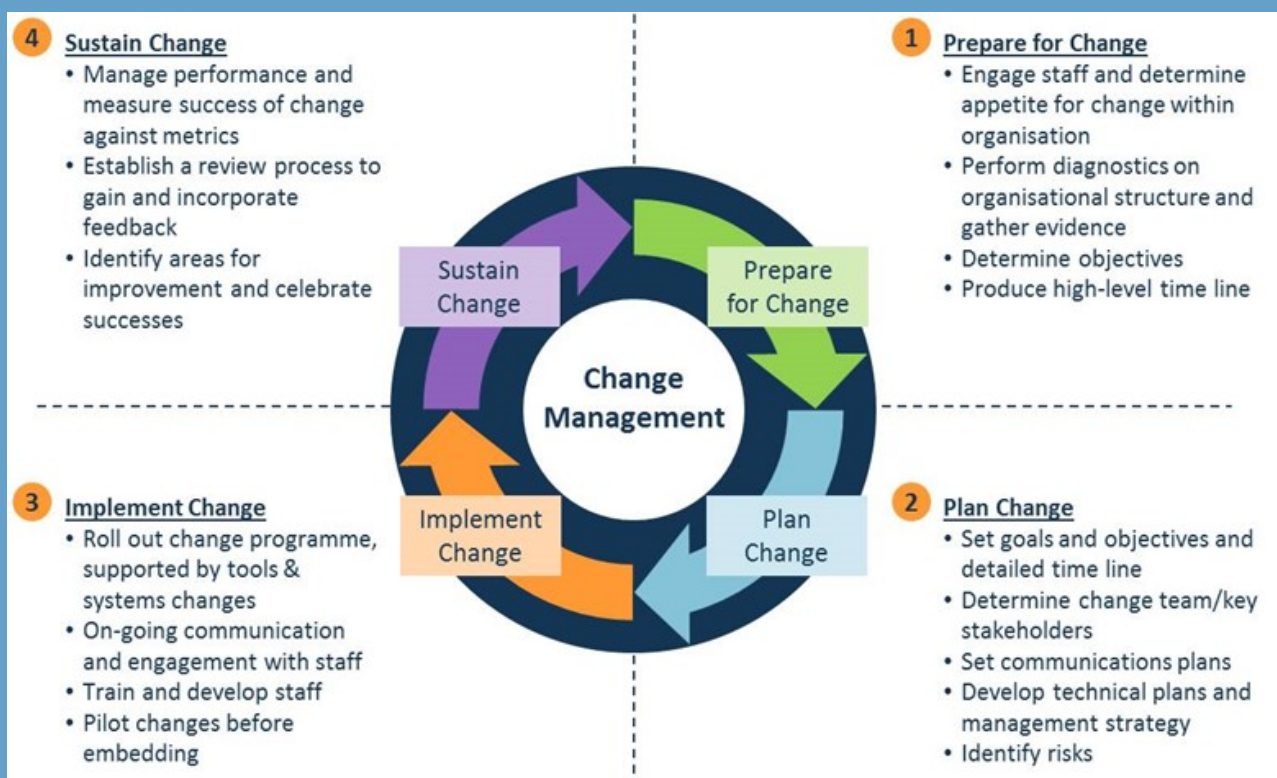
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Effective Change Management

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.”

Charles Darwin

As our Trust develops and grows over the next 5 years, our approach to change management is a simple one, four stage process as shown in Figure 3. With the changing educational landscape, as a provider, it is critical that we remain flexible and are able to quickly adapt and change to deliver the most effective services for our children and young people.



Risk Management



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.

Every public sector organisation should have systems for identifying and managing risk – both opportunities and threats – suited to its business, circumstances and risk appetite. Every organisation faces a variety of uncertainties, both positive and negative, which can affect its success in delivering its strategic objectives, budget and value for money.

For Nexus, risk management is a key governance task for the Trust board. The Board have delegated the task of monitoring the Trust’s Strategic Risk Register to the Audit & Finance Committee and individual Local Governing Bodies also have their own operational risk management processes.

Feedback from the operational level informs the strategic Risk Register through the escalation route. Each Academy within Nexus also conducts their own individual Risk Assessments, including those for Health & Safety.

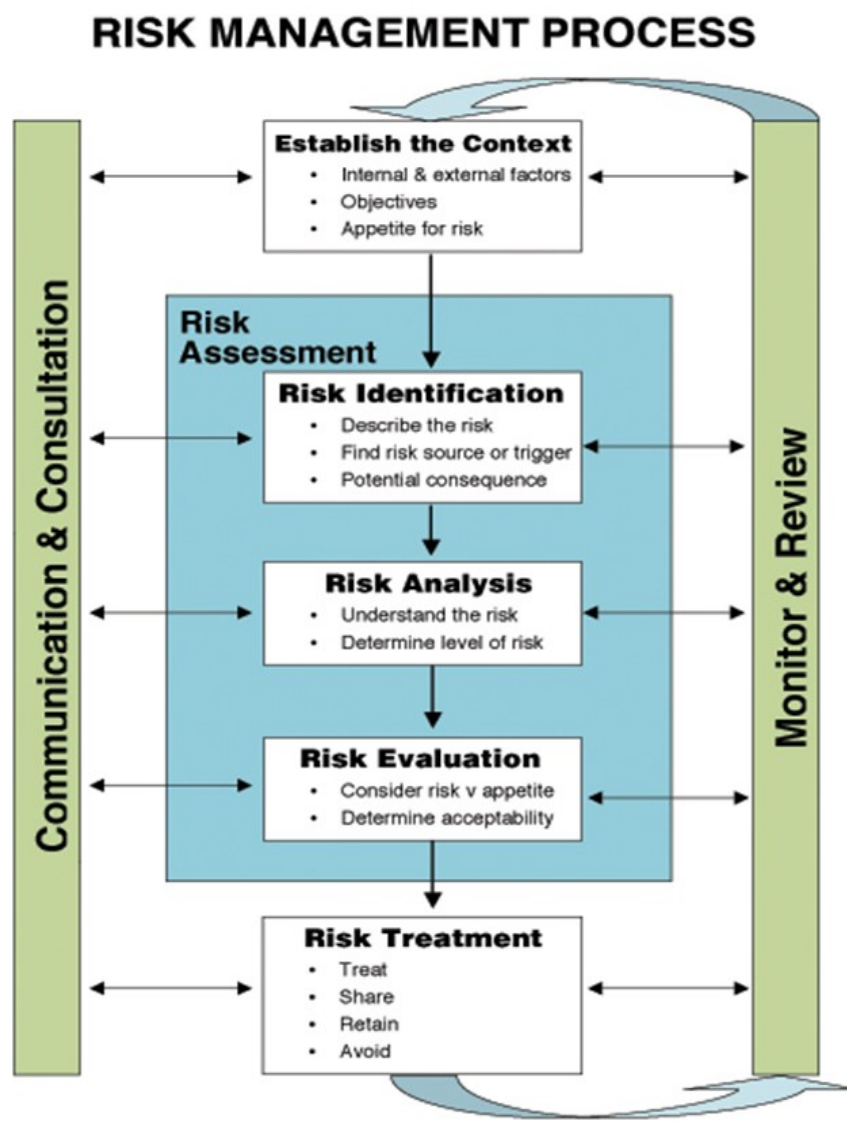
The Trust actively seeks to recognise both threats and opportunities, and decides how to respond to them, including the setting of internal controls.

It takes a strategic view of risk across the Trust, factoring together all the relevant input it can reasonably use. For example, it may consider to what extent risks interact, cumulate or cancel each other out. And consideration of risk should feature in all the board’s significant decisions.

It may only be at board level that it is really possible to scan the horizon for emerging trends, problems or opportunities that might change the Trust’s working environment

Risk Management Model

1. The board defines the Trust's risk tolerance.
2. The Trust identifies and categorises its risks.
3. The Trust assesses the risks identified: how likely their possible impact, identifying which are beyond tolerance and when.
4. The board scans the horizon for any remote overlooked risks.
5. The board decides which risks matter and what action should be taken, if any.
6. Downward delegation of management, coupled with upward reporting of risks through the Trust enables the board to track performance
7. Using this feedback, the board takes a rounded overview, and may adjust decisions e.g. on tolerance or on response.
8. Back to step 1 and iterate as the board chooses.





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

We get the best from our people

Our people remain our most valuable and important asset. We want Nexus Trust to support the development of our staff and for working at one of our Academies to be career-enhancing. We are focused on creating the right working environment so people can give of their best in all that they do, in line with the Trust's values and ways of working.

Clear about our working culture and behaviours

We are clear with our people about the behaviours we are looking for and reflect these in our ways of working, training and performance management. To that end, our leadership talent development programmes are centred on culture and behaviours. Feedback, through surveys and day-to-day communication, is also vital so we can continue to monitor staff engagement and retention issues.

Using data and information effectively

We are information-led and take responsibility for the quality of our data both in our external audit and standards work and in managing ourselves. We use data to improve our organisational management and prioritise the use of our resources. This means supporting our people to deliver high-quality work through good integrated planning, strong risk and project management and prioritisation, and the ability to work flexibility across our programme of work.

Working collaboratively

We are a collaborative organisation. We want to see more of our people asking for input from expert colleagues right across our Trust, re-using methods and applying consistent comparative frameworks to ensure we always deliver the best the Trust has to offer. This way, our work draws on all the Trust's collective experience.

Efficient business systems

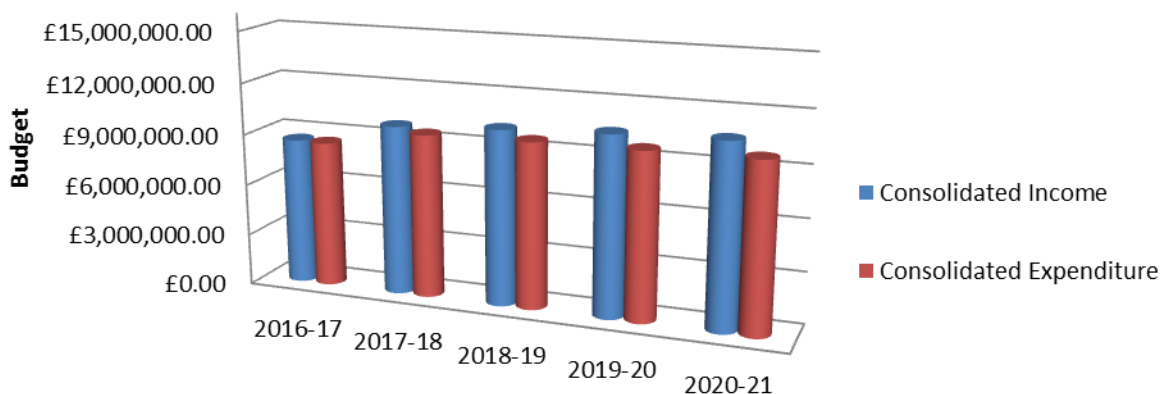
Our business support functions – human resources, finance, facilities, IT and communications – provide essential services to the Academies. We have long had an embedded culture of efficiency within our Academies, and to build on this we will ensure our systems are as efficient as possible by digital investment and streamlining our activities. This will deliver better planning and facilitate more efficient, flexible working.

Our resources

Nexus MAT is a relatively small organisation with a net resource requirement of some £8.8 million in 2016-17. We have already achieved significant savings since our inception in June 2016 and we will continue to seek further efficiencies whilst ensuring we are still able to discharge our statutory functions. We cannot compromise on quality. Our educational function and our ability to respond quickly to emerging issues must be protected. We are committed to improving the way we do things while guaranteeing the quality of our educational delivery.

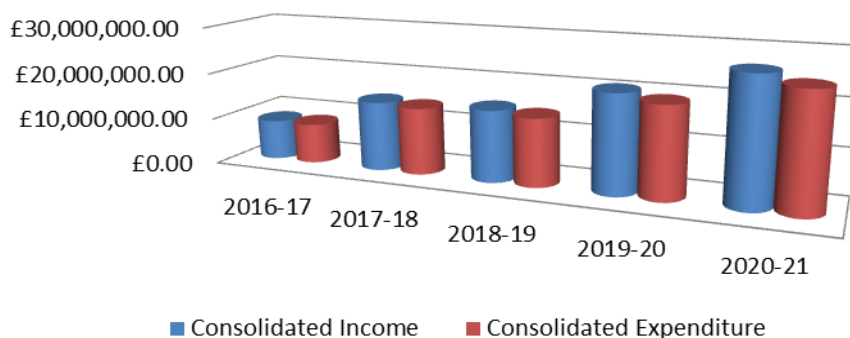
Our teams will continue to work more efficiently, but the majority of our savings will come from a structural change of our corporate services/back office functions. We will go on to achieve further structural savings and our strategy focuses on our commitment to practise what we preach in terms of value for money. We have a medium term financial Strategy which projects the Trusts income and expenditure against each of our 7 Strategic objectives to ensure our ambition is affordable and sustainable. Figure 5 below shows the Trust's current consolidated revenue budgets based on 4 Academies.

Nexus Budget Based on 4 Academies



The figure shows how the business will look if we grow to 10 Academies by 2020-21 in line with our strategic growth objectives

Nexus Budget Based on 10 Academies by 2021





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