

Central South Consortium Risk Register November 2016							
Risk No.	Risk	Likelihood	Impact	Actions	Residual Risk Level	Owner	Comment on changes
New	The debate about LG reform and footprints creates instability and uncertainty in staffing and future planning	M	H	Working with Chief Executives and Directors in the region to put forward proposals which work best for children across the region and engaging proactively in the debate about the right structures and models to build on momentum	M	HW	New
1	WG/LAs cuts funding to consortia in grant removing capacity building	H	H	Continued likelihood to high following RSG settlement. Business planning reflecting raised budget	H	HW	Unchanged
2	Curriculum and qualification change especially at secondary level masks improvement, or creates turbulence or has a negative impact on outcomes and the ability to compare performance with previous years unless delivered effectively	H	H	Implement secondary strategy across region to manage risk tightly. Linked to Estyn recommendation and need to demonstrate progress at KS4 particularly.	H	LM	Unchanged
3	Gap remains wide. Rate of improvement by eFSM pupils is not sustained or does not match that of nFSM pupils	H	H	Develop PDG guidance and approach with schools. Use case studies to highlight effective practice and use as a resource to build capacity. Strengthen work with LAs services concerning vulnerable schools. Strengthen focus on expectations through challenge and support and target setting process	H	MG	Unchanged
4	There are insufficient leaders coming forward for headship posts in the region which significantly impacts on the capacity to improve in the region.	H	H	Develop future, middle and aspirant leaders programmes further, ensure all schools are developing good succession planning through headship programmes and focus in Challenge and Support, undertake central and bespoke recruitment campaigns, progress federations/hard collaborative policy in the region.	H	AC	Unchanged
5	Difficulty recruiting to core subject posts in particular mathematics	H	H	Engage with HEIs and Business to re run recruitment programmes, converter programmes and incentivise innovative models of coaching across mathematics to grow capacity.	H	LM	Unchanged
6	The new information management systems phase 1 development not delivered on schedule and/ or is not implemented effectively	H	M	Ensure project plan is established with a governance board assigned to approve and monitor progress and regular progress reports to SLT. Plan and implement support sessions with staff to ensure effective implementation.	M	GV/LB	Unchanged
7	Continue to quality assure challenge and strategic advisers' direct work with schools. Provide professional development for senior challenge advisers, challenge advisers and strategic teams and share effective practice in report writing to improve the accuracy of pre-inspection briefing reports and in how reports evaluate teaching and leadership.	M	H	Inconsistencies in evaluation of quality of evaluation of teaching and leadership persist with the result that progress against inspection recommendation 2 is not strong enough.	M	RH	Unchanged
8	SCC schools do not make sustained improvement- use of the building capacity element of the grant is ineffective; planning and implementation of the exit arrangements for SCC schools are not well thought through	M	H	Strengthen arrangements for reviewing progress of SCC schools and transition to consortia. Support local authorities where action required to secure better progress. Work with Welsh Government to plan exit strategy in relation to proposed timescales	M	BW	Level of risk increased due to SCC programme ending
9	Complete development of a pupil level database to improve the collection and analysis of data at pupil, specific group, cohort and whole-school levels. Extend collection and analysis of pupil progress data to include Y6 in all primary schools	M	H	Information received on potential developer to be pursued. Potential collaboration with EAS	M	CS	Unchanged
10	The consortia doesn't apply clear baseline and impact measurement of self improving school systems resulting in lack of perceived progress by Estyn/potential underperformance	M	H	Deliver research and evaluation strategy with Cardiff university to provide tight data and evaluation information regularly on impact against ambitious baselines throughout the year.	M	MG	Unchanged

11	Schools and governors don't buy into the vision of a self improving system, not releasing staff to build capacity within the system	M	M	Improve direct communication with governors through briefings and training programme. Use strategy group to inform process and priorities, highlight good examples and the evidence base, use CAs to encourage/enable. As vision for partnership working between schools develops into range of options involve governors in this.	M	AS	Unchanged
12	Under-Development of Governance/Scrutiny means decision making is unclear	M	M	Implement governance review. Continue to work with scrutiny committees to develop best practice and deliver effective high quality engagement/reporting and discussion	M	HW	Unchanged
13	Organisation does not have robust enough pupil level data consistently across the region to support the performance of vulnerable learners	M	M	Continue work to give stronger focus to vulnerable groups in challenge and support with schools. Plan into future development meetings. Plan implementation of pupil level database in 2016 as a priority.	M	MG	Unchanged
14	Coordination of joint working with LA inclusion services is inconsistent.	M	M	Build on and share the existing effective practice in the region. Use inclusion working group to lead the work. Build into business planning for 17/18 as a core priority.	L	RH	Unchanged
15	Staffing change/turnover means that schools have too many changes of challenge adviser which impacts on engagement	M	L	Increasingly offering CA role as secondment will mean change is necessary. Facilitate secondment on basis of at least two years to provide balance between recent experience, stability and knowledge of schools. Ensure secure handover process and compilation of evidence and records of work with schools previously	M	MG	Unchanged
16	The consortium doesn't offer good value for money, quality, challenge and support due to poor processes/quality of delivery	M/L	H	Implement performance management as intended; review progress against objectives with each challenge adviser; build capacity to meet national standards. Quality assure reports and undertake accompanied visits with challenge advisers in schools. Undertake value for money reviews	L	LB	Unchanged
17	Current budget deficit due to challenge adviser salaries budget overspend	L	H	LB to continue to work with finance team and SLT to address deficit	M	LB	Unchanged
18	There is a high turnover of staff or the consortium isn't able to recruit high calibre people because of budget/perception of risk	L	M	Keep senior structure and senior salaries under review in line with review of business plan. Give attention to how the status of senior roles can be innovative and impactful and ensure professional development to promote continuity	M	HW	Unchanged
19	Estyn monitoring of LAs and regional inspection programme identifies areas for improvement creating a loss of confidence	L	M	Ensure evaluation and planning processes address areas for improvement robustly and provide evidence of progress and impact	M	HW	Unchanged
20	We move too quickly away from the challenge adviser model, towards a school led model for all schools exposing some schools to risk	L	M	Develop careful plan to move towards self-improving schools model which has risk assessment at its heart. Ensure that the responsibilities relating to accountability and meeting the requirements of external regulation are a part of the decision making	L	MG	Unchanged