

Central South Consortium Risk Register February 2017							
Risk No.	Risk	Likelihood	Impact	Actions	Residual Risk Level	Owner	Comment on changes
1	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	Work with WG and other consortia to implement successful futures effectively and communicate and changes to performance measures that arise. Implement secondary strategy across region to manage risk tightly. Linked to Estyn recommendation and need to demonstrate progress at KS4 particularly.	H	LM	Unchanged
2	Gap remains wide. Rate of improvement by eFSM pupils is not sustained or does not match that of nFSM pupils	M	H	Developed 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	M	MG	Live issue but risk reduced as a result of improving eFSM outcomes -highest in Wales for eFSM learners - and focused work with schools and challenge advisers about use of PDG grant
3	There are insufficient leaders coming forward for headship posts in the region which significantly impacts on the capacity to improve in the region.	M	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.	M	AB	Risk reduced as a result of propotion of future leaders and NPQH, leadership programmes in place with good take up.
4	Difficulty recruiting to core subject posts in particular mathematics	H	H	Engage with HEIs, Teach 1st to develop an innovative QTS programme and collaborative recruitment strategies. Run recruitment programmes and incentivise innovative models of coaching across mathematics to grow capacity.	H	LM	Unchanged - iikelihood still high
5	The debate about LG reform and footprints creates instability and uncertainty in staffing and future planning	H	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.	H	HW	Unchanged
6	Uncertainty about performance measures and assessment affect schools ability to set and monitor targets.	H	H	Owner changed to MG following Februdary 27th SLT meeting. Action required from March business planning meeting and risk review.	H	MG	Owner changed to MG, likelihood and impact amended to H and H
7	WG/LAs cuts funding to consortia in grant removing capacity building	H	H	Continue to work with Local Authorities and Welsh government on long term funding proposals to ensure delivery of business planning over 3 years.	H	HW	Unchanged
8	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	M	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	MG	Reduced impact as a result of internal evaluation, training and recruitment.
9	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	Transition planning in place for SCC schools, some year 3 funding for 4 schools only, accelerated improvement advisers recruited to train and develop secondary CAs	M	BW	Unchanged
10	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
11	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

12	The new information management systems phase 1 development not delivered on schedule and/ or is not implemented effectively	M	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
13	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	MG	Unchanged
14	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
15	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
16	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	KR	Unchanged
17	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
18	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	M	LB/MG	Unchanged
19	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
20	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
21	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	M	MG	Unchanged