

7 Priority Outcomes (Legend)

- PO-0. Corporate Management
- PO1. Reducing Impact of Poverty
- PO2. Raise Standards in English and Welsh First Language
- PO3. Raise standards in numeracy
- PO4. Improve the proportion of pupils in key stage 4 reaching the Level 2 threshold including English/Welsh and mathematics
- PO5. Improve the quality of leadership
- PO6. Improve the quality of teaching and assessment

Strategic Area (Legend)

- SA1. Challenge Framework - Robert Hopkins
- SA2. Support Framework - Alison Beer
- SA3. CSW Challenge - Paul Wolstenholme
- SA4. Governance and Commissioning - Hannah Woodhouse
- SA5. High Performing Organisation - Louise Blatchford
- SA6. Performance and Self Evaluation - Robert Hopkins
- SA7. Financial Management - Louise Blatchford
- SA8. Information Systems and Data

Central South Consortium Risk Register - December 2014

Priority Outcome	Strategy Area	Risk No.	Risk	Likelihood	Impact	Actions	Residual likelihood	Owner	Last Reviewed and by whom
6	X	1	There isn't a high quality trained teaching workforce entering schools in the region which impacts on standards	H	H	Identify teachers and leaders who need development and ensure access to CPD. Develop teaching and leadership strategy and succession planning initiatives with WG. Develop sustainable strategy to address areas of risk such as the supply of high quality mathematics teachers.	M	AB	RH - 3rd December 2014
X	X	2	School Budget position raises significant risks to standards	H	H	School budget position analysis, stronger debate with schools/WG about impact of budgets	M	HW	HW - 7th Dec
0	9	3	WG/LAs cuts funding to consortia in grant removing capacity building	H	M	Minimise impact of cuts to schools by taking grants where not yet totally committed, propose retained grant through school led lead practitioner models	M	HW	7th Dec
0	5	4	The task asked of consortia continues to change reducing chances of success	H	M	Use national model as focus for task and resist further tasks/functions...(difficult)	M	HW	
All	3	5	Other consortia and WG don't move in the same direction towards a self improving system which slows us down	H	M	Continue to share practice and work across 4 Consortia and with WG	M	HW	
0	8	6	Information Management Systems – low quality and poor accuracy	M	H	Review underway of Information Management Systems - Consultative group being planned (Jan 15) with plan to follow prior to new financial year	M	GV/LB	
0	X	7	The consortium is unable to have an impact because of the burden of uncertainty and accountability around it	M	H	Gain agreement to, and reinforce, the accountability model. Provide regular reports on progress; respond to need effectively.	L	HW	RH - 3rd December 2014
X	5	8	The consortium isn't able to recruit high calibre people because of budget/perception of risk	M	H	Review senior structure and senior salaries 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.	L	HW	RH - 3rd December 2014
X	1	9	Insufficient Capacity (generally) across school improvement model	M	H	Keep operation of challenge framework under review. Monitor results, inspection outcomes and progress within categorisation against business plan and explore any arising issues v capacity through new planning process	M	HW	RH - 3rd December 2014
X	2	10	We don't close the gap because perceptions of potential of deprived children don't change	M	H	Develop CTG strategy. Use case studies to highlight effective practice and use as a resource to build capacity. Strengthen work with LAs' services concerning vulnerable schools	L	AB	RH - 3rd December 2014

X	4	11	Insufficient Capacity for Governing Body Support	M	H	Agree with directors and implement plans to coordinate governor support to promote consistency across the region. Agree the nature of capacity building support that meets mandatory requirements and bespoke needs of individual governing bodies. Continue direct challenge and support for governors through the review, challenge and support meeting and head teachers' performance management and direct support where governance is weak in amber and red schools. Identify strong governors who can support other schools	M	HW	RH - 3rd December 2014
X	1+2	12	Curriculum and qualification change effectively masks improvement by 'moving the goal posts'	M	H	Work with Schools, LAs, WG and WJEC to communicate and explain changes and identify risks	M	HW	
X	3	13	Schools don't buy into the vision of a self improving system	M	H	Use Strategy group to lead process, highlight good examples and the evidence base, use CAs to encourage/enable	L	PW	
X	1+2	14	The consortium doesn't offer good quality challenge and support due to poor process/quality 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.	L	RH	RH - 3rd December 2014
X	1	15	CSC overly focused on process at the expense of improvement and innovation	M/L	H	Keep authorising position strong with 5 LAs. Keep implementation of framework under review and especially focus on support, monitoring and recording of progress in amber and red schools. Develop evidence of impact about schools' progress; take swift action with local authority where progress is insufficient.	L	RH	RH - 3rd December 2014
X	5	16	We don't allow enough time for reflection and improvement in practice	M	H	Maintain focus on capacity building through role of CPD lead internally and hold regular reflection/action learning set work internally	L	RH	RH - 3rd December 2014
0	X	17	Uncertainty about national policy direction means impact is lowered	M	M	Continue to communicate clearly and identify and resolve issues as they arise. Lobby for consistency and clarity. Continue to play a full part in WG policy consultation and implementation such national categorisation and teacher assessment.	M	WG	RH - 3rd December 2014
3	7	18	Uptake of SIG Expenditure has been low	M	M	Monitor SIG expenditure against budget; alert SIG convenor as soon as issues identified. SLA process adopted will support an agreement and a spend based approach to rectify issue.	M	PW	LB 4th December
X	4	19	Under-Development of Governance/Scrutiny	M	M	Clarification as to what is being scrutinised. Need to explore joint scrutiny in the region or at least joint work across scrutiny committees	M	HW	
X	5	20	Staffing change/turnover means that schools keep seeing too many challenge advisers changing 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	L	RH	RH - 3rd December 2014

0	X	21	Need to ensure CSC activity featured on LA Risk Registers	M	L	Explore during LA meetings and identify scope to cross over risk registers for robust and clear coverage	M	HW	
X	8	22	There isn't enough high quality support for schools in place and accessible/affordable	L	H	Analyse key areas of need from schools' improvement priorities and the priorities that form the focus on intervention and support in red and amber schools. Use this intelligence to develop options for support that are matched to need and are sufficient. Develop a menu of options from school improvement hubs, specialist centres and evidence of best practice derived from challenge advisers and strategic advisers knowledge of schools and externally to develop support offer. Accredite and develop common pricing policy	L	AB	RH - 3rd December 2014
X	2	23	The direction of the CSW challenge doesn't embed itself in the core work of the consortium effectively	L	H	Strengthen forward planning and communication so that planning within the strategy group, SLT, operational board, directors and advisory board is fully coordinated. Link to business case development for 14/15	L	HW	RH - 3rd December 2014
X	3	24	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 managing 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	HW	RH - 3rd December 2014
X	3	25	IT systems and Information Management systems don't work effectively to enable recording and commissioning	L	M	Agree risk management process with IT/IM colleagues and monitor in Autumn term whether identified support is being provided	L	LB	GV - 9th December 2014

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