

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
- PO7. Improve attendance rates in primary and secondary schools

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 - Updated as of March 2015

Priority Outcome	Strategy Area	Risk No.	Risk	Likelihood	Impact	Actions	Risk Priority Level	Owner
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
X	X	2	School Budget position raises significant risks to standards	H	H	School budget position analysis, development of shared practice about management of budget reductions and efficiencies, stronger debate with schools/WG about impact of budgets	M/H	HW
0	9	3	WG/LAs cuts funding to consortia in grant removing capacity building	H	M	Minimise impact of cuts to schools by delegating more and removing all duplication of function, fund school led capacity building	M/H	HW
All	3	4	Other consortia and WG don't move in the same direction towards a self improving system which prevents progress	H	M	Continue to share practice and work across 4 Consortia and with WG	M	HW
0	8	5	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	6	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
X	5	7	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
X	1	8	Insufficient Capacity (generally) across school improvement model means little capacity to move middle and senior leaders around	M	H	Develop best practice catalogue as a live useable system with quality control. Identify talent in secondary middle leadership roles as new intervention capacity	M	HW

X	2	9	Gap remains wide because perceptions of potential of vulnerable children is low	M	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	L	AB	
X	4	10	Insufficient Capacity for Governing Body Support	M	H	Coordinate governor support to promote consistency across the region. 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	RH	
X	1+2	11	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	12	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	5	13	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	
0	5	14	The task asked of consortia continues to change reducing chances of success	M	M	Engage with WG on thinking about curriculum change especially, keep focus on need in region and try to share practice/models with other consortia	M	HW	
0	X	15	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	
3	7	16	Uptake of SIG working / school to school working is low creating underspend	L	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	AS	
X	4	17	Under-Development of Governance/Scrutiny	M	M	Continue to work with scrutiny committees to develop best practice and deliver effective high quality engagement/reporting and discussion	M	HW	
		18	Consortium isn't sufficiently responsive to individual LA commissioning needs	M	M	Use annexes to identify additional areas of focus and specify outcomes. Use commissioning budget to support if needed.	M	HW	New
6	X	19	Estyn monitoring of LAs and regional inspection programme identifies areas for improvement creating a loss of confidence	M	L	Consortium to monitor school improvement outcomes through the senior leadership team on a fortnightly basis. Consortium to use SER to identify and drive changes in delivery.	M	HW	New

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
0	X	21	CSC isn't identified as a risk for LA corporate risk management	M	L	Ensure is seen and managed at a risk in all LAs	M	HW
X	1+2	22	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
X	1	23	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
X	8	24	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
X	2	25	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
X	3	26	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
X	3	27	IT systems and Information Management systems prevent collaboration and don't drive improvement	M	M	Review use of Portal and information management with view to simplifying. Agree with LAs core roles and timescales around data and implement	L	LB

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