

Central South Consortium Corporate Risk Register

Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Organisation (View Sources of Strategic Risks for examples)	Current / Existing Controls to Manage the Risk	Assessment of Risk for 2022/23			Response to Risk	Action(s) Required to Manage the Risk (Mitigate/Reduce/Increase Risk to an Acceptable Level)	Start Date	End Date	Comments	Action Owner	Is this a short, medium and/or long term risk and why?			Risk Owner	Team Members	Key Partners
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely -	Risk Score (Impact x Likelihood)							Short Term (Between 1 & 5 years)	Medium Term (Between 5 and 20 years)	Long Term (Between 20 & 35 years)			
1	Lack of clarity around short/medium term funding from WG	Delay in receiving confirmation of funding from WG & Local Authority Contributions	Inability to fund planned projects and outcomes.	<b>POLITICAL</b> Failing to set a balanced budget Failing to deliver the Consortium's priorities as set out in the business plan	Continue to work with Welsh Government on long term funding proposals to ensure delivery of business planning over 3 years. Joint Committee agreed to indicative three year funding model for CSC in January 2020 with respect of LA contributions.	4	4	16	Tolerate	Continue to work closely with WG officials. Medium term grants received in 2023 however with many TBC and indicative figures to work with.	1st April 2022	31st March 2023	Financial risk and affordability of future service needs, significant risk to ability to afford staffing structure Due to the current financial climate, CSC are in further discussions regarding LA contributions which may override the previously agreed MTPP	Business Manager	In the short term CSC may not be in position to afford required salary structure	Yes, as this risk could always occur	Yes, as this risk could always occur	Deputy Managing Director	Finance Team & ICT Finance team Section 151 officer	Welsh Government, Local Authorities
2	Implementation of Curriculum for Wales: Schools' capacity, knowledge and experience to plan a curriculum that ensures progression in knowledge and skills across the 3-16 continuum.	Extensive reform across all areas of education. Impact of COVID in recent years for schools to engage in professional learning. Staffing capacity in schools. Expectation of all teachers as curriculum designers.	Ability to deliver aspects within the Business Plan Priority 1 as well as obligations within grant terms and conditions	<b>POLITICAL</b> Failing to deliver: Lk, Welsh Government and/or Local Government Policy The Consortium's priorities as set out in the business plan Projects on time, to cost and to the right quality. The public perception of the organisation's efficiency and effectiveness.	Regional professional learning opportunities further developed to focus on curriculum design and school sharing their practice, e.g. Curriculum Design Programme, CSC CW Conference. Structure of identified areas of the CSC curriculum and professional learning team to ensure expertise and capacity in all areas of the curriculum. Refinement of the Central South Wales Challenge (CSWC) including: Collaboration funding for all schools to enable collaborative working within and beyond their school. Lead Practitioners to increase capacity and expertise to support PL and bespoke support for all schools in the region. CSC staff PL programme for school improvement staff develops knowledge, skills and confidence in understanding and supporting curriculum design. CSC staff to continue partnership working with WG, regional consortia, local authorities and schools on curriculum PL, guidance and resources.	3	3	9	Treat	Further recruitment in identified areas of the CSC school improvement team and CWIC lead practitioners to ensure expertise and capacity to meet the needs of schools and the system in curriculum design. Refined system of bespoke support to further meet the needs of school and clusters in curriculum design development and delivery. Revision and relaunch of national CW PL programme, including sharing of practice from schools. Introduction of regular drop in sessions and/or network meetings related to CW and priority areas, e.g. leaders of learning and curriculum, RSC, foundation learning, etc. Further refreshments to communications on CSC PL and support opportunities to ensure all schools know available CSC support, e.g. video for cluster support offer, special bulletins, networking booklet. Further strengthen partnership working with and reporting to LAs on CW.	1st April 2022	September 2023	Financial challenges in schools affecting capacity to engage in PL and support, and/or to contribute to the CSWC, e.g. head practitioners.	Head of Curriculum and Qualifications	Yes, due to timeliness of implementation of CW and impact of COVID	Yes, due to timeliness of implementation of CW and impact of COVID	No	Assistant Director Curriculum & Professional Learning	Curriculum and Professional Learning officers	Welsh Government, Local Authorities, Regions
3	Implementation of Curriculum for Wales: Engagement of all schools within a cluster in curriculum design to ensure progression across the 3-16 continuum	Reluctance of small amount of schools to engage with their cluster	Ability to deliver aspects within the Business Plan Priority 1	<b>POLITICAL</b> Failing to deliver: Lk, Welsh Government and/or Local Government Policy The Consortium's priorities as set out in the business plan Projects on time, to cost and to the right quality. The public perception of the organisation's efficiency and effectiveness.	CSWC model includes collaboration funding for all schools to enable collaborative working within and beyond their cluster. PL, resources and bespoke support available to support clusters in curriculum design.	3	2	6	Treat	Refined system of bespoke support to further meet the needs of school and clusters. Further refreshments to communications on CSC PL and support opportunities to support cluster working, e.g. video for cluster support offer.	1st April 2022	September 2023		Principal Improvement Partner Pedagogy & Professional Learning	Yes, due to timeliness of implementation of CW and impact of COVID	Yes, due to timeliness of implementation of CW and impact of COVID	No	Assistant Director Curriculum & Professional Learning	Curriculum and Professional Learning officers	Local Authorities
4	Implementation of Curriculum for Wales: Schools' understanding of assessment within Curriculum for Wales, and their capacity, knowledge and experience to plan for assessment	Extensive reform across all areas of education, including Curriculum for Wales and assessment and accountability arrangements. Impact of COVID in recent years for schools to engage in professional learning. Staffing capacity of schools.	Ability to deliver aspects within the Business Plan Priority 1 and 4 as well as obligations within grant terms and conditions	<b>POLITICAL</b> Failing to deliver: Lk, Welsh Government and/or Local Government Policy The Consortium's priorities as set out in the business plan Projects on time, to cost and to the right quality. The public perception of the organisation's efficiency and effectiveness.	Regional professional learning opportunities further developed to focus on assessment and school sharing their practice, e.g. Curriculum Design Programme, CSC CW Conference. CSC staff PL programme for school improvement staff develops knowledge, skills and confidence in understanding and supporting assessment. CSC staff to continue partnership working with WG, regional consortia, local authorities and schools on assessment PL, guidance and resources.	4	4	16	Treat	CSC staff and schools' participation in CMAU project. Development of further PL opportunities related to assessment. Revision and relaunch of national CW PL programme, including bulletins for senior and middle leaders on assessment and progression. Introduction of regular drop in sessions and/or network meetings related to CW, including assessment. Further strengthen partnership working with LAs to ensure system understanding of assessment in CW.	1st September 2022	September 2023		Principal Improvement Partner for Curriculum Cohesion and Assessment	Yes, due to timeliness of implementation of CW and impact of COVID	Yes, due to timeliness of implementation of CW and impact of COVID	No	Assistant Director Curriculum & Professional Learning	School Improvement officers	Welsh Government, Local Authorities, Regions
5	Progress and attainment of FSM pupils compared to non FSM pupils particularly more able pupils. Availability and reliability of data. Impact of covid on FSM pupils including: Literacy Numeracy Well-being Attendance Exclusions	Failing to meet the needs of disadvantaged learners in the region	This will not effect what CSC are doing in terms of objective 3 and its objectives.	<b>SOCIAL</b>	Professional learning linked to teaching and learning and improving outcomes for all learners. Writing evolution Reading reconsidered Rally project Improvement partner support and PDG summary (COED, DAC) Attendance/Exclusion leads LA partnership working CPAG pilot Price of pupil poverty guides PDG guidance for schools and improvement partners is available PDG week- PL opportunities available for all schools	3	3	9	Treat	An area of the CSC BP is dedicated to addressing this risk in partnership with LAs	April 2021	September 2023		Lead for Well-being & Vulnerable Groups	Short Term (Between 1 & 5 years)	Has the potential to also be a longer term risk.	Assistant Director Curriculum & Professional Learning	Senior members of staff in CSC team Priority three drive team	WG Local authorities	
6	Difficulty recruiting to posts within CSC	Capacity within the system and uncertainty around the future of regional working	Ability to deliver aspects within the Business Plan as well as obligations within the legal agreement & grant terms and conditions	<b>REPUTATIONAL &amp; PARTNERSHIP</b>	Succession planning within CSC Examined alternative provision (finance support from host authority) External transition increased to support reduced internal capacity	4	4	16	Treat	Review of advertising strategy Apprenticeship for Admin Further engagement with democratic candidates Investigate Graduate recruitment placements within RCT programmes	March 2022	September 2023	This will be dependent upon budget availability and confirmation of MTPP and grant funding.	Deputy Managing Director	Short Term (Between 1 & 5 years)		Managing Director	ELT	EWG / RCT / FE / HB	
7	There are insufficient leaders coming forward for leadership posts in the region which significantly impacts on the capacity to improve, in the region especially faith, Welsh medium and small schools.	There is a very limited number of senior leaders ready for headship who hold NPQH. No Yatrack route into headship. No easy route for an existing HT from outside of Wales to take up a headship post without NPQH. Endorsement processes for the Aspiring HT programme leading to NPQH, may be limiting access to certain groups of candidates who may not be able to demonstrate leadership at that point in time. The ambition of senior leaders to progress to headship amidst a climate of significant reform.	Lower uptake on Aspiring HT programme that leads to NPQH. Risk of having insufficient high-quality leaders delivering leadership programmes and coaching participants.	<b>SOCIAL</b>	All national leadership pathway programmes are in place and quality assured. High uptake of places in Middle, Senior and Aspiring head/NPQH programmes. Continued targeting of WM, Faith and Special schools to programmes. Partnerships developed with Y Fed Gyd's Gyllyd and Cylleod - + to promote WM uptake. All national leadership programmes developed and delivered as a learning. All national programmes (Middle Leader - Experienced HT) now endorsed by NAEL. System Leaders support schools to develop leadership effectiveness. Continue to ensure high % of success at NPQH through new Aspiring Head Teacher programme. Working to ensure schools are developing good effective succession planning, and focus on challenge and support. Working with WYPF to proactively identify schools in need of leadership development. Participants in SLDP upwards on the Leadership Pathway receive coaching from successful HTs from across the region. CSC's contribution to the independent review of Aspiring headteacher and NPQH programmes (Nick Waters).	3	4	12	Treat	Ensuring high-quality MLDP and SLDP to support and nurture leadership ambition for headship. National training for NPQH panel assessors ensures consistency and fairness across Wales An effective training and recruitment programme supports new and existing coaches Development of faith sector specific leadership programmes	Jan 2023 Oct 2023 Jan 2023	July 2026	The risks identified reflect the risk to schools and pupils in the absence of strong leadership rather than a risk to the organisation's ability to deliver the programmes.	Lead for Leadership	5 years Feedback from MLDP and SLDP programmes has been very positive and participants are indicating a high level of improved confidence Potential changes to NPQH may provide fast track routes into headship Improved evaluation processes should identify risk areas more quickly	Assistant Director Curriculum & Professional Learning	Cross regional leadership group	WG Schools Cross Regional Leadership Team Improvement Partner Team LAs		

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8	Estyn monitoring of LA's and regional inspection programme identifies areas for improvement that have not been highlighted in self-evaluation reports creating a loss of confidence.	Inconsistent application of the Estyn framework	No direct impact on the delivery of the priorities within the BP	<b>PARTNERSHIP</b> (This may lead to lack of confidence by LA's)	Ensure evaluation and planning processes address areas for improvement robustly and provide evidence of progress and impact. Information sharing sessions to involve PIPs and to be shared across CSC.	4	2	8	Treat	All school facing staff access training. It has not been possible for consortia staff to access Estyn training, but this will help mitigate the risk in the summer term Establish networks to share effective practice from inspections Establish effective feedback loops from those who have attended the Estyn training to date.	Sept 2022	March 2023	Some of the actions are however outside the control of CSC.	Assistant Director Partnerships & Improvement	Short Term (Between 1 & 5 years)			Managing Director	PIPs	Estyn & Local Authorities
9	Under-development of governance/crutiny	Engagement and turnover of members of governance groups	No direct impact on the delivery of the priorities within the BP	<b>PARTNERSHIP</b>	New governance structures are now in place and will be reviewed throughout the year to ensure that they are fit for purpose and meet the needs of LA's and CSC.	3	3	9	Treat	Develop induction programme for new Members Establish a Members Booklet Establish a Partnership Group Developing relationship with core groups (MD & ELT to meet all Members / Chairs throughout the year)	April 2022	Sep 23		Managing Director			Managing Director	ELT & Directors	Chief Executives	
10	Schools causing concern do not make sufficient and appropriate progress in all cases	Leadership unable to make progress against priorities: Lack of engagement in support Lack of appropriate staffing Community / environmental impact upon the school	This will have an impact upon delivering an appropriate curriculum for learners	<b>REPUTATION &amp; PARTNERSHIPS</b> Public perception on the impact of regional working and loss of confidence in CSC ability by partner authorities	Schools identified using a range of risk measures. All schools have additional IP time allocated to ensure appropriate support is identified and correctly brokered. LA Performance meeting continue termly to enable full discussion about any risk schools. Internal systems improved to share information about support in enhanced schools. Termly LA team around school meeting with PIPs. Termly and half termly progress review meetings take place in all enhanced support schools. Usual measures of progress e.g. data and inspections have been suspended therefore there could be the appearance of limited or no progress.	4	1	4	Treat	Continue to work in partnership with LA's to implement stage 3 of the intervention strategy Enhance the information provided to governing bodies (via Termly School Summary) and ensure the IP links with the governing body to support the use of the TSS	Sept 2021	Jan 2023	From 2023 there will be a new WG approach to schools causing concern	LA PIPs	Short Term (Between 1 & 5 years)		Assistant Director Partnerships & Improvement	Extended leadership Team	Schools / governing bodies / LA's / WG	