

Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Risk Impact on the 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	Risk Owner
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
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 deliver objectives to meet agreed outcomes.	<p><b>POLITICAL</b></p> <ul style="list-style-type: none"> <li>Failing to set a balanced budget.</li> <li>Failing to deliver the Consortium's priorities as set out in the business plan</li> </ul>	Continue to work with Welsh Government on long term funding proposals to ensure delivery of business planning over 3 years. Currently awaiting revised indicative funding figures from WG due to proposed changes in the methodology of Regional Consortia Funding, early indications are a significant reduction in retained funding. Joint Committee agreed to indicative three-year funding model for CSC in January 2020 with respect of LA contributions however, this was revised in the MTFP report December 23 due to financial austerity cuts in LAs with proposed further cuts to core contributions from 2023/24 to 2025/26	4	4	16	Tolerate	Awaiting confirmation from WG on the proposed changes to regional grant funding from 2023/24 which will have an impactful effect on the affordability of CSC's business plan. Early conversations are being held with service leads to manage expectations on the future of the CSCM model and other CSC funded activities identified in the operational plan.	1st April 2022	31st March 2024	Deputy Managing Director
2	Implementation of Curriculum for Wales: Schools' capacity, knowledge and experience to plan a curriculum design 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.	Inability to deliver aspects within the Business Plan Priority 1 as well as obligations within grant terms and conditions	<p><b>POLITICAL</b></p> <p>Failing to deliver:</p> <ul style="list-style-type: none"> <li>UK, Welsh Government and/or Local Government Policy.</li> <li>The Consortium's priorities as set out in the business plan</li> <li>Projects on time, to cost and to the right quality.</li> <li>The public perception of the organisation's efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Regional professional learning opportunities informed by intelligence to meet the needs of schools and the system in curriculum design, including:                             <ul style="list-style-type: none"> <li>Schools' improvement priorities</li> <li>Bespoke support analysis - requests and evaluations</li> <li>Regional surveys and intelligence, e.g. CFW survey, SIPs</li> <li>WG intelligence/ grant TRCs</li> <li>National network conversations</li> <li>Regional recommendations, e.g. Estyn, Children's Commissioner</li> <li>PL evaluations and reports</li> </ul> </li> <li>Regional professional learning opportunities further developed to focus on curriculum design and school sharing their practice, e.g. Curriculum Design Programme, CSC CFW Conference.</li> <li>Restructure of identified areas of the CSC curriculum and professional learning team to ensure expertise and capacity in all areas of the curriculum.                             <ul style="list-style-type: none"> <li>Refinement of the Central South Wales Challenge (CSWC) including:                                     <ul style="list-style-type: none"> <li>Collaboration funding for all schools to enable collaborative working within and beyond their school.</li> </ul> </li> </ul> </li> <li>Lead Practitioners to increase capacity and expertise to support PL and bespoke support for all schools in the region.</li> <li>CSC staff PL programme for all school improvement staff develops knowledge, skills and confidence in understanding and supporting curriculum design.</li> <li>CSC staff to continue partnership working with WG, regional consortia, local authorities and schools on curriculum PL, guidance and resources.</li> </ul>	3	3	9	Treat	<ul style="list-style-type: none"> <li>Further recruitment in identified areas of the CSC school improvement team and CSWC lead practitioners to ensure expertise and capacity to meet the needs of schools and the system in curriculum design.</li> <li>Refined system of bespoke support to further meet the needs of school and clusters in curriculum design development and delivery.</li> <li>Revision and relaunch of national CFW PL programme, including sharing of practice from schools.</li> <li>Introduction of regular drop-in sessions and/or network meetings related to CFW and priority areas, e.g. leaders of learning and curriculum, RSE, foundation learning, etc.</li> <li>Further refinements 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.</li> <li>Further strengthen partnership working with and reporting to LAs on CFW.</li> </ul>	1st April 2022	September 2023	Assistant Director Curriculum & Professional Learning
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. Staffing capacity in schools. Impact of COVID in recent years for schools to engage with their cluster. Qualifications reform.	Inability to deliver aspects within the Business Plan Priority 1	<p><b>POLITICAL</b></p> <p>Failing to deliver:</p> <ul style="list-style-type: none"> <li>UK, Welsh Government and/or Local Government Policy.</li> <li>The Consortium's priorities as set out in the business plan</li> <li>Projects on time, to cost and to the right quality.</li> <li>The public perception of the organisation's efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>CSWC model includes collaboration funding for all schools to enable collaborative working within and beyond their school including their cluster.                             <ul style="list-style-type: none"> <li>PL, resources and bespoke support available to support clusters in curriculum design.</li> </ul> </li> </ul>	3	2	6	Treat	<ul style="list-style-type: none"> <li>Refined system of bespoke support to further meet the needs of school and clusters.</li> <li>Further refinements to communications on CSC PL and support opportunities to support cluster working, e.g. video for cluster support offer.</li> </ul>	1st April 2022	September 2023	Assistant Director Curriculum & Professional Learning
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.	Inability to deliver aspects within the Business Plan Priority 1 and 4 as well as obligations within grant terms and conditions	<p><b>POLITICAL</b></p> <p>Failing to deliver:</p> <ul style="list-style-type: none"> <li>UK, Welsh Government and/or Local Government Policy.</li> <li>The Consortium's priorities as set out in the business plan</li> <li>Projects on time, to cost and to the right quality.</li> <li>The public perception of the organisation's efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Regional professional learning opportunities further developed to focus on assessment and school sharing their practice, e.g. Curriculum Design Programme, CSC CFW Conference.</li> <li>CSC staff PL programme for all school improvement staff develops knowledge, skills and confidence in understanding and supporting assessment.</li> <li>CSC staff to continue partnership working with WG, regional consortia, local authorities and schools on assessment PL, guidance and resources.</li> </ul>	4	4	16	Treat	<ul style="list-style-type: none"> <li>CSC staff and schools' participation in CAMAU project.</li> <li>Development of further PL opportunities related to assessment.</li> <li>Revision and relaunch of national CFW PL programme, including modules for senior and middle leaders on assessment and progression.</li> <li>Introduction of regular drop-in sessions and/or network meetings related to CFW, including assessment.</li> <li>Further strengthen partnership working with LAs to ensure system understanding of assessment in CFW.</li> </ul>	1st September 2022	September 2023	Assistant Director Curriculum & Professional Learning
5	Progress and attainment of eFSM pupils compared to non eFSM pupils particularly more able pupils. Availability and reliability of data. Impact of covid on eFSM 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.	<p><b>SOCIAL</b></p>	<p>Professional learning linked to teaching and learning and improving outcomes for all learners. Writing revolution</p> <p>Reading reconsidered</p> <p>Rady project</p> <p>Improvement partner support and PDG summary (OECD- DAC)</p> <p>Attendance/ Exclusion leads LA partnership working</p> <p>Price of pupil poverty guides</p> <p>PDG guidance for schools and improvement partners is available</p> <p>PL opportunities available for all schools</p> <p>Bespoke support for schools and clusters in relation to vulnerable learners - specifically addressing the impact of poverty</p>	4	4	16	Treat	An area of the CSC BP is dedicated to addressing this risk in partnership with LAs	April 2021	September 2023	Assistant Director Curriculum & Professional Learning

**Central South Consortium Corporate Risk Register**

Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Risk Impact on the 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	Risk Owner
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
6	Difficulty recruiting to posts within CSC	Capacity within the system and uncertainty around the future of regional working	Inability to deliver aspects within the Business Plan as well as obligations within the legal agreement & grant terms and conditions	REPUTATIONAL & PARTNERSHIP	Succession planning within CSC Examined alternative provision (finance support from host authority) External translation increased to support reduced internal capacity	4	4	16	Treat	Review of advertising strategy Apprenticeship for Admin Further engagement with democratic services Investigate Graduate recruitment placements within RCT programmes	March 2022	September 2023	Managing Director
7	There are insufficient leaders coming forward for headship 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 'fasttrack' 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, maybe limiting access to certain groups of candidates who may not be able to demonstrate readiness at that point in time. The ambition of senior leaders to aspire 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.	SOCIAL	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 Gyda'n Gilydd and Cyfleoedd ++ to promote WM uptake. All national leadership programmes developed and delivered as e-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 IP/PIP 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 (Mick Waters).	3	4	12	Treat	Addressing recommendations from Aspiring HT and NPQH review. 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	Assistant Director Curriculum & Professional Learning
8	Estyn monitoring of LAs 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	PARTNERSHIP (This may lead to lack of confidence by LAs)	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 2024	Managing Director
9	Under-development of governance/scrutiny	Engagement and turnover of members of governance groups	No direct impact on the delivery of the priorities within the BP	PARTNERSHIP	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 LAs 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) Directors linked to Governance groups	April 2022	Sep-23	Managing Director
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	REPUTATION & PARTNERSHIPS 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. When requested 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 monitoring 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 LAs 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	March 2024	Assistant Director Partnerships & Improvement

Central South Consortium Corporate Risk Register

Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Risk Impact on the 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	Risk Owner
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
11	Industrial Action by teaching unions impacting upon the ability of CSC to undertake school improvement functions on behalf of LAs	Industrial action by teaching union (NEU) strike day confirmed as 1st Feb 2023 (Subsequent dates of 14th Feb, 15th - 16th March have been postponed). Action short of strike in place by NAHT from 1st Feb 2023.	This will impact upon the work of all school facing staff, as well as CSC's ability to report progress of schools to governance bodies.	<b>STAKEHOLDER &amp; REPUTATION</b>  Confidence of stakeholders to accurately evaluate the progress of schools' improvement journey	IPs continue with the programme of visits and are logging all visits in the SIPL if they are cancelled by Headteachers.  A separate log is being kept of all cancelled / postponed visits  Bespoke support already brokered is continuing	4	4	16	Treat	Close engagement with LA Directors as well as unions on best approaches to support schools.	Feb 2023	Unclear	Managing Director
12	Wellbeing of CSC Staff	Due to the ongoing uncertainty of the future of regional consortia and workload pressures due to reduction in capacity.	Increased long term sickness rates and work related stress resulting in inability to fulfil obligations within current BP	<b>SOCIAL &amp; REPUTATION</b>  Confidence of stakeholders to accurately evaluate the progress of schools' improvement journey	Communication regarding support available through RCT as host authority  Line Manager focus on wellbeing  Organisation development of further enhanced wellbeing programme	4	3	12	Treat	Area identified through self-evaluation with plans being developed to provide holistic support to staff	Feb 2023	Ongoing	Managing Director