

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 2023/24			Response to Risk	Action(s) Required to Manage the Risk (Mitigate/Reduce/Increase Risk to an Acceptable Level)	Start Date	End Date
						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>	<p>Continue to work with Welsh Government on long term funding proposals to ensure delivery of business planning over 3 years. Ongoing discussions with WG on the impact of removing EIG from consortia and routing via LAs in 2024/25. 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</p> <p>Further discussions on going with Directors and chief Executives to inform proposals for MTFP considered by Members in December 2023. Modelling of additional cuts and the impact of any further cuts have been shared with both Directors and Chief Executives.</p>	4	4	16	Tolerate	Awaiting confirmation from WG on the proposed changes to regional grant funding from 2024/25, which will have an impactful effect on the affordability of CSC's business plan in the next financial year. Early conversations are being held with service leads to manage expectations on the future of the CSWC model and other CSC funded activities identified in the operational plan.	1st April 2022	31st March 2024
2	Implementation of Curriculum for Wales: Schools' capacity, knowledge and experience, and confidence to plan a curriculum that ensures progression in knowledge and skills across the 3-16 continuum.	Extensive reform across all areas of education. Ongoing pressures in schools to engage in professional learning. Staffing capacity in schools. Expectation of all teachers as curriculum designers. ASOS and lack of engagement with surveys affecting CSC's ability to know the development and quality of the curriculum in some schools. Lack of clarity in the system of 'standards'. Some Secondary schools lack of commitment to development of KS3 curriculum to meet the CFW requirements due to qualifications reform and concerns on standards.	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 organization'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, SIPLS</li> <li>WG intelligence/ grant T&amp;Cs</li> <li>National network conversations</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> <li>Lead Practitioners to increase capacity and expertise to support PL and bespoke support for all schools in the region.</li> </ul> </li> </ul> </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>From Sept 23, implementation of 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> <li>Production of CSC PL compendium hard copies and online to ensure the PL opportunities are better known and understood by staff and schools.</li> <li>Ongoing discussion with WG and LAs on 'standards'.</li> <li>CSC continue to work with WG regarding communication clear expectations of KS 3 curriculum. CSC staff participation in qualifications reforms activities.</li> </ul>	1st April 2023	31st March 2024
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 School pressures in recent years for schools to engage with their cluster. Qualifications reform. ASOS and lack of engagement with surveys and evaluations, affecting CSC's ability to be aware of cluster working in some schools.	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 organization'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, and continuation of funding for cluster convenors.                             <ul style="list-style-type: none"> <li>PL, resources and bespoke support available to support clusters in curriculum design.</li> </ul> </li> <li>Promotion of CSC cluster bespoke support.</li> </ul>	3	2	6	Treat	<ul style="list-style-type: none"> <li>From Sept 23, implementation of refined system of bespoke support to further meet the needs of schools 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> <li>Refinements of methods of evaluation for cluster working.</li> </ul>	1st Sept 2023	31st March 2024
4	Implementation of Curriculum for Wales: Schools' understanding of assessment within Curriculum for Wales, and their capacity, knowledge and experience and confidence to plan for assessment	Extensive reform across all areas of education, including Curriculum for Wales and assessment and accountability arrangements. Impact of COVID School pressures in recent years for schools to engage in professional learning. Staffing capacity of schools. Secondary schools understanding of and capacity to fulfil revised reporting arrangements. Uncertainty around some national policy and processes - revised standardization of OPAs, comparative judgement pilot.	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 organization's efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Regional and national 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.                             <ul style="list-style-type: none"> <li>CSC staff and schools' participation in CAMAU project.</li> </ul> </li> <li>Development of further PL opportunities related to assessment, including school's sharing their emerging practice.</li> </ul>	3	3	9	Treat	Further discussions with WG related to quality/content of some published resources, e.g. CAMAU. Further sharing of school's emerging practice in regional PL events and resources.	1st April 2023	31st March 2024

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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.	SOCIAL	Professional learning linked to teaching and learning and improving outcomes for all learners. Writing revolution Reading reconsidered Rady project Improvement partner support and PDG summary (OECD- DAC) Attendance/ Exclusion leads LA partnership working Price of pupil poverty guides PDG guidance for schools and improvement partners is available PL opportunities available for all schools Bespoke support for schools and clusters in relation to vulnerable learners - specifically addressing the impact of poverty	4	4	16	Treat	An area of the CSC BP is dedicated to addressing this risk in partnership with LAs	April 2021	September 2023
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 SLA in place with RCT to cover finance vacancy in the short term Investigate Graduate recruitment placements within RCT programmes	March 2022	March 2024
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 'fastrack' 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 Cylleoedd ++ 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
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. Each LA has a process in place to share information ensuring intelligence and concerns are shared with the LA and with IPs	4	2	8	Treat	All school facing staff access training. It has still not been possible for consortia staff to access Estyn training, but this will help mitigate the risk in the summer term. CSC staff will access the training when possible, however we cannot commit to staff completing inspections as Estyn do not pay for staff time and this removes capacity from our schools. It costs CSC approx. £1600 per inspection a member of our staff attends  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
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. Partnership Group established and meeting termly with the Management board - ensures other stakeholder groups feed into the Management board	3	3	9	Treat	Develop Induction programme for new Members  Establish a Members Booklet Scrutiny reports being developed based on LA feedback  Developing relationship with core groups (MD & ELT to meet all Members / Chairs throughout the year)  Directors linked to Governance groups	April 2022	-March 2024

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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.  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 <del>support</del> 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
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
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 Staff Wellbeing group established and feeding back to ELT Wellbeing on all team meeting agendas	Feb 2023	Ongoing