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Welsh in education workforce plan: data analysis

Welsh in education workforce plan: data analysis

Audience

Bodies involved or interested in the Welsh-medium education workforce and developing the Welsh language skills of education practitioners, including: schools, initial teacher education (ITE) partnerships, teaching unions, regional consortia and partnerships, local authorities, Estyn, Education Workforce Council (EWC), National Academy for Educational Leadership (NAEL), Coleg Cymraeg Cenedlaethol, Welsh Language Sabbatical Scheme providers, CYDAG, university departments of Welsh, Mudiad Meithrin, Welsh Language Commissioner and others with an interest.

Overview

This data analysis document accompanies the 'Welsh in education workforce plan'. It provides a range of data on the education workforce from a number of sources. This data has been used to inform the actions in the plan. Our intention is to update this analysis at timely intervals in order to use the most recent data as we monitor and refine the actions in this long-term plan.

Action required

For information.

Further information

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Related documents

'Welsh in education workforce plan'

'Welsh in education workforce plan: summary of Welsh in education strategic plans'

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Introduction

This document sits alongside the ‘Welsh in education workforce plan’. It sets out some of the key data that we have used to determine the actions set out in the plan. Our intention is to update this analysis at timely intervals in order to use the most recent data as we monitor and refine the actions in the long-term plan.

Aim 1: Increase the number of teachers able to teach Welsh as a subject and other subjects through the medium of Welsh

Cymraeg 2050 sets long-term targets for increasing teacher numbers as follows.

Number of primary teachers who teach through the medium of Welsh			
2015 to 2016 baseline	2021 target	2031 target	2050 target
2,900	3,100	3,900	5,200
Number of secondary teachers who teach Welsh as a subject			
2015 to 2016 baseline	2021 target	2031 target	2050 target
500	600	900	1,200
Secondary teachers who teach subjects through the medium of Welsh			
2015 to 2016 baseline	2021 target	2031 target	2050 target
1,800	2,200	3,200	4,200

In order to project the number of teachers needed to teach Welsh or through the medium of Welsh by 2021, 2031 and 2050, pupil projections, the Government’s targets regarding Welsh-medium education, as well as the pupil:teacher ratios are all used for these years for the primary and secondary sector. As such, should the number of learners in Welsh-medium education remain static and the pupil projections reduce, then these would have a knock-on on the target number of teachers. Therefore, the targets for the number of teachers cannot be looked at in isolation.

It is hoped that Census 2021 data will be available later in 2022. This data, along with the latest data on pupil projections, will be used to update the trajectory for reaching one million Welsh speakers.

In addition, more detailed information on the Welsh language ability of the school workforce and the use of Welsh within the context of the school from the School Workforce Annual Census (SWAC) will be considered in updating targets for Cymraeg 2050. As the

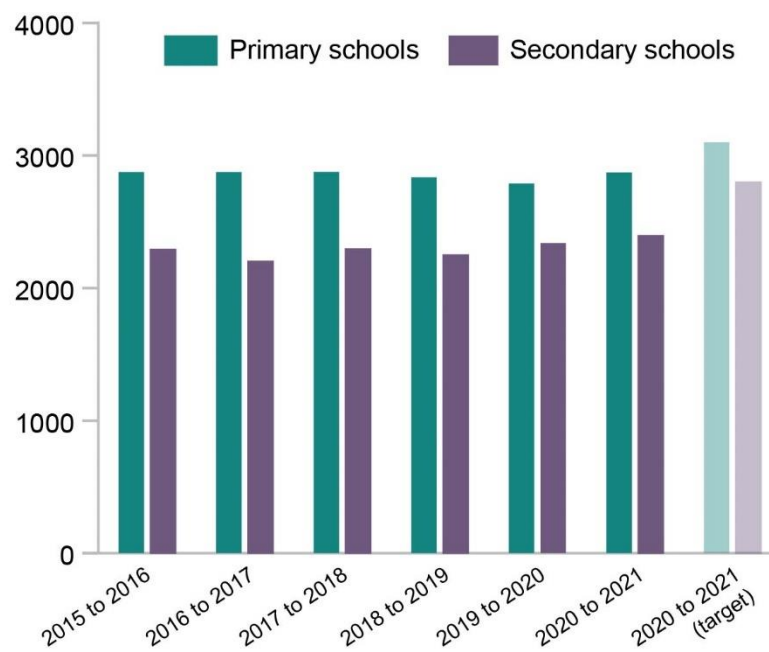
information is collected at an individual level it will enable the analysis of trends over time and the movement of staff in and out of the profession.

The latest published data on progress against the Cymraeg 2050 targets, based on the 2020 to 2021 academic year, can be seen in table 1.1 below. The data shows that:

- following a decrease in the number of primary teachers in 2019 to 2020 the number increased in 2020 to 2021, and there is now a small shortfall of 7% (229) in the number of primary Welsh-medium teachers against the 2021 target
- the number of secondary teachers has increased over the past 3 years. However, there remains a shortfall of 14% (405) in the combined number of secondary teachers able to teach Welsh or subjects through the medium of Welsh.

This plan will take us up to the 2031 targets. Therefore, taking account of the shortfall against the 2021 targets, the number of additional teachers required by 2031 will be as outlined in table 1.2 below.

Table 1.1: Number of teachers able to teach through the medium of Welsh¹



Source: Pupil Level Annual School Census (PLASC)

¹ Supply teachers are not included in this data. Data on supply teachers can be found in table 1.12

Table 1.2: Number of teachers required to meet 2031 targets

Number of primary teachers who teach through the medium of Welsh			
2020 to 2021 baseline 2,871	2031 target 3,900	Gap to target 1,029	Approximate additional no. of teachers per year 103
Number of secondary teachers who teach Welsh as a subject			
2020 to 2021 baseline 391	2031 target 900	Gap to target 509	Approximate additional no. of teachers per year 51
Number of secondary teachers who teach subjects through the medium of Welsh			
2020 to 2021 baseline 2004	2031 target 3,200	Gap to target 1,196	Approximate additional no. of teachers per year 119

Source: PLASC

The Teacher Planning and Supply Model (TPSM) generates 2 desired intake numbers, one for the needs of the primary sector and the other for the secondary sector. These are notified to the Education Workforce Council (EWC) in the autumn each year. The EWC then assigns recruitment allocations at the programme level for individual ITE partnerships (apart from the Open University which provides part-time and employment-based provision) across Wales for the following academic year. There is an expectation that ITE partnerships should be working towards at least 30% of the annual intake preparing to teach through the medium of Welsh.

The desired intake for the 2022 to 2023 academic year is in table 1.3 below and should the ITE partnerships deliver the 30% annual intake of students preparing to teach through the medium of Welsh, there should be a sufficient supply of teachers for the sector moving forward.

Table 1.3: Desired stock of new teachers 2022 to 2023

	Undergraduate	Postgraduate	Total	30% Welsh-medium
Primary	264	398	662	198
Secondary			948	284
Total			1,610	482

Source: EWC

The data on the number of students on ITE courses preparing to teach in Welsh in table 1.4 below indicates that we're on the right path to be able to meet the primary target, should the number of students remain as 145, the number in 2019 to 20, or increase further. However, the number preparing to teach in secondary schools needs to substantially increase if we are to meet the targets. We need to double the number of students preparing to teach in secondary schools in order to meet the targets, and that is not taking into account staff turnover within schools.

Table 1.4: First years on ITE courses in Wales training to teach in Welsh by school level and year²

	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019	2019 to 2020
All	245	235	210	175	235
Primary school	150	145	110	95	145
Secondary school	95	90	100	75	90

Source: StatsWales

In addition to traditional full-time ITE courses, since 2020 to 2021 new part-time and work-based salaried PGCE for teaching in primary and secondary schools have been delivered by the Open University. Table 1.5 shows the number of entrants to the part-time PGCE and table 1.6 the number of entrants to the Salaried PGCE. There is scope to increase the number of enrolments on both routes to teach through the medium of Welsh in future years.

² [StatsWales](#)

Table 1.5: Entrants to part-time PGCE

	2020 to 2021	2021 to 2022
Primary Welsh-medium enrolments	*	5
Primary English-medium enrolments	40	45
Total primary enrolments	45	50
Secondary Welsh-medium enrolments	5	*
Secondary English-medium enrolments	5	20
Total secondary enrolments	10	20
Total part-time enrolments	55	70

Source: Welsh Government

1, 2 are represented as *. All other numbers are rounded to the nearest multiple of 5.

Table 1.6: Recruitment to the Salaried PGCE

	2020 to 2021	2021 to 2022
Primary Welsh-medium enrolments	5	20
Primary English-medium enrolments	45	45
Total primary enrolments	55	65
Secondary Welsh-medium enrolments	15	5
Secondary English-medium enrolments	15	20
Total secondary enrolments	30	30
Total salaried enrolments	85	90

Source: Welsh Government

1, 2 are represented as *. All other numbers are rounded to the nearest multiple of 5.

In the first 2 years of operation and despite the pandemic 180³ individuals were offered the opportunity to upskill and work towards a future career in teaching through the Salaried PGCE.

As outlined in the plan, the TPSM does not go down to individual subject level or ability to teach through the medium of Welsh. Therefore, in order to better understand the demand for secondary Welsh-medium teachers in key subject areas, we have looked at historical data for ITE intake (table 1.7) and the number of posts in Welsh-medium schools advertised by subject (table 1.8).

Table 1.7: First years on ITE courses in Wales training to teach in Welsh by subject and year

	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019	2019 to 2020
All	95	90	100	75	90
General science	0	0	0	0	0
Biology	5	5	5	0	0
Chemistry	5	5	5	0	5
Physics	5	0	0	5	0
Mathematics	5	5	5	5	5
Design and technology	5	0	10	5	0
Information technology	5	0	0	0	0
Art	0	0	0	5	0
Business	0	0	0	0	0
Drama	0	5	0	0	5
English	0	0	5	5	5
Geography	5	5	5	0	5
History	5	5	5	10	10
Modern foreign languages	10	15	15	10	20
Music	0	0	5	5	0
Physical education	15	10	10	10	10

³ Rounded to the nearest multiple of 5

Religious education	0	0	0	0	0
Welsh	25	35	25	15	20

Source: StatsWales

Table 1.8: Number of Welsh-medium posts advertised by subject and year

	Jan–Dec 2016	Jan–Dec 2017	Jan–Dec 2018	Jan–Dec 2019	Jan–Dec 2020
Total	454	438	421	395	322
Primary	293	270	260	227	138
Secondary total	161	168	161	168	184
Art	2	3	8	7	4
Biology	8	5	2	1	3
Chemistry	10	2	2	1	3
Design and technology	6	11	3	3	10
English	14	11	14	8	9
Geography	7	3	5	7	7
History	9	6	9	5	7
Information technology	6	5	.	4	3
Mathematics	13	23	20	28	19
Modern foreign languages	8	6	2	1	6
Music	2	13	9	8	2
Physical education	7	5	8	13	9
Physics	3	1	1	5	1
Religious education	5	6	4	6	4
Science	9	13	20	9	17
Welsh first language	18	18	13	11	27
Welsh second language	8	11	14	11	14
SEN coordinator	5	2	1		2

Other subject	21	24	26	40	37
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Source: StatsWales

It is clear from the data in tables 1.7 and 1.8 that in some subjects there aren't enough new teachers qualifying to teach through the medium of Welsh to fill the vacancies, for example mathematics, Welsh, design and technology and science. The other factor to consider is that the geographic location of the posts and the qualified teachers could differ.

In addition to those who gained qualified teacher status (QTS) in Wales, there are a number of students from Wales training to teach in English universities. Data from EWC in tables 1.9a and 1.9b shows how many NQTs have trained in England and subsequently registered with EWC by ability to teach through the medium of Welsh and phase of employment. Table 1.10 includes the number of those NQTs trained in England who work in Welsh-medium schools. Over a period of 5 years, 38 NQTs returned to teach through the medium of Welsh from a total of 100 who are able to teach through the medium of Welsh. Steps could therefore be taken to support those who trained in England to return to Wales to teach through the medium of Welsh.

1.9a: Number of NQTs trained in England and registered with EWC by ability to work through the medium of Welsh

Ability to work through the medium of Welsh	2017	2018	2019	2020	2021
Yes	16	13	16	27	28
No	192	209	246	260	271
Total	208	222	262	287	299

Source: EWC

Table 1.9b: Number of NQTs trained in England and registered with EWC by phase and Welsh-medium ability

Phase employed and Welsh-medium ability	2017	2018	2019	2020	2021
Primary	8	1	2	12	10
Middle	0	1	0	0	0
Secondary	2	5	4	3	7
Special	0	0	0	0	1
Pupil referral unit	0	0	0	0	0
Supply	3	3	7	5	8
Others in/out of service	3	3	3	7	2
Total	16	13	16	27	28

Source: EWC

Table 1.10: Number of NQTs trained in England and registered with EWC by medium of schools

Medium of school	2017	2018	2019	2020	2021
Welsh-medium	4	6	6	6	16
English-medium	92	95	117	107	105
Unknown	112	121	139	174	178
Total	208	222	262	287	299

Source: EWC

Furthermore, there are a number of teachers working in English-medium schools with the ability to teach in Welsh. Although we also need to increase the number of Welsh-speaking teachers in English-medium schools, there may be opportunities to consider closer working between Welsh-medium and English-medium schools, especially in key shortage subject areas.

Table 1.11 includes data on the number of teachers (headcount and full-person equivalent (FPE)⁴) with intermediate, advanced or proficient Welsh skills teaching subjects in Years 7 to 14 in English-medium middle and secondary schools. There are some notable subjects (for example mathematics, design and technology, English and science) where closer working between sectors could provide opportunities for teachers to gain confidence to teach through the medium of Welsh.

Table 1.11: Teachers (headcount and FPE) with intermediate or above Welsh skills teaching years 7 to 14 in English-medium schools by subject, November 2020

Subject	Headcount	FPE
Art	50	30
Biology	35	15
Business studies	25	10
Chemistry	30	15
Design and technology	100	55
Drama/theatre	45	15
Engineering	10	*
English	170	110
Geography	50	25
History	80	50
ICT	70	30
Mathematics	125	100
Modern foreign languages	100	65
Music	60	35
Personal and social education	150	15
Physical education	140	90

⁴ The FPE is the proportion of total teaching time spent teaching a particular subject. If a teacher spends half of their teaching time teaching subject X and half of their time teaching subject Y, they would be recorded as having an FPE of 0.5 against each of these subjects. An FPE of 10 against a particular subject is equivalent to 10 teachers spending all of their teaching time teaching that subject. A person's FPE will always sum to one (regardless of how many subjects they teach), therefore the total FPE is equivalent to the total number of teachers teaching.

Physics	25	5
Religious education	110	50
Science	125	80
Social sciences	35	15
Vocational subject	85	25
Welsh Baccalaureate	180	40
Welsh	625	495
Other humanities	45	15
Other subject	210	45
Total subjects	1,425	1,425

Source: SWAC

Figures rounded to the nearest 5.

* Values less than 5 have been suppressed.

In addition to the number of teachers able to teach through the medium of Welsh, as recorded in the PLASC on an annual basis (table 1.1), there is also a supply workforce that enables schools to provide cover or additional support in schools. According to EWC data, in 2021 there were 4,222 supply teachers in Wales. Some of these may be counted in the PLASC data as they would have been in schools on the census date, and others may have been working as teaching assistants. Nevertheless, it is still important to account for this cohort of the workforce in our planning as there has been an increasing demand on the supply workforce in recent years. Over half of supply teachers are primary trained (55.1%) and approximately 20% of the supply teachers are able to teach through the medium of Welsh in 2021 as outlined in table 1.12.

Table 1.12: Number of supply teachers registered with EWC by ability to work through the medium of Welsh

Ability to work through the medium of Welsh	2017	2018	2019	2020	2021
Yes	1,194	1,144	1,023	1,015	869
No	3,443	3,470	3,736	3,605	3,336
Unknown	150	79	0	15	17
Total	4,787	4,693	4,759	4,635	4,222

Source: EWC

As supply teachers are deployed by agencies or local authority supply pools wherever they are needed rather than being employed by a particular school it is not possible to record the phase they work in as it can be variable. However, looking at the data for the phase that the supply teachers trained for in table 1.13 it is clear that the number of teachers available is insufficient to meet the Cymraeg 2031 targets for number of teachers and still allow for a sufficient workforce to provide additional cover for schools.

Table 1.13: Supply teachers by ability to teach through the medium of Welsh and phase trained

	Ability to teach through the medium of Welsh							
	Yes		No		Unknown		Total	
	Number	%	Number	%	Number	%	Number	%
Primary-trained	488	21.0%	1,828	78.6%	9	0.4%	2,325	100.0%
Secondary-trained	233	16.0%	1,219	83.6%	6	0.4%	1,458	100.0%
Unknown	148	33.7%	289	65.8%	2	0.5%	439	100.0%
Total	869	20.6%	3,336	79.0%	17	0.4%	4,222	100.0%

Source: EWC

Another consideration when identifying how many new teachers are required annually is the retention of teachers in the profession. Data in tables 1.14a and 1.14b that tracks registered teachers over a 5-year and 10-year period indicates that:

- of those who gained QTS in 2016 to 2017 approximately 81% progressed to register with EWC

- of Welsh-trained NQTs who went on to register with EWC to work or be eligible to work in Wales, approximately 85% were registered to teach in 2021
- over the same period, the number of teachers who remain working within a Welsh-medium school remains relatively stable
- over a 5-year period, of the 2016 to 2017 cohort there was a 9% reduction in the number of those still registered in 2021 able to speak Welsh and approximately a 5% reduction in the number of teachers able to teach in Welsh. However, the proportion of Welsh-speaking NQTs and registered school teachers year on year has remained stable during that time and also over a 10-year period. Of those gaining QTS in 2016 to 2017 and registered in 2018, 37% were able to speak Welsh and in 2021 this increased to 40%. In 2018, the ability to work through the medium of Welsh was 28% and this also increased to 31% in 2021
- over a 10-year period approximately 71% of teachers remained registered with EWC
- over a 10-year period, of the 2011 to 2012 cohort, there was a 24% reduction in the number of those still registered in 2021 who were able to speak Welsh and approximately a 20% reduction in the number able to teach in Welsh. Of those gaining QTS in 2011 to 2012, proportionally, the Welsh language ability as indicated above remained stable in relation to those registering with EWC in 2013 and 2021. In 2013, 35% were able to speak Welsh and in 2021, this increased to 37%. The ability to work through the medium of Welsh was 28% in 2013 and this also increased to 31% in 2021.

Table 1.14a: Number of teachers awarded QTS and remain registered with EWC over a 5-year period

	ITE Wales 2016 to 2017		Welsh language		Medium of school	
	Number	%	Ability to speak Welsh	Ability to work through the medium of Welsh	Welsh-medium school	English-medium school
Number of students who gained QTS	1,060		N/A	N/A	N/A	N/A
Registered with EWC for the 2017 to 2018 registration year/entered the profession	859	81.0%	317	239	152	292
Registered March 2021	727	84.6%	289	226	160	421

Source: EWC

EWC take an extract from the Register of Education Practitioners on 1 March each year. Welsh language details were only held for those who were awarded QTS and subsequently registered with EWC.

Table 1.14b: Number of teachers awarded QTS and remaining registered with EWC over a 10-year period

	ITE Wales 2011 to 2012		Welsh language		Medium of school	
	Number	%	Ability to speak Welsh	Ability to work though the medium of Welsh	Welsh-medium school	English-medium school
Number of students who gained QTS	1,560		N/A	N/A	N/A	N/A
Registered with EWC for the 2012 to 2013 registration year/entered the profession	1,160	74.4%	408	322	N/A	N/A
Registered March 2021	829	71.5%	310	253	182	500

Source: EWC

EWC take an extract from the Register of Education Practitioners on 1 March each year. Welsh language details were only held for those who were awarded QTS and subsequently registered with EWC. Specific school information for 2013 is unavailable, therefore we are unable to state the breakdown of medium of school in 2013. If over a 10-year period approximately 1 in 5 of those able to teach in Welsh-medium schools leave the profession, then we will need to account for this reduction in our forward planning.

The SWAC allows us to use consecutive sets of data to look at the number of teachers who leave their posts between one year and another. Table 1.15a shows the total number of teachers in Welsh-medium primary and secondary schools in 2019 and 2020 and table 1.15a shows those that have left Welsh-medium primary and secondary schools between 2019 and 2020. The table notes whether they have left the profession, moved to a non-teaching role (for example leadership), moved to a middle school or moved to an English-medium school. Overall, approximately 6% (470) of the primary and secondary teachers have left the profession, with a further 4% moving schools or roles within the system.

Table 1.15a: Classroom teachers in Welsh-medium primary and secondary schools (a, b)

Year	Primary	Secondary	Total
2019	2,685	2,250	4,935
2020	2,750	2,270	5,020

Source: SWAC

Table 1.15b: Classroom teachers that have left a teaching role in Welsh-medium primary and secondary schools between 2019 and 2020 (a, b)

Category of leavers	Primary		Secondary		Total	
	Number	Proportion of teachers	Number	Proportion of teachers	Number	Proportion of teachers
Total number of leavers (c) (of the total number of leavers (d))	235	8.7%	235	10.5%	470	9.5%
Teachers that have left the profession (e)	170	6.3%	130	5.7%	295	6.0%
Teachers that have moved to a non-teaching role	50	1.9%	30	1.4%	80	1.7%
Teachers that moved to a middle school	5	0.2%	65	2.8%	70	1.4%
Teachers that have moved to an English-medium school	10	0.4%	15	0.7%	25	0.5%

Source: SWAC

Headcount rounded to the nearest 5. Percentages are based on unrounded figures.

Notes:

(a) Teachers include assistant headteachers, leading practitioners, qualified teachers, unqualified teachers and other teachers.

(b) Welsh-medium includes dual-stream, transitional and bilingual.

(c) Includes teachers recorded in a Welsh-medium primary/secondary school in 2019 but not recorded in a teaching role (see note

(a)) /sector/school medium in 2020.

(d) The following categories are not mutually exclusive (i.e. a teacher could move to an English-medium school as a deputy head teacher – this individual would be recorded in the 'moved to non-teaching role' and 'moved to English-medium school' categories).

(e) Includes teachers recorded in 2019 but not in 2020 (regardless of role, sector or school medium type).

Looking at the data on a regional basis, table 1.16 shows the teachers that have left the profession by sector and region. The highest proportion of leavers were in the south-east region, with the highest number of leavers in the north and south-west and mid Wales regions.

Table 1.16: Classroom teachers in Welsh-medium schools that have left the profession between 2019 and 2020 by sector and region (a, b, c)

Region	Primary		Secondary		Total	
	Number	Proportion of teachers	Number	Proportion of teachers	Number	Proportion of teachers
North Wales	65	7.2%	50	5.9%	120	6.6%
South West and Mid Wales	55	5.6%	45	5.5%	100	5.6%
Central South Wales	30	5.1%	20	5.2%	45	5.2%
South East Wales	15	8.0%	15	6.6%	30	7.3%
Wales	170	6.3%	130	5.7%	295	6.0%

Source: SWAC

Headcount rounded to the nearest 5. Percentages are based on unrounded figures.

Notes:

(a) Includes assistant headteachers, leading practitioners, qualified teachers, unqualified teachers and other teachers.

(b) Includes individuals recorded in the 2019 SWAC collection but not the 2020 SWAC collection.

(c) Welsh-medium includes dual-stream, transitional and bilingual.

As we gather more annual data via the SWAC collection we will work with local authorities to better understand trends in the number of leavers and those moving schools over time.

The conversion programme to provide support for teachers with QTS who qualified to teach in primary has been piloted over 2 academic years. Ten took part in the 2020 to 2021 period and a further 14 in 2021 to 2022. To date, 9 of the first cohort have secured posts in secondary schools in a range of subjects including mathematics, English, design and technology, and science. The 14 taking part in 2021 to 2022 are also being supported to teach in a range of priority subjects, with 6 teaching Welsh and the others teaching science, mathematics, English and design and technology.

In summary, if we are to meet the targets in Cymraeg 2050, taking into consideration the current data and interventions, the anticipated numbers would be as follows.

Table 1.17: Approximate additional number of teachers trained per year

Sector	Approximate additional number of teachers required per year based on Cymraeg 2050 targets	Actions to train or increase number of teachers				Total teachers trained in Wales or additional capacity via other means
		Training to teach in Welsh ITE partnerships 2019 to 2020	Training to teach in Welsh alternative routes 2020 to 2021	Training in England, returning to teach in Welsh 2021	Conversion programme intake 2021 to 2022	
Primary	103	145	25	10		180
Secondary	170	90	5	7	14	116

Source: Welsh Government

Taking into account the number of teachers required to meet the Cymraeg 2050 targets, the approximate intake via ITE or other means, the number leaving and the current desired stock of new teachers as determined by the TPSM, the projected annual number of new Welsh-medium teachers required via ITE or other means (for example moving from England) is 273 for primary and 300 for secondary as outlined in table 1.18.

Table 1.18: Approximate number of teachers required per year

Sector	A Approximate additional no. of teachers required per year based on Cymraeg 2050 targets	B Approximate total teachers trained or additional capacity	C Leavers	D Additional teachers required per year to meet Cymraeg 2050 targets over and above current ITE intake or other methods (B-C-A)	E Current projected annual Welsh-medium ITE intake	F Required annual Welsh-medium teachers (B + D)
Primary	103	180	170	93	198	273
Secondary	170	116	130	184	284	300

Source: Welsh Government

It is clear that the challenge is the secondary sector with a need for an additional 184 teachers over and above the current ITE intake and recruitment via other means. However, should the projected ITE intake (30%) be reached, then there would only be a shortfall of approximately 16 teacher per year. In the primary sector, the current projected ITE intake would need to increase in order to meet the need for an additional 93 teachers over and above those currently trained. The Cymraeg 2050 targets for the number of teachers are based on the anticipated growth in the number of learners in Welsh-medium schools and each local authority has set targets for this growth in their Welsh in Education Strategic Plans (WESPs). Should these local authority targets not be met, the need for additional teachers would vary.

As outlined in the plan, we cannot focus on increasing ITE alone to secure a supply of Welsh-medium teachers. We need to ensure that a sufficient number of learners are progressing through Welsh-medium education at GCSE, A level and undergraduate level. The local authority WESPs are key to supporting the increase at GCSE and A level while the Coleg Cymraeg Cenedlaethol is tasked with increasing the number of university students studying part or all of their degrees through the medium of Welsh.

To illustrate this, we have looked at progression in 4 subject areas: Welsh, mathematics, ICT and modern foreign languages. Table 1.19 gives an indication of how students studying Welsh or subjects through the medium of Welsh may progress through GCSE to A level and on to degree subjects. Although the data presented in this table follows a typical pathway approach from GCSE to A level to degree, it has not been linked at a student level and therefore does not necessarily represent the same students moving through each level. Some students may leave or join Welsh schools or take different amounts of time to move to degree level. Additionally, student numbers for first degree qualifiers are calculated based on the number of enrolments rather than the number of individual students. Therefore, care should be taken when drawing conclusions from this data. The degree qualifier figures are based on the number of enrolments from Welsh-domiciled students studying any credits through the medium of Welsh in a Welsh higher education provider. It does not give an indication of students that have Welsh language skills studying entirely through the medium of English or those studying in other UK nations. Nevertheless, the figures do show a low number of students entering exams and qualifying in Welsh or through the medium of Welsh at higher levels.

The method used to calculate Welsh-medium teaching for first degree qualifiers in this analysis differs to that used in the [Welsh language in higher education institutions statistical bulletin](#). This analysis looks at whether a student who qualified studied any of their degree in Welsh. This was used, along with the subjects they qualified in, to calculate the FPE for each level of Welsh teaching for each subject.

Table 1.19 Number of students entering GCSE or A level exams in Welsh as a subject or other subjects through the medium of Welsh and first degree qualifiers in Welsh as a subject or other subjects through the medium of Welsh

	GCSE 2012 to 2013	A level 2014 to 2015	First degree qualifiers 2017 to 2018 (2018 to 2019 for modern foreign languages)
Welsh	5580 (first language) 10,024 (second language)	299 (first language) 316 (second language)	75
Mathematics	4501	357	10
ICT/computer science	456	66	5
Modern foreign languages*	1148	81	5

Source: Welsh Government

GCSE pupils are pupils aged 15 the day before the start of the academic year.

A level pupils are pupils aged 17 the day before the start of the academic year.

GCSE and A level data is only collected on qualifications approved by the Welsh Government for use in schools. Independent schools can choose other qualifications which are not approved. These are not included in the figures.

In some cases pupils may take more than one modern foreign language and would appear twice in the data.

First degree qualifiers are calculated using FPEs for enrolments and are rounded to the nearest 5.

First degree qualifiers are based on student enrolments who are:

- counted within the qualifications obtained population
- qualifying at first degree level
- studying at a Welsh higher education provider, or Welsh-domiciled students studying in the Open University
- Welsh-domiciled students.

First degree qualifiers data for Welsh, mathematical sciences and computer science courses were taken from 2017 to 2018. For modern foreign languages, these were taken from 2018 to 2019 as modern foreign language courses are 4-year courses.

Aim 2: Increase the number of practitioners able to work through the medium of Welsh who are supporting learners

As noted in the plan, Welsh-medium schools are facing particular challenges in recruiting practitioners who can support learners. Learning support workers and practitioners supporting learners with additional learning needs are a key part of the school workforce.

As demonstrated in table 2.1 below, in Welsh-medium and bilingual schools the data indicates that there could be learning support workers employed who do not have Welsh language skills. For example, table 2.1 notes that there are 3,265 learning support workers working in Welsh-medium schools, with 2,950 with Welsh language skills at intermediate level or above and 240 with skills at foundation level or lower. This suggests that there are not enough learning support workers with Welsh language skills to fill roles in Welsh-medium schools, let alone enough to be able to support delivery of the new curriculum in English-medium schools.

Table 2.1: Number of school support staff by school medium, role and Welsh ability, November 2020

School medium	Role	Welsh ability							Total
		No skills	Entry	Foundation	Intermediate	Advanced	Proficient	Not obtained	
Welsh-medium (a)	Higher level teaching assistant	*	5	10	15	65	225	5	330
	Teaching assistant	35	75	60	155	545	1,610	50	2,525
	SEN support staff	15	20	20	35	100	200	20	410
	Total	45	105	90	205	705	2,035	75	3,265
Bilingual	Higher level teaching assistant	5	5	*	5	20	30	*	65
	Teaching assistant	40	45	25	50	75	135	10	380
	SEN support staff	10	20	10	10	40	95		185
	Total	55	65	40	65	130	260	15	630

English-medium	Higher level teaching assistant	225	620	245	75	30	35	30	1,265
	Teaching assistant	3,030	4,930	1,480	300	160	210	210	10,325
	SEN support staff	750	665	190	40	20	35	60	1,760
	Total	4,005	6,215	1,920	415	210	280	300	13,355
Not applicable (b)	Higher level teaching assistant	65	40	15	5	10	25	10	170
	Teaching assistant	490	355	105	45	45	90	120	1,250
	SEN support staff	470	310	75	15	15	55	30	970
	Total	1,025	705	195	70	70	170	160	2,390
Total Schools	Higher level teaching assistant	300	670	275	100	120	315	45	1,830
	Teaching assistant	3,590	5,405	1,675	555	820	2,045	390	14,480
	SEN support staff	1,245	1,015	290	100	175	380	115	3,325
	Total	5,130	7,095	2,240	760	1,120	2,745	550	19,640

Source: SWAC

Values rounded to the nearest 5. Values have been suppressed where the headcount is less than 5 (*).

(a) Includes dual-stream and transitional.

(b) School medium not applicable for nurseries, special schools or pupil referral units.

Data for the number of special educational needs coordinators (SENCOs) (table 2.2) working in Welsh-medium or bilingual schools would suggest that there is a sufficient number with Welsh language ability with a total of 455 individuals working in a total of 440 Welsh-medium, bilingual, dual-stream and transitional schools.

The majority of SENCOs in schools undertake this role in addition to their main role as a headteacher, classroom teacher, learning support worker or SEN support staff. In November 2020, of the 1,580 SENCOs reported in schools 150 identified the SENCO as their primary role. Therefore, table 2.2 below includes some individuals who are also counted in the teacher numbers presented in tables 2.1, 3.1 and 3.2 where their primary role is as a teacher or learning support worker.

Table 2.2: SENCOs by school medium and Welsh ability, November 2020

School medium	Welsh ability							Total
	No skills	Entry	Foundation	Intermediate	Advanced	Proficient	Not obtained	
Welsh (a)	*	*	*	*	45	350	10	415
Bilingual	*	*	*	*	5	25	*	40
English	100	280	350	180	60	60	15	1,040
Not applicable (b)	20	25	20	10	*	10	*	85
Total	120	310	370	190	115	445	25	1,580

Source: SWAC

Values rounded to the nearest 5. Values have been suppressed where the headcount is less than 5 (*).

(a) Includes dual-stream and transitional.

(b) School medium not applicable for nurseries, special schools or pupil referral units.

Aim 3: Develop all practitioners' Welsh language skills and expertise to teach Welsh and through the medium of Welsh

Our vision is to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life. In order to achieve this vision, we need to have practitioners who have the skills to teach Welsh as a language and across the curriculum. The SWAC provides annual data on the Welsh language ability of practitioners working in schools in Wales based on the Welsh 'Language competency framework for education practitioners' and will enable us to monitor progress in gradually increasing the number of practitioners with higher-level Welsh language skills.

Local authorities and regional consortia have a school-level analysis of the Welsh language ability of practitioners, and we will expect them to use this intelligence to inform the planning of their professional learning offer and to direct practitioners to national courses via the Welsh Language Sabbatical Scheme and the National Centre for Learning Welsh.

Table 3.1 shows the Welsh language ability of all teachers by local authority, regardless of which sector they work in. The data shows that:

- from a total of 25,930 teachers, approximately 40% (10,140) have Welsh language ability at intermediate level or higher
- approximately 40% (10,485) teachers have no skills or skills at entry level
- approximately 18% (4,730) have skills at foundation level
- the highest proportion of teachers with higher-level Welsh language skills are in the local authorities where there is a higher percentage of Welsh-medium or bilingual education, namely Anglesey, Gwynedd, Ceredigion and Carmarthenshire
- there are a number of local authorities where more than 70% of the teachers have Welsh language skills at foundation level or lower, namely Monmouthshire, Bridgend, Newport and Blaenau Gwent.

Table 3.1: Welsh language ability by local authority, November 2020

Local authority (a)	Welsh ability							Total
	No skills	Entry	Foundation	Intermediate	Advanced	Proficient	Not obtained	
Isle of Anglesey	10	15	15	20	55	415		530
Gwynedd	15	25	20	25	100	775	50	1,010
Conwy	85	165	150	85	90	370	15	960

Denbighshire	105	175	165	75	50	315	10	895
Flintshire	265	295	335	165	85	185	5	1,335
Wrexham	170	290	290	105	45	215	5	1,115
Powys	205	200	200	115	90	225	35	1,070
Ceredigion	20	30	25	35	135	325	20	590
Pembrokeshire	70	250	145	95	60	220	95	935
Carmarthenshire	95	210	195	115	180	745		1,540
Swansea	415	490	395	165	75	360		1,905
Neath Port Talbot	235	255	255	90	50	230		1,120
Bridgend	260	365	325	95	50	165	10	1,270
Vale of Glamorgan	315	380	115	185	75	180	5	1,255
Rhondda Cynon Taf	435	460	315	160	130	500	20	2,025
Merthyr Tydfil	90	130	105	55	20	70		475
Cardiff	740	880	460	130	320	425	180	3,135
Caerphilly	295	360	330	105	70	295	15	1,475
Blaenau Gwent	100	170	120	15	15	30	30	475
Torfaen	200	145	165	75	50	85	20	740
Monmouthshire	210	155	180	50	15	40		650
Newport	325	380	420	105	25	140	50	1,440
Wales	4,665	5,820	4,730	2,055	1,770	6,315	575	25,930

Source: SWAC

Values rounded to the nearest 5.

(a) At the local authority level, individuals are counted for each local authority they appear in. At the Wales level, individuals are counted only once. Therefore, the Wales level figures may not equal the sum of the local authorities.

Data in table 3.2 provides a breakdown of teachers by sector, school medium and Welsh ability. The data shows that:

- nearly 30% of primary teachers in English-medium schools have Welsh language skills at intermediate level or above

- nearly 6% of teachers in Welsh-medium schools have Welsh language skills at foundation level or below. Welsh-medium schools includes dual-stream, transitional and bilingual schools; therefore there could be teachers in these schools who predominantly teach in English
- the number of teachers with no Welsh language skills is highest in English-medium secondary schools.

There is clearly scope for local authorities and regional consortia to be working with their schools to ensure that strategic planning for the development of practitioners' Welsh language skills is a key part of their development plans.

Table 3.2: Teachers by sector, school medium and Welsh ability, November 2020

Sector	School medium	Welsh ability							Total
		No skills	Entry	Foundation	Intermediate	Advanced	Proficient	Not obtained	
Nursery	Not applicable (a)	5	10	5	5	*	10		40
Primary	Welsh (b)	15	25	35	35	445	2,530	50	3,135
	English	235	2,875	3,620	1,540	540	700	85	9,590
	Total	250	2,900	3,655	1,575	985	3,225	135	12,725
Middle	Welsh (b)	*	30	5	*	45	540	5	630
	English	220	185	100	40	25	50	35	650
	Total	225	210	105	40	70	590	40	1,280
Secondary	Welsh (b)	115	90	45	55	390	1,595	5	2,295
	English	3,770	2,230	775	310	290	785	340	8,500
	Total	3,885	2,320	820	370	675	2,380	345	10,795
Special	Not applicable (a)	200	280	125	50	30	90	45	820
Pupil referral unit	Not applicable (a)	95	95	20	15	5	25	5	270
Total schools	Welsh (b)	140	140	85	95	875	4,660	60	6,060
	English	4,225	5,290	4,490	1,890	855	1,530	460	18,740

	Not applicable (a)	300	390	150	70	40	125	50	1,130
	Total	4,665	5,820	4,730	2,055	1,770	6,315	575	25,930

Source: SWAC

Values rounded to the nearest 5. Values have been suppressed where headcount is less than 5 (*).

(a) School medium not applicable for nurseries, special schools and pupil referral units.

(b) Includes dual-stream, transitional and bilingual.

Supply teachers are a crucial part of our workforce and play an important part in developing our learners. They will be able to access the national programme of Welsh language courses offered via the National Centre for Learning Welsh. The data in table 3.3 will provide a baseline to determine whether the number of supply teachers registered with EWC by ability to speak Welsh increases in future years.

Table 3.3: Number of supply teachers registered with EWC by ability to speak Welsh

Ability to speak Welsh	2017		2018		2019		2020		2021	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	1,475	30.8	1,427	30.4	1,317	27.7	1,295	27.9	1,128	26.7
No	3,169	66.2	3,190	68.0	3,441	72.3	3,325	71.7	3,077	72.9
Unknown	143	3.0	76	1.6	1	0.0	15	0.3	17	0.4
Total	4,787	100	4,693	100	4,759	100	4,635	100	4,222	100

Source: EWC

Aim 4: Develop leadership capacity for Welsh-medium schools and equip all leaders with skills to strategically plan the development of Welsh within a culture of schools as learning organisations

As stated in the plan, if we are to increase the number of learners in Welsh-medium education in line with our Cymraeg 2050 vision, we will need to ensure a sufficient supply of headteachers and senior leaders for the sector.

Table 4.1: Number of schools in Wales and number of headteachers of federated schools, April 2021

	English-medium	Welsh-medium	English-medium with federated heads*	Welsh-medium with federated heads*
Primary schools	835	384	47	37
Middle schools	11	12	0	0
Secondary schools	138	44	3	1
Total	984	440	50	38

Source: PLASC

*Counted schools that recorded they had a federated governing body

As outlined in table 4.1, in 2021 there was a total of 440 Welsh-medium, bilingual, dual-stream and transitional schools. Of those 440 schools there are 38 schools recorded as having a federated governing body, with 19 headteachers who are leading more than one school. Therefore, the current number of headteachers required to lead Welsh-medium schools is approximately 421. Table 4.2 shows the number of school leaders employed in English, bilingual or Welsh-medium schools by ability to speak Welsh. The number of headteachers or executive headteachers in Welsh-medium or bilingual schools in 2020 was 360, which is lower than the total number of schools. There were 25 acting headteachers in Welsh-medium or bilingual school, which suggests that there could be approximately 36 headteacher posts vacant or led by deputy or assistant headteachers, or there could be a number of informal school federations.

Data on the linguistic ability of headteachers set out in table 4.2 shows that in 2020:

- 1,495 leaders in Welsh-medium, bilingual or English-medium schools were able to speak Welsh at intermediate level or above (45%)
- almost all leaders in Welsh-medium or bilingual schools were able to speak Welsh at intermediate level or above
- 255 headteachers or executive headteachers in English-medium schools were able to speak Welsh at intermediate level or above (29%).

Table 4.2: Teachers in leadership by school medium, role and Welsh ability, November 2020

School medium	Leadership role	Welsh ability							Total
		No skills	Entry	Foundation	Intermediate	Advanced	Proficient	Not obtained	
Welsh medium	Executive headteacher				*	*	15		15
	Headteacher		*	*	*	35	265	5	320
	Acting headteacher				*	*	20	*	25
	Deputy headteacher	*	*	*		25	175	*	205
	Assistant headteacher	*		*	*	20	135	*	160
	Total	*	*	5	5	85	615	10	725
Bilingual	Executive headteacher								
	Headteacher		*	*		*	25		35
	Acting headteacher	*							*
	Deputy headteacher		*		*	5	35		45
	Assistant headteacher	*	*	*	*	10	50		70
	Total	*	10	*	5	20	110		150

English medium	Executive headteacher	5	10	15	*	*	*	*	45
	Headteacher	80	255	250	125	40	80	10	840
	Acting headteacher	*	20	30	10	*	10	*	80
	Deputy headteacher	90	225	265	120	45	60	10	815
	Assistant headteacher	205	190	105	60	35	55	20	670
	Total	385	700	665	320	125	210	45	2,445
Not applicable	Executive headteacher		*				*	*	*
	Headteacher	15	25	5	*	*	10	*	65
	Acting headteacher		*				*		*
	Deputy headteacher	15	25	5	5		10	*	55
	Assistant headteacher	15	25	5	*	*	10	*	60
	Total	40	80	20	10	5	25	5	190
Total schools	Executive headteacher	5	10	15	5	*	15	*	60
	Headteacher	95	285	260	130	85	380	20	1,255
	Acting headteacher	5	20	30	15	5	35	*	115
	Deputy headteacher	100	250	270	130	80	275	15	1,120
	Assistant headteacher	225	220	115	65	65	250	25	960
	Total	430	785	695	345	235	960	65	3,510

Source: SWAC

Values rounded to the nearest 5. Where the headcount is less than 5, values have been suppressed (*).

Table 4.3 includes data on the age of teachers in leadership reporting their Welsh language ability at intermediate level or above by school sector, role and age range, November 2020 and shows that:

- in 2020, 46% of headteachers (including executive and acting heads) were aged 50 or older, with 42% aged 40 to 49 years old and only 11% aged 39 or younger
- in 2020, both deputy headteachers and assistant headteachers have a very similar age profile with 22% aged 50 or older, up to 51% between 40 to 49 years old and up to 30% aged 39 or younger.

This would suggest that there is a natural progression age from assistant and deputy roles to headteacher, and that pathways into headship are crucial to creating the future pool of headteachers.

Table 4.3: School leaders with above intermediate Welsh skills by sector, role and age, November 2020

Sector	Leadership role	Aged 25 to 29	Aged 30 to 39	Aged 40 to 49	Aged 50 to 59	Aged 60 and over	Total
Nursery and primary	Executive headteacher		*	5	10		20
	Headteacher		55	220	230	15	520
	Acting headteacher		15	25	10	*	50
	Total headteachers		70	250	250	15	590
	Deputy headteacher	5	115	180	70	5	380
	Assistant headteacher	*	40	80	25	*	150
	Total	5	230	515	350	25	1,120
Middle	Executive headteacher				*		*
	Headteacher		*	*	5		10
	Acting headteacher						

	Total headteachers		*	*	10		10
	Deputy headteacher		5	10	*		20
	Assistant headteacher	*	10	20	10		40
	Total	*	15	30	25		70
Secondary	Executive headteacher				*		*
	Headteacher		*	25	25	*	55
	Acting headteacher			*			*
	Total headteachers		*	25	25	*	60
	Deputy headteacher	*	15	35	20	*	70
	Assistant headteacher	*	45	90	40	*	175
	Total	*	65	150	85	5	305
Total schools	Executive headteacher		*	5	15		25
	Headteacher		60	250	270	15	595
	Acting headteacher		15	25	10	*	50
	Total headteachers		75	285	295	20	675
	Deputy headteacher	5	140	235	95	10	485
	Assistant headteacher	5	100	195	80	*	380
	Total	10	310	690	460	30	1,495

Source: SWAC

Values rounded to the nearest 5. Where the headcount is less than 5, values have been suppressed (*).

Headteachers are required to hold the National Professional Qualification for Headship (NPQH) accreditation as a threshold for entry into headship. Table 4.4 outlines the number of candidates that have undertaken NPQH over the past 5 years. Only 4 candidates were assessed through the medium of Welsh in 2020 to 2021, and 22.46% of all applicants up to assessment in February 2020 chose Welsh as their assessment language. The number of candidates coming forward from Welsh-medium schools has grown year on year; however, increasing numbers are choosing to be assessed in English. Successful candidates

taking assessment through the medium of Welsh have fallen from a high of 90.7% in 2017 to a low of 60.98% in 2019. This demonstrates the importance of supporting leaders and aspiring leaders in the Welsh-medium sector.

Table 4.4 – Number of NPQH candidates being assessed through the medium of Welsh

Wales	Number of candidates applied	Number of candidates assessed	Number of Welsh-medium candidates assessed	Number of candidates passed	Number of Welsh-medium candidates: passed	Welsh-medium successful candidates: primary	Welsh-medium successful candidates: secondary	Welsh-medium successful candidates: special
2020 to 2021	68	60	4	49	4	2	2	0
2019 to 2020	190	166	34	137	25	18	6	1
2018 to 2019	220	213	51	168	45	32	13	0
2017 to 2018	226	208	42	176	39	35	3	1
2016 to 2017	152	150	43	126	28	20	8	0

Source: Welsh Government