



Llywodraeth Cymru
Welsh Government

Welsh in Education workforce plan: data analysis

2024 update

Welsh in Education workforce plan: data analysis

Audience

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

Overview

This document provides an update to 'Welsh in education workforce plan: data analysis' which was published in 2022. It 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.

Action required

For information.

Further information

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Additional copies

This document can be accessed from the Welsh Government's website at [Welsh in education workforce plan](#).

Related documents

Welsh in education workforce plan

Welsh in education workforce plan: summary of Welsh in education strategic plans, 2022 and 2024

Welsh in education workforce plan: data analysis, 2022

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

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Introduction

This document sits alongside the ‘Welsh in education workforce plan’. This is the second published data analysis and sets out the changes in data since the [first data analysis](#) was published in 2022 in order to 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.

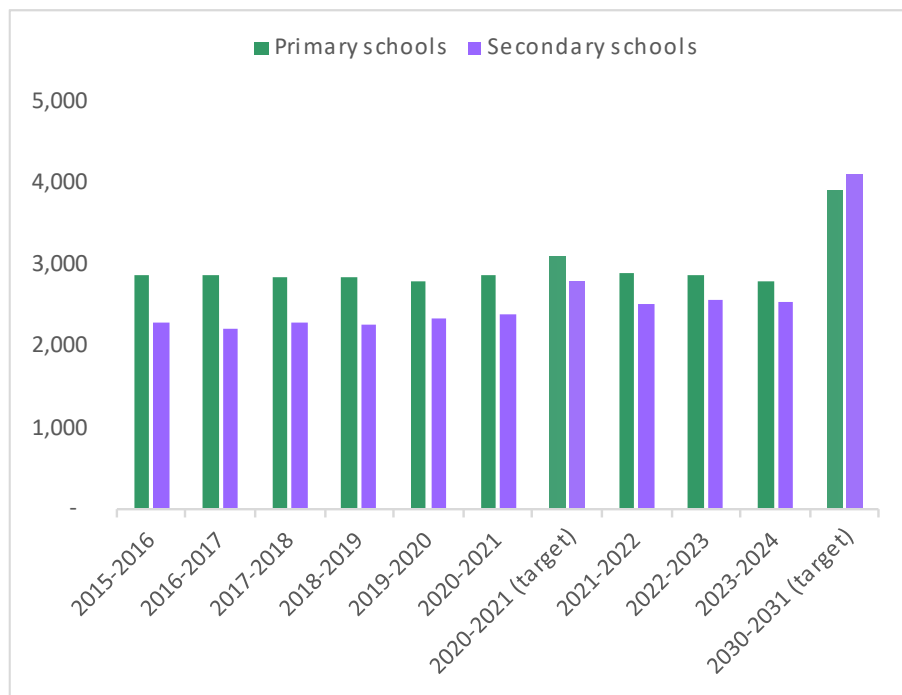
Number of primary teachers who teach through the medium of Welsh			
2015 to 2016 baseline 2,900	2021 target 3,100	2031 target 3,900	2050 target 5,200
Number of secondary teachers who teach Welsh as a subject			
2015 to 2016 baseline 500	2021 target 600	2031 target 900	2050 target 1,200
Secondary teachers who teach subjects through the medium of Welsh			
2015 to 2016 baseline 1,800	2021 target 2,200	2031 target 3,200	2050 target 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 effect on the target number of teachers. Therefore, the targets for the number of teachers cannot be looked at in isolation.

The latest published data on progress against the Cymraeg 2050 targets, based on the 2023 to 2024 academic year, can be seen in chart 1.1 below.

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.

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



2023-24	Primary = 2,792
	Secondary = 2,549

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	2023 to 2024 data 2,792	2031 target 3,900	Gap to target 1,108	Approximate additional no. of teachers per year (between 2024-2031) 158
Number of secondary teachers who teach Welsh as a subject				
2020 to 2021 baseline 391	2023 to 2024 data 521	2031 target 900	Gap to target 379	Approximate additional no. of teachers per year (between 2024-2031) 54
Number of secondary teachers who teach subjects through the medium of Welsh				
2020 to 2021 baseline 2004	2023 to 2024 data 2,029	2031 target 3,200	Gap to target 1,171	Approximate additional no. of teachers per year (between 2024-2031) 167

Source: PLASC

The Teacher Planning and Supply Model (TPSM) generates two 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 2024 to 2025 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 2024 to 2025

	Undergraduate	Postgraduate	Total	30% Welsh-medium
Primary	261	392	653	195
Secondary	0	1,056	1,056	316

Total	261	1,448	1,709	511
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Source: Welsh Government

When looking at the data on the number of students on ITE courses preparing to teach in Welsh in table 1.4 below, it is clear that we're on the right path to be able to meet the primary target. 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	2020 to 2021	2021 to 2022
All	245	235	210	175	235	335	325
Primary school	150	145	110	95	145	190	210
Secondary school	95	90	100	75	90	145	110

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.

Table 1.5: Entrants to part-time PGCE

	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024
Primary Welsh-medium enrolments	*	5	5	10
Primary English-medium enrolments	40	45	50	55
Total primary enrolments	45	50	55	65
Secondary Welsh-medium enrolments	5	*	*	*

² [StatsWales](#)

Secondary English-medium enrolments	5	20	15	15
Total secondary enrolments	10	20	15	15
Total part-time enrolments	55	70	70	80

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	2022 to 2023	2023 to 2024
Primary Welsh-medium enrolments	5	20	10	10
Primary English-medium enrolments	45	45	50	30
Total primary enrolments	55	65	60	40
Secondary Welsh-medium enrolments	15	5	10	20
Secondary English-medium enrolments	15	20	30	30
Total secondary enrolments	30	30	45	50
Total salaried enrolments	85	90	105	90

Source: Welsh Government

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

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 (a)

	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022
--	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

All	95	90	100	75	90	145	110
General science	0	0	0	0	0	0	5
Biology	5	5	5	0	0	10	0
Chemistry	5	5	5	0	5	5	0
Physics	5	0	0	5	0	5	5
Mathematics	5	5	5	5	5	15	5
Design and technology	5	0	10	5	0	5	10
Information technology	5	0	0	0	0	0	0
Art	0	0	0	5	0	5	0
Business	0	0	0	0	0	0	0
Drama	0	5	0	0	5	0	5
English	0	0	5	5	5	10	5
Geography	5	5	5	0	5	5	5
History	5	5	5	10	10	10	10
Modern foreign languages	10	15	15	10	20	10	15
Music	0	0	5	5	0	5	0
Physical education	15	10	10	10	10	25	10
Religious education	0	0	0	0	0	5	0
Welsh	25	35	25	15	20	30	35

Source: StatsWales

(a) The 2022 to 2023 data has not been published yet due to a delay in receiving the data from HESA.

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

	2020 to 2021	2021 to 2022	2022 to 2023
Total	396	555	708
Primary schools total	192	264	324
Secondary schools total	159	207	270

Subject not applicable	210	312	390
Headteachers with no teaching commitments	24	21	42
Other Leadership with no teaching commitments	18	30	42
Art	3	3	3
Biology	*	*	3
Business Studies	.	*	*
Chemistry	.	*	3
Drama/Theatre	*	3	*
Design & Technology	9	15	18
English	15	12	21
Geography	*	6	.
History	.	3	3
ICT	*	3	6
Mathematics	15	15	27
Modern Foreign Language	3	3	6
Music	3	3	9
Physical Education	6	9	15
Physics	6	*	3
Personal & Social Education	*	.	*
Religious Education	3	3	6
Science	15	21	21
Social Sciences	.	*	*
Vocational Subject	*	*	*
Welsh Baccalaureate	.	*	.
Welsh	42	57	66
Other Humanities	9	3	6
Other Subject	6	12	12

Source: SWAC

Values rounded to the nearest 3. Values have been suppressed where the headcount is less than 3 but greater than 0 (*).

The number of posts advertised in 2023 increased for both primary and secondary schools. The largest increase in demand for teachers in specific subjects was mathematics. Recruitment in other subjects in Welsh-medium schools remained largely the same. 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, science and information technology. 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.

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	2022	2023	2024
Yes	16	13	16	27	28	36	28	30
No	192	209	246	260	271	313	245	267
Total	208	222	262	287	299	349	273	297

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	2022	2023	2024
Primary	8	1	2	12	10	10	6	10
Middle	0	1	0	0	0	1	3	0
Secondary	2	5	4	3	7	5	0	10

Special	0	0	0	0	1	0	2	2
Pupil referral unit	0	0	0	0	0	0	0	0
Supply	3	3	7	5	8	17	10	5
Others in/out of service	3	3	3	7	2	3	7	3
Total	16	13	16	27	28	36	28	30

Source: EWC

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

Medium of school	2017	2018	2019	2020	2021	2022	2023	2024
Welsh-medium	4	6	6	6	16	17	9	17
English-medium	92	95	117	107	105	118	92	158
Unknown	112	121	139	174	178	214	172	122
Total	208	222	262	287	299	349	273	297

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)³⁴) with intermediate, advanced or proficient Welsh skills teaching subjects in Years 7 to 14 in English-medium middle and secondary schools. The headcount of teachers in English-medium schools has remained relatively stable between 2020 (1,425) and 2023 (1,455). There are some notable subjects (for example mathematics, design and technology, English, modern foreign languages and science) where closer working between sectors could provide opportunities for teachers to gain confidence to teach through the medium of Welsh.

³ For the headcount, each individual is counted once against each subject they teach. However, for the total each individual is only counted once regardless of how many different subjects they teach. Therefore the total headcount will not equal the sum of the headcount by subject.

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.

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 and November 2023

Subject	November 2020		November 2023	
	Headcount	FPE	Headcount	FPE
Art	50	30	60	30
Biology	35	15	35	15
Business studies	25	10	30	10
Chemistry	30	15	35	15
Design and technology	100	55	150	55
Drama/theatre	45	15	55	20
Engineering	10	*	10	*
English	170	110	165	100
Geography	50	25	65	30
History	80	50	90	60
ICT	70	30	70	25
Mathematics	125	100	135	105
Modern foreign languages	100	65	125	55
Music	60	35	55	35
Personal and social education	150	15	180	15
Physical education	140	90	140	85
Physics	25	5	25	10
Religious education	110	50	100	55
Science	125	80	145	80
Social sciences	35	15	45	15
Vocational subject	85	25	100	30
Welsh Baccalaureate	180	40	160	35

Welsh	625	495	680	510
Other humanities	45	15	35	10
Other subject	210	45	170	40
Total subjects	1,425	1,425	1,455	1,455

Source: SWAC

Figures rounded to the nearest 5.

* Values have been suppressed where the headcount is less than 5 but greater than 0 (*).

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. Some of these supply teachers 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. According to EWC data, in 2024 there were 808 supply teachers in Wales able to work through the medium of Welsh. This pool of individuals has decreased by approximately 20% since 2019.

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	2019	2020	2021	2022	2023	2024
Yes	1,023	1,015	869	810	738	808
No	3,736	3,605	3,336	3,229	3,107	3175
Unknown	0	15	17	19	17	24
Total	4,759	4,635	4,222	4,058	3,867	4,008

Source: EWC

As supply teachers are deployed by agencies 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 the

number of teachers and still allow for a sufficient workforce to provide additional cover for schools. The number has decreased over the past two years.

Table 1.13: Supply teachers by ability to teach through the medium of Welsh and phase trained 2021 to 2024

	Ability to teach through the medium of Welsh					
	2021	%	2023	%	2024	%
Primary-trained	488	21.0%	434	19.9	527	21.7
Secondary-trained	233	16.0%	206	15.7	202	16.7
Unknown	148	33.7%	98	26.3	79	24.2
Total	869	20.6%	738	19.1	808	20.2

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 five-year and ten-year period indicates that:

- of those who gained QTS in 2017 to 2018 approximately 95% progressed to register with EWC
- by 2024 nearly all of those who were teaching in a Welsh-medium school in 2018 to 2019 were still doing so
- of those who registered with EWC in 2012 to 2013, 435 could speak Welsh and 336 could work through the medium of Welsh
- over a 10-year period just over 60% of students who gained QTS in 2012 to 2013 remained registered with EWC at March 2024
- of the 834 who remained in a teaching post at March 2024 approximately 22% were teaching in a Welsh-medium school.

Based on the data in tables 1.14a and 1.14b an assumption could be made that between 25% - 30% of the number of teachers in Welsh-medium schools are not doing so 5 or 10 years later.

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

	ITE Wales 2017 to 2018	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	1,235	N/A	N/A	N/A	N/A
Registered with EWC for the 2018 to 2019 registration year/entered the profession	1,173	368	284	180	554
Registered March 2024	896	309	242	178	562

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 2012 to 2013	Welsh language		Medium of school	
		Ability to speak Welsh	Ability to work though the medium of Welsh	Welsh-medium school	English-medium school
Number of students who gained QTS	1,425	N/A	N/A	N/A	N/A
Registered with EWC for the 2013 to 2014 registration year/entered the profession	1,285	435	336	N/A	N/A
Registered March 2023	834	304	241	183	520

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 one out of five 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 between 2019 and 2023 and tables 1.15b and 1.15c shows those that have left Welsh-medium primary and secondary schools between 2019 to 2020 and 2022 to 2023 respectively. The tables note 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, the number of primary and secondary teachers who have left their teaching role has increased between 2022 and 2023. This could be due to the additional funding that schools received to appoint additional staff to support the recovery from Covid-19 and those staff now having left.

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
2021	2,850	2,285	5,135
2022	2,860	2,260	5,120
2023	2,790	2,175	4,960

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)	235	8.7%	235	10.5%	470	9.5%
(of the total number of leavers (d))						
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

Table 1.15c: Classroom teachers that have left a teaching role in Welsh-medium primary and secondary schools between 2022 and 2023 (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)	305	10.7%	260	11.6%	565	11.1%
(of the total number of leavers (d))						
Teachers that have left the profession (e)	235	8.3%	160	7.1%	395	7.7%
Teachers that have moved to a non-teaching role	50	1.7%	20	0.8%	70	1.3%
Teachers that have moved to a middle school	10	0.3%	15	0.6%	25	0.5%
Teachers that have moved to an English-medium school	15	0.5%	70	3.1%	85	1.6%

Source: SWAC

Notes:

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

(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 2022 but not recorded in a teaching role (see note (a)) /sector/school medium in 2023.

(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 2022 but not in 2023 (regardless of role, sector or school medium type).

Looking at the data on a regional basis, table 1.16a and 1.16b shows the teachers that have left the profession by sector and region between 2019 and 2020 and between 2022 and 2023. The highest proportion of leavers has changed from south-east Wales to the south west and mid Wales region.

Table 1.16a: 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

Table 1.16b: Classroom teachers in Welsh-medium schools that have left the profession between 2022 and 2022 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	80	7.7%	75	7.4%	150	7.6%
South West and Mid Wales	100	9.6%	40	5.9%	145	8.1%
Central South Wales	35	6.3%	40	9.9%	75	7.8%
South East Wales	20	9.1%	5	3.3%	25	6.6%
Wales	235	8.3%	160	7.1%	395	7.7%

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 now been running over 4 academic years. 60 individuals have now participated in the Cynllun Pontio.

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 2021 to 2022	Training to teach in Welsh alternative routes 2022 to 2023	Training in England, returning to teach in Welsh 2024	Conversion programme intake 2023 to 2024	
Primary	158	210	20	10		240
Secondary	221	110	20	10	16	156

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 393 for primary and 381 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 (Table 1.17)	C Leavers (Table 1.15c)	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 (Table 1.3)	F Required annual Welsh-medium teachers (B + D)
Primary	158	240	235	153	196	393
Secondary	221	156	160	225	319	381

Source: Welsh Government

It is clear that the challenge is in the secondary sector with a need for an additional 225 teachers over and above the current ITE intake and recruitment via other means. In the primary sector, the current projected ITE intake would need to increase in order to meet the need for an additional 153 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 four subject areas: Welsh, mathematics, ICT and modern 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. The data in table 1.19 uses matched data to track learners through their education. If a learner has not been matched as part of the education data matching process, they will not be included. Not all A levels and HE graduates are shown, only learners that sat exams or graduated in the years specified and matched back to their GCSEs are included. Other learners may have taken different routes such as taking a gap year and won't be included. For example, 5,285 learners took a GCSE in Welsh first language in 2015/16, 250 of those learners then went on to do an A level in Welsh first language in 2017/18. In 2020/21, 50 of those learners graduated with a degree in Welsh. The 50 learners that graduated in Welsh were 35 Full Person Equivalent (FPE) learners, that means that some learners degrees were in more than one subject e.g. 50% Welsh and 50% Maths.

Other than in Welsh as a subject, there were no or less than 5 graduates who graduated in Maths, ICT or Modern Foreign Languages through the medium of Welsh. There continues to be a need to promote and develop opportunities for learners to study through the medium of Welsh at university. The latest release on [Welsh language in higher education](#) provides further analysis of the number of students with some teaching through Welsh between September 2021 and August 2022.

Table 1.19 Number of students entering GCSE exams in Welsh as a subject and/or Maths, ICT or Modern Foreign Languages (MFL) by the language of the exam entered. Number of those GCSE entrants that went on to do A level exams by language and the number of those learners who graduated from a first undergraduate degree in Welsh as a subject, or Maths, ICT or MFL with some Welsh learning.

Welsh	GCSE 2015/16 [Note 1]		A level 2017/18 [Note 2]		HE Graduate 2020/21 [Note 3] in Welsh	
					Number	FPE
	First language	5,285	First language	245	50	35
Second language	10,815	Second language	250	15	15	

Maths	GCSE 2015/16 [Note 1]		A level 2017/18 [Note 2]		HE Graduate 2020/21 [Note 3] in Welsh	
					Count	FPE
	In Welsh	4,180	In Welsh	380	[c]	[c]
		In English	95	[c]	[c]	

	In English	27,110	In Welsh	[c]	[c]	[c]
			In English	2,155	[c]	[c]

ICT	GCSE 2015/16 [Note 1]		A level 2017/18 [Note 2]		HE Graduate 2020/21 [Note 3] in Welsh	
					Count	FPE
	In Welsh	645	In Welsh	20	[c]	[c]
			In English	20	[c]	[c]
	In English	5,690	In Welsh	[c]	[c]	[c]
			In English	490	[c]	[c]

MFL	GCSE 2015/16 [Note 1]		A level 2017/18 [Note 2]		HE Graduate 2020/21 [Note 3] in Welsh	
					Count	FPE
	In Welsh	865	In Welsh	70	[c]	[c]
			In English	15	[c]	[c]
	In English	5,610	In Welsh	[c]	[c]	[c]
			In English	405	[c]	[c]

Source: Welsh Government

All figures are rounded to the nearest 5.

[c] = confidential: a figure less than 5 removed to protect the confidentiality of data subjects or based on small numbers so not statistically robust.

Note 1: GCSEs

- Students who took GCSE exams in 2015/16 in Welsh (first and second language), Maths, IT and Modern Foreign Languages, broken down by if they took the exam in Welsh or English.
- Learners in Welsh-medium schools may have studied for the exam in Welsh but sat the exam paper in English, and will be included in these figures as taking the GCSE in English.
- The totals show individuals entering exams, not exam entries, so the totals differ slightly from published exam entry totals.
- A learner may have entered more than one exam in a subject, they are still counted as one person.
- Welsh first language includes Welsh literature GCSEs.

- Welsh first language is taken in Welsh, Welsh Second language is taken in English.
- In the modern foreign language totals, a learner may have entered one language exam in English and one in Welsh, so they will be counted twice in the over all total.

Note 2: A levels

- Students who took GCSE exams in 2015/16 (in Welsh, Maths, IT or MFL) and then took A level exams in 2017/18 in Welsh (first and second language), Maths, IT and Modern Foreign Languages, broken down by if they took the exam in Welsh or English.
- Learners in Welsh-medium schools may have studied for the exam in Welsh but sat the exam paper in English, and will be included in these figures as taking the A level in English.
- Only learners who are included in the GCSE totals in the table are included in the A level totals. Other learners may have taken A levels in 2017/18 but aren't included in this cohort.
- Learners who took GCSEs in 2015/16 may have taken A levels in these subjects in other academic years but wont be included in these totals.
- Welsh first language is taken in Welsh, Welsh Second language is taken in English

Note 3: Graduates

- Students graduating with a first undergraduate degree in Welsh, Maths or Computing in 2020/21, and Modern Foreign Languages in 2021/22 (4-year course), who took some of their learning through the medium of Welsh.
- Only learners who are included in the GCSE totals in the table are included in the HE totals. Other learners may have graduated in these subjects in 20/21 and 21/22 but they aren't included in this cohort.
- Learners who took GCSEs in 2015/16 may have graduated in these subjects in other academic years but won't be included in these totals e.g. if they took a gap year

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

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.

The data in table 2.1 below shows the change in the number of school support staff with Welsh language skills at various levels since 2020. In Welsh-medium schools the data indicates that the vast majority of support staff have Welsh language skills at intermediate level or above. However, it is still concerning that there are 325 support staff with skills at Foundation level or lower. The data suggests that there are still not enough learning support workers with Welsh language skills to fill roles in Welsh-medium and bilingual 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 2023 and change from 2020

School Medium	Roles	No skills/ entry	Foundation	Intermediate	Advanced/ proficient	Total
Welsh-Medium	Higher level teaching assistant	10 (▲<5)	*	15 (▲<5)	285 (▼5)	310 (▼20)
	Teaching assistant	145 (▲35)	100 (▲40)	190 (▲30)	2,320 (▲165)	2,745 (▲220)
	ALN support staff	40 (▲<5)	35 (▲20)	55 (▲20)	330 (▲30)	460 (▲50)
	Total	190 (▲40)	135 (▲50)	260 (▲55)	2,930 (▲190)	3,520 (▲255)
Bilingual	Higher level teaching assistant	*	*	5 (▼<5)	40 (▼5)	55 (▼15)
	Teaching assistant	80 (▼<5)	35 (▲5)	50 (▼<5)	245 (▲35)	405 (▲30)
	ALN support staff	10 (▼20)	10 (▼<5)	10 (▶0)	95 (▼40)	120 (▼65)
	Total	95 (▼25)	45 (▲5)	65 (▼<5)	380 (▼10)	580 (▼50)
English-Medium	Higher level teaching assistant	835 (▼10)	255 (▲5)	70 (▼5)	75 (▲5)	12,35 (▼30)
	Teaching assistant	8,560 (▲600)	1,450 (▼30)	275 (▼25)	385 (▲15)	10,685 (▲360)

	ALN support staff	1,470 (▲55)	185 (▼10)	55 (▲15)	50 (▼<5)	1760 (▼<5)
	Total	10,865 (▲645)	1,890 (▼35)	400 (▼20)	510 (▲15)	13,680 (▲325)
Not applicable	Higher level teaching assistant	165 (▲60)	20 (▲5)	5 (▼<5)	30 (▼5)	220 (▲50)
	Teaching assistant	1,160 (▲320)	100 (▼5)	45 (▲<5)	120 (▼15)	1,455 (▲205)
	ALN support staff	935 (▲155)	75 (▲<5)	25 (▲5)	90 (▲20)	1,130 (▲160)
	Total	2,260 (▲530)	200 (▲<5)	75 (▲5)	240 (▶0)	2,800 (▲410)
Total schools	Higher level teaching assistant	1,015 (▲45)	280 (▲<5)	95 (▼5)	430 (▼10)	1,820 (▼15)
	Teaching assistant	9,945 (▲950)	1,685 (▲10)	560 (▲<5)	3,065 (▲200)	15,290 (▲810)
	ALN support staff	2,455 (▲195)	305 (▲15)	140 (▲40)	565 (▲5)	3,470 (▲145)
	Total	13,410 (▲1,190)	2,270 (▲25)	795 (▲40)	4,060 (▲195)	20,580 (▲940)

Source: SWAC

Values rounded to the nearest 5. Values have been suppressed where the headcount is less than 5 but greater than 0 (*).

(a) Includes dual-stream and transitional.

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

Data in table 2.2. shows the change in the number of ALN support staff by school medium and Welsh language ability between 2020 and 2023. It is concerning that the number of ALN support staff with skills at advanced or proficiency level in Welsh-medium or bilingual schools has decreased by 25 and the number of those with no skills or skills at entry level has increased slightly. However, the data on the whole suggests that there is still a sufficient number of individuals with advanced or proficient Welsh language ability working in a total of 442 Welsh-medium, bilingual, dual-stream and transitional schools.

The majority of ALNCOs in schools undertake this role in addition to their main role as a headteacher, classroom teacher, learning support worker or ALN support staff. 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: ALNCOs by school medium and Welsh ability, November 2023 and change from 2020

School Medium	No Skills / Entry	Foundation	Intermediate	Advanced / Proficient	Total
Welsh (a)	5 (▲<5)	*	5 (▲<5)	380 (▼15)	395 (▼20)
Bilingual	5 (▲<5)	0 (▶0)	*	25 (▼10)	30 (▼5)
English	375 (▼<5)	395 (▲45)	160 (▼20)	125 (▲<5)	1,055 (▲10)
Not applicable (b)	45 (▶0)	20 (▲<5)	5 (▼<5)	10 (▼<5)	85 (▶0)
Total	435 (▶0)	420 (▲45)	170 (▼20)	540 (▼20)	1,565 (▼15)

Source: SWAC

Values rounded to the nearest 5. Values have been suppressed where the headcount is less than 5 but greater than 0 (*).

(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 sabbatical scheme and the National Centre for Learning Welsh.

Table 3.1 shows the change in the Welsh language ability of all teachers by local authority between 2020 and 2023, regardless of which sector they work in. The data shows that there has been very little positive change in the data over the past three years with some local authorities still with high numbers of teachers with no Welsh language skills or skills at entry level.

Table 3.1: Teachers by local authority and Welsh language ability, November 2023 and change from 2020

Local authority (a)	No skills / Entry	Foundation	Intermediate	Advanced / Proficient	Total
Isle of Anglesey	30 (▲<5)	10 (▼<5)	20 (▲<5)	475 (▲<5)	535 (▲5)
Gwynedd	50 (▲10)	20 (▼<5)	25 (▶0)	920 (▲50)	1,020 (▲10)
Conwy	255 (▲5)	140 (▼10)	80 (▼<5)	470 (▲10)	950 (▼10)
Denbighshire	305 (▲25)	160 (▼5)	80 (▲<5)	365 (▲<5)	910 (▲15)
Flintshire	530 (▼30)	355 (▲25)	150 (▼20)	245 (▼25)	1,285 (▼55)
Wrexham	465 (▲10)	285 (▼5)	90 (▼10)	250 (▼10)	1,090 (▼25)
Powys	395 (▼10)	215 (▲15)	120 (▲<5)	320 (▲<5)	1,045 (▼25)
Ceredigion	55 (▲<5)	30 (▲5)	40 (▲5)	445 (▼15)	570 (▼20)
Pembrokeshire	385 (▲60)	180 (▲35)	90 (▼5)	305 (▲25)	955 (▲20)
Carmarthenshire	290 (▼15)	200 (▲<5)	125 (▲10)	935 (▲10)	1,550 (▲5)
Swansea	950 (▲45)	385 (▼5)	150 (▼15)	445 (▲10)	1,935 (▲30)
Neath Port Talbot	480 (▼10)	245 (▼10)	80 (▼15)	285 (▲<5)	1,090 (▼30)
Bridgend	625 (▲<5)	325 (▶0)	95 (▶0)	215 (▼<5)	1,260 (▼10)
Vale of Glamorgan	750 (▲55)	130 (▲15)	180 (▼5)	280 (▲20)	1,340 (▲80)
Rhondda Cynon Taf	895 (▼<5)	345 (▲30)	140 (▼20)	575 (▼55)	1,955 (▼70)
Merthyr Tydfil	215 (▼<5)	100 (▼5)	50 (▼<5)	85 (▼10)	450 (▼20)
Caerphilly	660 (▲5)	330 (▼<5)	100 (▼5)	340 (▼25)	1,425 (▼50)
Blaenau Gwent	280 (▲10)	140 (▲20)	25 (▲10)	45 (▲<5)	505 (▲25)
Torfaen	325 (▼15)	180 (▲15)	70 (▼<5)	150 (▲15)	740 (▲<5)
Monmouthshire	355 (▼15)	170 (▼10)	60 (▲5)	60 (▲10)	640 (▼10)
Newport	745 (▲40)	405 (▼20)	105 (▲<5)	160 (▼<5)	1,415 (▼25)
Cardiff	1,790 (▲170)	475 (▲15)	125 (▼<5)	710 (▼35)	3,100 (▼35)
Wales	10,830 (▲350)	4,815 (▲85)	1,990 (▼65)	8,070 (▼15)	25,740 (▼185)

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 the change in the number of teachers by sector, school medium and Welsh ability between 2020 and 2023. Data for November 2023 shows that there has been little change in the language skills profile of Welsh-medium teachers in primary or secondary schools. 3 new Welsh-medium middle schools have opened during the period 2020-2023 explaining the shift in the language skills of teachers in middle schools. The data also shows that the number of teachers in English-medium schools with Welsh language ability at intermediate level or higher has decreased by 180.

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 2023 and change from 2020

Sector	School Medium	No skills / Entry	Foundation	Intermediate	Advanced / Proficient	Total
Nursery	Not applicable (a)	15 (▼5)	5 (▲<5)	*	10 (►0)	30 (▼10)
Primary	Welsh (b)	40 (▼<5)	50 (▲10)	40 (▲5)	2,975 (▲<5)	3,105 (▼35)
	English	2,955 (▼155)	3,605 (▼15)	1,415 (▼125)	1,175 (▼65)	9,145 (▼445)
	Total	2,990 (▼160)	3,650 (▼<5)	1,455 (▼120)	4,150 (▼60)	12,250 (▼480)
Middle	Welsh (b)	25 (▼10)	10 (▲<5)	*	715 (▲135)	750 (▲120)
	English	630 (▲230)	145 (▲45)	60 (▲20)	115 (▲45)	965 (▲315)
	Total	655 (▲220)	150 (▲50)	60 (▲20)	835 (▲175)	1,715 (▲435)
Secondary	Welsh (b)	145 (▼60)	45 (▲<5)	55 (►0)	1,910 (▼75)	2,155 (▼140)
	English	6,205 (▲205)	800 (▲25)	335 (▲25)	990 (▼80)	8,350 (▼150)
	Total	6,350 (▲145)	845 (▲25)	390 (▲25)	2,900 (▼155)	10,505 (▼290)
Special / Pupil Referral Unit	Not applicable (a)	820 (▲150)	160 (▲15)	85 (▲15)	175 (▲20)	1,240 (▲155)
Total Schools	Welsh (b)	210 (▼70)	100 (▲15)	100 (▲<5)	5,600 (▲65)	6,010 (▼50)

	English	9,790 (▲ 275)	4,545 (▲ 55)	1,810 (▼ 80)	2,285 (▼ 100)	18,460 (▼ 280)
	Not applicable (a)	835 (▲ 145)	165 (▲ 15)	85 (▲ 15)	185 (▲ 20)	1,275 (▲ 145)
	Total	10,830 (▲ 350)	4,815 (▲ 85)	1,990 (▼ 65)	8,070 (▼ 15)	25,740 (▼ 185)

Source: SWAC

Values rounded to the nearest 5. Values have been suppressed where headcount is less than 5 but greater than 0 (*).

(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 show that the proportion of supply teachers registered with EWC by ability to speak Welsh has decreased over the past two years.

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

Ability to speak Welsh	2019		2020		2021		2022		2023		2024	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	1,317	27.7	1,295	27.9	1,128	26.7	1,008	24.8	983	25.4	1,033	25.8
No	3,441	72.3	3,325	71.7	3,077	72.9	3,025	74.5	2,861	74.0	2,950	73.6
Unknown	1	0	15	0.3	17	0.4	25	0.6	23	0.6	25	0.6
Total	4,759	100	4,635	100	4,222	100	4,058	100	3,867	100	4,008	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, academic year 2023 to 2024

	English-medium	Welsh-medium	English-medium with federated heads*	Welsh-medium with federated heads*
Primary schools	822	388	43	48
Middle schools	15	14	0	0
Secondary schools	136	40	3	1
Total	973	442	46	49

Source: PLASC 2024

*Counted schools that recorded they had a federated governing body

As outlined in table 4.1, in 2024 there was a total of 442 Welsh-medium, bilingual, dual-stream and transitional schools. Of those 442 schools there are 49 schools recorded as having a federated governing body, with approximately 24 headteachers leading more than one school. Therefore, the current number of headteachers required to lead Welsh-medium schools is approximately 418. 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 2023 was 390, which is lower than the total number of schools. There could be approximately 28 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 tables 4.2 shows that since 2020:

- There has been an increase of 60 leaders in Welsh-medium, bilingual or English-medium schools able to speak Welsh at intermediate level or above

- Almost all leaders in Welsh-medium or bilingual schools were able to speak Welsh at intermediate level or above
- There was an increase of 30 headteachers or executive headteachers in English-medium schools able to speak Welsh at intermediate level or above.

Table 4.2: Teachers in leadership by school medium, role and Welsh ability, November 2023 and changes from 2020

School medium	Leadership role	No skills / Entry	Foundation	Intermediate	Advanced / Proficient	Total
Welsh Medium	Headteacher (a)	*	*	*	360 (▲15)	365 (▲5)
	Deputy / Assistant Headteacher	*	*	5 (▲<5)	355 (▼<5)	365 (▼<5)
	Total	5 (▲<5)	*	5 (▶0)	715 (▲15)	730 (▲<5)
Bilingual	Headteacher (a)	*	*	*	30 (▼<5)	30 (▼5)
	Deputy / Assistant Headteacher	10 (▲<5)	*	*	100 (▲<5)	115 (▶0)
	Total	10 (▼<5)	*	*	125 (▶0)	145 (▼5)
English medium	Headteacher (a)	335 (▼40)	335 (▲35)	145 (▲<5)	140 (▲<5)	950 (▼15)
	Deputy / Assistant Headteacher	710 (▲<5)	405 (▲40)	190 (▲5)	190 (▼5)	1,495 (▲10)
	Total	1,040 (▼40)	740 (▲75)	330 (▲10)	330 (▼<5)	2,445 (▼<5)
Not applicable	Headteacher (a)	40 (▶0)	10 (▲<5)	5 (▲<5)	10 (▼<5)	70 (▶0)
	Deputy / Assistant Headteacher	85 (▲10)	15 (▶0)	5 (▼<5)	25 (▲5)	130 (▲10)
	Total	130 (▲10)	20 (▲<5)	10 (▲<5)	35 (▲<5)	200 (▲10)
Total Schools	Headteacher (a)	375 (▼45)	345 (▲35)	150 (▲<5)	540 (▲15)	1,415 (▼15)
	Deputy / Assistant Headteacher	810 (▲15)	420 (▲35)	200 (▲5)	665 (▼<5)	2,100 (▲20)
	Total	1,185 (▼30)	765 (▲75)	350 (▲5)	1,205 (▲15)	3,515 (▲5)

Source: SWAC

Values rounded to the nearest 5. Where the headcount is less than 5 but greater than 0, values have been suppressed (*).

(a) Includes executive headteachers, headteachers and acting headteachers.

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 2023 and changes from 2020. The data shows that:

- Overall there has been an increase of 90 in the number of headteachers and deputy/assistant headteachers aged 50 to 59 or over
- overall, the number of headteachers and deputy/assistant headteachers aged 49 or under has decreased by 65 suggesting that the number of individuals moving into senior leadership roles in the younger age categories isn't sufficient to sustain the number 3 years ago.

This would suggest 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 2023 and changes from 2020

Sector	Leadership	Aged under 40	Aged 40 to 49	Aged 50 to 59	Aged 60 and over	Total
Nursery and Primary	Headteacher (a)	75 (▲5)	205 (▼45)	290 (▲40)	20 (▲<5)	595 (▲5)
	Deputy / Assistant Headteacher	135 (▼30)	265 (▲<5)	125 (▲30)	5 (▼<5)	535 (▲<5)
	Total	215 (▼25)	470 (▼40)	420 (▲70)	25 (▲<5)	1130 (▲5)
Middle	Headteacher (a)	*	5 (▲<5)	10 (▲<5)	*	20 (▲5)
	Deputy / Assistant Headteacher	15 (▲<5)	35 (▲10)	20 (▲<5)	*	75 (▲15)
	Total	15 (▶0)	45 (▲15)	30 (▲5)	*	90 (▲25)
Secondary	Headteacher (a)	5 (▲<5)	30 (▲<5)	30 (▲<5)	*	65 (▲<5)
	Deputy / Assistant Headteacher	55 (▼10)	115 (▼<5)	60 (▶0)	*	230 (▼15)

	Total	60 (▼10)	145 (▼<5)	85 (▲<5)	*	295 (▼15)
Special Schools and Pupil Referral Units	Headteacher	*	10 (▲<5)	5 (▶0)	*	15 (▲<5)
	Deputy/Assistant Headteacher	*	15 (▼<5)	10 (▲5)	*	30 (▲<5)
	Total	*	25 (▲<5)	15 (▲5)	*	45 (▲5)
Total Schools	Headteacher (a)	85 (▲5)	250 (▼35)	335 (▲45)	20 (▲<5)	690 (▲20)
	Deputy / Assistant Headteacher	210 (▼40)	435 (▲5)	215 (▲40)	10 (▼<5)	865 (▲<5)
	Total	290 (▼35)	685 (▼30)	550 (▲85)	30 (▲<5)	1560 (▲20)

Source: SWAC

Values rounded to the nearest 5. Where the headcount is less than 5 but greater than 0, values have been suppressed (*).

(a) Includes executive headteachers, headteachers and acting headteachers.

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 five years. Successful candidates taking assessment through the medium of Welsh increased in 2023-24 with 37 successful primary candidates and 10 secondary candidates.

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 candidates assessed Welsh-medium	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
2023 to 2024	242	227	61	190	51	37	10	0

2022 to 2023	193	155	40	107	28	21	7	0
2021 to 2022								
2020 to 2021	68	60	4	49	4	2	2	0
2019 to 2020	190	166	34	137	25	18	6	1

Source: Welsh Government