

## **CYPE briefing extract**

### **Key themes from the written evidence**

#### **Barriers to recruitment**

Recruitment into Initial Teacher Education (ITE) courses in Wales has declined significantly, especially in secondary and shortage subjects. Chemistry and physics teacher training numbers are notably low, with intake far below targets (e.g., only seven chemistry and seven physics PGCE passes in 2023/24 against much higher allocations). The closure of university chemistry departments in North Wales further reduces local training opportunities.

Financial incentives such as bursaries are lower in Wales compared to England, influencing candidates to train across the border. For example, the chemistry bursary in Wales is about half that in England after tuition fees, reducing attractiveness. Recruitment is further hindered by the demanding nature of PGCE courses, especially the one-year full-time model, which is challenging for career changers and those with family commitments.

Recruitment is also affected by perceptions of the profession, workload, and pupil behaviour challenges. Negative media portrayals and societal changes have diminished the appeal of teaching, with other sectors offering better pay, flexible working, and less stress. Welsh-medium education faces acute shortages due to a limited pool of Welsh-speaking graduates and teachers able to teach through Welsh, posing a risk to national language goals.

Physics education is severely impacted by a downward spiral: fewer specialist physics teachers lead to lower student engagement and attainment, reducing the pipeline of future teachers. Many physics teachers are deployed outside their specialism, affecting teaching quality and retention.

#### **Factors affecting retention**

Retention rates show that approximately 76% of teachers remain after five years, and 57.5% after ten years, indicating attrition challenges. Workload is the leading cause of teachers considering leaving, compounded by pupil behaviour issues and administrative burdens. Early career teachers often feel unprepared for classroom realities and behaviour management, with insufficient mentoring and support. School leaders face extreme workloads, lack of work-life balance, and high accountability pressures, leading to burnout and early retirement. The narrowing pay gap between leadership and main pay scales demoralizes leaders and threatens leadership succession.

Continuous professional development (CPD) and mentoring are vital for retention, but access is often limited by workload and funding constraints. Teachers report difficulty attending CPD within work hours.

## **Impact on learners and educational reforms**

Teacher shortages and retention issues negatively affect learner outcomes due to discontinuity in learning, reducing specialist teaching availability, increasing class sizes.. For example, non-specialist teachers often cover science subjects, particularly physics, which undermines subject knowledge transmission and student engagement.

Educational reforms such as the Curriculum for Wales, Additional Learning Needs (ALN) Act, and Welsh Language and Education Bill impact teacher workload and complexity, exacerbating retention challenges. Welsh-medium education expansion requires more Welsh-proficient teachers, yet recruitment falls short of targets, threatening language policy goals.

## **Diversity of the workforce**

The teaching workforce does not reflect Wales' population diversity. It is predominantly white, female, and able-bodied, with underrepresentation of ethnic minorities and disabled individuals. Gender disparities exist in STEM subjects and leadership roles, with fewer female physics teachers and secondary school headteachers. Increasing workforce diversity is essential for equity and role modelling.

## **Addressing recruitment and retention**

Recommendations emphasise workload reduction as a priority to attract and retain teachers and leaders. Enhancing pay, particularly by increasing bursaries to match England's levels (e.g., physics bursary from £15,000 to £29,000), is crucial. Establishing a STEM Teaching Centre for Excellence to support recruitment, training, and professional development is proposed to improve teaching quality and supply.

Flexible routes into teaching, including part-time and salaried PGCE programs, retraining courses (e.g., Subject Knowledge Enhancement for physics), and recognition of career changers' experience, are needed to broaden access. Targeted mentoring and CPD, especially in early career stages, support retention. Leadership recruitment requires reform of the National Professional Qualification for Headship (NPQH) to expand access and clarify selection criteria. Provision of protected leave for school leaders is strongly supported to mitigate burnout. Welsh language skills development through extended training hours and integration into teacher education and professional learning is vital to meet the Welsh Language and Education Bill requirements. The National Centre for Learning Welsh plays a key role in upskilling the education workforce.

Innovative approaches such as resilience training for trainee teachers have demonstrated positive impacts on retention, attendance, and employment outcomes, suggesting the value of embedding such programs in teacher education.

Local authorities highlight the need for improved recruitment in rural and Welsh-medium sectors, better support for early career teachers, and enhanced workforce diversity initiatives.

## **Key themes identified from evidence provided by Unions**

**Recruitment and retention challenges:** Evidence highlights ongoing issues with recruiting and retaining teachers in Wales, exacerbated by the need for a bilingual workforce and the aspirations of the Welsh Language and Education Bill. Despite various initiatives, the problem persists, raising questions about the effectiveness of current efforts.

**Working conditions:** Poor working conditions, including high workloads, pupil behaviour, long working hours, large class sizes, and lack of job flexibility, are significant barriers to attracting and retaining teachers. These issues have worsened over the years, negatively impacting teacher recruitment and retention.

**School funding:** Funding cuts in schools have led to larger class sizes, fewer resources, and increased workloads for teachers. This has made the teaching profession less appealing and more burdensome, contributing to the recruitment and retention crisis.

**Job flexibility and appeal:** The lack of job flexibility in teaching, compared to other professions, is a deterrent for young people. The profession needs to offer better working conditions, pay, and clear pathways for career development to attract and retain teachers.

**Pupil and parent behaviour:** Increasing problems with pupil behaviour and deteriorating attitudes of parents towards teachers are significant factors affecting teacher retention. These issues lead to a lack of respect for teachers and contribute to a negative working environment.

**Support and professional development:** There is a need for better support and professional development opportunities for teachers. The lack of support and the perception of being undervalued contribute to teachers leaving the profession.

**Diversity and inclusion:** The evidence emphasises the importance of having a diverse and inclusive workforce, reflecting the population of Wales. There is a need to encourage individuals from ethnic minorities to join the teaching profession and to ensure that teachers can teach through the medium of Welsh.

**Impact on learners:** The shortage of teachers and high turnover rates lead to a lack of continuity and consistency in education, negatively affecting pupils' standards of achievement. Larger class sizes and teachers teaching subjects outside their expertise also contribute to a decline in education quality.

**Educational reforms:** The implementation of various educational reforms, such as the Curriculum for Wales and new qualifications, has added to teachers' workloads

and stress levels. A perceived lack of adequate support and resources for these reforms further exacerbates the challenges faced by teachers.

**Government and policy:** The evidence calls for the government to take more proactive and effective measures to address the issues in the education sector. There is a need for coherent planning, adequate funding, and meaningful action to improve the situation for teachers and learners in Wales.

## Key themes relating to Welsh-medium

**Recruitment challenges:** There is a significant shortage of teachers who can teach through the medium of Welsh, particularly in subjects like mathematics, science, and modern foreign languages. This shortage is more acute in rural areas and Welsh-medium schools.

**Initial Teacher Education (ITE):** The recruitment to Welsh-medium ITE programmes is low, with only a small number of students training to teach through the medium of Welsh. This is a concern for the Welsh Government's ambition to reach a million Welsh speakers by 2050.

**Support for Welsh language skills:** The National Centre for Learning Welsh has been responsible for a national programme to support the Welsh language skills of the education workforce. This includes opportunities for students studying to become teachers and professional Welsh courses for prospective teachers.

**Impact of legislation:** The Welsh Language and Education Act aims to expand Welsh-medium education and ensure that all learners have the opportunity to become independent Welsh speakers. However, there are concerns about the impact of this legislation on teacher workload and recruitment.

**Professional development:** There is a need for continuous professional development to support teachers in developing their Welsh language skills and teaching through the medium of Welsh. This includes structured professional learning and mentoring for teachers in their early career.

**Diversity and inclusion:** The evidence highlights the importance of having a diverse teaching workforce that reflects the Welsh population, including the ability to teach through the medium of Welsh.

## Key themes from the oral evidence

### Overview

Questions highlighted significant barriers preventing students from choosing teaching as a career, including financial constraints such as course fees and bursary disparities between Wales and England. These financial issues are a notable

deterrent for prospective teachers, especially those considering Welsh-medium education and STEM subjects where shortages are acute.

High withdrawal rates from secondary PGCE and Open University courses are a concern, with statistics showing 26.4% and 38.5% respectively. However, there is some evidence that a portion of those who leave may return to teaching, though exact figures remain uncertain.

Excessive workloads and pressures on teachers contribute to retention problems, with causes including extra class coverage, policy demands, and professional development requirements. The local authorities' role in supporting teachers through adequate funding and resource allocation is emphasized as critical to alleviating these pressures.

### **Structure and delivery of ITE**

The delivery of ITE courses, including geographic partnerships and course intensity was scrutinized. The current market model for course provision may limit strategic workforce planning and flexibility, which are needed to better align course availability with demand. The intensity and short duration of courses also challenge the development of essential skills, such as Welsh language proficiency, crucial under the Welsh Language and Education (Wales) Act 2025.

There were discussions about the potential benefits of introducing subject knowledge enhancement courses similar to those in England to improve teacher preparedness and retention, particularly in shortage subjects.

The committee raised concerns about the current delivery of initial teacher education and its attractiveness to potential recruits. Questions also explored alternative pathways into teaching that could enhance recruitment efforts.

### **Impact of Welsh Government policies and educational reforms**

The Welsh Government's policies and reforms have mixed perceived effects on teacher recruitment. Some teachers are attracted to Wales due to the curriculum reforms, which are seen as positive compared to England. However, shortages persist, especially in Welsh-medium education and STEM subjects, despite existing courses and incentives.

Concerns were raised about the impact of recruitment and retention issues on the quality of teaching and learner outcomes. While some evidence suggests quality may be affected, others note that new entrants bring valuable skills, such as digital literacy, balancing workforce experience.

### **Diversity and inclusion in the teaching workforce**

The inquiry addresses the lack of diversity in the teaching workforce regarding gender, ethnicity, and disability. While women dominate primary education roles, men are more prevalent in leadership positions. Efforts to improve representation

and leadership diversity are considered essential for a workforce that reflects Wales's population.

Suggestions for increasing diversity in the teaching profession were explored, with a focus on addressing barriers that prevent women from progressing to leadership positions.

### **Welsh-medium education and language skills**

Recruitment and retention challenges are particularly pronounced in Welsh-medium education. Retention rates are slightly higher in Welsh-medium settings, possibly due to factors like smaller class sizes and community immersion in the language. Strengthening linguistic skills through ITE is critical, but the current compressed course structure may hinder this development.

The inquiry also explored the movement of teachers between Wales and England, noting perceived barriers related to curriculum differences and the risk of losing Welsh language skills when trainees study outside Wales.

### **Impact of perception and social media**

The perception of teachers, especially post-pandemic, was discussed, with a particular focus on how social media influences this perception. Committee questioned whether this perception negatively impacts the well-being of both teachers and students.

### **Building relationships with parents**

A significant point made relates to the deteriorating relationship between teachers and parents, with a call for strategies to rebuild these connections. Attendees suggested that media portrayal and the pandemic have contributed to this issue.

### **Work-life balance and flexibility**

Committee members raised questions regarding the perception that teaching offers flexibility, particularly regarding holiday time, and questions whether this perception aligns with the reality of the job. It suggests that increased flexibility could attract more individuals to the profession.

### **Recruitment challenges in STEM subjects**

The challenges of recruiting teachers in STEM subjects were highlighted, alongside concerns about the quality of teacher training and the need for more effective pathways into these critical areas.

### **Career pathways and subject availability**

Concerns were raised about the alignment of educational offerings with local career pathways, particularly in relation to language subjects and industry needs in specific regions. The committee emphasized the importance of ensuring relevant subjects are taught in areas that require them for future career opportunities.

### **Support for early career teachers**

The importance of early career support and professional learning was highlighted, with questions regarding the adequacy of current provisions. The committee sought to understand the role of school leaders in providing a supportive environment for new teachers and the impact of workload on work-life balance.

They also highlighted the need to promote the positives of the profession to attract new talent.

### **Strategic recommendations and support mechanisms**

Suggestions included enhancing strategic workforce planning beyond the current market model, improving flexibility and mentoring in ITE, and strengthening partnerships between universities, local authorities, and schools to provide better placements and support for prospective teachers.

Improved career advice and early promotion of teaching as a viable profession are recommended to attract more candidates. Public sector job fairs and guidance on behaviour management in schools are also seen as valuable for workforce sustainability.

## **Data and workforce planning**

### **Teacher Planning and Supply Model / National Workforce Planning**

- We do not currently collect information on local demand for teachers. We use our Teacher Planning and Supply Model to understand the national position.
- National workforce planning with small numbers such as subject specific Welsh-medium planning may skew the Teacher Planning and Supply Model outputs in significant and detrimental ways. Local demand and local models need to be developed in partnership with Local Authorities to determine their needs.

- The EWC is statutorily responsible for ITE programme allocations. These student numbers must be based on a fair and equitable methodology, identifying regional requirements, alongside their expert knowledge of the ITE Partnerships provision, student recruitment trends and our ITE Partnerships' capacity.
- If recruitment reached full capacity, it would be essential to have subject-specific ITE programmes available across Wales. For example, schools in North Wales alone could not accommodate the clinical practice needs of all student maths teachers required nationally.
- Many concerns about the geographic spread and provision of specific ITE programmes across Wales stem from low recruitment levels in Secondary ITE. Improvements to our system are possible, but changes must be carefully considered to avoid unintended impacts on our schools and universities.

### Background

The Welsh Government has an important role in managing school teacher supply by forecasting demand for newly qualified teachers through the setting of intake allocations for recruitment to accredited ITE courses in Wales. Welsh Government sets the national number of teachers required yearly. We aim to:

- meet demand for teachers from maintained schools
- ensure an efficient use of public funds
- minimise the potential for school teachers unable to find a teaching role

Like England and Scotland, Wales uses a Teacher Planning and Supply Model (TPSM) to assist workforce planning (although there are differences between these models). The Welsh model utilises pupil population projections and pupil teacher ratios along with projections of the number of required in service teachers (accounting for leavers). The model generates two numbers to differentiate between the needs of the primary and secondary school sectors for forthcoming years. The aim of the two figures is to ensure that an appropriate number of newly qualified teachers enter the profession each year.

The model's ability to control supply and aid workforce planning is limited as it works on a national basis. Local demand for teachers is not known by Welsh Government and the use of small numbers for subject and Welsh medium planning may skew the model in significant and disadvantageous ways. As such the model does not factor in subjects or Welsh language considerations.

The intake allocations derived from the Welsh Government's forecast demand for newly qualified teachers to which the EWC, in exercising its functions, is required to have regard to under the *Education Workforce Council (Accreditation of Initial Teacher Training) (Additional Functions) (Wales) Order 2017*. The EWC is statutorily responsible for allocating programme level allocations which they must do so based on methodology devised on a fair and equitable method of identifying regional requirements by:

- phase
- region
- language
- secondary subject specialisms.

This should be based on robust methodology and statistical techniques. EWC's programme level allocations need to be justified and able to stand up to independent scrutiny or challenge.

In considering programme level allocations the EWC ITE Accreditation Board also looks at:

- whether the programme provides a high-quality student teacher experience
- whether the programme has financial sustainability
- the historic recruitment rates for programme phase and type
- national levels of maintained school demand and the existing supply of teachers

### Supporting data

Information on teachers and support staff in local authority maintained schools is collected from schools in the School Workforce Annual Census (SWAC). The latest data relates to academic year 2024/25 and collected in November 2024. Further information is available in the [School Workforce Census results annual release](#) published on July 16. More detailed data is also published on our [StatsWales](#) website.

More detailed information is included in a series of tables in the accompanying Annex to this briefing.

Key figures from SWAC as at November 2024:

- There were 25,115 teachers in local authority maintained schools in Wales, a decrease of 2.4% on November 2023 and a decrease of 3.1% compared to November 2020.
- 18,655 teachers (74.3%) were female. Females accounted for 66.6% of teachers in leadership.

- 9,805 teachers (39.0%) reported having Welsh skills at intermediate level or above.
- 6,195 teachers (24.7%) were teaching/working through the medium of Welsh in their current post, with a further 1,590 (6.3%) able to teach/work through the medium of Welsh but not doing so in their current post.
- 340 teachers (1.3%) were of Black, Asian, Mixed or Other ethnicity compared to 15% of pupils (as at January 2025).
- On average, 10.0 applications were received per teacher post advertised. The average was lower for Welsh medium posts (5.1) compared to English medium posts (11.5).
- At the end of the 2023/24 academic year, 1,926 of posts advertised were filled (88.7%).
- Of the 1,465 teachers that left the profession, 455 (31.0%) retired (at normal or early retirement age).
- There were 29,250 support staff, a decrease of 3.0% on November 2023.
- There were 1,560 staff working as ALN co-ordinators or undertaking the role in addition to their main role

#### **Alternative ITE Routes: Ensuring Parity and Diversity**

- High quality, robust ITE supports a high-quality teaching workforce, and it is imperative that quality is assured across **all** entry routes.
- A diverse teaching workforce ensures that our classrooms are led by people with a full spectrum of cultural and life experiences, knowledge and skills. Our children and young people need to be able to recognise themselves in their teachers and leaders.
- The Alternative ITE routes attract and enrol student teachers that could not have accessed the profession otherwise. They are a unique cohort providing additional teachers to the profession with diverse backgrounds and life experiences.

- The Salaried PGCE, our employment-based teacher training route, enables schools to grow their own teachers from their existing school workforce and wider community.
- The Alternative ITE routes are available across Wales, providing aspiring teachers and schools wishing to support the next generation of teachers' opportunities where they may not have geographic access to a regional, traditional, university.
- Our Alternative ITE routes ensure that regardless of ITE programme taken, all student teachers in Wales have effective support and development on programmes that meet the high-quality requirements of our accreditation criteria. All aspiring teachers deserve a high quality ITE experience that prepares them for their future classrooms.
- Our Alternative ITE routes provide additional pathways into teaching – into the most hard-to-recruit secondary subjects.

### Background

The new ITE routes have been available since academic year 2020/21 and represent Welsh Government's efforts to ensure that:

- all student teachers, regardless of ITE route taken, receive high quality ITE
- that all routes into teaching are intellectually challenging and rigorously practical with the quality assurance of accreditation
- all routes meet the statutory requirements for award of QTS and the regulated professional status of 'School Teacher'.

This ensures that all the teachers in our classrooms are of the highest quality, improving the life chances for all learners.

The alternative routes are intended to support graduates across the whole of Wales wishing to enter the teaching profession who would not otherwise be able to via 'traditional' full-time PGCEs, as they may be unsuitable or inaccessible. Such as:

- those from low-income households/backgrounds
- parents or adult-carers
- career changers or those already working in aligned professions (e.g. Youth workers or Teaching Assistants)
- and those living in rural areas unable to access a regional university

To ensure the diversity of the teaching workforce the alternative routes provide a pathway for people to enter the teaching profession regardless of background or circumstance. All ITE Partnerships in Wales are expected to work towards a 5% intake of Black, Asian and Minority Ethnic students (and a 30% Welsh medium intake) which includes the OU. However, the OU has broader diversity aims under their grant funding agreement which include, inter-alia, age, socio-economic background and rurality. Analysis undertaken by the OU on their student teachers indicates that they are a unique cohort, representing additional student teachers studying to become a teacher that would not have otherwise been able to do so.

The routes' underpinning aim is to support aspiring teachers for whom the profession may be out of reach and diversify the workforce for the benefit of Wales learners, but they also have the following objectives under those aims:

- to enable schools unable to access a regional 'traditional' university to participate in ITE via this pan-Wales provision
- to support the recruitment of priority subject teachers in Secondary schools
- to support schools and local authorities' workforce planning (including WESPs) and development where future vacancies and demand is known
- to enable schools to 'grow-their-own' teachers from their school workforce or local community
- to support the Welsh medium education sector including schools in a transitional language category
- to enable schools and local authorities to have access to high quality, diverse teachers / aspiring teachers, that may be required to best support the children and young people in their specific schools.

We remain committed, that all student teachers, regardless of ITE route taken, are entitled to, and receive high quality ITE that prepares them to enter the teaching workforce; to have gained qualifications and QTS that are viewed with parity by employers alongside traditional ITE programmes. As such all ITE programmes in Wales that award QTS are held to the same high standards via our evidence informed regulatory framework (see also Welsh Journal of Education: Furlong, 2016, and Furlong, 2020). This protects against a two-tier workforce and ensures properly prepared, high-quality teachers in Wales' schools.

### Welsh medium workforce

We published the Welsh in Education Workforce Plan in May 2022. The plan includes a range of actions for Welsh Government to take in partnership with stakeholders to address four key aims:

- Increasing the number of Welsh and Welsh-medium teachers
- Increasing the number of Welsh-medium teaching assistants
- Developing the Welsh language skills of all practitioners
- Increasing leadership capacity in the Welsh-medium sector and developing the leadership of Welsh in all schools.

The latest data on the number of Welsh-medium teachers can be found below.

<b>Number of primary teachers who teach through the medium of Welsh</b>			
<b>2020 to 2021 baseline</b>	<b>2024 to 2025 data</b>	<b>2031 target</b>	<b>Gap to target</b>
<b>2,871</b>	<b>2,678</b>	<b>3,900</b>	<b>1,222</b>
<b>Number of secondary teachers who teach Welsh as a subject</b>			
<b>2020 to 2021 baseline</b>	<b>2024 to 2025 data</b>	<b>2031 target</b>	<b>Gap to target</b>
<b>391</b>	<b>447</b>	<b>900</b>	<b>453</b>
<b>Number of secondary teachers who teach subjects through the medium of Welsh</b>			
<b>2020 to 2021 baseline</b>	<b>2024 to 2025 data</b>	<b>2031 target</b>	<b>Gap to target</b>
<b>2004</b>	<b>2,011</b>	<b>3,200</b>	<b>1,189</b>

### Increasing the Welsh-medium teaching workforce

The Cynllun Pontio, currently in its sixth year, has seen up to 96 teachers transitioning from the primary sector to teach in Welsh-medium secondary schools offering key subjects such as Maths, Science and design technology.

The retention Bursary is still in its infancy but has already supported 189 teachers. This bursary offers £5,000 to Welsh-medium teachers or teachers of Welsh as a subject in an English-medium school in their fourth year of teaching. Teachers who have received the bursary say they feel valued for their hard work and commitment to the profession. This will run until 2028.

Schools have been awarded funding as part of the capacity building grant to develop small projects that can support them to sustain a full curriculum offer. Schools have developed a range of projects using this grant over the past 3 years for example, subject specific professional learning and support to expand the range of subjects offered. They can also consider projects of up to £5,000 per teacher to provide an allowance or bursary to attract or retain expertise within the profession.

The capacity grant also allows schools to collaborate. There is a maximum of £40,000 available to develop joint delivery of shortage subject areas and enrichment activities and up to £15,000 to work collaboratively to attract their student alumni

back to their school. This has been a positive initiative in schools in recent years and it has enabled school leaders to think of innovative ways to develop the Welsh-medium workforce and retain staff in their schools.

In the evidence session with EWC, data on the 2023-24 ITE intake and QTS award was shared. The ITE intake data for secondary PGCE is concerning and despite best efforts of ITE providers, they have not been able to recruit to the programmes to meet the 30% Welsh-medium target. In some subjects e.g. maths, science and Welsh – the numbers were particularly low.

This suggests that more needs to be done to increase the pipeline of prospective teachers and to consider other possible routes into teaching.

The Coleg Cymraeg Cenedlaethol project 'Dysgu'r Dyfodol' has supported 115 undergraduates over the past two years to encourage them into teaching with a series of mentoring sessions. The Coleg has also supported universities to embed modules to encourage undergraduates into teaching as part of their degrees. This has had varied success across Wales.

The Coleg has also delivered activities to increase the number of learners studying Welsh at A Level and progress to university with varying success. This is important for the future supply of Welsh language teachers. In 2024-25 alone, they visited 29 schools and spoke to 2,000 pupils.

### Developing Welsh language skills across the workforce

In order to successfully deliver Welsh within Curriculum for Wales, schools will need to have practitioners with Welsh language skills who have the skills to teach Welsh as a language and across the curriculum. Key actions have included:

Through the National Centre for Learning Welsh a mapping exercise with local authorities has been undertaken to understand their workforce Welsh language development needs. This has used data from the SWAC alongside a strategic local understanding of key schools to target.

This mapping led to the National Centre developing a comprehensive programme of Welsh language professional learning for practitioners, incorporating the Sabbatical Scheme and a range of other methods of delivery including self-study, virtual, face-to-face, and residential.

Since September 2024, over 2,000 practitioners have accessed free Welsh language courses through the National Centre for Learning Welsh. The programme offers flexible delivery.

From September 2025 ten tutors will be employed to work with specific schools to address key priorities set out by local authorities in their Welsh in Education Strategic Plans.

A dedicated website section for English-medium practitioners has also been developed by local authority partnerships and is used across Wales.

Continuing to make progress in developing practitioners' Welsh language skills will be essential to enable more of our English-medium schools to teach more subjects through the medium of Welsh in line with the Welsh Language and Education Act.