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For learners, for Wales

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Ysgol Panteg
Station Road
Griffithstown
Pontypool
Torfaen
NP4 5JH

02/11/2026

Dear leaders and staff

Interim Visit: October 2026

A team of inspector visited Ysgol Panteg recently to consider progress in relation to two recommendations from the previous core inspection. During the visit, we had an opportunity to observe teaching and learning, talk to leaders, pupils and staff, consider documentation and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Ensure regular opportunities for pupils to take more responsibility for their learning and develop to become independent learners

- Leaders have responded purposefully to the recommendation. They have reviewed practices, sought the views of parents and pupils, and worked with staff to develop a shared vision and a common framework for developing pupils' independence.
- Staff have benefitted from valuable professional learning which has strengthened their understanding of independent learning and how to develop it purposefully through effective teaching and learning methods.
- Leaders have developed a framework that identifies clear and systematic progression in independence skills, including resilience, co-operation and resourcefulness. This helps staff to develop pupils' independence consistently and increasingly across the school.
- Staff use the framework successfully to have a positive effect on pupils' confidence and resilience. Pupils are more willing to respond to challenges, take risks in their learning and work purposefully with their peers, helping them to become more independent and self-sufficient learners.
- Staff use common language and terminology and provide purposeful opportunities for pupils to make choices and reflect on their learning.

- As a result, pupils take more responsibility for their learning, apply previous learning more independently and rely less on support from adults.
- Leaders are continuing to refine and develop provision to promote independence further, for example by strengthening the learning environment and the role of adults.

Ensure an appropriate level of challenge to support pupils to expand their skills to the best of their ability

- Leaders have an ambitious vision to support all pupils, from their various starting points, to achieve to the best of their ability. This vision is communicated meaningfully to a range of partners which, in turn, supports pupils to learn at the level of challenge that is appropriate for their stage of development.
- Leaders implement robust self-evaluation processes which track and measure pupils' progress thoroughly. Staff use this information skilfully to refine and adapt provision to meet pupils' interests and learning needs over time.
- Through professional learning opportunities and regular co-operation, staff have produced a valuable Literacy Unit Map and Milestones which set clear expectations in terms of progression in pupils' literacy skills. This, including the *'Clwb Clebran'*, contributes to strengthening teaching, which supports consistent progress in pupils' oral and literacy skills.
- Staff have high expectations for all pupils, including those who attend *Yr Academi*. They have good knowledge of pupils' well-being and learning needs, which promotes an inclusive culture across the school.
- Through the valuable provision that is planned skilfully by staff, pupils develop their ability to persevere when they face difficulties and take more responsibility for their learning. Through this, pupils deepen their understanding of the learning process effectively.
- Through staff's consistent teaching and learning methods, pupils are given beneficial opportunities to plan, evaluate and re-draft their work in response to feedback.
- Staff provide a wide range of clubs which provide pupils with valuable opportunities to develop and extend a good range of personal skills and talents. This contributes beneficially to support them to immerse themselves and enjoy the stimulating learning experiences.

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The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website:
http://www.estyn.gov.wales/provider/6782327

Yours sincerely



Liz Miles
Assistant Director

This document has been translated by Trosol (Welsh to English).

Estyn, Llys Angor, Heol Keen, Caerdydd, CF24 5JW Ffôn: 02920 446446
ymholiadau@estyn.llyw.cymru
www.estyn.llyw.cymru

Estyn, Anchor Court, Keen Road, Cardiff, CF24 5JW Telephone: 02920 446446 enquiries@estyn.gov.wales
www.estyn.gov.wales

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