

SCHOOL DEVELOPMENT PLAN 2025-26

Ofsted Key Areas for Improvement:

"Leaders need to be more robust in checking the impact of their actions and decisions, so that they have an accurate view of the quality of the implementation of the curriculum in all subjects." Ofsted report, April 2022

Specific priority areas for 2025-26:

1. Improve the quality of teaching across all key stages so that pupils make outstanding progress in all subjects.
2. Support middle leaders in developing the knowledge and skills to enhance provision across the school.
3. Embed a culture of outstanding behaviour for learning through strengthening provision for Personal Development, focusing on self-regulation, responsibility and wellbeing.
4. Applying research-based evidence to improve teachers' pedagogy in relation to adaptive teaching and provision for pupils with SEND.
5. Embed strong systems and culture to support good school attendance.



RAG Key: GREY = information not available until later in the year; RED = not yet in progress; AMBER = in progress, not yet embedded; GREEN = in progress, embedded

SECTION 1: Leadership and Management				
Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
1.1 The school is financially viable and operating in a sustainable manner	School is financially viable whilst remaining under local authority control. Number on roll is consistently above the operational capacity of 315.	<ul style="list-style-type: none"> • Governors to remain informed of school's financial viability, ensuring staffing structure, including leadership, remains financially sustainable. 	<ul style="list-style-type: none"> • School continues to maintain a healthy financial position, 	SLT Governors
1.2 The school's curriculum has clear Intent, Implementation and Impact, which is tailored to its context and broadens each child's outlook	Subject leaders have articulated the Intent, Implementation and Impact for their curriculum area, but these need to be reviewed, with a particular emphasis on the Impact.	<ul style="list-style-type: none"> • Utilise staff training time to ensure the curriculum is implemented in line with stated Intent; • Support middle leaders to monitor, evaluate and give feedback to drive improvement; • Ensure ambitious and clear action plans enable the implementation of each subject's scheme of learning • Ensure pupil voice is incorporated into measuring impact of curriculum delivery. 	<ul style="list-style-type: none"> • Books, learning walks and data/outcomes show that the schemes of learning are embedded and taught consistently 	Subject leaders Governors
1.3 Leaders' dissemination of evidence-based research findings results in teachers' secure application of effective adaptive teaching strategies	Teaching staff cater for pupils with an increasing range of ever-more complex SEND. The school has an increasing number of children who are new to the country and who have English as an additional language. Teachers at all career stages need to be consistently able to adapt teaching to meet the needs of their pupils.	<ul style="list-style-type: none"> • Devise an implementation strategy for the EEF SEND in the Mainstream Guidance; • Train teachers to apply the guidance; • Monitor and evaluate the strategy's effectiveness 	<ul style="list-style-type: none"> • Whole school approach to adaptive teaching refers to the EEF SEND in the mainstream guidance • Impact is evident in pupils' work and attitude to learning 	SLT Teachers
1.4 A strategic, systematic, rigorous approach to Personal Development and wellbeing, including taking responsibility at individual, class, school, community and global levels, result in better and more consistent self-regulation in all areas of the school and increased cultural capital	The school created a new Personal Development recently and this is being implemented across the school. The school has a range of opportunities for children to take responsibility at class, school and community level and children demonstrate a real enjoyment of these opportunities. Whilst the majority of children take responsibility for their own behaviour and show an ability to consistently self-regulate, there remain a small minority of pupils who find this challenging.	Children are taught the importance of: <ul style="list-style-type: none"> • Taking responsibility for themselves and their environment; • Helping others, e.g. as Playtime Pals, Student Leaders, EYFS Buddies and through community projects • Having an awareness of their place in the world and how they can influence change; • Articulating their thoughts and ideas in order to initiate positive change, e.g. through School Council, Eco Council and pupil conferencing 	<ul style="list-style-type: none"> • Children's resilience and behaviour demonstrate awareness of personal responsibility • Children show a growing awareness of local, national and global matters • School Council and Eco Council are established and operate sustainably 	SLT

<p>1.5 Outdoor provision results in improved pupil engagement, problem solving and resilience and during playtime and lunchtime</p>	<p>Pupils currently have a range of options for playtime activity, but older children have a greater range of options and spaces when compared to KS1 and Reception children. Playtime Pals well established and contribute to a positive playtime experience for younger children.</p>	<ul style="list-style-type: none"> • Introduce play stations in both KS1 and KS2 playgrounds • Reintroduce loose parts play to gated area of field • Complete quiet area and sand areas in KS2 playground • Introduce under cover reading area in KS1 playground • Introduce mindfulness activities during lunchtimes for KS2 children 	<ul style="list-style-type: none"> • Monitoring of playtimes shows that children are actively engaged in positive play • Pupil conferencing evidences that children enjoy playtimes and feel happy and safe 	<p>SLT Lunchtime Staff</p>
<p>1.6 Strong systems and culture support good pupil attendance and punctuality</p>	<p>Most pupils have good attendance and punctuality (94.9% overall attendance 2024/25) but some groups, such as SEND/EHCP & FSM do not. The level of persistent absence remains high. Without strong attendance and punctuality, children cannot learn effectively or build knowledge over time. Attendance is discussed at SEND review meetings in the Autumn and Spring term. Individual circumstances are taken into account and supported e.g. SLT pick a child up twice a week, Meet and Greet to support a child's mental wellbeing</p>	<ul style="list-style-type: none"> • Working with EWO to improve pupil attendance. • Embed and develop systems to ensure attendance has a high profile within the school community – parents and carers should be kept informed of how well their children are attending school and where attendance is becoming a concern. • Ensure information on unauthorised absence is clearly communicated to parents and carers, including the issuing of penalty notices in the event of families taking unauthorised leave of 10 or more sessions 	<ul style="list-style-type: none"> • Overall attendance exceeds 96% • Majority of children, including those in FSM group reach attendance target of 96% • Unauthorised absence is below 1% 	<p>HT Pastoral Lead</p>
<p>1.7 Clear, consistent communication on all platforms ensures that the school community is well informed and the school promotes a positive image of itself and all it offers</p>	<p>New school website in the process of being set up – current website is becoming outdated. Curriculum newsletters shared on half-termly basis, providing families with key information. School newsletter format has been revised this year, with team leaders now more able to contribute. Facebook page frequently updated and popular amongst school community.</p>	<ul style="list-style-type: none"> • New website to be set up and go live before end of Autumn 2025 term. • School newsletters to be published every month. • All phase teams to consistently post on Facebook to ensure fresh content 	<ul style="list-style-type: none"> • School website is fully compliant with DfE guidelines • Feedback from parents and carers shows a positive view of quality of communication from school 	<p>HT SLT</p>

SECTION 2: Quality of Education including Evidence Based Teaching

1. Quality of Teaching
2. Quality of Assessment
3. English and Reading
4. Mathematics
5. STEM and Humanities
6. The Creative Arts and the Wider Curriculum
7. Early Years Foundation Stage

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
1. Quality of Teaching				
2.1.1 Teachers' pedagogy includes secure application of effective adaptive teaching strategies	There are inconsistencies in teachers' pedagogical knowledge and practice.	<ul style="list-style-type: none"> • Devise and implement a training package from the EEF SEND in the Mainstream Guidance; • Train class teachers to deploy support staff effectively to promote positive pupil outcomes; • Train teaching staff to develop scaffolding techniques for pupils with SEND 	<ul style="list-style-type: none"> • Teachers understand and demonstrate the principles of adaptive teaching • Effective, scaffolded provision for pupils is observed consistently across the school 	SLT JP
2.1.2 Clear routines underpin high standards of behaviour for learning and enable effective use of teaching and learning time	There are effective routines across the school that contribute to good standards of behaviour for learning. However, there are some inconsistencies of approach which can be addressed.	<ul style="list-style-type: none"> • Look at evidence-based research to identify effective routines to enhance behaviour for learning. • Use staff training time to identify classroom routines that have the greatest impact and agree shared approaches. <ul style="list-style-type: none"> • Review implementation of chosen routines and identify wider school routines that can be enhanced through shared expectations and approaches. 	<ul style="list-style-type: none"> • High standards of behaviour for learning with minimal time lost to disruption • Pupils across the school demonstrate high levels of responsibility and engagement. 	SLT
2.1.3 Subject Leaders improve the quality of teaching by giving astute, developmental feedback and checking its implementation	Subject leaders have articulate the curriculum intent for their subject area and have supported the development of detailed, progressive curriculum plans across Key Stage 1 and 2. They are beginning to gather the information to determine how successful the implementation of curriculum plans are, but have yet to impact on the quality of teaching by providing direct feedback to teachers.	<ul style="list-style-type: none"> • Devise and implement a training package for Subject Leads derived from the EEF's Putting Evidence to Work toolkit; • SLT to support Subject Leads in extending their scope in monitoring; focusing on the impact of their feedback; • Training provided for Subject Leads on providing accurate developmental feedback that results in improvement in acquisition and retention of knowledge and skills 	<ul style="list-style-type: none"> • Subject Leads monitor consistently the quality of teaching and learning and check the impact of feedback systematically 	SLT

2. Quality of Assessment				
Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
2.2.1 A systematic approach to the assessment of science and the foundation subjects is embedded and used consistently	<p>The school has utilised a number of different strategies for assessing how well children learn in foundation subjects e.g. Plickers. But has not settled on a consistent strategy.</p>	<ul style="list-style-type: none"> • Devise and implement consistent (regularity) assessment strategies and procedures so that teachers and leaders know how well children learn key knowledge and concepts across the curriculum. • Research how new technologies can be used to provide engaging methods to provide end-of-unit assessment information, e.g. Blooket, School AI assignments. • Monitor and evaluate their impact. 	<ul style="list-style-type: none"> • Accurate and appropriate assessment strategies are in place across the curriculum and used by teachers consistently 	SLT
3. English and Reading				
Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
2.3.1 To raise attainment in Writing.	<p>KS1 are tailor-making their planning, to better suit the needs of the cohort using 'The Write Stuff' and 'Get Writing!' schemes.</p> <p>KS2 have adapted their 'The Write Stuff' planning to reflect the needs of the cohort rather than using a 'one size fits all' scheme.</p> <p>Daily handwriting sessions are carried out in FS and KS1. KS2 have 2 handwriting sessions each week.</p>	<ul style="list-style-type: none"> • Audit of New Writing Framework to highlight areas of development and feed into English Action Plan. • Planning to continue to reflect the needs of the cohort. • No More Marking to continue this academic year as a form of moderation. • Reintroduction of moderation with local schools • Involvement with English Hub 	<ul style="list-style-type: none"> • All cohorts demonstrate high levels of progress, with increases in the percentage of each cohort reaching and exceeding age-related expectations. 	Teachers CB, SC
2.3.2 To support and increase Early Reading outcomes	<p>FS/KS1 follow the Read Write Inc scheme to deliver reading.</p> <p>Kernow English Hub are visiting on a half-termly basis to monitor and support reading outcomes.</p> <p>Pinny time carried out daily in Foundation Stage. 1 to 1 tutoring for targeted KS1 children carried out twice a week.</p>	<ul style="list-style-type: none"> • Phonics teachers to receive regular, up-to-date training. • Phonics teachers receiving further support through RWI Training Days and use of the Online Portal. • Weekly learning sent home to parents through the Online Portal. • Foundation Stage parents to be invited into school in Spring 1, once the children have been streamed into groups. 	<ul style="list-style-type: none"> • Year 1 Phonics Screening outcomes are in line with national figures. • Reception phonics attainment is in line or above national figures. • External monitoring consistently supports the assertion that the teaching of Early Reading is of the highest standard. 	Reading Lead Phonics Teachers
4. Mathematics				
Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
2.4.1 Teachers plan learning that explicitly builds on learners' emerging needs	<p>Monitoring of learning shows that whilst teachers do make use of a range of resources, there is an over-reliance on ready-made White Rose Maths activities.</p>	<ul style="list-style-type: none"> • Maths leaders to ensure that teachers are aware of all resources available to them • Staff training to focus on adapting learning to meet learners' needs • Monitoring activities to look at how teachers adapt planned learning to support and challenge learners of all abilities 	<ul style="list-style-type: none"> • Monitoring activities demonstrate that teachers plan future learning based on their assessment of prior learning and the needs of learners. 	HS, AM, KS

2.4.2 Early number	EYFS data shows that the percentage of children achieving the ELG for Number is typically in line with or just above the national average. Dedicated number sessions have previously been established in Key Stage 1, but these sessions have been sacrificed in the last year due to timetable congestion.	<ul style="list-style-type: none"> • Introduction of Number Sense in KS1, to be carried out 3-4 times per week. • Reception to incorporate Mastering Number sessions into their daily routine. 	<ul style="list-style-type: none"> • The 2026 Reception cohort achieves above national average for Number ELG. • Internal data shows excellent progress across KS1 within number/arithmetic. • Cohort data for Years 1 and 2 shows increases in the percentage of pupils working at age-related expectations. 	HS, AM, KS
2.4.3 KS2 calculation skills	Outcomes in Year 4 Multiplication Tables Check demonstrate year-on-year progress in comparison to national averages. Current Year 4 cohort on track to be significantly above national average. Sustained focus on development of calculation skills has resulted in significant progress in each cohort across KS2. Currently, sessions for the Beyond Tables groups are planned based on misconceptions arising from weekly arithmetic lessons.	<ul style="list-style-type: none"> • LKS2 to continue daily number fluency sessions, with frequent reviews of attainment and progress in groups. • Develop curriculum for the pupils who have secured knowledge of all multiplication facts up to 12x12 for both LKS2 and UKS2. 	<ul style="list-style-type: none"> • 2026 Year 4 cohort achieve above national average in MTC, both for average score and percentage achieving 25/25. • Termly arithmetic tests show that the percentage of pupils working at EXS increases for each cohort. 	HS, AM, KS
2.4.4 Reasoning	Whilst children across Key Stage 2 show confidence and aptitude for mental calculation, children generally find reasoning tasks more challenging.	<ul style="list-style-type: none"> • Maths intervention groups focused on developing reasoning skills. • Maths team to audit the extent to which pupils have opportunities to develop reasoning skills within daily lessons. • Maths team to closely analyse termly assessments, using the Boost Insights assessment platform to identify areas of maths where attainment is lower. 	<ul style="list-style-type: none"> • Internal data will show termly progression in percentage of children working at EXS and GD across all year groups. 	HS, AM, KS

5. STEM and Humanities – Digital Learning

Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
2.5.1 Implement the NATRE curriculum across EYFS, KS1 and KS2	The Cornwall Agreed Syllabus for RE expired in 2025. The school has purchased the NATRE curriculum and has begun implementation.	<ul style="list-style-type: none"> • Check that the NATRE curriculum is in line with the new Cornwall Agreed Syllabus when it is released. • Create a two-year rolling programme that matches the Bosvigo long-term curriculum plan and share with teaching staff. • Evaluate the implementation and impact of the NATRE curriculum. 	<ul style="list-style-type: none"> • NATRE curriculum is fully implemented across the school. • Pupil conferencing and teacher feedback demonstrates high levels of enjoyment and engagement in the NATRE curriculum. 	CG

6. Creative Arts and the Wider Curriculum

Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
2.6.1 Music is taught in accordance with Ofsted's School Music Report findings (2023)	The school is in the process of implementing the Sing Up Music scheme of learning across the school. Whole class instrument lessons take place on a two-year cycle in Year 3 and 4.	<ul style="list-style-type: none"> • Ensure Sing Up scheme of learning is implemented consistently across the school, supported by instrumental lessons and extracurricular opportunities • Introduce Wider Opportunities whole class instrument teaching on annual basis 	<ul style="list-style-type: none"> • Increased confidence and enthusiasm amongst teachers with regards to teaching music • Children demonstrate greater engagement with music curriculum • More children are engaged in learning instruments 	SJG

7. Early Years Foundation Stage					
Intended Outcome		Current Position	Planned Actions 2025-26	KPIs	Who
2.7.1 Attainment improves in identified areas of the EYFS Framework to enable more children to get a GLD		Three-year trends show that outcomes in specific ELGs, especially Writing, impact on the percentage of children achieving a GLD.	<ul style="list-style-type: none"> Identify children who are at risk of not meeting specific ELGs at the earliest opportunity. Review provision in specific areas to ensure it supports children in achieving these ELGs. Provide training for staff to support quality first teaching across EYFS curriculum. 	<ul style="list-style-type: none"> More children achieve the ELGs on writing, number and numerical pattern, thereby increasing the % of children achieving a GLD 	CW, CB, KS

SECTION 3: Pupil outcomes

Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
<p>3.1 2026 Reception attainment is in line with National figures</p>	<p>In recent years, Bosvigo EYFS outcomes have typically been above National figures in most areas and in line for Reading, Number and Shape. However, the percentage of percentage of pupils achieving the Writing ELG has been well below National figures and this has led to Bosvigo's GLD percentage being well below the National percentage.</p>	<ul style="list-style-type: none"> • Include delivery of Phonics lessons on Forest School Fridays • Closely track progress of 2026 cohort to ensure children at risk of not reaching AREs are quickly identified and supported. • Work with other local schools and organisations, including the English Hub, to ensure Bosvigo's approach to Early Writing (including assessment against ELG) is consistent with recognised good practice. 	<ul style="list-style-type: none"> • 2026 Bosvigo Reception cohort will achieve in line or above National figures for GLD, Reading, Writing, Number and Numerical Pattern. • Bosvigo vulnerable groups to achieve in line with National figures. 	<p>CW, KS</p>
<p>3.2 Writing standards across the school demonstrate excellent progress</p>	<p>Based on internal data, the percentage of pupils achieving age-related expectations for Writing is well below intended levels.</p>	<ul style="list-style-type: none"> • Ongoing development of Writing provision across the school led by English leads. • Develop staff knowledge of best practice with regards to Writing through ongoing staff training. • Writing leads to closely monitor delivery of Writing curriculum to highlight good practice and work with staff where necessary to identify and support development needs. • Through staff training and participation in moderation tasks (locally and through Assessing Pupil Writing), ensure all teachers have a sound knowledge of the Expected Standard and Greater Depth criteria relative to the year groups they work with. 	<ul style="list-style-type: none"> • Internal data to demonstrate significant improvement in percentage of children working at EXS and GDS. • Vulnerable groups to demonstrate accelerated progress across the school. 	<p>CW, CB, SC, CG, AB</p>
<p>3.3 Phonics standards continue to improve across Reception and Key Stage 1</p>		<ul style="list-style-type: none"> • Phonics lead closely monitors daily provision, including ongoing review of Phonics groups based on current attainment. • Ongoing professional development with all Phonics teaching staff through engagement with RWI Development Days and English Hub Days. 	<ul style="list-style-type: none"> • 2026 Phonics Screening Check data is at least in line with National figures. • Internal data demonstrates continual progression of standards, with all groups achieving well. 	<p>CB, AB, CW</p>
<p>3.4 Maths fluency standards continue to rise across the school</p>		<ul style="list-style-type: none"> • Years 3 and 4 to continue to deliver daily fluency sessions with a prioritisation on pupils securing their knowledge of multiplication and division facts. • Years 5 and 6 to continue to deliver daily fluency sessions, with teachers making good use of assessment information to address weaknesses and misconceptions in pupils' calculation skills. • 	<ul style="list-style-type: none"> • Year 4 Multiplication Tables Check data demonstrates that standards at Bosvigo continue to grow and now exceed National standards for this age. • Internal data demonstrates that pupils have a secure knowledge of number facts and calculation strategies, enabling them to achieve above National figures. • Year 6 outcomes exceed National figures, as evidenced by KS2 SATs data. 	<p>HS, AM, KS, CW</p>

SECTION 4: SEND and Inclusion

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
<p>4.1 Teaching staff knowledge of SEND and inclusive provision is improved, and considers Southwark SEND Strategy and EEF SEND guidance for the mainstream classroom</p>	<p>Subject knowledge of SEND and inclusive provision is inconsistent. Staff skill level is inconsistent. Resources are used inconsistently. Completed a staff skills audit and have used this as a basis for further staff training.</p>	<ul style="list-style-type: none"> • Devise and implement training for teaching staff in adaptive teaching strategies; • Monitor and evaluate the impact of the teaching strategies • SLT to complete PINS (Partnership for Inclusion of Neurodiversity in Schools) Self- Assessment Tool. • Involvement with the PINS project to increase staff knowledge and expertise in the areas for development identified in the self-assessment tool. 	<ul style="list-style-type: none"> • Resources and strategies in the classroom show all staff are proficient in adapting teaching and supporting children with SEND in the mainstream • Outcomes for pupils with SEND in the mainstream improve 	<p>JP</p>
<p>4.2 To develop communication friendly classrooms</p>	<p>Use of visuals and timetables inconsistent Some classrooms cluttered Recently purchased Widget Online</p>	<ul style="list-style-type: none"> • Communication friendly classroom audit • Reflect on the audit and respond, e.g. classroom space, noise levels etc. • Monitor the use of visuals across the school- non-negotiable in every classroom 	<ul style="list-style-type: none"> • Pupil Voice activities demonstrate that all pupils benefit from use of visual aids, particularly those with recognised communication and language difficulties. 	<p>JP</p>
<p>4.3 To develop parent voice for children with SEND</p>	<p>Parents invited to all SEN reviews- options given; face to face, Team or phone call. SENCo available to parents- on the gate, via phone or email as well as meetings. Trialled SENCo and Family Worker joint Parent coffee mornings- tried different times of the day, days of the week but not a great uptake.</p>	<ul style="list-style-type: none"> • Involved with PINS Parent/Carer Cornwall • Host drop-in sessions • Ask parents if they would like themed parent sessions and consider this 	<p>Parents feel listened to and supported Parent drop-in/coffee sessions continue after PINS has</p>	<p>JP</p>

SECTION 5: Personal Development, Behaviour and Attendance

Intended Outcome	Current Position	Planned Actions 2025-26	KPIs	Who
<p>5.1 Overall attendance is above the national average. FSM and SEND pupils' attendance is in line with the national average.</p>	<p>In 2024/25, absence figures for Bosvigo School were 5.2% (3.3% authorised, 1.9% unauthorised) compared to the national average of 5.2% (3.7% authorised, 1.5% unauthorised). The school's long-term attendance target is 96%.</p>	<p>Embed robust systems to support FSM, SEND and vulnerable families, including the use of pastoral support and educational welfare support.</p> <p>Attendance continues to be discussed in SEN and safeguarding meetings.</p> <p>The Head Teacher and Pastoral Lead take responsibility for implementing latest school attendance guidance.</p>	<ul style="list-style-type: none"> Overall attendance including PPG is above the national average. Attendance for pupils with FSM and SEND is broadly in line with the national average and is improving for those pupils with complex needs. 	<p>CW, KR, JP</p>
<p>5.2 The School Council and Eco Council represent and express pupils' views to stakeholders effectively.</p>	<p>School Council and Eco Council established in 2024/25, with representation across Years 2-6.</p>	<p>Elect and establish a School and Eco Council with pupils from Years 1-6.</p> <p>Establish a regular pattern of meetings for both councils.</p> <p>Devise and implement routines for collecting and reporting pupil views to stakeholders and for stakeholders to report to pupils.</p>	<ul style="list-style-type: none"> Pupil Voice indicates that children feel able to express their opinions and ideas freely and believe that they are listened to. 	<p>CW & BA</p>
<p>5.3 The school supports pupil welfare and wellbeing effectively.</p>	<p>Pupil wellbeing is prioritised across the school, with three members of staff fully-trained TIS Practitioners and all staff trained in basic TIS practice. Pastoral Lead established in role. School is in first year of working with MHST and has also begun to provide placements for trainee counsellors and play therapist.</p> <p>All children in UKS2 given a free wellbeing journal 'My Brilliant Place to be Me'</p>	<ul style="list-style-type: none"> Mental Health initiatives are planned and implemented by the Mental Health Team (MHT); All children in LKS2 to be given a wellbeing journal Devise and implement workshops for parents regarding pupil mental health and wellbeing; PINS project- Youth-led Neurodiversity Awareness and Peer Support Programme PINS project- Coffee mornings for Parents Continue to embed Motional across the school as a Tool to track and support pupil wellbeing Working with external agencies to be able to offer enhanced provision to support wellbeing - Play therapist and Counsellors Devise a series of mental health assemblies 	<ul style="list-style-type: none"> Pupil Voice indicates children feel happy and safe at Bosvigo School. Pupils can articulate these and their feelings to visitors and stakeholders. 	<p>SLT</p>