



Statement of Boarding Principles and Practice - Truro School

Boarding – A Life Skills Academy

*A copy of this statement is published in the following area:
The school's website*

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“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can.” John Wesley

Truro School was founded by Wesleyan Methodists in 1879, and the school's boarding community continues to be characterised by the key values and messages of Wesley. Boarding at Truro School is a close community of students of all ages and nationalities and residential boarding staff. The boarders are known very well by the staff who encourage, guide and support boarders to achieve excellence in academic learning habits, social and independent living skills, leadership and service, and planning for university or the workplace. The boarding staff also work tirelessly to instill the Wesley and Cornish values of tolerance, respect, community, humility and kindness.

Boarding offers a special opportunity for students to develop valuable life skills that are becoming increasingly important in the modern world, some of which are outlined below.

To achieve the best possible outcomes in academic studies through the development of independent learning habits such as time-management, resilience, goal-setting, avoiding distractions of mobile devices, studying beyond set home-work and revision techniques. *“Having a dedicated prep time in the evenings helps to get work done and you know you will have enough time to complete homework. The evening maths clinic really helps clear up any misunderstanding with key concepts.” Jay Osborne (L6 Boarder from the Isles of Scilly).*

To follow interests and hobbies outside the classroom and boarding houses such as playing musical instruments, directing the sound and lights for a school play, war-gaming, surfing, keeping fit, and playing basketball. *“There is a huge variety of activities both in the afternoons and at the weekends. Boarding makes it easy to be involved with these activities because staff can help us choose what to do and sometimes they even run activities that we request.” Alex Azamatov (5th Year Boarder from Kazakhstan).*

To develop social skills such as cultural tolerance, living with others, confident interaction with adults, and forming and maintaining friendships. *“When I first started the school I knew no-one but boarding and the induction programme quickly changed that and I had friends of all ages and nationalities before my first lesson. It's amazing how quickly your confidence grows when you are living with others, it makes being away from home so much easier.” Sophie Poat (U6 Boarder from Isles of Scilly).*

To learn independent living skills such as self-organisation, keeping mentally and physically healthy, cooking and financial awareness. *“Because I share a room, I have to be aware of my roommate and keep our shared space tidy. We also all help tidy the kitchen and common*

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room which some boarders don't have to do at home! The boarding staff have been really good at helping me get organised with stuff outside of school such as evensong in the Cathedral and cadets." Katie Martin (4th Year Boarder and Chorister from Exeter)

To develop leadership and service skills such as leading a group of peers and contributing to group discussions and decisions. *We get the opportunity to organise house activities such as movie nights which is a great time for everyone to socialise. This has allowed me to become more confident as a leader in other areas like sports." Jemma Ball (U6 Weekly Boarder from Cornwall).*

To plan and prepare for the workplace and university by choosing the right path, writing letters of application, gaining work experience, writing a CV and practising interview skills. *"My tutor and Head of Year have really encouraged me to apply to University and guided me through the whole process, making it much easier" Alec Sharbatian (U6 Boarder from France).*