

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 instil 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 the library to study in every evening is really beneficial for my independent study. Also having a maths clinic some evenings has improved my understanding of maths considerably.”* Cam (L6 Boarder from England).

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 (U6 Boarder from Kazakhstan).

To develop social skills such as cultural tolerance, living with others, confident interaction with adults, and forming and maintaining friendships. *“There is a lot of diversity in the boarding community; we all have different personalities and have had different experiences. I made friends from a variety of backgrounds and learned a lot about their different experiences. This helped me gain confidence before starting school and made it easier being away from home.”* Jess (U6 Boarder from USA).

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 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 (L6 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. *“I’ve taken up a role in the Boarders Food Committee where I represent the house. Giving feedback on opinions about school meals and the dining experience to the Head Chef allows me to become a more responsible member of the house and a more confident and responsible leader in the future.”* Stephanie (U6 Boarder from Hong Kong).

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. *“The Head of Scholars has encouraged me to push for a top university and apply to Oxbridge. She has given me great guidance on the application process.”* James (U6 Weekly Boarder from Cornwall).