



## **Truro School Boarding – Statement of Principles & Practice 2025-26 - A Life Skills Academy**

*“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, 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 homework and revision techniques. *“In boarding every evening, for an hour, from 6:30 to 7:30, we have prep in the library. In this time, we are expected to do our homework, study or read a book. Every evening there are always two staff members on duty who are always happy to help us in our studies or explain to our homework to us when we need help with it. Computers are easily accessible both in the house, where we have a computer room, and in the library. In this hour I find it easy to focus on my homework and finish all of it, however if needed we can stay after this hour with one of the members of staff on duty to finish our homework. Overall, I think this system has really improved my learning and it is a great way to help support the boarders learning.” 4<sup>th</sup> Year, Weekly Boarder and Chorister, UK.*

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. *“Boarding allows you to have a lot more time to get involved with activities around school. Ranging from being a part of a music ensemble or band, taking part in performing musicals and drama productions in very high standards, sports, or sometimes something more laid back like wargaming. As a boarder, you get access to all sports facilities for free even in the weekends. Truro School also take part in Ten Tors and all three tiers of DofE. Having just done my Gold DofE, I think it is a great opportunity to develop your independence, communication and stress tolerance skills”. Cyrus, full boarder & Head of House.*

To **develop social skills** such as cultural tolerance, living with others, confident interaction with adults, and forming and maintaining friendships. *“Boarding is a really comforting environment where you never feel alone. Staff are so supportive especially when moving here, away from my home, friends and family, as well as other boarders as they had once experienced something very similar. We also have so many opportunities to meet lots of other boarders from a variety of places and with different experiences.” L6th, Weekly Boarder and Chorister, UK.*

To **learn independent living skills** such as self-organisation, keeping mentally and physically healthy, cooking and financial awareness. *“Since joining boarding, I have greatly developed skills such as, time management and cooking. It’s helped me develop the skills I needed for living in a small city away from home.” Tom B, a boarding prefect.*

To **develop leadership and service** skills such as leading a group of peers and contributing to group discussions and decisions. *“I have been able to demonstrate my leadership skills in playing the role of the Head of House as well as the boarding prefect. I enjoyed my time here being the boarding buddy, to guide and help the new boarders. For example, solving problems or passing their messages to the teachers. Moreover, I was one of the food representatives in the house when I was in 4<sup>th</sup> year which allowed me to transfer ideas and feedback from other boarders to the kitchen staff.” Angie, U6th, full, international 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. *“Boarding has been an enormous help for my next steps after sixth form. As well as providing support for my Oxbridge application, they’ve also helped me to develop essential skills for living in a group environment, which will prove invaluable for university life” Samson, a boarding Prefect.*