

Statement of Boarding Principles and Practice

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

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Reviewed by: Tom Copeland

History of Truro School

Truro Wesleyan College (referred to as Truro College) was founded by Wesleyan Methodists in November 1879, and on 20 January 1880 lessons began at sites in River Street and Strangeways Terrace, Truro. The present site was completed in 1882. The school was founded as an alternative to the Church of England's ancient Truro Grammar School. The name Truro College was changed to Truro School in 1931 when it was considered that it was "pretentious...to claim the style of "College" if its pupils are for the most part below the age of 18". The preparatory department was opened in 1936. Girls were admitted into the sixth form in 1976, and it became fully co-educational in 1990. To date we have around 750 pupils of which around 80 pupils are boarders

Boarding at Truro School – the general structure of pastoral care

Truro School has a long history of boarding and believes that the community atmosphere of the school is greatly enhanced by the presence of boarders. Boarding is offered to those pupils (from the UK or overseas) who wish to board either full board, weekly board or flexi board. Boarders, although representing only a small percentage of the population, are seen as an integral part of life at school, they represent the heart of the school. There are four relatively small houses, two for girls, Malvern for senior girls and Poltisco for junior girls and two boys houses Trennick for senior boys and Pentreve for junior boys. Each house has a dedicated live in Housemaster or mistress, a deputy Housemaster or mistress and a team of tutors, whose pastoral work is essential to maintain the smooth running of the boarding community and to enhance the quality of life of the pupils whilst they are in school. Boarding at Truro School is overseen by the Head of Boarding, who is also the Housemistress of Malvern House.

Facilities and Opportunities

The boarding houses are continually being upgraded and developed on a rolling programme. All houses have their own separate recreation spaces, separate kitchens, bathrooms and IT suites. The boarding staff provide an extensive programme of activities for the boarders during evenings and weekends which allows boarders to have access to impressive sports and recreation facilities within the main school campus. Boarders also regularly enjoy cultural activities such as celebrations of the Chinese New Year as well as, for example, organise and attend their own quiz and curry nights. Cornwall naturally lends itself to the outdoors and as a community we certainly make the most of the activities available in this county particularly at the weekends. Boarders can also participate in a flourishing D of E programme.

Welfare

Pupils are provided with three very good meals each day when boarding and the sixth form also have access to the informal environment of the school's café. Drinks and snacks are also readily available in all of the houses. Welfare support is provided through the pastoral teams in the houses, through class tutors and Heads of Years as well as through the medical team in the Health Centre. Spiritual guidance is provided by the Chaplain and Headmaster. We have our own counsellor as well as an independent listener. The overseas pupils also have access to EFL lessons during both the evenings and weekends. At Truro School we also pay much attention to 'pupil voice' through house meetings, committees, surveys and parental feedback.

Boarding ethos

Truro School seeks to develop the whole pupil, by addressing what we consider to be the important facets of a rounded education which prepare pupils for life after school and this is particularly true within the boarding environment. In line with the whole school strategic plan, aims, ethos and boarding mission statement, we offer activities for pupils which stretch and challenge their academic life but which will also enhance and add quality to their personal lives. We provide an environment for pupils in which they can achieve as individuals but at the same time we celebrate the differences between them, so that no pupil feels disadvantaged. Personal pastoral care and extremely positive staff and pupil relationships provide the support and care we believe pupils need to succeed, this in combination with small boarding houses and a strong family and community spirit makes for a happy boarding environment. Boarders are an integral part of the way that the school works and, whilst they number a relatively small percentage of the school population, they have a bigger impact on the school than their numbers might initially suggest. Being close together at the centre of a relatively compact campus, the school belongs to the boarders from 5pm and consequently they contribute to what is at the very heart and soul of the school. Boarding at Truro School is in essence about care, kindness, support and building positive relationships. We want our boarders to have fulfilled, successful and happy lives.

Truro School Strategic Plan 2015

For excellent teachers to inspire pupils to achieve academic success at school and go on to first choice universities, colleges or jobs
To enable young people to live their lives to the full and transform society for the better
To be known for outstanding pastoral care and trusting partnerships with parents
To help each child to find and fully develop his or her talents
To be celebrated as a socially and environmentally responsible member of the Cornish Community

Andrew Gordon-Brown
Headmaster

Tom Copeland
Head of Boarding

April 2018