Trust Student Council Meeting Minutes – Wednesday 7th October 2026 at 16:30 via Teams

The first Student Council meeting of the year gathered student representatives from the six SMART Schools.

Action: Please all read the minutes of the meeting and inform Mrs Kendall if any changes are needed.

Present:

Mr Buckley, CEO (Chair of meeting)
Mrs Pipe, Headteacher and Student Voice Coordinator at Dobwalls and Trewidland
Ms Hawker, Deputy Head and Student Voice Coordinator at Landulph
Ms Day, Teacher & Student Voice Coordinator at Looe
Ms Metters, Teacher & Student Voice Coordinator at Saltash
Mrs Kendall, PA to CEO

Student Attendees:

Dobwalls: Jagoda, Maedey, Harry, Ava-May
Landulph: Eva, Holly
Liskeard: Isla, Owen, Kiera
Looe: Bea, Bethany, Evelyn, Roman
Saltash: Rafi, Sam, Caden, Jimmy
Trewidland: (Represented by Mrs Pipe)

Meeting started at 16:30

Welcome

Mr Buckley welcomed everyone to the meeting and congratulated all the student councillors for being nominated as this year's representatives for their schools, which meant that they had the greatest capacity to lead.

Mr Buckley went through the rules for using Microsoft teams correctly. Cameras are optional but you must check anyone behind you is happy to be on camera too, mics stay muted, and members raise a hand to speak or vote (Teams chat is available if a mic fails). Each student took it in turns to unmute, turn on their camera and introduce themselves to the group. Once introductions were completed, we learnt what it means to chair a meeting, and the students were advised to stay in the meeting at the end if they wished to volunteer to chair the next meeting. It was advised that these meetings are to share ideas and best practice with a focus on positive comments and suggestions. Any concerns should be reported to your teacher at your school and not be brought to the meeting.

Being a representative: members should ask pupils at their school for their opinions before each meeting, then report how many pupils they asked, what those pupils think, and their own view.

Minutes of the meeting: these are sent to all the headteachers and the Trust Board who have the power to improve things in schools.

ABC technique: when responding, members can Agree with, Build on, or Counter another speaker's point.

Question 1 - Science: what makes lessons memorable?

The Trust Board and headteachers are about to review science and want to keep the lessons pupils value and share outstanding practice across schools. The students were asked to give examples of excellent science lessons or activities every school should do.

Landulph: Building circuits to light a bulb, hydrogen versus oxygen, which materials dissolve in water, Oobleck experiments. Hands-on lessons were most popular.

Dobwalls: Optical illusions, pressure rockets, parachutes (air resistance), torches and mirrors (light), STEM challenges.

Saltash: Practicals help pupils remember and understand, e.g. a teacher using a slinky to show how waves move. Pupils want more summary notes to revise from before tests.

Looe: Hands-on work helps them focus; writing of notes is unpopular but helps memory. Practicals keep pupils focused and help them learn, rather than zoning out during explanations.

Liskeard: An independent revision lesson using own notes helped classmates feel ready for a test; a variety of note-taking methods suits different learners.

The council's main message for memorable science lessons is for more practical, hands-on science, backed by good revision notes.

Mr Buckley then asked a question from a member of staff. A teacher had heard a pupil say they stopped expecting to understand science after Year 9. The students were then asked if they had the same view.

Looe: A Year 9 student explained they had not had any issues understanding science. Despite having 3 different science teachers since Year 7, the teachers always recap what was learnt in the past. You expect to feel confused at the start of a new topic and revision lessons help.

Action: Mr Buckley will tell the teacher who raised the Year 9 science confidence concern that the student council did not recognise this view.

Question 2 - Leadership opportunities in schools

The students were asked to share the opportunities for leadership in their school.

Dobwalls: year-group leadership groups (e.g. Rights Respecting, who present rights in assembly); eco committee; school council; Year 6 Diamond Rule monitors, chosen by Mrs Pipe; Year 6 sports leaders running three playground games for Year 1 every Thursday. Under "every child is a leader": rainbow room, librarians, events team, buildings and grounds, digital leaders and wellbeing leaders.

Landulph: club leaders, school councillors, SMART Trust councillors, house captains and sports leaders. Councillors and house captains are elected by a whole school vote after candidate presentations.

Saltash: Time to Lead, a PE-led programme training students to teach younger pupils; Student Parliament, where groups nominate representatives up to year group and trust council level; a Year 10 sports leadership course.

Mr Buckley encouraged everyone to take good ideas back to their own student councils. Three members still wished to speak when time ran out, so this item carries over to the next meeting.

The meeting closed on time, with Mr Buckley thanking members for a positive, well-run first session and pointing out that the schools had made an excellent choice with their student representatives. The next meeting will cover three questions, including the carried-over leadership item. The three questions will be provided at least two weeks before the next meeting.
Action: Before the next meeting student councillors should ask pupils at their school about each of the three questions and note how many pupils they asked.

Meeting closed at 17:15

Members interested in chairing the next meeting stayed on the call.

The next meeting on **26th November** will be chaired by Roman (first question), Jagoda and Maedey (co-chair second question), Eva (third), and Owen (closing).