



# Prospectus 2024/25





**At Glebelands we constantly strive to :**

- **Challenge aspirations**
- **Create opportunities for students to thrive**
- **Open minds – through encouraging intellectual curiosity & independent thought**

**Headteacher: Mr Russell Mitchell**



## A strategic vision

# vision



Our vision is that curriculum at Glebelands has a clear intent to challenge aspirations, create opportunities to thrive and open minds. We are a school which is committed to providing a curriculum that is broad, balanced, challenging and fosters a love of learning. We value the contribution that creative, practical and vocational learning brings to a child's development alongside the traditional subjects. Every child who leaves Glebelands will have the qualifications, skills, knowledge and character to access aspirational Post-16 opportunities and to lead a life that includes positive relationships, resilience and financial independence. The key strategic intentions (SIs) set by the governing body reflect the attitude that permeates the school.

1. Minimise in school variation in teacher quality through a clear framework of the 'Glebelands Way' which leads to consistent high quality learning.
2. Provide a broad, deep and challenging curriculum using individual pathways that meet the needs of all students.
3. Employ and retain well qualified, knowledgeable and skilled enthusiastic staff who will inspire and support students to reach their individual potential.
4. Provide and deliver an effective CPD programme which develops and supports staff to be leading practitioners in their subjects.
5. Every student makes exceptional progress evidenced by all departments' results being in the top 5% nationally with minimal group variation.
6. The school has a very strong reputation in the community with all students in the main feeder schools choosing Glebelands as their school of choice.
7. Provide additional opportunities outside the classroom so that all our students have access to a wide variety of activities outside the scope of the regular curriculum.
8. Improve our facilities year-on-year to provide the best resources that support teaching, learning, opportunities and the community.
9. Ensure our financial position optimises income opportunities so that we can implement the strategic direction of the school to enhance curriculum, staff development and improve facilities.



I am very pleased to welcome you to the Glebelands School prospectus. I sincerely hope that it will give you an overview of the key aspects of the school, alongside our website.

Learning is the central focus of the school and we ensure that all teachers have the resources needed to deliver first rate lessons providing excellent outcome for all. Students at Glebelands enjoy their lessons and have positive attitudes to learning, a fact that was recognised as a strong feature of the school in the most recent Ofsted report.

The results at GCSE have been well above the national average for the past five years and reflect the determination and ambition of our students and their teachers to reach their personal best.

We are proud of the results that our students achieve, consistently above the Surrey average and national figures. More importantly our value added measure which shows the progress made by students from where they started at the end of Year 6 to their GCSE achievements at the end of Year 11 is consistently well above national expectations.

Glebelands is a school which sets itself the highest standards in everything it undertakes. The Governing Body is actively involved in the leadership of the school. The school has strong links with parents through the Glebelands Trust, and regular communications.

The students are our best ambassadors, they are rightly proud of their school and its central role in the community. Students work closely with each other and their teachers to ensure that they make the most of the opportunities on offer and extend their learning in all aspects of school life.

Glebelands is not just about exams. As a school, we believe every student irrespective of their socio-economic background or where they live should be given opportunities to thrive outside the classroom.

Glebelands has a wide range of extra curricular opportunities including Drama and Music productions, Language courses, Art clubs and a wide variety of Sports. Every Wednesday we amend the structure of our day to ensure all students take part in extra-curricular activities in our 'THRIVE' programme.

As a school we look forward to providing the best education for your child enabling them to succeed and achieve their aspirations.

**Mr Russell Mitchell**  
**Headteacher**

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# The Governing Body

## Headteacher Governor

Mr R Mitchell

## Staff Governor

Mr A Holcombe

## Parent Governors

Mr I Helm and Mr J Stanley

## Clerk

Mrs K Woodhouse

## Co-opted Governors

Mr N Sanctuary (Chair)

Mrs P Hulse (Vice Chair)

Mr J Dale-Adcock

Mrs C Finch

Mrs K Flack

Mrs J Rice

Mr S Southgate

Mr D Quinn

Mrs H Ward



The Governing Body of Glebelands, which is a co-educational 11-16 school within the Surrey County Council Education Service, is actively involved in all aspects of management of the school. It ensures the highest educational standards for all students. In addition to the main meeting each term, which is open, there are a number of special committees monitoring aspects of the management of staff, curriculum and finance.

The contents of this prospectus represent the information required in Schedule 2 of the Education (School Information) Regulations 1981, and relate to admissions in the school year 2024-25 . It should not be assumed that there will be no changes affecting the arrangements discussed in this document before the start of, or during the school year in question, or in relation to subsequent years.

Relevant policies are available on the school website

# curriculum

## Curriculum Organisation

### The School Day

The teaching week consists of 30 lessons of 50 minutes. Some of these lessons are double lessons lasting 100 minutes. Timings of the day are as follows:-

<b>Students to be in school</b>	<b>8:40 am</b>
<b>School Starts</b>	<b>8:45 am</b>
<b>School Ends</b>	<b>3:15 pm</b>

### Curriculum Organisation

The curriculum is organised to encourage students to realise their full potential in every subject. All subjects are open to girls and boys equally. Teaching groups vary according to subject requirements. In some subjects several tutor groups are timetabled at the same time, with departments setting teaching groups based on aptitude and ability. This occurs in Year 7 onwards for Mathematics and in Year 8 onwards for Modern Foreign Language (MFL). In other subjects, students are taught in



their mixed ability tutor groups. Practical subjects are taught in smaller groups. The aim is to achieve average class sizes of about 26 students. Where students are in ability groups there are regular reviews which enable set changes to take place based on clear criteria. All students study French and Spanish in Year 7 and choose to continue one of these from Year 8 onwards.

In Years 10 and 11 there is some measure of choice. All students study a core of English, English Literature, Mathematics. In Science, students take two GCSEs. Triple Sciences are taught to able Scientists. In addition, there are Physical Education, Learning for Life (Citizenship and Personal, Social and Health Education) and statutory Religious Education courses. Each student then chooses four additional subjects, as detailed on the next page.

In Years 10 and 11 the core subjects, in general, are grouped according to aptitude and ability, but the grouping of other subjects is influenced by how many students choose to follow a particular course.

The school runs a number of courses under the 'Increased Flexibility' programme which provides opportunities for vocational and work-related learning. A number of students will attend courses at other institutions as part of their vocational courses.

# curriculum

## Current Curriculum Plan

### Key Stage 3 Curriculum (Years 7, 8 & 9)

The following figures detail the number of lessons for each subject under the present Curriculum arrangements.

Subject	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	4	4
Science	4	4	4
Geography and History	4	4	4
Physical Education	2	3	3
Modern Foreign Languages (French and Spanish)	4	3	3
Art/Music/Drama	2	2	2.5
Design and Technology	3	3	2.5
Religious Education	1	1	1
IT	1	1	1
Learning for Life (Citizenship and Personal, Social and Health Education)	1	1	1

### Key Stage 4 Curriculum (Years 10 and 11)

This is only an example of how the curriculum may be organised. It is adjusted each year to cater for the needs of the students and the National Curriculum. The curriculum for 2022/20223 will undoubtedly be different.

Subject	Lessons
English	5
Mathematics	5
Science	6
Learning for Life and RE (Core) (Citizenship, Personal, Social and Health Education)	1
Physical Education (Core)	1
<b>Option A:</b> Advanced Maths, Computer Science, Drama. French, Geography, History, Spanish, Study Support	3
<b>Option B:</b> French, Geography, History, Religious Studies (Option) Spanish, Triple Science, Business Studies	3
<b>Option C:</b> Art, Food and Nutrition, GCSE DT, (Paper and Boards, Timbers and Textile based materials), Geography, Music College Course (Increased Flexibility)	3
<b>Option D:</b> Art, Food and Nutrition, Geography, History, Hospitality & Catering GCSE PE, College Course (Increased Flexibility)	3

# curriculum

## Curriculum (additional information)

### Learning 4 Life

L4L is an integral part of a modern curriculum. It is taught in all year groups and is designed to help individuals develop skills, values and attitudes which will enable them to contribute fully as effective citizens in an increasingly complex world.

### Careers Education

Guidance and advice is given through the Learning 4 Life programme and is supported by the careers library. Opportunities include work experience, work related learning and formal careers interviews. The students are also given guidance on the options available to them when they leave the school. They are offered a very wide range of further GCSEs, A/S levels, A levels and pre-vocational courses at Godalming College, Guildford College of Further and Higher Education and other specialist Further Education providers. During tutor time, students will also learn about different career opportunities.

### Learning Support

Glebelands is renowned for the excellent special arrangements made for children who have learning difficulties. Some students are withdrawn from a few lessons to receive additional assistance, others are supported by additional teachers in lessons. We have an enviable reputation for supporting students who are dyslexic.

Students who have particular skills or abilities benefit from stimulating extension activities which encourage them to develop their gifts to the full and there is a lively 'gifted and talented' programme.

### Assessment

The progress of all our students is carefully monitored by a programme of controlled assessment, self-assessment, formal examinations and tests.

### Religious Education

All students follow a course of religious studies based on the Surrey Agreed Syllabus. There are regular assemblies for all children. In Key Stage 3, the subject develops the work already completed at Key Stages 1 and 2 and students are introduced to Buddhism and Sikhism for the first time.
















### Relationships and Sex Education

The School Governors are accountable for the school's policy and believe that sex education should be provided for all students. Parents have a statutory right to withdraw their child from sex education lessons, but we encourage any parents who wish to know more about the sex education programme to contact the school. Factual, accurate information about the anatomy and physiology of sex is provided in Science and L4L, and it is always dealt with in the context of moral responsibility, caring relationships and family values.



## QR Code for Curriculum pages

# links

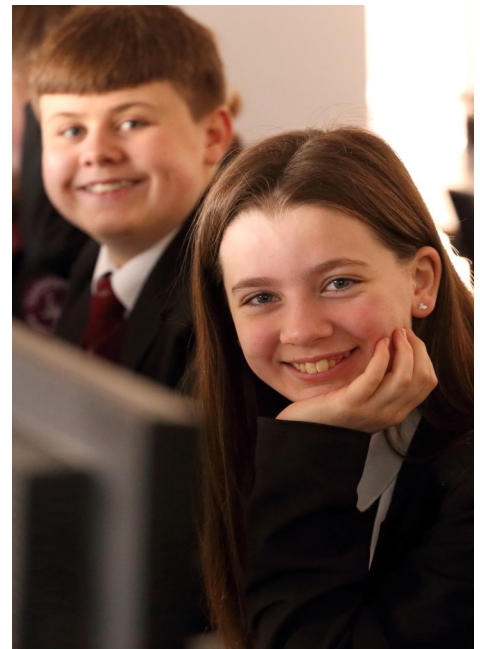
		
<b>Art Department</b>	<b>Computing Department</b>	<b>Drama Department</b>
		
<b>Design &amp; Technology Department</b>	<b>English Department</b>	<b>History Department</b>
		
<b>Geography Department</b>	<b>Learning 4 Life Department</b>	<b>Maths Department</b>
		
<b>Modern Foreign Languages Department</b>	<b>Music Department</b>	<b>PE Department</b>
		
<b>RE Department</b>	<b>Science Department</b>	<b>School Website</b>

## Links between home and school

We warmly welcome all forms of parental contact with the school since a close, three way partnership between students, school and parents always results in greater mutual understanding for the benefit of the students concerned. All our teachers have a heavy classroom commitment and so an appointment must be made prior to coming to school if a journey is not to be wasted. Visitors should always report to reception on arrival. Many of the points parents may wish to raise are dealt with, in the first instance, either by the tutor or Head of Achievement. A parent can also email [info@glebelands.surrey.sch.uk](mailto:info@glebelands.surrey.sch.uk) marking the email for the attention of the member of staff required. Staff have a 48 hour window in which to respond.

### Progress File/Records of Achievement

Students are prepared for their future careers continuously throughout their school life. The school has "Investors in Careers" which recognises the level of support given to students in planning their future careers. The school uses materials such as STEPS, KUDOS, and U Explore. These materials aid the students in thinking critically of the choices they have to make immediately and develop their decision making skills that will help through their lives. At the end of Year 10 students are encouraged to start collecting data and information for their Record of Achievement. They create their CV in Learning 4 Life lessons and are given guidance and support in developing statements that will include their achievements and experiences to date, a document outlining their work experience and a Personal Statement that will support college or prospective interviewers to have an overview of the student as an individual.





## Emergency Procedures

All families are asked to provide us with a range of information for the school's records. These contain details of the parents' home and work telephone numbers, the student's doctor and a note of any medical problems which may affect the student's work and well-being at school. This information is then readily available in case of an emergency during school hours. Please help us by keeping this information up to date.

In order that a check can be kept of those on the premises, all students must report to the school office if they are late for any reason or if they have to leave school for an appointment.

## Homework

Regular homework assignments form an important element of the academic progress of all students throughout the school. Every student is issued with a Journal and parents are sent a copy of the current guidelines regarding homework at the beginning of the Autumn Term. Regular checking and signing of the Journal should be part of a domestic routine. Homework is also recorded on Insight.

## Insight

An online platform that allows both students and parents to view homework that has been set, reports, attendance, commendations, concerns and after school detentions (AFSD's).

## Glebelands News

We publish our newsletters each half term and these contain up-to-date news about the school. It will also be available to download from the website.

## The Glebelands Trust

The Trust is supported by parents and is designed to enhance the facilities of the school provided by Local Authority funding. Essentially, the Trustees aim to use the Trust to 'ice the educational cake' for all students at the school. All new parents are invited to join the Trust. Further details are available from the school office or by email at [trust@glebelands.surrey.sch.uk](mailto:trust@glebelands.surrey.sch.uk).

## Care and standards

### Student Care

We pride ourselves on dealing with students as individuals. This is organised through the Tutoring System which is designed to support students as individuals within our large community and to provide opportunities for personal and social development. High standards of appearance, behaviour and achievement are set and every opportunity is taken to praise, reward and encourage.

Each student entering the school is placed in a tutor group with others of all abilities and backgrounds. These students remain together in the care of a tutor who has particular concern for each student's personal welfare. Each team of tutors is led by an experienced Head of Achievement who has responsibility for the overview of the academic and social progress of each individual student.

We recognise that it is fundamentally important for everyone to feel safe and secure at school. To this end, we give high priority to the issue of bullying and parents will be reassured to know that we have a strong and supportive policy to deal with the matter on the rare occasions it may occur. In addition, the school has an unequivocal policy on smoking, alcohol and drugs. These topics are covered in our health education programme during which students are informed of the firm action the school would take should there be any abuse of these substances.

### Medical Matters

Specified members of both our administrative and teaching staff are qualified to deal with first aid. In the case of serious problems an ambulance is called. External medical advisors come in periodically to carry out checks and specific training when required, such as epilepsy training. Parents are invited to attend these if they wish.

Our school has a Mental Health Support Team linked with the NHS based here on site to support students. This support continues for 12 months of the year. We also have a team of 3 Pastoral Support Workers supporting students in their wellbeing.

### Standards

Parents and visitors to the school say they are impressed by the discipline and well-ordered working atmosphere within the school. This is more a tribute to the co-operative nature of the students than to the range of sanctions that sometimes have to be used in a firm, but fair manner. There is a generally accepted range of punishments including a verbal reprimand, extra work, detention, time spent in the Inclusion Room and report cards for teachers and parents to comment on the student's work and behaviour over a period of time. Exclusion from school is only necessary on rare occasions. Where there is a developing concern, parents are always informed and involved at a very early stage.

Whatever the punishment given, its intention is to prevent and deter further infringement of rules and to develop a strong sense of self-discipline within the students. The rules are few and simple, and are designed for the mutual well-being of the community.

# information

## Transport

Glebelands is reached from a wide area of Surrey to the south of Guildford. It is served by a network of public transport, supplemented by special services arranged by the local authority. At present, children attend the school from a wide area.

Children are entitled to free transport if they live more than three miles from Glebelands and it is their nearest school. If parents choose to send their children to Glebelands and it is not their nearest school, then parents will normally be responsible for the transport costs. If there are any queries regarding transport, please contact the **Contact Centre, Surrey County Council, Tel: 0300 200 1004.**





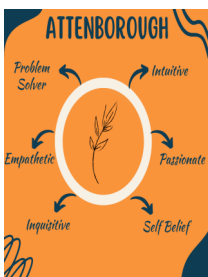


# enhancement

## Glebelands House System

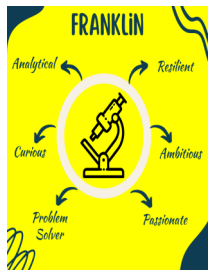


Glebelands introduced a House System in 2022, with the view of instilling a deeper sense of belonging and a community feel amongst students. We believe that a House System is a valuable addition to the schools vision as it will enable us to create opportunities for students to thrive, to open minds and to challenge aspirations out of the classroom as well as in it. Having a House System at Glebelands is important to ensure that whilst our key focus is academic development, we also want to help students become well rounded individuals with the social skills for later life.



For the House System to succeed, there has to be something substantial behind it, an underlying ethos and common goal being reinforced. As such we hope to further emphasise Glebelands "Respect and Achieve" ethos through the House System. We aim, through the House System to teach students that throughout life they will encounter competition and whilst they may not always be successful, we hope that they can learn the skills and resilience to collaborate with those around them for support to enable them to continue to aspire and ultimately achieve success in all walks of life whilst at Glebelands and beyond. Therefore the House System has following life skills that encompass RESPECT at its core:

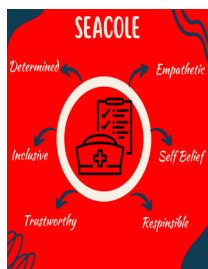
- Resilience
- Encouragement
- Self-Belief
- Problem Solving
- Empathy
- Co-operation
- Trust



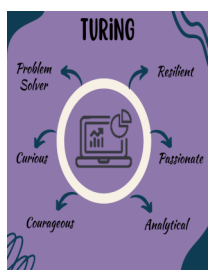
There are Six houses at Glebelands each named after an inspirational figure, who has contributed significantly to their field, suggested and voted for by students (on the left) each who epitomise numerous life skills themselves and are role models for our students to aspire to be like.



One of the main aims of the House System is to afford older students the opportunity to be a leader and role model and for younger students to aspire. Within each house will be a tutor group from each year group. In each house there are House Captains and Vice Captains, who help to run and organise events and act as a role model for students within their House



Throughout the year house points will be awarded for inter house events e.g. (sports, bake off, science, geography, chess, times table rockstars, tassomai, etc) commendations and Sports day; at the end of the year a House Shield will be awarded to the house with the most points overall. We will also be awarding a cup for sports, arts and charities, as our aim is to include all that Glebelands offers within the House System.



# enhancement

## Completing the experience

As a school, in our relentless pursuit of excellence, we are continuously looking to improve the experience that students receive whilst they are here. We truly want Glebelands to be a school where every student can enjoy activities that are not just focussed on the academic and have come up with a plan. It's called **Thrive**. **Thrive** is on Wednesdays. We tweak the school day so that academic learning finishes at 2.15pm meaning that from then, every student in Glebelands will partake in an enrichment activity of their choosing which will finish before 3.15pm - the end of our normal school day. For the academic year Sept 22 to July 23, **Thrive** will occur during the first Half Term and then the complete duration of the Summer Term - for half of the year. Thrive is a six-week enrichment programme (x3) with around 40 different options outlined in a booklet. On top of **Thrive**, we will still be running our usual enrichment programme. PE will still be running their after-school clubs and fixtures details of which can be found on the school website. Current extra-curricular activities such as Lego Robotics, DofE, Homework Club, Drama, Music and Latin **continue** to run after school and our academic programme, whereby we spend some sessions after school helping students catch up if they're behind, will also continue unabated.

Drama Productions  
Duke of Edinburgh  
Art Club  
Author Visits  
Athletics  
Basketball  
Charity Events  
Chess Club  
Choir  
Computer Club  
Concerts  
Cricket  
Musication  
Dance  
Day Trips

Orchestra  
Rounders  
Rugby  
Football  
Science Club  
Sports Day  
Geography Field Trips  
STEM Events  
Leavers' Ball  
Lego Robotics  
Literacy Workshops  
Master Chef  
Work Experience  
Music Workshops  
Netball

Iceland Trip  
Year Book  
Trampolining  
School Council  
Music Clubs  
Theatre Visits  
Ski Trip  
Summer Concert  
Student Leadership  
Year Council  
Young Enterprise

## Extra Curricular Clubs and Activities

### Student Leadership

All students are encouraged to assume responsibility for their own actions, but as they progress through the school more is expected in terms of service. The School Council, with elected representatives from each tutor group meets regularly and discusses issues raised by the student body. The chair of the School Council is a Year 10 student, the rest of the School Council is made up of elected council members. The School Council is consulted on school development issues and the chair also presents to the Senior Leadership Team or Governors.

Students are encouraged to take on leadership roles throughout their time at Glebelands. A group of Senior Students including Head Students and Deputies lead the student body, whilst Prefects support around the school. Year 10 Mindset Mentors work closely with Year 7 students in their first year at Glebelands and departments have Ambassadors who support and promote particular subject areas. Students are also encouraged to join School Council sub-committees focusing on Teaching and Learning and The Learning Environment and Healthy Schools.





**If you would like this document in large print, on tape or in another language please contact us on:**

**Tel: 01483 542400**

**email: [info@glebelands.surrey.sch.uk](mailto:info@glebelands.surrey.sch.uk)**

**Website: [www.glebelands.surrey.sch.uk](http://www.glebelands.surrey.sch.uk)**

**Address: Parsonage Road, Cranleigh,  
Surrey GU6 7AN**

