



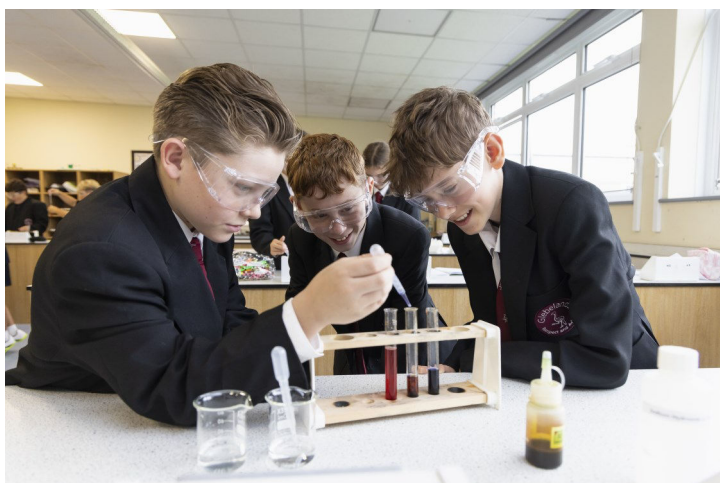
Prospectus 2025/26



contents

Curriculum Organisation	6
Current Curriculum Plan	7
The Curriculum (Additional Information)	8
QR Code for Curriculum pages	10
Enhancement	12
Final GCSE Subject Grades 2025	15





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 to be the school of choice for students, where every learner, regardless of their background, is given the opportunity to thrive through a variety of curricular and extracurricular activities, achieving outstanding results in a nurturing and inclusive environment."

Our vision, aligns with Learning Partners Academy Trust, to ensure every student thrives academically, socially, and personally. By focusing on teaching excellence, positive behaviour, enrichment, and leadership, Glebelands will continue its trajectory of success while staying rooted in the ethos of Respect and Achieve.

Our 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.



Glebelands
Respect and Achieve



Welcome to Glebelands School

I am very pleased to welcome you to the Glebelands School prospectus. I hope this provides you with an insight into the ethos, opportunities and successes of our school, alongside the further information available on our website.

At Glebelands, learning is our central focus. We ensure that teachers have the resources and support they need to deliver first-rate lessons, enabling excellent outcomes for all. Our students enjoy their lessons and demonstrate consistently positive attitudes to learning — a strength recognised in our most recent Ofsted report.

Our GCSE results have been consistently well above national averages and amongst the very best in Surrey. More importantly, our value-added measure — the progress students make from their starting points — is consistently well above national expectations. The last two years have seen record-breaking GCSE results, with our 2024 outcomes placing us in the top 10% of schools nationally, only to be surpassed by the exceptional results of our 2025 cohort. These outcomes reflect the determination, ambition and resilience of both our students and staff.

But Glebelands is not just about exam success. We are a school that sets the highest standards in everything we do and are constantly evolving and improving to ensure students have the very best experiences. Through our thriving House system and strong pastoral care, every child is known, valued and supported. Our Governing Body and parent partners play an active role in school life, ensuring the whole community is invested in our success.

We also believe that every child, regardless of background, should be given the chance to thrive beyond the classroom. Our wide range of extra-curricular opportunities — from Drama, Music, and Art, to Languages, Sport, and leadership activities — ensures that every student can discover and develop their passions. Uniquely, every Wednesday afternoon for three half terms the school timetable is adjusted to deliver our **THRIVE** programme, giving all students the opportunity to broaden their horizons through exciting enrichment activities.

Glebelands is a school of ambition, care and opportunity. It is a place where students achieve excellent academic results, grow in confidence, and develop the skills they need to succeed in the future. Most importantly, it is a school where they are proud to belong.

We look forward to welcoming you and your child to our community.

Russell Mitchell
Headteacher

curriculum

Curriculum Organisation

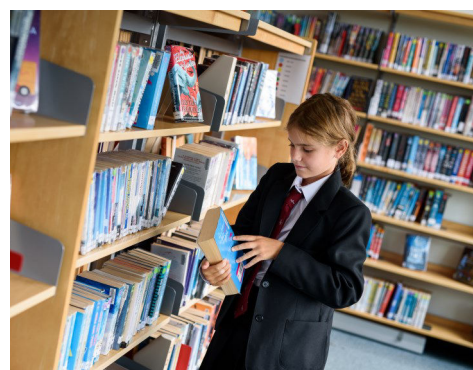
The School Day

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:-

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

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.

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 2026/2027 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
Option A: Advanced Maths, Computer Science, Drama. French, Geography, History, Spanish, Study Support	3
Option B: French, Geography, History, Religious Studies (Option) Spanish, Business Studies,	3
Option C: Art, Food and Nutrition, GCSE DT, (Paper and Boards, Timbers) Geography, Music , Business Studies	3
Option D: Art, Food and Nutrition, Geography, History, Hospitality & Catering GCSE PE, Drama	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.

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.

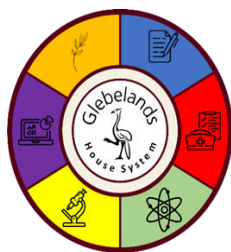


Curriculum Information

Scan the QR code below to see brochures on each of our curriculum departments.

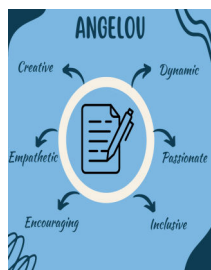




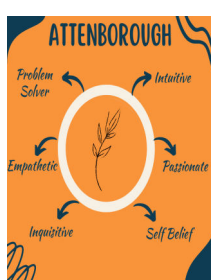


enhancement

Glebelands House System

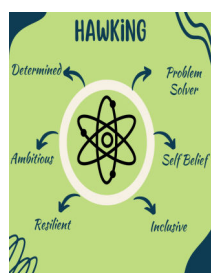
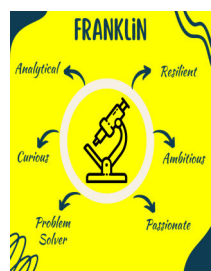


Glebelands introduced a House System in 2022, with the view of instilling a deeper sense of belonging and a community feel amongst students. We believe that a House System is a valuable addition to the schools vision as it will enable us to create opportunities for students to thrive, to open minds and 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:

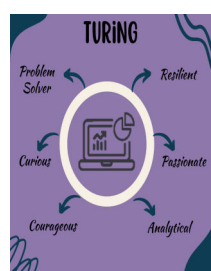
- Resilience
- Encouragement
- Self-Belief
- Problem Solving
- Empathy
- Co-operation
- Trust



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 25 to July 26, **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.

Art Club Athletics Author Visits Basketball Charity Events Cheerleading Chess Club Choir Computer Club Concerts Couch to 3K Cricket Dance Day Trips Drama Productions	Duke of Edinburgh Football Geography Field Trips Iceland Trip Lego Robotics Literacy Workshops Master Chef Mountain Biking Music Clubs Music Workshops Musication Netball Orchestra Prom Rounders	Rugby School Council Science Club Ski Trip Sports Day STEM Events Strength and Conditioning Student Leadership Summer Concert Theatre Visits Trampolineing Work Experience Year Book Year Council Young Enterprise
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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.



Glebelands
Respect and Achieve



Final GCSE Subject Grades 2025

	Summer 2025					Summer 2024			
Subject	No of entries	% 4+	% 5+	% 7+	% 9	No of entries	% 4+	% 5+	% 7+
Eng Lang	145	77	63	22	3	140	81	64	21
Eng Lit	144	80	62	24	5	137	78	63	21
Maths	146	85	64	21	5	140	78	61	26
Statistics	114	90	76	20	4	111	84	60	23
Double Sci	111	77	62	23	1	90	65	44	18
Biology	30	100	100	90	43	45	98	87	64
Chemistry	30	100	100	70	20	45	96	91	53
Physics	30	100	100	61	26	45	98	84	56
Art (Fine)	35	40	29	6	0	28	75	57	21
Art (Text)	12	58	42	17	0	-	-	-	-
Bus St.	54	82	63	22	6	-	-	-	-
Comp Sci	24	58	50	21	0	20	70	65	25
D&T	39	79	62	28	5	78	72	62	30
Drama	13	92	92	54	8	7	100	71	29
Food & Nut.	17	94	76	29	18	37	92	84	51
French	31	97	81	39	6	29	90	86	31
Geography	116	80	65	34	6	103	72	60	34
History	82	85	80	48	11	66	86	79	42
H&C	14	67	47	27	0	13	85	54	15
Music	2	100	100	50	0	4	100	100	75
PE	48	88	77	44	6	36	83	75	36
RE	-	-	-	-	-	15	47	13	7
Spanish	29	90	76	45	14	41	71	59	32

Overall Results – 2025

Group	Basic at Grade 4	Basics at Grade 5	Progress 8	Attainment 8
Summer 2025	77	55	+0.88*	53.5
Summer 2024	73	55	+0.64	52.8
National 2024	69	48	+0.03	46.2

* There is no official data for Progress 8 in 2025 due to Covid. 0.88 is an estimate using nationally recognised tracking system 4Matic.

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

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