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@Nelkcarps
Visioning with Stephen Heppell

- Break
- Process
- Delivery
- Results

Key Principle
Key Features
Curriculum/Organisation
Implications for Design

#Portland2Portland
Key Principle | Key Features | Curriculum/Organisation | Implications for Design
--- | --- | --- | ---
#Portland2Portland

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@Nelkarps
http://tinyurl.com/Portland2Portland
# Portland Background

**Opened in September 2012**

nationally on each of the following All-through (3-19)

Five sides wellbeing index
- Material wellbeing index
- Education wellbeing index
- Health and disability wellbeing index

Portland is in the lowest 20% nationwide on each of the following indicators:
Professor Stephen Heppell - Video Link
5 Distinctive Principles
All-Through
Schools Within Schools
Rich Digital Ethos
Stage-Not-Age
Collaborative Approach

5 Distinctive Principles

Key Principle
Key Features
Curriculum/Organisation
Implications for Design

#Portland2Portland
Parents and students become better known in smaller groups throughout their time at IPACA.

Genuine partnership between parents and community.

Nurturing and secure environment for support, learning and progression.

IPACA Curriculum and approach to learning are a catalyst for creativity, economic life and regeneration on Portland.
5 Distinctive Principles

- All-Through
- Schools Within Schools
- Rich Digital Ethos
- Stage-Not-Age
- Collaborative Approach
Provides pastoral support: students are better known

Vertical organisation of tutor time and Home Base activities

Learning and teaching delivered in Home Based groups

Family focused approach where students and parents are known throughout their time at IPACA

Key Principle Key Features Curriculum/Organisation Implications for Design #Portland2Portland
5 Distinctive Principles

All-Through
Schools Within Schools
Rich Digital Ethos
Stage-Not-Age
Collaborative Approach
Digital by default, online learning is an entitlement for all

Learning is a lot more global through Skype, Google Hangouts, etc

Resources can be accessed anywhere due to servers and services being cloud based

Students have sight and control of their own complex learning data
5 Distinctive Principles

- All-Through
- Schools Within Schools
- Rich Digital Ethos
- Stage-Not-Age
- Collaborative Approach

Key Principle
Key Features
Curriculum/Organisation
Implications for Design

#Portland2Portland
Learning is skills and competency driven

Students study at their own pace and progress when ready to succeed

Students fully engaged in their own learning

Students of different ages work together and support each other
5 Distinctive Principles

- All-Through
- Schools Within Schools
- Rich Digital Ethos
- Stage-Not-Age
- Collaborative Approach

#Portland2Portland

Key Principle  Key Features  Curriculum/Organisation  Implications for Design
Collaborative Approach

Staff work in teams

- Students work and learn collaboratively
- An ethos of engagement and shared practice amongst all staff and students

Key Principle  Key Features  Curriculum/Organisation  Implications for Design

#Portland2Portland
5 Distinctive Principles

- All-Through
- Schools Within Schools
- Rich Digital Ethos
- Stage-Not-Age
- Collaborative Approach

Key Principle
Key Features
Curriculum/Organisation
Implications for Design

#Portland2Portland
Microclimate
Access and transport sustainability
Shared site – other uses
Ecology
landscape visual impact
Dramatic important coastline
Wider context challenges:

Important UNESCO world heritage coastline & Coastal path

Protected landscape character raised landscape visual impact issues reducing options for extending the built form.
Physical challenges on site:

Protected SNCI grassland further reduces possible development area.

Shared access with Business Park and Hotel – retention of numerous routes on site

Permeability and security - New access routes for pedestrians and cyclists
First impressions:
Imposing and robust
Ex- Ministry of Defence
High quality materials
# Portland2Portland

Implications for Design

**Key Features**
- Curriculum/Organisation

**Key Principle**
- Existing built form:
  - Simple organisation
  - Courtyard Typology
  - High quality materials

**Challenges:**
- Later additional infill - lower quality
**Shared Access:**

- Site deliveries - business units
- Hotel and Nursery drop off/pick up.

**Challenges:**
- Security/safeguarding - secure lines
- Clear identification of shared, semi-public and secure student areas is required.

**Needs to be considered in terms of extended use for community access**
## Implications for Design

### Key Features

- **Curriculum/Organisation**
  - **Key Principle**
    - Generally building well suited to change of use:
      - Frame construction - freedom for internal planning.
      - Plan depths conducive to natural ventilation and good daylight distribution.
      - Range of spaces on offer - Wings for teaching, a lecture hall, a large ground floor dining space and a swimming pool.
      - Some noted exceptions - later infill
        - Deep plan, cellular - Load bearing. Poorly suited to re-use

- **Low value single storey area**
- **Courtyard infill - temporary buildings**
Implications for Design

Key Features

Curriculum/Organisation

Key Principle

#Portland2Portland
Implications for Design

Key Features

Curriculum/Organisation

Key Principle

Implications for Design

#Portland2Portland
Implications for Design

Key Principle

Key Features

Curriculum/Organisation

Implications for Design

#Portland2Portland
Courtyard building typology creates natural shelter. Some difficult leftover residual external spaces.
In key areas such as the entrance many fine building features remain.
Internal challenges:

The Good and Bad:

Work with and enhance quality such as roof lights and open feature stairs.

Long narrow corridors – clinical institutional feel.
Design delivery challenges inherent in this process: Feasibility stage

1. Incomplete or rushed Feasibility stage
   - Lack of completed survey work
   - Possible abnormal costs not fully recognised
   - Risks not judged appropriately (planning, Local consultation)

2. Incomplete project brief

3. Control option does not reflect school vision

4. 

Key Principle

- Budget
- Design
- Schedule
- Risk

Key Features

- Aims
- Context
- Approach
- Evaluation

Curriculum/Organisation

- Learning outcomes
- Pedagogy
- Resources
Design delivery challenges inherent in this process: Tender stages

1. Lack of interest from framework

2. Contractor risk - Consultant risk and insuring teams are committing sufficient resources to the competitive period.

3. Effective consultancy to drive meaningful progress. Right people involved Consistency & Availability

4. Co-ordination of the design

5. Governance - clear Structure

Tender Competition stages

ITT 8 week Design competition - 2 bidding teams

SPM 16 week design development leading to delivery of approved contractor design and financial close (contract)

Invitation issued to National framework contractors shortlisted to 2 through preliminary submissions

Contractor team selected on basis of ITT ‘offer’ Control option used as a comparative tool
Isle of Portland Aldridge Community Academy ITT Design Journey

<table>
<thead>
<tr>
<th>Intensive start up</th>
<th>Testing</th>
<th>Continued Development</th>
<th>Consolidation</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Focus meetings</td>
<td>F Focus on ICT</td>
<td>F Focus on FFE &amp; Services</td>
<td>F Focus on Catering Design</td>
<td></td>
</tr>
<tr>
<td>Wider Consultation</td>
<td>Meet Planners &amp; Development team</td>
<td>Meet Planners &amp; Development team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEM’s</td>
<td>1 Tue 15th May</td>
<td>2 Wed 23rd May</td>
<td>3 Wed 30th May</td>
<td>4 Wed 6th June</td>
</tr>
</tbody>
</table>

An overview of each engagement meeting:

**INITIAL CONCEPTS**
- Present & Discuss

**PREFERRED OPTION**
- Present & Discuss

**TESTING & DEVELOPMENT**
- Present & Discuss

**OUTLINE PROPOSAL**
- Present & Discuss

**SCHEME DESIGN**
- Present & Discuss

**INTEGRATED DESIGN**
- Present & Discuss

**PRESENTATION**
- Present

Key Principle | Key Features | Curriculum/Organisation | Implications for Design | #Portland2Portland
At inception team provided with school vision statement and a reference scheme, the control option developed to set parameters of funding and as a brief for the completion stage.
The Control Option:

Didn’t make sound judgements on parts of the building to retain on a value and suitability basis.

Placed new build in areas which had significant impact on existing spaces.
The Control Option:
Did not effectively align design with School vision.

Lack of parity in homebase sizes and location
Sports hall location sterilises adjacent internal spaces
Poor judgement regarding suitability
Lack of parity in homebase sizes and location

Adjacencies not developed
<table>
<thead>
<tr>
<th>UK Classroom sizes (BB103 guidance)</th>
<th>US Classroom sizes (14-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-32 Pupils max size 55m² (592sqft)</td>
<td>30-32 Pupils max size 700 sqft (65 m²)</td>
</tr>
<tr>
<td>Notional Homebase of 8 classrooms with basic circulation (22%)</td>
<td>Notional Homebase of 8 classrooms with basic circulation</td>
</tr>
<tr>
<td>536 sqm (5,769sqft)</td>
<td>8,400 sqft (780 m²)</td>
</tr>
</tbody>
</table>
# Portland2Portland

## Implications for Design

<table>
<thead>
<tr>
<th>Key Principle</th>
<th>Key Features</th>
<th>Curriculum/Organisation</th>
<th>Implications for Design</th>
</tr>
</thead>
</table>

**Teaching and Delivery in Osprey Quay**
What were we doing?

1 teacher and 30 same age peers
in a room

50/60 minute lessons
face to face
Where we are...

- Teams of teachers
- Spaces with access to resources
- Thematic units over time
- Interaction with many people
# Portland to Portland

## Implications for Design

### Key Features

### Curriculum/Organisation

### Key Principle
This is leading to...

- Teachers, mentors, parents and community members
- Extended learning environments (physical and virtual)
- In and out of schools
- Activities physically present and in remote locations.
- Students connect with teachers, mentors and peers as needed
- Accessed from anywhere
- Traditional time patterns need not constrain learning
- Independent/collaborative. Guided by teachers and mentors as needed
Design Team Organisation
Key skills within a competitive environment -

Creative interpretation of education brief
Responsive and reflective engagement style
Proactive stakeholder management
Collaborative working
Smart and effective knowledge sharing
Managing contractor relations
## Pedagogy of Space

<table>
<thead>
<tr>
<th>Pedagogy Changes</th>
<th>Curriculum Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enable learners to see the wider context of their enquiries</td>
<td>Learning experiences relevant to real life/world contexts</td>
</tr>
<tr>
<td>Responding to personal learning needs (academic and social)</td>
<td>Focus on skills and competencies to support learning</td>
</tr>
<tr>
<td>Modelling learning behaviours</td>
<td>Students and teachers sharing and reflecting on learning approaches</td>
</tr>
<tr>
<td>Collaborative learning</td>
<td>Group/team activity in which individual contributions are valued</td>
</tr>
<tr>
<td>Enquiry-based learning</td>
<td>Investigation and exploration, responsive to student learning need</td>
</tr>
<tr>
<td>Thematic approaches to add depth to learning</td>
<td>Project-based learning, to explore, create and test</td>
</tr>
<tr>
<td>Review, reflection and evidence-based learning</td>
<td>Tools to collect &amp; interpret data, frequent and flexible opportunities for self and peer review</td>
</tr>
<tr>
<td>Practical applications for learning</td>
<td>Practical exploration, vocational/industry experience</td>
</tr>
</tbody>
</table>

**Key Principle**

UK Learning

#Portland2Portland
Implications for Design

Key Features

Curriculum/Organisation

Key Principle

Hotel

Single storey linking corridors to industrial building removed

Single storey area removed

Temporary and poor quality infill to courtyards removed

Ground floor internal corridor removed to create route through

Simplified block models illustrating demolition (Red)
Simplified block models illustrating new build (Green)

Lightweight canopy roofs to create sheltered social spaces

Sports Hall
The Proposal:
Organisation now reflects vision
Each Homebases enjoys distinctive identity and equality of space.
Foundation needs supported, such as separate dining space and secure external play.
Community extended use-diaagram simplified.
Common access to all homebases via the sheltered Agora

Simple zoning for community access co-located facilities with sports and social areas

Key Principle
Curriculum/Organisation
Implications for Design

#Portland2Portland
All 4 homebases have a ‘front door’ in the arrival ‘agora’ sheltered space.

All Homebases share good access to the central library and the specialist spaces at first floor.
A combination of open plan and enclosed spaces.
Year 6, 7 and 8 occupy open plan studio spaces

Light studio has shared use
Year 8, 9, and 10 occupy open plan studio spaces.

Central spaces can be combined to provide project briefing space.

Light studio has shared use.

Key Principle

Key Features

Curriculum/Organisation

Implications for Design

#Portland2Portland
Enclosed cellular Didactic spaces

Acoustic folding screen enables two spaces to be combined

Light studio

A combination of open plan and enclosed spaces.
Staff enjoy central location with good surveillance of Agora spaces.
Recognition within open plan areas of activity and settings provided to support learning

FFE and full height screens demarcate presentation/didactic zones within open plan studios

Key Principle | Key Features | Curriculum/Organisation | Implications for Design
#Portland2Portland
Plan form supports cross ventilation and single sided for confidence in ventilation strategy.
Mechanical ventilation with heat recovery required to spaces adjacent to Agora. Ducting routes above ceiling in enclosed spaces.
Movement:

Breaking down the corridor with curves and activity.

Walls visually down play structural grid which otherwise reinforces central corridor.
A combination of open plan and enclosed spaces.

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Implications for Design

Key Features

Curriculum/Organisation

Key Principle

Implications for Design

#Portland2Portland
IPACA – CATT Modelling

Implications for Design

Key Features
Curriculum/Organisation

Key Principle
IPACA – CATT Modelling

#Portland2Portland

Implications for Design

Key Features

Curriculum/Organisation

Key Principle
A combination of open plan and enclosed spaces.
Implications for Design

Key Features

Curriculum/Organisation

Key Principle

#Portland2Portland
Implications for Design

Key Features
Curriculum/Organisation

#Portland2Portland
Nova Co-Design
Collaborative Design for Learning

Key Principle
Key Features
Curriculum/Organisation
Implications for Design

#Portland2Portland
### PASS Survey Tool

#### Factor 4 Preparedness For Learning

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>54</td>
<td>63.7</td>
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<tr>
<td>8</td>
<td>50.5</td>
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<td>11</td>
<td>48.1</td>
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<tr>
<td>Overall</td>
<td>51.3</td>
<td>60.5</td>
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#### Factor 7 Confidence In Learning

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<td>57.9</td>
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#### Factor 8 Attitude To attendance

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<td>54.8</td>
<td>54.8</td>
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<tr>
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<tr>
<td>11</td>
<td>39.5</td>
<td>54.5</td>
</tr>
<tr>
<td>Overall</td>
<td>50.3</td>
<td>65.9</td>
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</tbody>
</table>
Empowering -

- Articulate a clear vision and obtaining commitment from colleagues
- Distributing leadership and encouraging calculated risk taking
- Clarifying roles and responsibilities

Personalising -

- Recognising and understanding the personal needs of others
- Celebrating diversity and making personal
- Persuading colleagues and other professionals to demonstrate next practice
Enabling -

Supporting colleagues and other professionals to reach agreed outcomes

Creating opportunities

Shifting from gatekeeper to enabler and letting go in the right way

Collaborating -

Being a pro-active member of teams

Working in partnership with colleagues and other professionals

Working alongside others and sharing responsibility for outcomes
# Portland to Portland

## Implications for Design

### Key Features

- Curriculum/Organisation

### Key Principle
Meeting the Challenge - Adding value

- Works effectively with children from another peer group!
- Choose a partner independently
- Work co-operatively with children chosen by the teacher
- Work with children I don’t usually work with
- Work with my friends without falling out
- Work with a group of friends without disagreement
- Work confidently with others

Team worker

Shows confidence in themselves and their contribution

Key Principle: Choose to work with others

Key Features: 
- Work co-operatively
- Work with children chosen by the teacher
- Choose a partner independently
- Work with children I don’t usually work with

Curriculum/Organisation: Pick a friend to work with

Implications for Design: Work with a group of friends without disagreement

#Portland2Portland
Curriculum Integration

The “skills driven curriculum” approach
- Skills are the starting point for curriculum design
- Integrated subject content where appropriate
- Learning strategies devised to develop skills
- Well defined, shared language for learning
- Pervasive reference to skills & high level of transference
- Long term high impact for all learners
An Agreed Approach

What does this look like strategically?

How do we arrive at an overview of the learning programme?

What is the starting point for developing the approach?

What is the structure of these days?

What is the process we follow to reach the type of day we want?
6 Days of Learning

Grouped for progression and development

Skills

Drive out a range of learning processes for that group

Starters
Connections
Inputs
Activities
Demonstrations
Reviews
Reflections

Emerging Learning Cycles for the day

Key Principle | Key Features | Curriculum/Organisation | Implications for Design
#Portland2Portland
5 Distinctive Principles

All-Through

Schools Within Schools

Rich Digital Ethos

Stage-Not-Age

Collaborative Approach
All-Through
Stage-Not-Age

The Open Evening & Open Day for all Year 6 Children & Parents
BIG BANG!
7th & 9th October
All-Through LEARNER LED DESIGN

Key Principle  Key Features  Curriculum/Organisation  Implications for Design
All-Through
Stage-Not-Age

The Open Evening & Open Day for all Year 6 Children & Parents
BIG BANG!
7th & 9th October

Key Principle
Key Features
Curriculum/Organisation
Implications for Design
#Portland2Portland
All-Through
Schools Within Schools

Wren the Architect

Penn the Governor

Anning the Paleontologist

Coode the Engineer

Key Principle  Key Features  Curriculum/Organisation  Implications for Design

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Rich Digital Ethos
Rich Digital Ethos
Rich Digital Ethos

#Portland2Portland

Key Principle

Key Features

Curriculum/Organisation

Implications for Design

#Portland2Portland
Rich Digital Ethos

Hayden vdw @haydenvdw 11 Sep
@ipaca_official @SamsungUK Excited for my Chromebook, finally get the opportunity to learn in a way I've always wanted to :D
#IPACALearn
Retweeted by IPACA
Expand
Collaborative Approach
Collaborative Approach
Collaborative Approach
5 Distinctive Principles

- All-Through
- Schools Within Schools
- Rich Digital Ethos
- Stage-Not-Age
- Collaborative Approach

Key Principle | Key Features | Curriculum/Organisation | Implications for Design
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#Portland2Portland
### PASS Survey Tool

#### Factor 4: Preparedness For Learning
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#### Factor 7: Confidence In Learning
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#### Factor 8: Attitude To Attendance
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## KS4 Results

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<tbody>
<tr>
<td>Royal Manor Arts College</td>
<td>49%</td>
<td>46%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>(Predecessor School)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>IPACA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>57%</td>
</tr>
<tr>
<td>Easy to access.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------------</td>
<td></td>
<td></td>
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<tr>
<td>Makes lessons fun.</td>
<td></td>
<td></td>
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<tr>
<td>Useful Apps</td>
<td></td>
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<tr>
<td>Chat, Bourcier</td>
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<td></td>
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<tr>
<td>Tech, video, fast, monsters</td>
<td></td>
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<tr>
<td>Emory for sound work</td>
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<tr>
<td>Write on table</td>
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<td>Chat, Bourcier</td>
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<td>The films are bigger than others and take longer to run out.</td>
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#IPACA Learn
Implications for Design

Key Features

Curriculum/Organisation

Key Principle

#Portland2Portland
5 Distinctive Principles

- All-Through
- Schools Within Schools
- Rich Digital Ethos
- Stage-Not-Age
- Collaborative Approach
UK Learning

The advocate for excellence in learning environments

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Implications for Design

Key Features

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