

# Education Profile **Award Winning Expertise**

Primary, Secondary, Special Schools, Academies



STANDING OUT FROM THE CROWD



**Below**

*Young people enjoy and thrive, in modern and stimulating environments.*

*“When we talk about a building, we’re really talking about people. We believe a building should enhance the lives of all those who use it.”*



# Willmott Dixon

## *Adding real value to the built environment*

### **Introduction to Willmott Dixon Limited**

by  
John Frankiewicz  
CEO



As a national construction company with a long and proud history, we have always been concerned with the impact that our buildings have. We passionately believe that they must create a lasting positive legacy for present and future generations and we therefore take a very different approach to ensure that we deliver exactly that.

All of our work is rooted in a unique combination of a partnering style, a long-term approach, a commitment to sustainable development and an ethos of continual learning. We remain a privately owned, hands-on family business, which enables us to underpin our considerable expertise and cutting-edge technological efficiency with traditional values of integrity, motivation and dedication.

We are a business that embraces innovation, invests in our people and delivers both excellent service and practical solutions for our clients, all within a highly controlled and consistent framework across all aspects of our operations. Consequently, we take a leadership role in the built environment and bring both tremendous sector knowledge and exceptional resourcefulness to every project. Equally though, and just as importantly, each and every one of us genuinely cares about how we work, what we achieve and the value we can add for our clients.

Our vision is to continue adding ever more value for our clients and our stakeholders, and to build on our history and reputation by contributing to society as a whole. Within the Education sector, this means delivering top quality facilities that enrich those they are built for in every sense, are a delight to look at and use, enhance the local environment and create a tangible long term asset for those that own, operate and manage them.

# Every Child Matters

## Improving outcomes for young people



Our approach to education is led by our Midlands Managing Director Peter Owen who is supported by a strong team of education advisors and hands on practitioners.

*“With our aim of adding true value to our clients, we host quarterly meetings of a group of representatives drawn from DCSF, PFS, clients and specialist consultants, who discuss topical subjects. Recent examples include how schools operate with minimal disruption while major building/refurbishment happens on site, discussing the merits of different procurements routes, engaging the community, personalised learning and giving feedback to the Zero Carbon Task Force.*

*We are pleased to be able to advise at national level by working with the British Council for School Environments, Times Educational Supplement and giving feedback to PFS on the Academy framework and BSF.”*

*Peter Owen, Managing Director,  
Willmott Dixon Construction, Midlands*

The national framework, which is based on developing local services around improving outcomes for children and young people, has resulted in physical changes to the accommodation and co-location of services for children on school sites.

### The five key outcomes of Every Child Matters.

There are many practical ways in which we have been able to contribute to the five ECM outcomes, from careers events, master classes and assemblies to buildings that support new models of learning and are safe by design.

STAY  
SAFE

BE  
HEALTHY

ENJOY &  
ACHIEVE

MAKE A  
POSITIVE  
CONTRIBUTION

ACHIEVE  
ECONOMIC  
WELLBEING

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*“The RSA invited the Sorrell Foundation to create and manage a ‘joinedupdesignforschools’ project to help pupils be part of the conversation about the new Royal Society of Arts Academy. First impressions are important.”*

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*Sharon Plant, Director, The Sorrell Foundation*



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# Personalised Learning Solutions

## The drive for flexible learning approaches

The drive for flexible learning approaches that meet individual needs has resulted in numerous innovative ideas and a range of learning environments. We continually explore solutions and look at what works well from around the world, such as through a study trip to Denmark and by hosting a national debate on the topic in London.

### Support for Individual Learning Needs

Following the huge success in Denmark, varied spaces and settings enable staff and students to find the right location for a particular piece of work, whether an internet café for 'grazing' and working, a theatre for presentations, or a quiet private corner. The library spaces at Pudsey School, Leeds, and Castle Rock High School, for example, provide more intimate learning and IT bases.

### The Intelligent Building

ICT allows important controls and freedoms, such as dramatically improving flows and behaviour in specialist areas, through door controls with predetermined student and staff ratios. When integrated with building systems, ICT delivers a wholly personalised experience.

### Flexible Learning Environment

Personalised learning and inclusion makes heavy demands on sourcing appropriately sized spaces, therefore incorporating flexibility allows for a variety of space and furniture layouts. By looking at the types of activities that need to take place rather than the rooms required, a whole new model of school can be created, with staff and students able to decide how they want to work each day.

**At Kingsmead Primary School, Northwich, Cheshire, moving walls allowed two classrooms to come together, whilst semi-heated external teaching and playing space gives extra room for small groups.**

**At Golden Lane Campus, excellent use is made of a restricted urban site by introducing roof level external teaching and play spaces.**



### Lunch Debates

Getting to know and understand customers takes a variety of forms, such as lunch-time forums where up to 25 industry figures discuss a current topic on the education agenda.

These regular lunch debates, held in London, cover pertinent topics such as 'Building in a Live Environment', 'Personalised Learning' and 'Co-Location of Education and Leisure.'

*Images, clockwise from top: Castle Rock High School; moveable walls at Kingsmead Primary School; Outdoor Learning Space; roof level external areas at Golden Lane Campus*

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*“From the school’s perspective it has been an astonishing success.  
We have a school that is designed so precisely to meet the very particular  
needs of our pupils and the demands of the curriculum.”*

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*Alison Youd, Head Teacher, Watergate School, Lewisham*



# Local Collaboration and Extended Community Use

## Involving staff, students and the community

When people spend time and effort creating something, it results in a better solution. They are proud of the project and continue to support it.

### Castle Rock High School

The school opened in 2006 to much acclaim and featured as a case study in the DfES publication Better Buildings, Better Design, Better Education.

A particular success has been use of the school by students and the wider community for educational, sport and community activities. The sports hall, for example, is used every evening and most weekends by many local clubs and societies - a fifteen-fold increase over facilities hire at the previous school.

*Images, clockwise from top left: Extended Schools Campus; Project Faraday Science Project; sculpture created with children from schools in the Monmouthshire Framework; sports hall at Castle Rock.*

### Health and Safety Talks

Our Safety Team visits our school projects to explain the potential risks on construction sites and answer any questions that students may have. On our primary school sites 'Ivor Goodsite' attends alongside the Safety Team to make the experience more entertaining for the children.

### Student Engagement at RSA Academy

A key feature of this project is our involvement in the curriculum, where we offer genuine learning opportunities for students. We have worked alongside teaching staff from the outset to develop a programme of information, tours and enrichment opportunities so that students can benefit from having a major construction site next door. The enrichment activities are particularly exciting, and include a wide range of subjects, such as exploring the social geography issues raised by the various site surveys, designing health and safety posters, and work-shadowing key professionals.

### Monmouthshire Framework

In partnership with Monmouthshire County Council, with whom we have had a 10-year framework relationship, we commissioned a Welsh artist to work on four new-build primary schools. Workshops were held with the children at the schools to create the artwork.



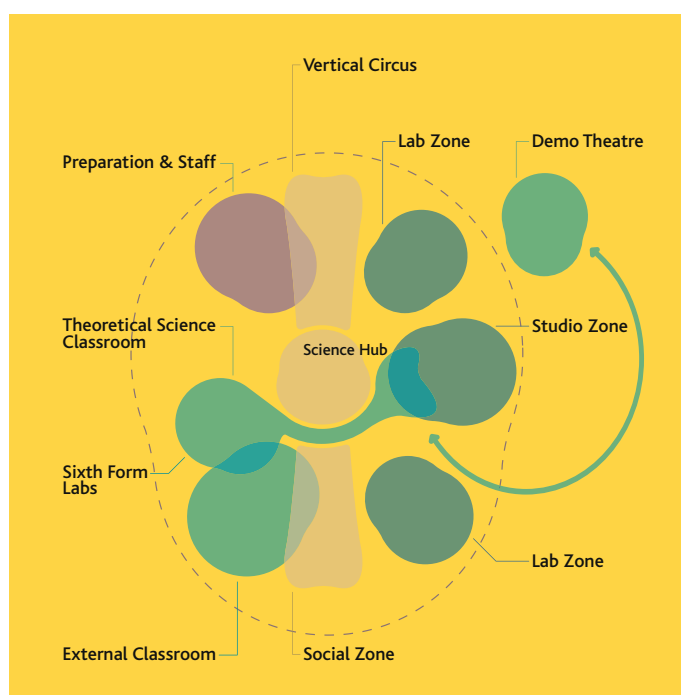
*"We recognise that it is very important that our education schemes meet the wider expectations of our clients, especially the ultimate end-users - the children and young people. I joined Willmott Dixon in mid-2007, having spent many years in local authorities, where I worked alongside council officers, headteachers and governors to ensure that school building projects delivered the level of educational transformation so important to the children.*

*As Education Sector Manager, I now work with our internal teams and consultants to enable best practice to be spread throughout the company, and lessons learned on one scheme to be shared. I meet regularly with our many Framework Managers, where we focus on educational outcomes, and the social and economic benefits that major construction projects can bring to local communities."*

**Bob Athroll**  
Education Sector Manager  
Willmott Dixon Construction

*“Our key objectives have been to improve the quality of learning and to develop student engagement so that they ‘buy in’ to the learning process. There is absolutely no doubt that the quality of our new school has contributed to these two objectives. In terms of learning we have created the conditions – rooming, facilities and equipment – to really develop learning opportunities.”*

*Steve Robinson, Head Teacher of Chaucer Business & Enterprise College, Sheffield*



# Sustainable Schools

## A commitment to the local community and the environment

**Our type of work has an impact on the local community and the environment and we are committed to carrying it out in a sustainable and responsible manner.**

We regard every project as an opportunity to make a positive contribution to the community, such as linking up with nearby schools, taking on local apprentices to work with our supply chain or raising money for associated good causes.

Reducing our environmental impact at our offices and on sites is key for us, and we aim to be carbon neutral and send zero waste to landfill by 2012. KPIs on all projects monitor performance and allow new targets to be set. We hold sustainability workshops for all staff and we publish our Sustainability Review annually.

We also advise clients how to reduce the long-term impact of their buildings and in the case of the supply chain, their practices, using the latest sustainable technologies.

### **The Re-Thinking School**

Our reputation in the sector prompted the BRE to suggest we construct an Education building at their Innovation Park. The Re-Thinking School showcases the design and construction of an inspirational, flexible and practical learning environment with outstanding sustainability credentials. Incorporating advanced ICT, it demonstrates how better educational outcomes can be achieved.

### **St Agnes School, Manchester**

A timber panel structure for the primary school's new home, cuts construction time, save costs and reduces disruption to the school and community. The three-storey building comprises 600 computer-cut solid wood panels that can be assembled on site, creating no waste and having less embodied carbon than a steel or concrete frame.

### *St Agnes Primary School*

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## 3 HOURS

*A new school grown in 3hours, 19minutes. (this is the time required for the Swiss forest to replace the timber used)*

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## REDUCE CO<sub>2</sub>

*Using wood products encourages forests to expand, increasing the carbon sink effect and reducing the CO<sub>2</sub> in the atmosphere.*

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## RE-USE

*All bi-products from the timber mill are re-used with zero waste to landfill.*

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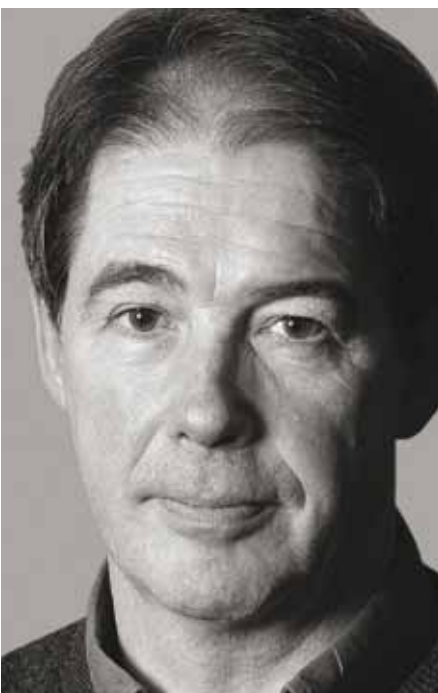
## IMAGE

*Top; Construction work on St Agnes School, Manchester*

*“St Agnes Primary School in Manchester points the way to the future sustainable school. It will be a superb learning environment for the community in Longsight, Manchester.*

*The use of sustainable materials and quality off-site manufacture point to speedier construction and more environmentally sound schools. Local Authorities and our own design and construction communities need to keep their eye on the future – and we are already shaping it. Well done to all of those involved.”*

*Ty Goddard, Director, British Council for School Environments.*



*“Sustainable development is about each one of us personally, what we owe ourselves, each other, our children and future generations. Willmott Dixon has considerable leadership ambition in the area of sustainability. Our actions acknowledge the central importance of sustainable development. The company has a good reputation and has constructed some fantastic buildings, really exciting examples of what sustainability looks like in practice.”*

*Jonathon Porritt,  
Non-Executive Director,  
Willmott Dixon Group*

Our commitment to sustainability is steadfast. To ensure we achieve our aims of being carbon neutral and sending zero waste to landfill by 2012, George Martin, a member of the Government’s Zero Carbon Task Force and recently voted one of the UK’s top five green gurus, is our Head of Sustainable Development and Jonathon Porritt is a Non-Executive Director.

# Sustainable Schools

## A commitment to the local community and the environment

We are highly committed to continually learning and investing to ensure cross-the-board sustainability. Against a background of the DCSF 'eight doorways', a key component is staying well informed about how our schools are perceived and operated.

### Zero Carbon Task Force

In line with the Government's goal for all new schools to achieve zero carbon emissions by 2016, our Head of Sustainable Development is a member of the DCSF Zero Carbon Task Force, which is working on making this ambition a reality. John Frankiewicz, our CEO, has a leadership role in sustainability and sits on the UK Green Building Council and the Code for Sustainable Buildings Task Group. Consequently, all our buildings incorporate passive measures to reduce energy use, such as high levels of insulation, daylight features and natural ventilation.

Working with long-term framework client Cheshire County Council, Sir William Stanier Community School in Crewe will incorporate learning from projects such as the award-winning Kingsmead Primary School in Cheshire and Castle Rock High School in Leicestershire, which won the ProCon Award 2006 for the most Sustainable Development of the Year. Low carbon features will include an

intelligent mechanical ventilation system that significantly reduces energy use and improves air quality, with pupil concentration levels enhanced by the reduction in carbon dioxide build-up in the classroom. An on-site Combined Heat and Power (CHP) unit creates 'free' heat while generating electricity, saving an estimated 50 tonnes of carbon and £2,500 in energy costs each year.

### Post Occupancy Evaluations

We now carry out a Post Occupancy Evaluation (POE) on all projects 18-24 months after completion, including energy use audits and occupier feedback.

The benefits of our POE for Schools approach includes:

- Independently collected, validated and benchmarked information on energy performance and occupant feedback
- Potential for schools and local authorities to improve energy performance and reduce costs, as well as share best practice
- Learning and transparent communication of building performance to stakeholders
- Valuable information that we can apply to future projects to achieve even better outcomes across the board

## LOCAL POUND

We actively use local supply chains wherever possible, with the benefits including the positive financial impact of a major construction project on the local economy. Often referred to as "recycling the local pound", it is a key matter for clients, especially those in areas of high unemployment and deprivation.

### 35.2%

Monmouthshire Framework - Pembroke Primary School - 32.5% of total spend was in South East Wales, 49% of total spend in the remainder of Wales and 18.5% in England.

## 30 MILES

An average of 32% of the construction budget across all schemes in the Leicestershire Framework was spent within a 30-mile radius of the sites.

## IMAGES

Top; Willmott Dixon's Ten Point Sustainable Project Criteria, Below; Llanfoist Primary School includes high levels of natural light and ventilation, and grey water harvesting.



*“We need to embed sustainable development across our school system so that it is not just a subject for the classroom. The building needs to be a learning tool so that students can work within a living, learning space in which they can explore how to enhance their quality of life whilst living within environmental limits.”*

*George Martin, Head of Sustainable Development, Willmott Dixon Limited and a member of the DCSF Zero Carbon Task Force*

| Criteria   | 2008      | 2009      | 2010      | 2011      | 2012        |
|--|-----------|-----------|-----------|-----------|-------------|
| 1 Client commitment to making it a sustainable project | Yes       | Yes       | Yes       | Yes       | Yes         |
| 2 BREEAM Design  | Very Good | Very Good | Excellent | Excellent | Outstanding |
| 3 Sustainability workshop                              | Yes       | Yes       | Yes       | Yes       | Yes         |
| 4 Energy Performance Certificate - Rating              | C         | C         | B         | B         | A           |
| 5 Recycled content by value                            | >20%      | >20%      | >25%      | >25%      | >30%        |
| 6 Waste - % diverted from landfill                     | >70%      | >80%      | >85%      | >90%      | >100%       |
| 7 Sustainability healthchecks & POE                    | Yes       | Yes       | Yes       | Yes       | Yes         |
| 8 WLC & LCA undertaken                                 | -         | Yes       | Yes       | Yes       | Yes         |
| 9 Considerate Constructor Scheme - Score               | >32       | >32       | >34       | >34       | >34         |
| 10 Directly associated community project               | Yes       | Yes       | Yes       | Yes       | Yes         |



# Meeting the needs of all pupils

## Educational transformation

Educational Transformation is about supporting the diverse issues that dictate the outcomes of the education process. The design of new buildings plays a key role here but is not the solution alone. The design and construction process, however, can bring about school community engagement and ownership of their new facilities. It also gives us better insight and a valuable picture of outcomes.

### School Makeover

Along with the BCSE, we transformed space at Southfield Primary School in Ealing to mark National School Environments Week. Shown live on BBC Breakfast TV, we improved three key areas to show how changing educational spaces can enhance learning and teaching opportunities, and transformed an outside classroom, art room and attic.

### Time Capsule Burial

The children at Taylor Road School, Leicester, imagined how people would dress in 50 years time. These costumes were brought to life at a time capsule burial.

The children at Llanfoist Fawr were asked what they thought should be buried for people to find when the capsule is opened in 2058. They chose to bury local newspapers, maps, a school uniform, photos, lunch menu and other objects.

### Improving Attendance and Behaviour

There is clear evidence that in some of the most challenging parts of the country, once a new school has opened, student attendance increases and vandalism falls or even disappears - something that is very quick and easy to monitor. This is particularly apparent where the students have contributed to the design of the new facilities. This data is recorded and reflected in the Post Occupancy Evaluations that we produce for every new school project, with lessons learned reflected in subsequent designs.

### Security

The frequency of vandalism has fallen dramatically at many of our new schools. Due in part to increased security features such as CCTV and improved design, the fall also demonstrates that the new facilities are being used and respected by the wider community.

### Castle Rock High School, Leicestershire

*“Three years on our new building has satisfied all our initial aims and more. From our initial partnership approach, we as teaching professionals felt fully part of the decision-making process. Supported by experienced colleagues from construction and the Local Authority, we felt empowered to deliver our vision for a 21st century school.”*

*It is a testimony to the quality and care put into the project that visitors from all over the country still remark on the standard of the environment.*

*On a practical note, our new ICT-rich building has enabled us to fully embrace recent curriculum changes. Like the curriculum, it is flexible and enables us to adapt and respond to pupil need and wider-driven developments. We feel we have built an inclusive school for the future, not just now.*

*Since moving into our new building, attendance has risen from 89% to 93% and the modern, quality environment has contributed its part, along with other initiatives, to our revision of behaviour management processes. The clear, quiet, well lit, welcoming environment with its wide corridors, broad circulation spaces and lockers for students has meant many of the issues encountered in the old building were removed. The new building has been fully embraced by staff who no longer have to ‘make do’ or ‘put up’ as teachers have so often had to in the past. The community groups have grasped the opportunity to use the building and so enhanced our extended school provision. We truly feel we are building something for the future.”*

**Clive Kemp,**  
*Deputy Head, Castle Rock High School,  
Leicestershire*

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*“I believe that the Willmott Dixon approach of collaborative working, through the philosophy of partnering, is the best way to ensure that a design fully meets the client’s expectations. It is only when the client is fully involved with the design team that the scheme and the budget becomes a shared responsibility, and all have a commitment and personal pride in producing the very best solution.”*

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*Bob Athroll, Education Sector Manager, Willmott Dixon Construction*



# Meeting the needs of all pupils

## Removing barriers to achievement

The SEN Strategy – Removing Barriers to Achievement – sets out the direction for national SEN policy and a 10-year programme of action. All children and young people have the right to a good education and to fulfil their potential, and this is reflected in our projects.

### How All Student Needs Are Met

In many ways, the students are the best people to ask about how a new school should operate. After all, they have to use the toilets, dining room and classrooms and yet are often excluded from the design process. We place great importance on involving students in early design workshops so that their views are reflected in the final schemes.

### Cool Wall

We always look for new and exciting ways to engage with the school community. As part of this approach, students can post building design images on our on-line ‘cool-wall’, giving our Design Managers direct feedback on their preferences and wishes.

### Co-location of Special and Mainstream Schools

A caring and balanced community is one that accepts and understands its different facets, whilst celebrating what they have in common. Increasingly, special and mainstream schools are located on the same campus or very near to each other so that students can meet and study together where possible. Golden Lane Campus creates an innovative and inclusive environment for children and the wider community.

### Disability Access and Inclusion

Compliance with the Disability Discrimination Act to improve access to the physical environment and curriculum is a minimum requirement for all staff, students and visitors. However, we go beyond the basic requirements by carrying out extensive consultation with users and stakeholders, and our work with specialist groups on key functional aspects of school design has resulted in exemplar projects in the field.

### Meadway School

*“The great success of this project was down to the attention to detail and the whole teams’ commitment to ‘getting it right’ for the pupils and staff. The whole design and build team shared ideas, discussed solutions and worked consistently well together throughout the entire lengthy process from design to completion.*

*The various activities that were organised to support the transition from one building to another and to ensure everyone understood the process, were very well managed and made certain that there was a real understanding of our pupils and a determination to complete on time and to give of their best. Nothing felt like too much trouble. The ground breaking, the time capsule event and the topping out ceremony were just great. It has been an absolute privilege to work on such a wonderful project with Willmott Dixon.*

*Sue Bourne, Head Teacher,  
Meadway School*

*Images, clockwise from top: Bushloe High School - Learning Pods; Cool Wall; Meadway School*

*“Our building is absolutely wonderful, a high quality innovative vibrant environment that we now know ‘truly’ works for our pupils and school. What has pleased me most this last few weeks is seeing the impact on pupils and staff and the way that they have responded to the new opportunities created for learning.”*

*Anne Webster, Head Teacher, Bushloe High School*



# Delivery of 14-19 provision

## Supporting the vocational diplomas, with purpose designed and delivered facilities

Since 2004, when the Government published its strategy for the 14-19 learning phase in the 14-19 Education and Skills White Paper, practical consideration of delivery has been developing. In some instances this has meant providing more flexible learning spaces and in others specific accommodation.

The new vocational diplomas are employer-designed qualifications offered at three levels in 14 broad employment sectors. They give students an alternative study route into in a wide range of practical subjects, with our teams working with a number of schools and colleges to provide direct input into lessons and projects.

### **Haringey 6th Form Centre, London**

The state of the art 6th Form Centre, and our third successive project with Haringey Council, provides facilities for both academic and vocational study. With natural air ventilation to the north block, it includes classrooms, full catering facilities, a multi-purpose sports hall, a 200-seat theatre and external sports pitch. It also integrates special educational needs facilities into the building.

### **The Macclesfield High School, Macclesfield**

The new Macclesfield High School and College have combined resources to provide a new 6th Form Centre jointly shared by both establishments. The progressive learning campus provides modern world-class education and training facilities for the whole community.

### **Torc Campus The largest dedicated 14 – 16 vocational provision in the UK.**

The campus includes a purpose-designed Vocational Centre for pupils in Tamworth and its locality, providing level-2 courses, BTEC First and the new vocational diplomas for subjects such as construction, media, health and social care, design, retail, vehicle technology and engineering. Further courses are planned for the future and these will include the development of a skills-teaching kitchen and an environmental technology laboratory.

In 2007, Tamworth as a whole achieved over 64% A\* - C grades. There is no doubt that the Vocational Centre has contributed significantly to this rise in standards, and as it nears its full capacity, results are confidently expected to continue improving.

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*Images, clockwise from top left: corridor at Haringey 6th Form Centre, exterior of the Torc Campus, interior of the Torc Campus, vehicle technology room at Torc.*

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*“We are delighted with what has been achieved, on time and within budget, enabling the 14-19 agenda to progress within the district.”*

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*Phil Cresswell, Capital Team Manager, Children and Lifelong Learning, Staffordshire County Council*



# Diversity of Provision

## Primary Schools

Well-planned environments can transform how teachers teach and learners learn. Creating primary schools through sustainable designs fit for the 21st century, with children's services in reach of every family is at the core of our work.

*"The building is absolutely brilliant. There's lots of light everywhere and lots of colour. It is an inspirational site"*

*Mary Coren, Head Teacher,  
Prior Weston*

### Llanfoist Fawr Primary School, Monmouthshire

Our latest project within a ten-year framework relationship with Monmouthshire County Council, includes numerous sustainable features including high levels of natural light and ventilation and grey water harvesting. Specifically designed to incorporate the new Foundation Phase, we placed particular emphasis on outdoor play.

### Green End Primary School, Manchester

Designed without corridors and instead using a circular hub and atrium, the building is inclusive to all users. The children have said that "it's just like being on holiday in a hotel", and the Head commented that "the children feel it's a very grown up building, and it's given them pride and confidence."

### Golden Lane Campus, Islington

The new build development incorporates a two-form entry primary school, SEN unit, SureStart and community facilities, and involved the relocation and integration of three schools onto a single complex site. We solved the problem of a tight site by providing rooftop play areas to maximise external facilities.



# Diversity of Provision

## Special Schools

A safe, accessible and stimulating learning environment is particularly important for a special school and understanding the users point of view as well as the needs of the staff, is essential for achieving a positive outcome.



*"It would be absolutely wonderful if every Local Authority in the UK could have two, three, four centres of excellence like this for the children who have the most profound and severe special needs, to make sure they get the same quality of education that their peers are getting in the mainstream schools."*

**Lorraine Petersen, CEO**  
National Association for  
Special Educational Needs  
Speaking at the Sandwell/Willmott Dixon  
Orchard School Open Day

### The Meadway Centre, Reading

This development includes a 65-place school catering for 2-19 year olds at the severe end of the disability spectrum in the PMLD and ASD groupings. It is thought to be the first UK special school to be based on the draft rewrite of Building Bulletin 77.



### Orchard Special School, Sandwell

An exemplar school with defined teaching and medical areas as well as a therapy pool and extensive soft and hard landscaping to stimulate the children. Built to an environmentally sustainable design, its 21st century facilities meet the educational and welfare needs of pupils, parents, staff and the borough-wide school community.



### Forest Way Special School, Leicestershire

A new build SEN school that can accommodate 125 pupils aged 2-18 with a range of physical and emotional difficulties, incorporating a hydrotherapy pool and multi sensory, science and design rooms. Designed in full consultation with the County Council, staff, governors, pupils, parents and local residents, the school's beautiful setting prompted an inspirational design that makes great use of the natural landscape.



# Diversity of Provision

## Secondary Schools

School buildings play a crucial role in helping to raise educational standards and greatly influence whether pupils enjoy being there, how difficult it is to get around, whether they feel safe and secure and how useable the spaces are for their needs.

*An ever-evolving curriculum needs buildings that are flexible and easily adaptable. Clever design and construction are of paramount importance in this respect.*

### Macclesfield High School, Macclesfield

As part of The Macclesfield Learning Zone, the scheme involved the design and build of a major extension to the new Henbury High School, including some refurbishment following the closure and amalgamation of two existing schools. The school campus is also shared with a special school, FE college and nursery, therefore maintaining facilities operations without construction delays was critical during the building programme. Internally it includes 11 science laboratories to university standard, a six-class IT suite and a seven-court sports hall, and externally five football pitches, including one artificial pitch, and a full athletics track.

### Castle Rock High School, Coalville

A 600-place High School for pupils aged 11-14, Castle Rock was the first secondary school opened by Leicestershire County Council for over 20 years. The facilities include a four-court sports hall, which is extensively used by the local community, science laboratories and high quality dining and social areas. Of particular note is the centrally located Learning Resource Centre, which quite literally puts books and learning at the heart of the school.

### Shepshed High School, Leicestershire

The Student Council wished to have their say in the design of the toilets, as the existing facilities were drab and unwelcoming. The chosen option minimises opportunities for misbehaviour or bullying, and allows easy cleaning and maintenance.



# Diversity of Provision

## Academies

Sometimes it is necessary to remedy a culture of low local aspiration, and this can entail radical changes to traditional thinking on how schools are run and what they should be like for students.



*“The school is new and exciting. Both the staff and students are excited and motivated. The environment facilitates results and we’re getting them. We have high expectations for the students and they realise that. They take pride in their circumstances and it produces great results.”*

*Anthony Bravo,  
Head Teacher, Crossways Academy*

### RSA Academy, Tipton

The new academy supports delivery of the RSA’s Opening Minds curriculum and was designed in conjunction with the students and with the Sorrell Foundation’s ‘joinedupdesignforschools’ initiative.



### The City of London Academy

This state of the art academy, specialising in business and enterprise, provides teachers with the latest in information technology and equipment as part of an innovative and dynamic approach.

Winner of the Prime Minister’s Better Public Building award, it was built by Willmott Dixon under Project Partnering Construction 2000. Judges called it “brilliant, inspiring, a knock out!” and “a great model for delivering academies.”



### Waingels College, Reading

- A one School Pathfinder for Wokingham Borough Council
- Designed around four pavilions to accommodate 1500 students and 172 staff
- Three pavilions each house 500 students. The fourth houses the library, hall, dining and 6th form social spaces
- Large group spaces allow for teaching 120 students at a time
- Significant low carbon measures will reduce carbon emissions by 60%
- The solid timber panels used to create wall structures have been tested by us at our BRE demonstration project



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# Procurement Routes

## Delivering outstanding results

Many of our Education projects are delivered through long-term framework relationships with clients.

As well as delivering outstanding results, this approach makes costs visible and promotes partnered, collaborative team working, with everyone focused on achieving a common goal. We manage programme delivery from concept through to construction and maintenance, including addressing affordability and design co-ordination, with core teams providing continuous improvement and enabling best practice to be applied to future projects.

In the public sector, Willmott Dixon's list of framework relationships is one of the most extensive in the industry:

Partnerships for Schools  
Smarte East  
IESE  
East Midlands Property Alliance  
Cambridgeshire County Council  
Cheshire County Council  
Leicestershire County Council  
London Borough of Ealing  
London Borough of Haringey  
Manchester City Council  
Monmouthshire County Council  
Surrey County Council  
Wigan Council

BSF  
Kent  
Hackney  
Middlesbrough  
Sandwell

### Scape

Scape is a national procurement framework that provides opportunities for delivery of major capital projects with significant time and cost savings.

Willmott Dixon and Scape have revolutionised the procurement process by entering into a unique, fast track, cost-controlled national procurement framework. This Framework, which satisfies the requirements of EU Procurement Directives (Public Contract Regulations 2006), can provide any type of facility to any public sector body.

### Benefits of the Scape Framework:

- Reduced procurement times
- Early building occupation
- Reduced procurement costs
- Complete flexibility in the selection of all consultants
- Use of local supply chains, producing significant benefits to the local economies
- Full open book tendering of all packages
- Continuous improvement in time, cost and quality
- Use of a project process map to ensure that the project reviews and gateways are achieved
- An innovative, experienced team, with full client involvement in the process, through a partnering philosophy



We believe that partnering is the most efficient and productive way to achieve results for our clients, with our public sector framework relationships amongst the most extensive in the industry.

Partnering has been part of our culture since the 1990s. Sir Michael Latham, author of the blueprint for partnering report, 'Constructing the Team', has been on our Board since 1994. Partnering workshops are now an essential part of all new projects and we have built over 40 projects using Project Partnering Construction (PPC) 2000, all on time and budget.

*"Over recent years the partnering approach of open book collaboration between contractor, client and consultant team has been one of the key developments and drivers for change in the construction industry."*

*Sir Michael Latham,  
Partnering Advisor at Willmott Dixon*



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*“We’ve enjoyed an excellent relationship with Willmott Dixon from the moment we signed the framework with them in 2004. The original agreement was for three years, but such has been the quality of its work that we have been happy to extend it by another two years.”*

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*Ged Mitchell, Deputy Head of School Organisation, Development and Admissions, Manchester City Council*

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*Images, clockwise from above: Class Base at Radford Nursery, Technology Room at Radford Nursery, the reception area at Radford Nursery.*

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# Standing out from the crowd

**WINNER** ★  
Contract Journal's  
Best Company to  
Work for in  
Construction, Inspace  
2008

**WINNER** ★  
BCSE BEST  
NATIONAL  
SCHOOL CON-  
TRACTOR  
2008



**WINNER** ★  
British Council for School  
Environments Awards (BCSE), Best  
Supply Chain on a School Project,  
for Rolls Crescent Primary School  
in Manchester  
2008

**WINNER** ★  
Considerate  
Constructors  
Scheme, Silver  
Award for Haringey  
Sixth Form Centre

**WINNER** ★  
Considerate  
Constructors  
Scheme, Silver  
Award for Penderyn  
Primary School 2008

**WINNER** ★  
Quality in  
Construction  
Awards, £5-£50m  
category for City of  
London Academy  
2006

**31st** ★  
Sunday Times  
Top 100 Best  
Companies to  
Work For  
2008

**WINNER** ★  
Quality in  
Construction  
Awards, Projects up  
to £5m for Green End  
Primary School  
2008

**WINNER** ★  
Prime Minister's  
Better Public  
Building Award, for  
City of London  
Academy  
2006

**WINNER** ★  
British Construction Industry  
Awards, Kingsmead Primary School,  
in categories of Best Small Project  
and Best Practice Award  
2005

**WINNER** ★  
Green Apple Award, for the  
Built Environment and  
Architectural Heritage for  
Castle Rock High School

**WINNER** ★  
Building Magazine's,  
Good Employer  
Guide Top 50  
2007

**WINNER** ★  
British Council  
for School  
Environments  
Awards (BCSE), Best  
School Contractor,  
Orchard School



**WINNER** ★  
Quality in  
Construction  
Awards, up to £5m  
category, Kingsmead  
Primary School  
2005

**HIGHLY  
COMMEDED** ★  
BCSE Awards, inspiring design,  
special needs schools –  
Willmott Dixon and Sandwell  
MBC for Orchard School  
2008



**HIGHLY  
COMMEDED** ★  
BCSE Awards, Best Refurbishment/  
Remodel: Primary or Secondary – Shef-  
field City Council and  
Willmott Dixon  
2008

**SHORTLIST** ★  
Quality in  
Construction  
Awards, Projects  
£5m-£50m for  
Sunshine House  
2008



# Our vision

Our vision is to continue to add value to our clients and our shareholders and build upon our history and reputation by continuing to contribute to society as a whole. We are committed to undertake our activities in a sustainable and responsible manner and take a leadership role in the built environment.

## Willmott Dixon will stand out from the crowd by:

- Being our clients' first choice in our chosen sectors and delivering real satisfaction through the highest quality performance
- Putting people first and providing our staff with the opportunity to develop and reach their career potential
- Engaging our supply chain in a manner that reflects our values
- Making a positive difference in the community both at local and national level
- Tackling climate change and energy efficiency by aiming to be carbon neutral by 2012
- Smarter use of natural resources and our commitment to having zero waste to landfill by 2012
- Aiming to continue year upon year growth in profit
- Aiming to continue to protect our business against variable economic cycles



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INVESTOR IN PEOPLE



[www.willmottdixon.co.uk](http://www.willmottdixon.co.uk)