


NATSON BATTY
ARCHITECTS



Learning
Environments



Whether the students are six, sixteen or twenty-six, our approach is to create special places that nurture and inspire.

Mark Sidding, Director and Head of Learning Environments

Introduction

Inside knowledge

Watson Batty Architects have a 20-year heritage of designing outstanding facilities that support and enhance learning in all its forms. This extensive experience has given us a deep insight into the needs and nuances of the educational world.

We empathise with the requirements and aspirations of students, teachers, administrators and managers. We understand the necessity of creating flexible, hardworking spaces. We recognise that great learning environments are about more than providing the conditions for good teaching – we think as deeply about the spaces in-between. And we know that technology is a supportive pillar of excellent teaching practice – in this, seamless integration is our watchword. Whether the students are six, sixteen or twenty-six, our approach is to create special places that nurture and inspire.

But we also know that every environment is unique – we will be rigorous in ensuring your space is precisely tailored to meet your brief. And that's why we begin every project by learning about you.

Conclusive evidence

The purpose of this document is threefold: through recent case studies and an articulation of our approach we will demonstrate the breadth of our experience, showcase the quality of our design and prove our appreciation for the standards and challenges that drive those who run today's learning establishments.

About Us



Peter White
Managing Director

We design different buildings for different people.

Watson Batty Architects has more than 40 years' experience, creating many types of buildings across a diverse range of sectors. Today, our team comprises over 40 architects, interior designers, technicians and masterplanners, and we have studios in Leeds and Loughborough.

Our mission is to create supremely functional and inspiring new buildings that help our clients realise their business ambitions and uphold their responsibilities to the building user, the community and the environment.

We've built our valued reputation by adhering to these four guiding principles:

Providing measurable value

We create spaces that work. It's not enough for architecture to have a positive visual impact. We pride ourselves on offering cost-effective, feasible designs solutions that are buildable, functional and well-detailed.

Reliable and professional

Our clients don't just know us, they trust us. Our broad experience and our unbending commitment to deliver are two reasons why we have client relationships that span three decades.

Great to work with

We work openly and with energy. We believe the design process should be collaborative and enjoyable. Listening and understanding always come first. And as a project progresses, free-flowing communication remains central its success.

Future-focused

We never stand still. Technologies and processes in our industry are constantly evolving and improving, and we readily adapt to offer our clients the best possible service. The need to push the boundaries of our capability is central to our ethos.



"We never stand still. Technologies and process are always evolving and improving and we need to adapt and change with them. It is our ethos to be future focus and always pushing the boundaries of our capability."

Dixons McMillan Academy, Bradford, Dixons Academy Trust

"People I know I can work with"



Mark Sidding

Architect & Board Director



Lauren Perry

Business Development & Administrative Support



Phillip Guest

Architectural Technologist



Scott Lunn

Architect & Associate



Lisa Nutton

Architect



Paul Ryan

Architect & Board Director



Nick Hewitson

Architect



Daniel Lowe

Architectural Assistant



Peter White

Architect & Board Managing Director



Lee Machel

Architectural Technologist



Catherine Blain

Architect & Associate



Rima Yousif

Architect & Regional Director, Loughborough



Richard Crowson

Architect & Regional Director, Loughborough



Alison White

Accounts



Ben Pickersgill

Architect & Associate



Will Bakes

Architectural Technologist



Steven Powell

Architect



Sebastian Salopiata

Architect



James Holdsworth

Architectural Technologist



Matthew Ing

Architectural Technologist



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Sean Nottingham

Architectural Technologist



Simon Collins

Architectural Technologist & Associate



Steven Horsman

Architectural Technologist & Associate



Stephen Bush

Architectural Technologist & Associate



Tom Sykes

Architectural Technologist & Associate



Gemma Patefield

Architect



Andrew Grindrod

Architect & Board Director



David Coe

Architectural Technologist



Richard Merrills

Architect & Board Director



Pamela Cooke

Administrative Support



James Savage

Project Manager

Sector Analysis



Mark Sidding
Sector Lead

With over 20 years experience designing and working with learning environments, our knowledge in this sector is second to none. We understand how to get the most out of the design process and appreciate the complexities of managing the procurement process. Reliable, Professional, Knowledgeable, Watson Batty Architects are a trusted design practice in the education sector.

Watson Batty Architects design and help create places for people. With over 40 architects, designers, technicians and masterplanners, we work across the UK from our studios in Leeds and Loughborough.

Founded in Leeds in 1976, Watson Batty Architects is an established design consultancy with many great buildings and accreditations to its name. Our ethos is to place users at the heart of the design process to create the very best environments, whatever purpose the building may serve.

When it comes to learning and research environments, very little changes. Our approach is to create places which nurture and inspire; whether the users are six, sixteen or twenty-six.

Working together with client teams our motivation as designers is to interpret and articulate the vision, and turn it in to architecture; all while adding value at every opportunity.

The work showcased in this document is an introduction to our learning environments portfolio and covers selected recent projects. The projects are arranged in four key areas:

Primary and Nursery – carefully crafted spaces designed for nurturing. Our primary schools and nursery spaces are designed for our youngest clients, responding to their perspective of the world.

Secondary Schools – new build, conversion and extensions, our secondary schools take many forms. Designed as vibrant and functional buildings with spaces to inspire and welcome.

Universities and Colleges – student-centred learning environments that promote interaction and address a range of needs from general teaching ‘hubs’ through to specialist faculty buildings.

Science and Research – projects that capitalise on our experience of working across academic, commercial and industrial sectors. These buildings are innovative, high-tech and complex but never eclipse the fundamental drive to create effective and enjoyable environments.

We also explore other benefits and technological advances which we implement as a practice in our projects enabling us to design smartly, efficiently but most of all to design better buildings for our clients. Here we will explore:

Sustainable Design - Using technological and design lead approaches to increase the energy efficiency and minimise impact on global resources.

Over **70** Leading Education Clients

Completed Over **2.8 million** sq.ft of Learning Accommodation

Delivered Over **£300m** of Construction

Over **300** Individual Learning Projects

Supported and Worked Alongside **12** Major University Clients

25% of Company Turnover from Learning Sector

Delivering Learning Environments for over **30** Years

Working on Learning Sector Projects throughout the **UK**

Delivered over **20,000** New School Places

Key Team Members



Mark Sidding
Architect & Education Team
Leader



Gemma Patefield
Architect & Interiors



Nick Hewitson
Project Architect & BIM
Co-ordinator



Scott Lunn
Project Architect & Associate



Richard Crowson
Project Architect & Sports Lead



Lauren Perry
Business Development &
Administrative Support



Lisa Nutton
Architect & Interiors



Rima Yousif
Project Architect & Sports Lead



Steven Powell
Architect



Sebastian Salopiata
Architect



Daniel Lowe
Architectural Assistant



James Holdsworth
Architectural Technologist & BIM
Co-ordinator

Watson Batty Architects is a partnership of talented architects, masterplanners, interior designers, technicians and skilled support team. We have specialists across numerous sectors and hold expertise in building conservation, project management, and sustainable design.

The successes of the practice are without question due to the efforts of our talented staff and partners. The range of expertise and experience held by our architects, technologists, interior and urban designers allows us to provide the very best client advice and service. Our team-work approach provides the very best environment for sharing ideas, methods and knowledge allowing us to quickly explore out of the norm ideas and proposals to provide our clients with the very best tailored solutions. It is this team work approach and ability to draw on a vast breadth of knowledge which places us in the position to take on complex, multifaced projects. Our joined up approach from the concept to the final mood evoking interior design proposals and site delivery ensures the right solution is delivered every time.

Our practice ethos is to be future focussed and this starts with our staff. The latest software and tools are only as good as the people using them and for this reason we ensure our staff receive regular training and updates to ensure we stay at the cutting edge of our industry.

“Our aim is to provide the very best for our clients and the wider community by providing a level of service which exceeds expectation. We strive to deliver with professionalism and reliability but also believe that our honesty and humour ensures our clients prefer to work with Watson Batty Architects.”

Mark Sidding, Director



Primary and Nursery

We balance the need for safety and security with the need to create an open and accessible environment.

The design of a modern-day primary school must embrace a range of issues and needs, including pedagogy, technology, budget, acoustic, demographics and community goals.

Above all, we recognise that the primary school maybe the first place a child encounters independent of their family. We understand the importance of creating a welcoming and safe environment that's not far too removed from the residential setting. To this end, there are some fundamental considerations that will support the transition from home to school.

Managing size and scale are crucial to a child's perception of space. A simple demonstration of this truth is the organising of a large building into smaller components. But there are less obvious details to consider as well, such as the height of window sills. Views, natural light and a connection to outdoors are other essential factors that can impact on a child's well-being, as are the role of colour and the need for a variety of spaces. Of course, top priorities are safety and security. Our experience, tells us how to carefully balance the need for protection with the need to create an open and accessible environment for the pupils and their parents.

Primary schools also set the basis for further learning at secondary schools. When they reach this point, students are going through physical, intellectual, emotional and social changes, and the best designs support them as they transcend the self-contained world of early years and reception to the open environment of secondary education.

"The company provided superb support with an amazing response time from day one, demonstrating an uncanny ability to get things right first time."

Wes Johnson, Acting Principal, Craven College

Leeds Jewish Free School, Leeds



This page and opposite leaf: Our Lady Queen of Martyrs RC Primary School, York, Roman Catholic Diocese of Middlesbrough

Our Lady Queen of Martyrs

Our Lady Queen of Martyrs RC Primary School is a new 2-form entry school in Holgate, York. The project was delivered through York's Primary Capital Programme for the Roman Catholic Diocese of Middlesbrough and brings together two separate 1 FE Primary Schools onto the same site.

Providing a progressive education environment for 420 pupils, the school includes a nursery; Key Stage 1 and 2 learning spaces; a flexible 'heart' space for the delivery of learning resources; invaluable outside learning experience; dining and assembly space; and a separate community and music block, as well as ancillary and administration areas. The external provision includes an all-weather pitch, two junior football pitches, a secure reception and a nursery play space. The first-floor terraces and habitat areas provide an invaluable outside learning experience.

The interdependence of faith and learning is at the heart of the design solution. By bringing together two federated 1-form entry primary schools, the project unites young people from contrasting communities, creating greater social cohesion. The technology-rich, agile learning environment allows a variety of curriculum delivery styles, enabling the staff and students to explore different methods of teaching and learning.

Construction challenges included the retention of part of the building, the need to construct the new building on the site of one of the existing primary schools and accommodating Sport England requirements. The site also lies a Level 3 Flood Zone, which puts a number of specific demands on the internal design. The new primary school is now the largest primary school in the Diocese and provides a fantastic amenity for this local area of York.

“Watson Batty Architects were particularly keen to develop a very positive working relationship with us and that, undoubtedly, added to the success of the project.”

Jane Bowman, Principal, Oasis Academy, Winttingham

Leeds 10 Primary Schools PFI

As part of Leeds City Council’s Private Finance Initiative (PFI) investment programme, we concurrently delivered ten new 1 and 2-form entry primary schools.

The forward-looking programme replaces older schools and consolidates mainstream primary, early years and nursery pupils into ten new single and two-storey buildings. Every school incorporates nursery ‘wraparound’ provision and one school includes Special Education Needs & Disability (SEND) specialisms.

In our capacity as Lead Designers, we were responsible for advising the construction team on materials and sustainability throughout the Design and Construct phase. These practices complied with the Leeds City Council’s guidelines on whole-life maintenance. The process was specifically tailored to ascertain design, quality, viability, sustainability and whole-life costings, including cost-in-use and facilities maintenance issues.

By implementing innovative design strategies, we created modern, robust buildings that are flexible enough to accommodate a range of uses and respond to the growing need for ICT provision. We also built in a range of low-energy features, including a Greywater management system. We also exploited the natural features of each site to maximise resources.

Crucial to the success of the scheme was a comprehensive consultation process with the school community. Working closely with the construction team, we achieved one of the fastest recorded Private Finance Initiative (PFI) schemes to date.



Kippax Ash Tree Primary School, Kippax, Leeds City Council

Secondary Schools & Academies

Good design is demonstrably capable of achieving better outcomes at a lower cost.

For secondary schools, design has a fundamental influence on the achievements and wellbeing of both pupils and teachers. And, when done well, it is demonstrably capable of achieving better outcomes at a lower cost.

We know that today's secondary education facilities must provide highly adaptive spaces which allow for a multitude of teaching styles and evolving technologies. High-performing schools are called on to prepare students with the perspectives and skills they need to succeed beyond compulsory education and into their future careers.

In many instances, schools not only cater for their students and teachers but also for their communities. Buildings often becoming a focal point for local people, promoting not just education but also well-being and social cohesion. Integrated community use must be a fundamental part of the design.

Image: Dixons McMillan Academy, Bradford, Dixons Academy Trust

"The team are easy to work with and they engage with the building users well to define a design that works for the employer and for staff and students."

Robert Bellfield, Principal, Craven College



“It’s been a pleasure to work alongside Watson Batty Architects who guided us in helping our vision of an all-though academy become a reality. Our new academy building provides us with the type of learning environment we needed to deliver our curriculum vision. It’s attractive, colourful, fit for purpose and enhances the whole area. We couldn’t be happier in our new school.”

Matthew Browne, Head of Primary Education, Temple Learning Academy



Temple Learning Academy

Temple Learning Academy is a new free school located on the site of the former East Leeds Leisure Centre. The through school will support 1020 students aged 4-16. Stage 1 of the development has provided temporary accommodation within the existing building to allow the school to open in September 2015.

Temple Learning Academy opened its doors in September 2015 to the first 60 pupils following the partial refurbishment of the former East Leeds Leisure Centre. The new Academy at full capacity will cater for 1020 pupils aged 4 -16 years operating under a 4 year group phase through school model. To meet the demands of the client brief the proposals encompass a part refurbishment and part demolition of the existing leisure centre together with a major new build teaching block and associated landscape works.

The design solution retains majority of the existing sports centre; the swimming pool is removed to make way for a new 3 storey general teaching block. The ground floor will accommodate Phase 1 and 2 pupils from Reception through to Year 4, with direct access to external learning and play space. The remaining floors will provide general learning, science and IT spaces.

The Academy will be a central focus within the community, consequently the main communal spaces; dining, assembly, sports and learning resources are at the heart of the development. We were appointed by ISG to support the bid and development of the new free school academy. The project is being procured through the regional EFA contractors framework.



This leaf and opposite: Temple Learning Academy, Leeds, Temple Newsome Learning Partnership



“The resulting design incorporated all these ideas and added a layer beyond what I had considered...I could not be happier.”

Jeremy Dunford, Headteacher, Leeds Jewish Free School



The Dearne, Rotherham - Barnsley BSF

Located on the urban fringe of Goldthorpe, The Dearne Advanced Learning Centre (ALC) is a state-of-the-art, 1,200-place school for 11-16-year-olds. It's part of Barnsley's Building Schools for the Future (BSF) programme, which will see the local authority's entire secondary school estate benefit from a £1 billion investment.

As well as the main academic areas, the new ALC building incorporates a suite of administration and learning support spaces, specialist curriculum areas and external leisure and sports facilities.

Working in close collaboration with the school and local authority on the bid submission, design development and production information, we were deeply involved in this model school project, right up to the final delivery.

Our design solution allows for the delivery of a modern personalised learning curriculum within a flexible environment. The internal layout provides social learning spaces that flex and adapt to different learning styles.

A large, central 'heart' space is the key to the building's design and function. It provides versatile performance and audience areas and allows views and access to all parts of the building through a light and open, multi-functional space.

Through the use of biomass boilers, wind turbines and by maximising the use of natural light and ventilation, the scheme has achieved the BREEAM rating 'Very Good'.



Above and opposite leaf: The Dearne Advanced Learning Centre, Barnsley, Barnsley MBC

Universities and Colleges

The need to create inspiring places to gather, collaborate and learn is more important than ever.

There are increasing factors supporting the move away from the traditional long-standing model for higher education. To us, this trend points to an exciting evolution in the role of architecture.

The advent of the internet, growing access to data networks and the availability of affordable mobile computing devices are allowing more people to take advantage of a post-secondary education. And it means that students can choose to study at an institution based anywhere in the world while never leaving their home. With this paradigm shift comes uncertainty about the future of the physical classroom.

Nonetheless, research suggests that physical interaction in real time remains an irreplaceable component in the learning process. The experience gained during interactions with peers and instructors is integral to the effective training of students and cannot be replaced or imitated. Design must now work harder to champion the function of the physical space – the need to create inspiring places to gather, collaborate and learn in is more important than ever.

Image: Craven College, Pen-y-ghent Building, Skipton

“Their Designers listened, considered and where appropriate challenged to fully understand, develop and answer the project brief.”

Ged Simmonds, Project Director, Laing O'Rourke



Student Central, University of Bradford

Student Central is the stunning result of the first major refurbishment and extension to the former Student's Union building for the University of Bradford. The development brings together Student Services and the Students' Union for the first time. The unique collaboration of agile social and academic learning spaces creates a new focal hub at the heart of the city centre campus.

The new space comprises three malls, each leading off a central atrium. The Learning Mall includes teaching rooms, a lecture theatre, Careers and Disability Services, as well as a computer cluster. The Union Mall features open spaces for group study, the Union offices, an Advice Centre, Ramair, Counselling rooms, a shop and a café. The Entertainment Mall houses a range of bars, an external patio area, a multi-function nightclub, entertainment areas and meeting rooms.

We were appointed to develop design and construction information to RIBA Stage E, before being novated across to the main contractor to support the construction delivery stage of the project.

This major project, our first for the University of Bradford, follows our appointment onto their consultants' framework in 2009.

The dynamic nature of the new spaces, coupled with the variety of users, allows the university to host an increasingly diverse range of events. And, despite the challenging nature of the project, the new building achieved a BREEAM 'Very Good' rating, and the EPC rating jumped from G to B.



Top, bottom and opposite leaf: Student Central, University of Bradford, Bradford

Catalyst Building, University of York

The Catalyst Building is a state-of-the-art business incubation facility and a dynamic new addition to the University of York's Heslington East Campus.

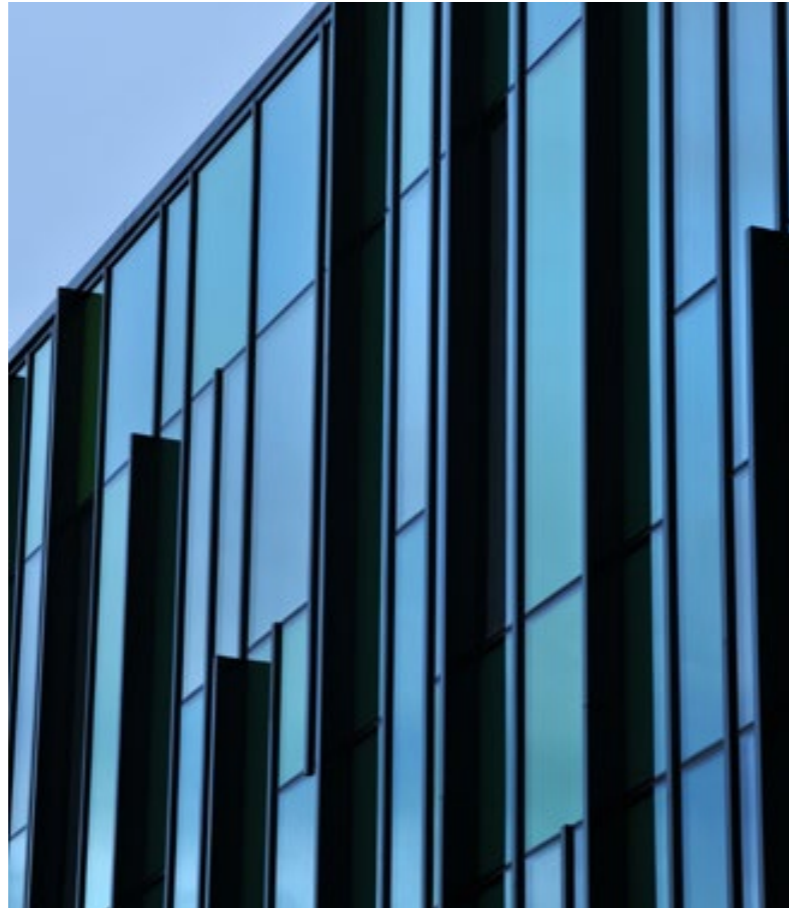
The building's purpose is to stimulate and nurture integration and knowledge exchange between the commercial and academic environment. The project is a joint venture between the University and York Science Park Ltd.

The Catalyst Building is part of a major programme to ignite the regional economy, supported by the European Development Fund and managed by Science City York.

The building features flexible, modern, fully serviced and managed office space, with a range of all-inclusive, short-term rental options, from 15 to 126 m². Additionally, a range of meeting spaces are available for use by internal and external organisations.

Our involvement took us right through from the detailed design stage (RIBA Stage D) to supporting the construction delivery and completion on site.

Completed in autumn 2010, the building achieved the BREEAM rating 'Very Good'.



Top, bottom & opposite leaf: Catalyst Building, University of York

"I have just come out of a very exciting but challenging meeting; partnership working at its very best."

Colin Parkin, Director of Estate Management & Development,

York St John University



Science and Research

Facilities that provide the environment for technological and scientific advancements.

Capitalising on our experience of working across academic, commercial and industrial sectors, these buildings are innovative, high tech and complex but never eclipse the fundamental drive to create effective and enjoyable environments.

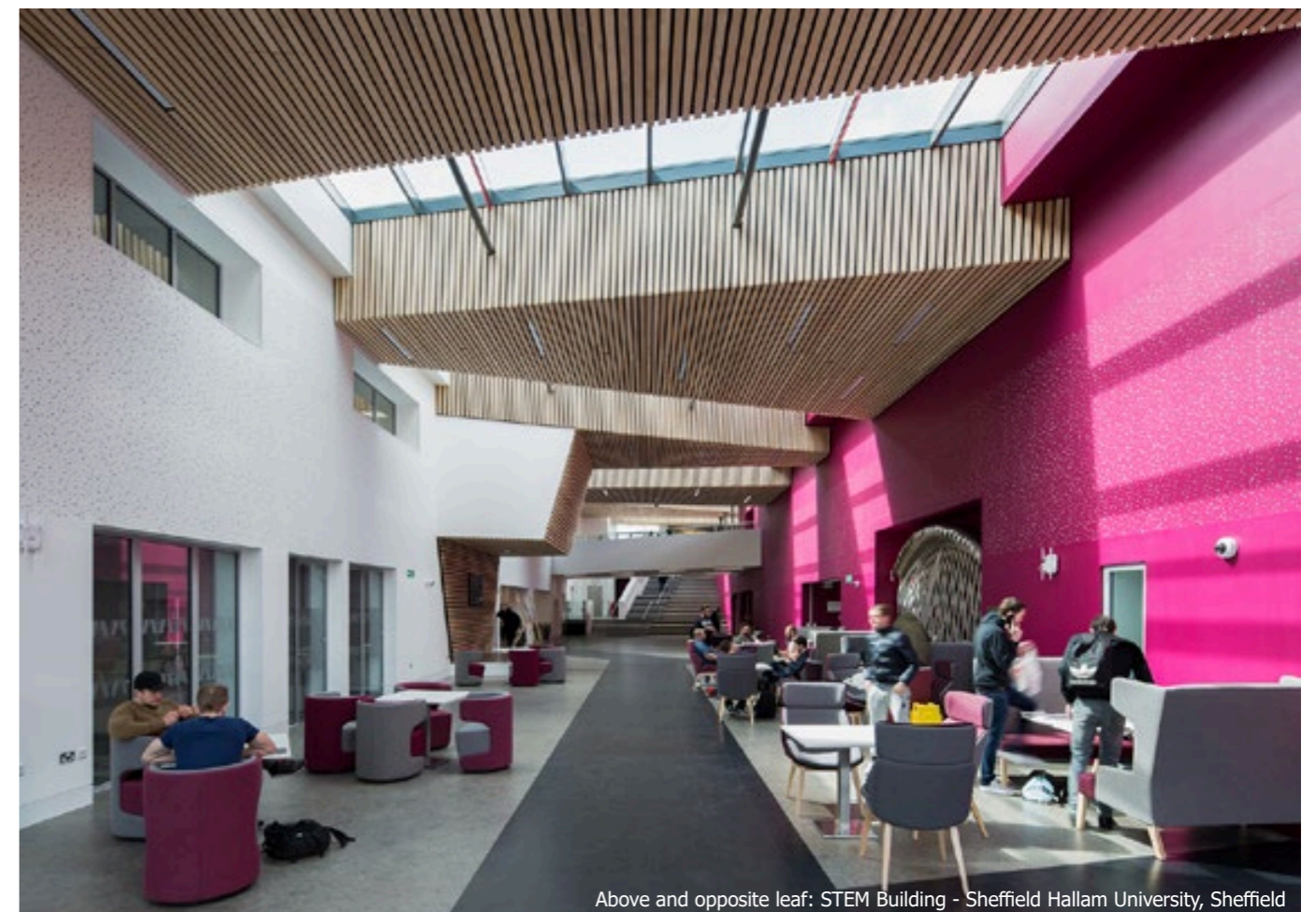
From the provision of training space for students of all ages, equipping them with the skills to inspire the next generation of scientists, to highly specialised laboratories dedicated to nutrition, genomics, cell biology and psychology we have a detailed knowledge of the space requirements and building specifications required to deliver these bespoke environments.

STEM Building at the University of Bradford



"We have engaged them on several projects and found their approach to design to be inspirational and thoughtful."

Clive Wilson, Director of Estates & Facilities, University of Bradford



Above and opposite leaf: STEM Building - Sheffield Hallam University, Sheffield

Sports and Fitness

Our long experience in the sport and leisure sector is invaluable.

Sports, recreation and fitness are fundamental to the student experience. There are many recognised benefits for the health and wellbeing of students and staff alike.

Our long experience in the sport and leisure sector is invaluable when it comes to designing facilities for learning establishments. We have a detailed understanding of sports governance, guidelines, design and technical standards. We've also built close relationships with national governing bodies and are thoroughly acquainted with Sport England requirements.

Ensuring facilities are accessible and visible to encourage regular and continued use is paramount. Many establishments are now locating their facilities in the heart of the campus. The social interaction aspect of sport is also important, driving the design of better spaces for spectators and social gathering. Often, this interaction involves a wider local audience with many facilities promoting integration with the community.



Washington Leisure Centre, Sunderland, Sunderland City Council



Opposite leaf: Newark Leisure Centre, Newark, Newark & Sherwood District Council
Haxby Road Sports Campus - York St John University, York

Audience and Lecture

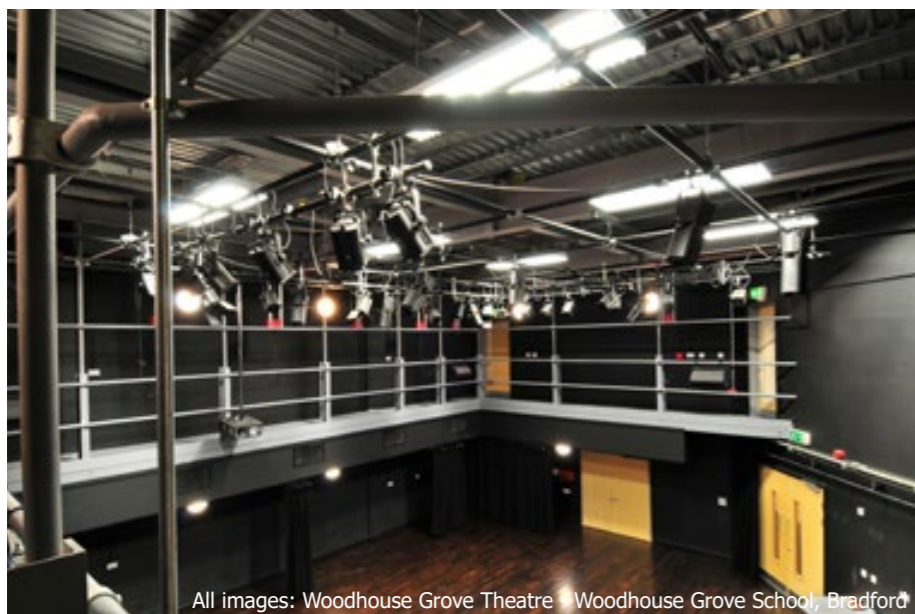
Buildings can seamlessly swap between the roles of performance space, sports hall, events venue and conference room.

We're experienced in creating purpose-led, engaging venues of all sizes, from dedicated performance and drama spaces to facilities for large spectator events.

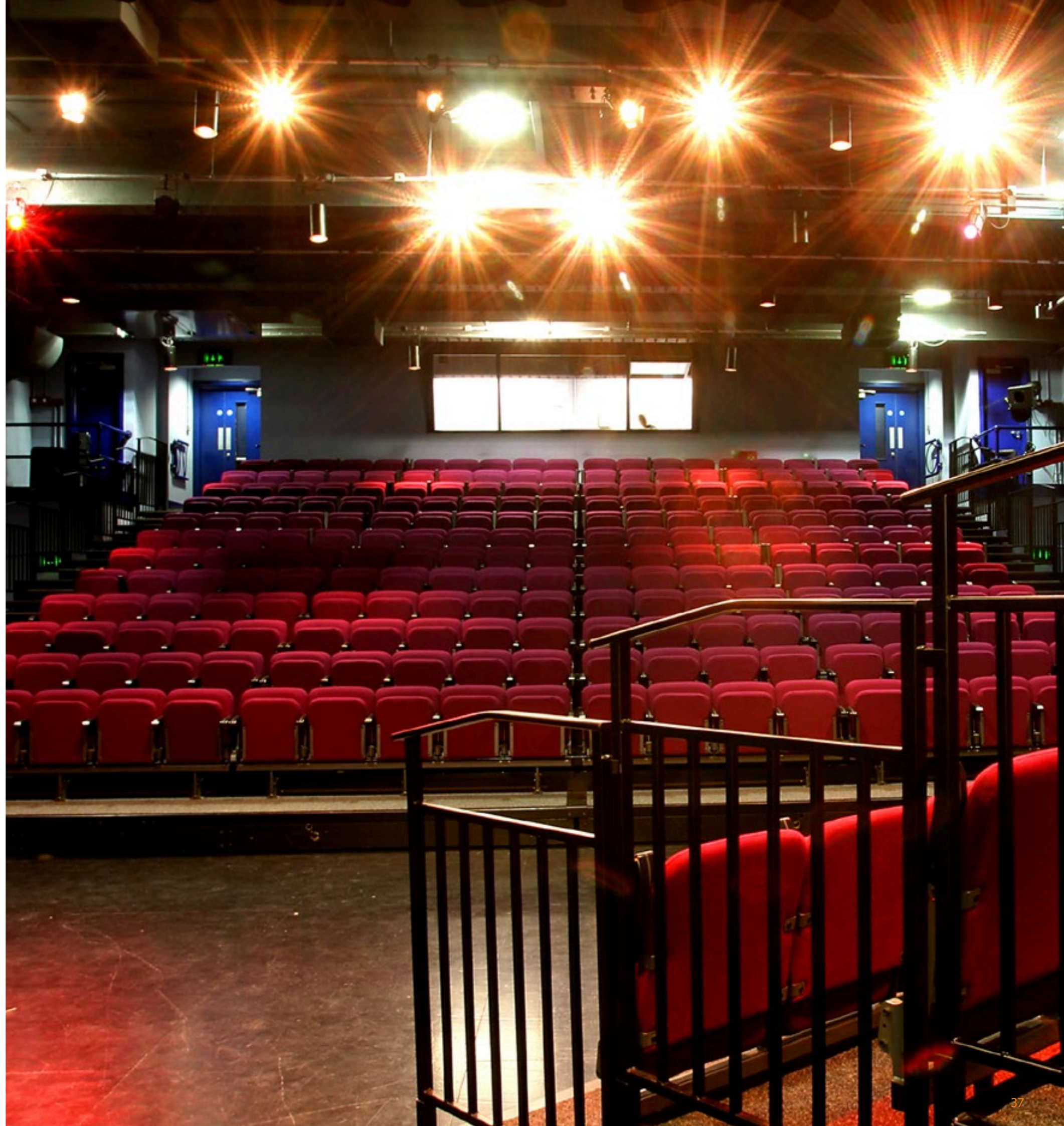
with the relevant specialist suppliers is vital. We naturally work alongside theatre designers, seating designers, and experts in AV, IT and PA systems.

It's a sector that demands that we keep up to speed with the various technical aspects like acoustics and performance standards. We also have a deep knowledge of the complex integration of services and technologies, as well as a thorough understanding of the specific materials and finishes associated with the sector. At all times, close collaboration

Delivering a flexible space that can be easily adapted for multiple uses is often a prerequisite. We've created buildings that can seamlessly swap between the roles of performance space, sports hall, events venue and conference room.

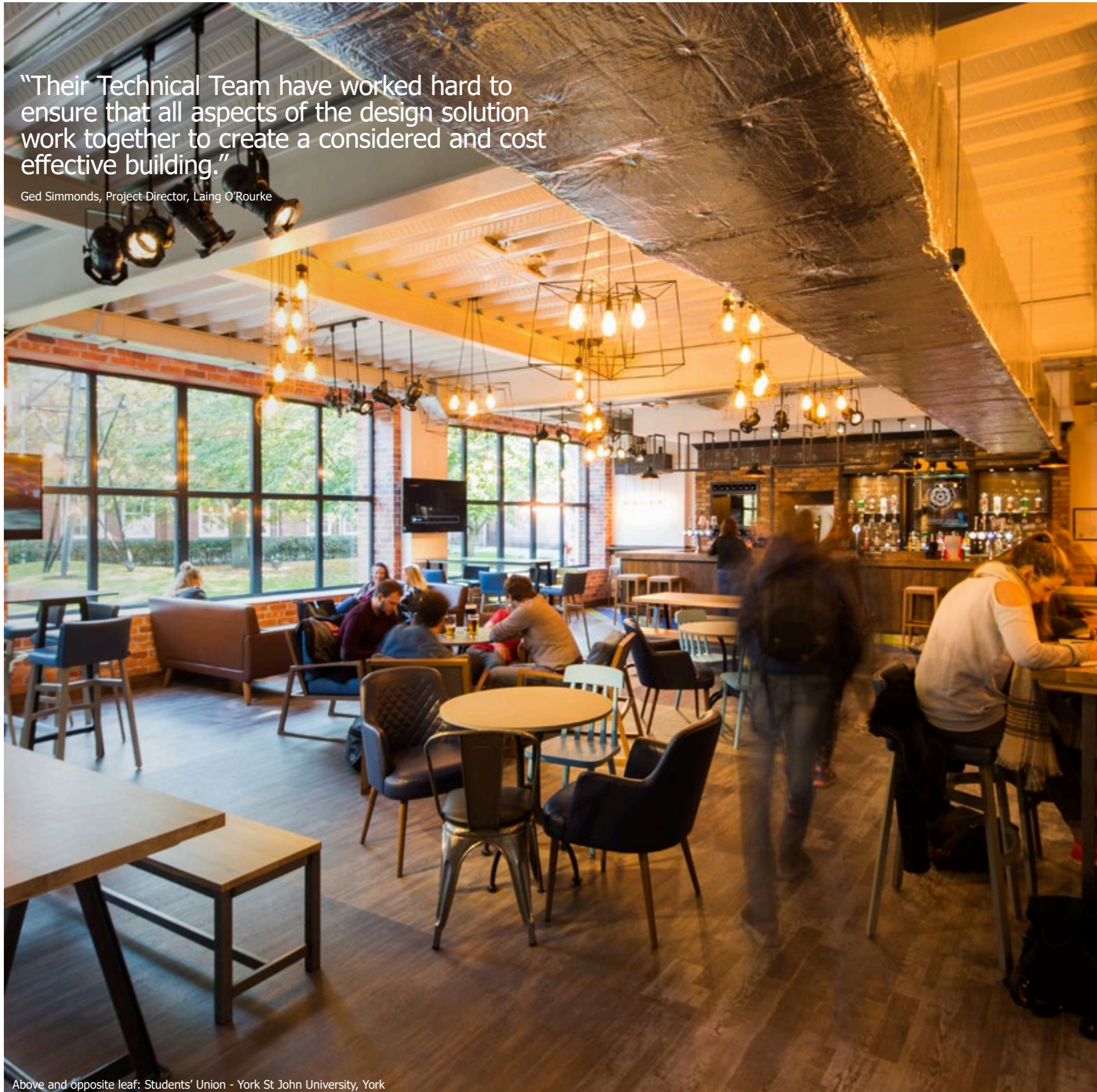


All images: Woodhouse Grove Theatre - Woodhouse Grove School, Bradford



“Their Technical Team have worked hard to ensure that all aspects of the design solution work together to create a considered and cost effective building.”

Ged Simmonds, Project Director, Laing O'Rourke



Above and opposite leaf: Students' Union - York St John University, York

Social and Recreation

Recreational spaces of any kind answer the basic human need to interact on a social level.

In the complex workings of a modern learning institution, classrooms are only half the story. Dining halls, cafes, play spaces, meet & greet areas, students' union bars and shops all answer the basic human need to interact on a social level. Small spaces matter too – places to just sit, enjoy a coffee and chat all have a place in the masterplanning of any learning environment. And then there are facilities for non-academic support services to consider. Whatever the purpose, all such spaces enhance the experience for student and staff alike.

We've designed a wide range recreational spaces, both dedicated and incidental, for all kinds of social activities that happen inside and outside of educational buildings. A key design consideration is the specification of appropriate furniture. Adaptability of use is another issue in the forefront of our minds – can the value of space be maximised by allowing it to serve more than one purpose? The answer is almost always yes.





Dixons McMillan Academy, Bradford, Dixons Academy Trust

Informal Learning

As much learning goes on outside the classroom as it does within, and the spaces in between matter.

The experience of a place is defined as much by the incidental spaces as the classrooms, lecture halls and other spaces with a formal use. It can be argued that as much learning goes on outside the classroom as it does within, and the spaces in between matter. Commonly, such areas are overlooked in the design process and end up being underutilised.

In our eyes, the most successful spaces are those that are carved out to be used creatively – they inspire learning, provoke ideas, promote the sharing of information and teach young people how to socialise.

And it works because they're shared, vibrant and pleasant places to be.

But most of all they shape the relationship the user has with the building. With this idea in mind, the entrance is perhaps the most critical incidental space of all. It's the first thing a visitor or a student sees as they enter a building and is vital in creating the right perception. Consequently, these spaces must be welcoming, spacious and inspiring. For educational establishments, in particular, they offer the chance to articulate their vision and offering.



Campus Central - Leeds Beckett University



Fountains Learning Centre - York St John University, York

Outdoor Learning

External places that promote interaction can improve social development and the sharing of ideas and knowledge.

Outdoor learning has many known benefits, including improved welfare, health, motivation and performance. Whether it's in a dense urban environment or a rural setting, we believe that providing access to practical external spaces should be a chief design objective. We strive to create external environments that are accessible, functional, inspiring, safe, and most of all fun to use.

When we say outdoor learning, we're also talking about play and socialising. Any external place that promotes interaction can improve social development and

the sharing of ideas and knowledge. Of course, outdoor learning is subject to unpredictable weather and temperatures, so the best spaces are those that can cater for spontaneous use.

Nature trails and habitat areas are also a great source of inspiration and fun for primary school children. But the inclusion of these types of spaces can be beneficial to all learning establishments by encouraging biodiversity and improving air quality – they can even help with flooding issues.



Over leaf: The Catalyst Building - University of York
York Killinghall C of E PS, Harrogate, Building Design & Management/Jacobs

"Our new academy building provides us with the type of learning environment we needed to deliver our curriculum vision."

Matthew Browne, Co Principal, Temple Learning Academy





York St John University - Landscape Masterplan, York

Strategic Masterplanning

Our masterplanning experience varies widely in scale as well as geographical and social contexts. From strategic frameworks to large scale detailed planning applications, a clear, considered masterplan can transform places leading to their physical, social and economic revival.

Our masterplanning proposals are built on the principles of good urban design, the way places influence wellbeing, work and lifestyle. Technical understanding is key also when dealing with interconnected systems such as transport, energy, waste and information. When done right a successful masterplan can deliver measurable value to all parties.

Paddington Village - Knowledge Quarter, Liverpool, Liverpool City Council



"STEM at Bradford achieved a BREEAM rating of 'Outstanding', was certified AECB Silver Standard and adhered to Passivhaus standards. As the first to achieve all three accolades, it's possibly the UK's most sustainable educational building."



Image: STEM - University of Bradford, Bradford
Opposite: Shires House, Guiseley, Leeds, Watson Batty Architects Ltd

Sustainable Design

Our track record of improving the efficiency of buildings and spaces is significant and far-reaching.

Sustainability sits at the very heart of through everything we do. The fact that our practice's operations and design processes are ISO 14001 certified proves it. We believe that sustainability is an integral part of good architecture, and we make the best use of the opportunities presented by each project. We appreciate the importance of social, environmental and economic issues on the way buildings are designed, developed and enjoyed, and we actively address these issues in a focused, committed and effective manner.

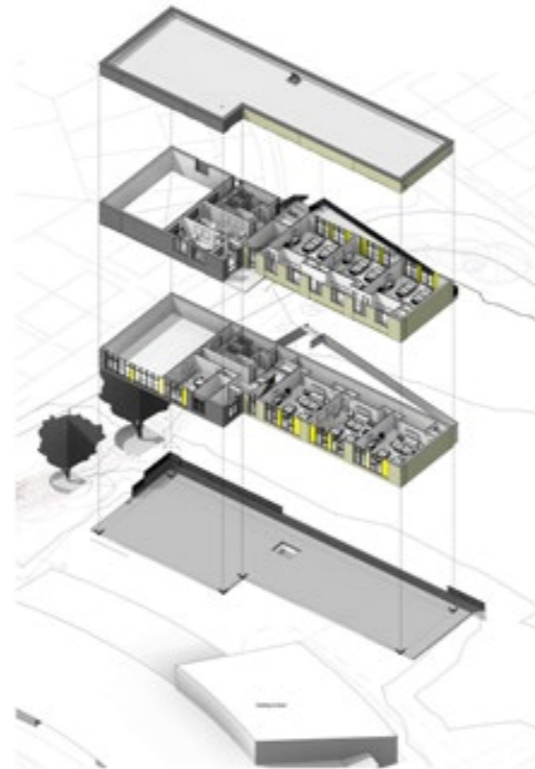
Sustainable innovation is a fundamental principle of the practice. From designing and building our sustainability-award-winning head office in Leeds to delivering the first BREEAM Outstanding

and Passivhaus-rated education building in the UK, our track record of improving the efficiency of buildings and spaces is significant and far-reaching. We believe that good sustainable design should be integral to the concept, not just 'bolted on'. There is simply no need for sustainability to compromise function or beauty.

But sustainable design is not just about saving the planet; it can also have more immediate measurable benefits for the client and user. The reduced need for artificial lighting, heating, cooling and mechanical ventilation not only create better, healthier environments, they also bring financial savings through lower running and maintenance costs.



Shakespeare Primary School, Leeds



Hollybush Primary School, Leeds

Building Information Modelling

BIM increases the efficiency of the design process and reduces the cost and quality risks associated with the building process.

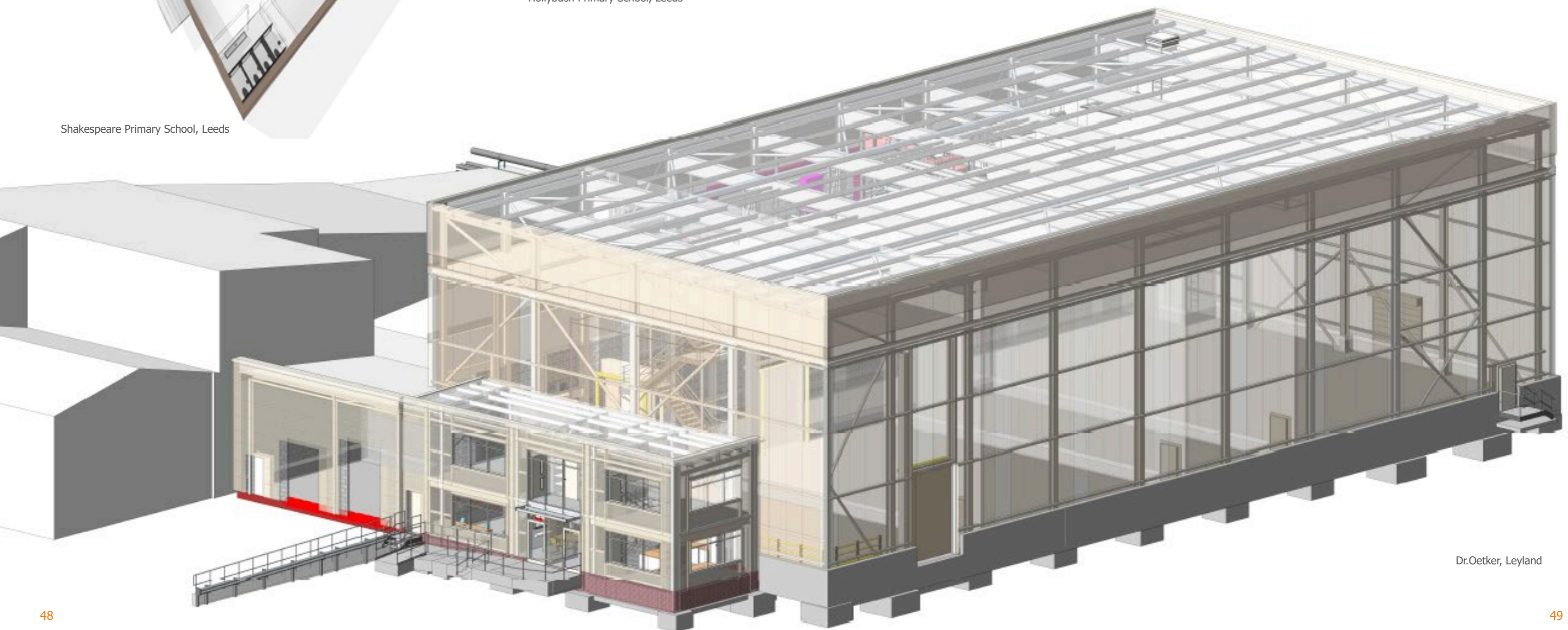
To provide the very best service possible for our clients, we are constantly exploring new ways of working and reviewing the latest developments in technology.

Having identified the advantages of BIM back in 2011, we've embraced this evolving technology wholeheartedly, with the aim of having all staff BIM-capable by 2019.

BIM enables us to generate elaborate virtual models that can be shared between all parties. The models contain digital

objects that carry comprehensive information about the design, construction and operation of assets.

To begin with, it improves communication, benefitting both the practice and those we work with collaboratively. It also brings with it the inherent advantages of increasing the efficiency of the design process and reducing the cost and quality risks associated with the building process. And, by allowing nimble visualisation and assessment of concepts and developments, it enhances creatively.



Dr.Oetker, Leyland

Contacts and Clients

Key Sector Contacts



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Living

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Education Client List

Abingdon School
Aecom
Ashville College, Harrogate
BAM Construction
Barnsley Council
Bradford College
Bradford Girls Grammar School
Bronte House School, Bradford
Clugston Construction
Cookridge Primary School, Leeds
Craven College
De Montford University
Dearne Advanced Learning Centre, Barnsley
Diocese of Middlesbrough
Dixons Academy Trust
Dixons McMillan Academy, Bradford
Education and Skills Funding Agency
Faithful and Gould
Gateways School, Harewood
Guiseley Primary School, Leeds
Hadleigh Junior School
Harrogate Grammar School
Henry Boot Construction
Hollybush Primary School, Leeds
Holy Name RC Primary School, Hull

Hull University
Idle C of E Primary School, Leeds
Interserve Construction
ISG Construction
Iveson School, Leeds
John Leggott College, Scunthorpe
Joseph Priestley College
Kier Construction
Kings Mill SEN School
Kirklees Council
Kirklees School Services
Laing O'Rourke
Leeds Beckett University
Leeds City Council
Leeds Jewish Free School
Liverpool Hope University
Loughborough University
Lydgate SEN School, Huddersfield
North Yorkshire County Council
Our Lady Queen of Martyrs School RC Primary School, York
Park Spring Primary School, Leeds
Penn Wood School
Pinnacle FM
Rawdon C of E School, Leeds
Ruth Gorse Academy Trust

Sheffield Hallam University
Skipton Girls High School
Smith & Nephew
South Charnwood High School
St Aidan's C of E School, Harrogate
St Francis Xavier RC School, Richmond
St James School, Huddersfield
St Mary's RC Primary School, Malton
St Mary's RC Primary School, Market Weighton
St Vincent's RC Primary School, Hull
Stephen Longfellow AP Academy, Leeds
Tapton School, Sheffield
Temple Learning Academy, Leeds
The Grammar School at Leeds
The University of Huddersfield
The University of Sheffield
Turner & Townsend
University of Bradford
Wates Construction
Wintringham Academy
Woodhouse Grove School
Wynyard C of E Primary School, Middlesbrough
York St John University
York University

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HIGH EXPECTATIONS
NO EXCUSES