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1: Project Name	Wolverhampton BSF

Dates:

2007 - 2014

Location:

City of Wolverhampton

Gross Area:

More than 500 000 sqm

Sectors:

Education - Secondary
Education, Education -
Special Needs,
Education - Training
Centres

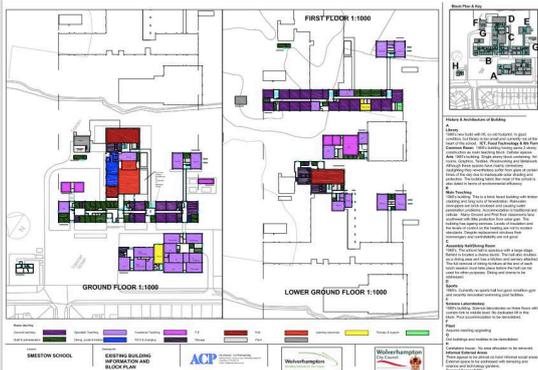
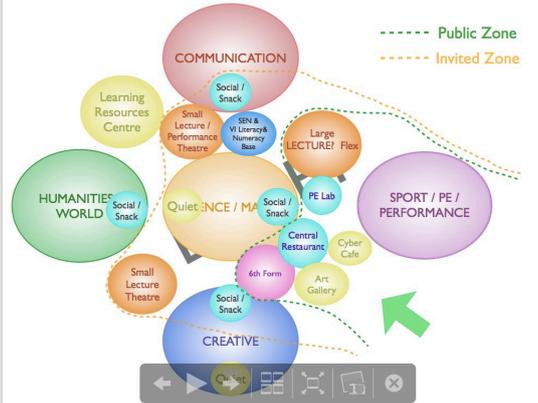
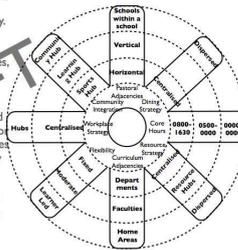
Organisational Principles

Through a number of engagement sessions with the Senior Leadership at Smetow School and Sports College, the group considered and discussed a number of key principles of school organisation, responding to the aspirations pedagogy.

Staff discussed aspirational organisational models, in particular the pastoral and curriculum adjacency approaches, discussing the role of vertical pastoral communities and the role of departments and faculties as subject groupings.

Discussions also centred around the strategy for dining and eating, and the opportunity to provide a range of settings for eating across the school. The strategy for learning resources was also explored, as well as appropriate levels of flexibility and adaptability.

Finally, discussions around the role of staff work bases and social spaces, core hours of opening for the school and the level of community integration were also considered and articulated.



Description:

Wolverhampton BSF OUTLINE I was involved as PfS design manager with this project when awarded single wave status for all its 25 schools total value £300m using 5 different design teams. My role was to oversee the programme and advise the Local Authority client about the processes involved and to ensure design quality and fit for purpose learning environments . In my experience this was one of the best client authorities I worked with on the BSF programme. The client never saw the schools being just about physical buildings but were genuinely keen to make a real difference by bringing a real change through ICT driven personalised learning in a quality environment based on the reduced funding that was available. I am now working as technical adviser briefing non sample schools to bring the same rigour to the process, ensure quality engagement with the user client, link the education ethos to design strategy and then assess the emerging designs through discussion with the schools.

VISION AND ASPIRATION - advised the client to use and combine expertise of their technical adviser and cda -understood client's highly developed transformational vision for the schools to create fit for purpose learning environments - made sure that robust procedures in place on behalf of delivery agent pfs to get best results -by being a good listener was able to interpret as well as challenge client's brief

STAKEHOLDER ENGAGEMENT - instigated regular meetings with LA stakeholders to update on education/design process to kept all informed and share ideas from different disciplines - ensured the cda role led on the extensive briefing for all schools (linking educational briefing to its spatial implications using their experience of flexible spaces) through to design brief.

SETTING AND SAFEGUARDING DESIGN QUALITY - worked alongside cabe enabler and client design adviser to show good design was possible within managed client expectations - chaired design team meetings and develop a good client relationship - linked ict/education and design in process and not keep them in separate silos - recommended the LA change the design team at bidder stage as designs not satisfactory and failed to grasp client expectations - organised preparation of designs and client for cabe review which they found useful

DESIGN VALUE MANAGEMENT - continued across the whole estate to make sure and evaluate that the design options were affordable within the overall budget - where savings were made important to prioritise clearly the correct area, existing condition issues and community use and tie this in with the new coalition government agenda - importance of sustainable designs from the outset and focussed funding to achieve this

USE - now working on non sample schools(both remodel and refurbish) in ongoing briefing and working with design team to maximise flexibility within a modest budget - building up good working relations with the school user client involving them in the briefing process - interactive schedule linking aspirations with the existing buildings and grouping faculties as education brief - learning lessons through experience and in due course evaluation in place to test education and design aspects

2: Project Name**Leigh Academy**

Dates:

2004 - 2007

Location:

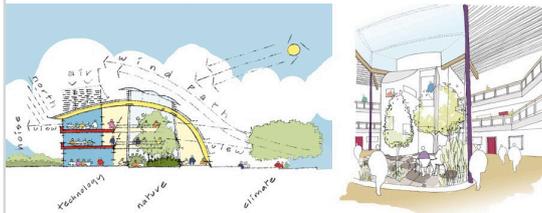
Dartford

Gross Area:

10 000 to 49 999 sqm

Sectors:

Education - General,
Education - Secondary
Education, Education -
Training Centres,
Landscaping - General,
Managed Workspace,
Sport - Specialist Sports
Clubs, Urban Planning
& Design



Description:

Leigh Academy OUTLINE - my role as SCDT/DCFS external design consultant was on the academies programme from the outset of a school project for 1500 students with a specialism in technology/sports/business enterprise - existing 1950s buildings (on 2 sites over area) which were life expired with a busy road and link bridge between with safety and time issues for the students - kept the existing buildings and continue education and building the new school on the flat larger south facing site - demolition and landscaping completed later and remaining surplus site was sold to part fund VISION AND ASPIRATION - working knowledge of current legislation and feasibility formats applied to new academies - in early days of the programme academies were usually new buildings and DCFS exemplars for different sites taken as a basis - raised design expectations from the start and got good design teams on board - took part in shortlisting 3 design teams from academies framework and part of interview panel with client and DCFS - worked closely with the sponsor who had long association with the school who was keen to get the best possible outcome

STAKEHOLDER ENGAGEMENT - early consultation with client and user groups to establish education principles as part of LA wide initiative - worked alongside strong leadership from the senior management team/head teacher - managed design team meetings with sponsor client and project managers - advised the client sponsor who contributed £2m to project and made sure his aspirations were met - built trust as project progressed and understood sponsor and worked well with him - school students and staff were involved in project throughout

SETTING AND SAFEGUARDING DESIGN QUALITY - made certain design team chosen had a keen understanding of client design issues including sustainability - build on existing mobile ict use already in place in the new school design - established key design principles early on and then developed these - minimised over servicing and a/c reliance for ict areas with associated environmental costs - ensured processes and design development does not reduce design quality - documentation was robust enough to allow project manager to enable design quality on site

DESIGN VALUE MANAGEMENT - clear business case design at feasibility stage agreed with options, costs and abnormalities, programme and ongoing issues - challenged cost envelop over internal courtyards area (costed as external landscaping) crucial for sufficient natural daylight and quality interiors - made certain all relevant options are presented to give clear go ahead for way forward - risk assessments were carried out and reviewed as project progressed - ongoing value engineering (VE) did not take away from design quality - be realistic over optimistic design team costings e.g cladding options for timber/metal as well as durability and maintenance

USE - involved refreshing 33 design teams on framework and giving feedback to unsuccessful design practices - future proofed designs as far as possible to cater for a different pedagogy - post occupancy evaluation in place for academies to assess lessons learned - central data base for key information kept as part of the documentation - feedback within system as project continues as part of academies programme

3: Project Name

St Pauls Kington Hill

Dates:

2006 - 2008

Location:

Kingston -upon-Thames

Gross Area:

500 to 999 sqm

Sectors:

Conservation -Victorian
Buildings, Culture &
Entertainment -
Community Centres,
Religious Buildings -
Christian



Description:

St Pauls Kingston Hill OUTLINE - part of a phased 10 year masterplan project i am working on to explore the best use of the building - built on work done previously to create improved ground floor (pew removal, new floor coverings, gathering area, meeting room and kitchen/wcs) - project was for 2 upper floor meeting rooms, an opened-up gallery space and new entrance/landscaped area. - my previous work researching sacred space in india, preparing an exhibition, designing a college chapel in india, church design competitions and various re-orderings. VISION AND ASPIRATION - wide "church building" magazine experience as part of editorial team and writing articles - a sense of knowing what is good design among many limited examples of re-ordering - client wanted a good quality design from the beginning and this was a key in project success - i knew the design landscape well and this was a great opportunity to make it happen in my home base - looked at outline strategy and options early on with diocesan architect STAKEHOLDER ENGAGEMENT - talked through issues with client/user clients to get their ideas early on: a transparent space separate yet open to main church building - worked through design with fabric sub-group to establish detail feasibility - engaged church community at the right time when proposals developed and used this for fundraising which was made possible as proposals clear. - strong support from client who always took the lead - ongoing involvement through church governing body (pcc) so fully aware of background approach and thinking to get what is required SETTING AND SAFEGUARDING DESIGN QUALITY - services integration within an existing building as well as ongoing maintenance were addressed when areas opened up - made sure funding envelope was more than adequate to reflect high client expectations - key client issues of acoustic separation and access for all crucial in project success - managed differing viewpoints and priorities and making the design in the round successful - regular site visits to make sure client requirements were met - good quality contractors shortlist and the best for value appointed on cost and timetable DESIGN VALUE MANAGEMENT - challenged diocesan architect to produce a good clear concept design through to the detail e.g acoustically separate glazed screens - made sure was affordable and checked costs were not over budget and documents reflected this - substantial budget for a community group so only one chance to get it right - checked brief writing alongside architect and communicated issues to a lay client not used to building projects - client wanted quality from the start which was reflected in costs - had a personal sense of responsibility being part of the church community USE - a series of flexible spaces have been produced for various uses e.g. youth work, arts weekend (which i co-organised), prayer, gathering area - working well after initial snagging was completed - being fully accessible principle kept to although limited use in practice by less ambulant people - ongoing feedback through fabric sub-group