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# Shaping Scotland's Learning Spaces

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## Education Buildings Scotland Conference and Awards

Now in its third year, the Education Buildings Scotland event brings education built environment and policy professionals together from early years, schools, colleges and universities for two days under one roof.

The Awards recognise and celebrate excellence and achievement in Scottish education across 11 categories.

Well done to all of the shortlisted companies and projects and our congratulations go to all of the winners and highly commended.

Our thanks to the Awards judges, for giving their time and expertise in reviewing and judging all of the entries

### **Andy Dailly (Chair),**

Head of School Building, Scottish Government

### **Michael McBrearty,**

Chief Executive, hub South West Scotland

### **Elaine Cook,**

Depute Chief Executive, West Lothian Council

### **Ann Allen,**

Executive Director of Estates and Commercial Services, University of Glasgow

### **Alison Cumming,**

Deputy Director, Early Learning and Childcare, Scottish Government

### **Russell Cockburn,**

Education Workforce Unit | Learning Directorate, Scottish Government

**Ian Gilzean,** Chief Architect, Planning & Architecture, Scottish Government

### **Liam Cahill,**

Curriculum Development Policy Manager, Scottish Government

### **Stephen Long,**

Associate Director, Scottish Futures Trust

## Awards Sponsors

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Category sponsor: Faithful+Gould

# Shaping Scotland's Learning Spaces

Policy, Projects and Partners

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Glenpark Early Years Centre, Greenock: Holmes Miller/ Paul Zanre Photography

# Introduction

The theme of the 2019 Education Buildings Scotland conference is 'Scotland's Learning Estate – Connecting People, Places and Learning'. It focuses on the new Scottish Government/COSLA Learning Estate Strategy published in September 2019.

This short publication provides some reflections on the Education Buildings Scotland Award winners. It draws out the story of the award-winning projects and sector partners, and provides some learning reflections to support the ambitions of the Learning Estates Strategy.

A cornerstone of the new Strategy is to connect people, place and learning across all ages and stages of life. This year's conference explores the evidence, benefits and spatial possibilities of doing so. It aims to foster greater collaboration in creating new integrated learning environments to improve the education and life chances of children and young people, as well as their communities.

The Scottish Government, Scottish Futures Trust and Architecture and Design Scotland (A&DS) are working as a team to support local authorities in implementing the Learning Estate Strategy.

Learning from and building on what's gone before is central to the new Learning Estate Strategy. This publication aims to help facilitate such conversation and reflection by examining a sample of recent projects and active sector partners – consultants, designers, contractors – in the context of the Strategy.

The 2019 Education Buildings Scotland Award provides an opportunity to draw just such a sample, as it celebrates some of the most exciting recent projects and the most innovative partners. Though the award-winning projects were all conceived before the Learning Estate Strategy was published and so predate it, many of them embody some of its principles. They provide glimpses of what's possible – whether on the small scale of a room refurbishment or the large scale of a new-build school.

We hope that this examination of the award winners in the context of 'Connecting People, Places and Learning' provides some useful food for thought.

*Learning from and building on what's gone before is central to the new Learning Estate Strategy.*

## Education Buildings Scotland Awards 2019 Categories:

- Inspiring Learning Spaces
- Pupil/Student Experience
- Innovation in Delivering Value
- Innovation in Delivering a Sustainable Learning Space
- Project of the Year
- Client of the Year
- Contractor of the Year
- Architectural Practice of the Year
- Consultancy of the Year
- Technology: Transforming Learning, Teaching and the Curriculum

# Policy, Practice and The Learning Estate Strategy

Three main building blocks underpin Scotland's offer for young people and their communities: the Curriculum for Excellence, Developing the Young Workforce (DYW) and Getting it Right for Every Child (GIRFEC).

These three building blocks are at the heart of the new Learning Estate Strategy. Drawing on lessons learned from previous investment programmes, the Strategy encourages great environments where a broad, modern curriculum can be delivered. Its ambition is to support equity and excellence for people of all ages, throughout their lifelong learner journey and within their community.

The Early Learning and Childcare agenda in Scotland encourages more outdoor learning and learner-led activities. By making the most of what we already have in our communities and landscapes, and by connecting communities and local partners, we can develop innovative, high-quality experiences in this respect.

In addition, the Low Carbon and Learning For Sustainability agendas are encouraging schools and colleges to innovate around the use and management of space, and to use space as a context for learning, particularly in STEM.

The Learning Estate Strategy invites further creativity in the way spaces are made and managed, and confidence in new forms of space to support learning. Meeting 21st-century challenges would require greater co-design and more connections.

A key starting point in these conversations is pedagogy – how we learn. Spaces have to become an answer to the questions about what we need to learn today, to build community, well-being and relationships in a changing 21st-century economy.

## The ecosystem of learning

Lene Jansby Lange

Education innovation consultant Lene Jansby Lange, opening keynote speaker at the 2019 Education Buildings Scotland conference, emphasises the importance of space to learning:

"Learning environments are creating the future of who we are. In these places, we really need to think about what it is that we are developing – compassion, citizenship and generosity towards each other, empathy. We're creating a kind of ecosystem around learning. Our buildings for learning are an architectural infrastructure for an organisation of future society and how it works."

## Learning spaces for changing needs

Dr Kristiina Erkkilä

Our communities are changing. Speaking at the Education Buildings Scotland conference, Dr. Kristiina Erkkilä, Director of Development Education and Cultural Services at the City of Espoo (Finland), notes that this raises a challenge around how to organise learning in constantly changing places, responding to changing demands.

Espoo's response is a flexible learning landscape where learning spaces can be adapted to changing curriculum needs and can integrate community services; where there is ownership of learning and learning spaces across users and communities; with greater accessibility, so people can learn in different blends of physical and virtual spaces.



## The Learning Estate Strategy Guiding Principles

1. Learning environments should support and facilitate excellent joined-up learning and teaching to meet the needs of all learners
2. The learning estate should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners
3. The learning estate should be well-managed and maintained, making the best of resources, maximising occupancy and representing and delivering best value
4. The condition and suitability of learning environments should support and enhance their function
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services
6. Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled
7. Outdoor learning and outdoor learning environments should be maximised
8. Good consultation about learning environments and direct engagement with learners and communities about their needs and experiences should lead to better outcomes for all
9. Collaboration across the learning estate, including collaboration with partners in localities, should support maximising its full potential
10. Investment in Scotland's learning estate should contribute towards improving attainment and support sustainable and inclusive economic growth



# Projects

The award-winning projects in the 2019 Education Buildings Scotland Award predate publication of the new Learning Estate Strategy.

However, they do provide a timely sample of what's possible, whether on the small scale of a room refurbishment or the large scale of a new-build. In the pages that follow, our succinct examination of each winning project offers some reflections on what can be learnt from each in the context of the Strategy.

We have grouped them into two sets according to the type of project.

First are those where a pre-existing learning environment has been reimagined or enhanced to connect more closely with people (whether learners, the community or both). They show inventive ways to maximise the value of spaces and places we already have for learning.

The second set of projects comprises brand new learning environments – these demonstrate different ways in which innovative learning spaces have been created to connect with learners' needs.



# Enhancing existing spaces for learning:

# The Shieling Project

*What the judges say: “An excellent example of a sustainable learning space where the construction of the building also acts as a context for learning allowing visitors to better understand sustainable building practices.”*

The Shieling Project is an outdoor learning initiative based on the Scottish tradition of the shieling – staying in simple bothies and huts during the summer months to graze animals in upland pastures. Founded in 2013 and run as a social enterprise, it provides the chance for children and adults to learn more about the traditions and cultural heritage of the Highlands, as well as modern sustainable living.

Its low impact, off-grid and de-mountable centre is home to an outdoor nursery, and hosts school trips and residentials, volunteering and educational holidays.

The design and construction process itself provided a learning experience and shaped a sense of ownership and place. Young people, school children and volunteers helped build the 14 low-carbon structures including a large kitchen and classroom (converted marquees), compost toilets, washrooms and showers, plus a micro-dairy and various animal buildings.

The centre now has exceptional community buy-in from the community who helped build it. Over 800 people a year use the buildings to gain skills and understand sustainable design. Almost every group stays for more than a day, and the project delivers over 10,000 hours of education a year.

## What works well?

- Creative use of the existing landscape to support quality experiences for learning and care
- Community involved in creating a sustainable learning space
- Real life skills gained through construction
- Sustainable community use and social enterprise

## What the judges say:

“An excellent example of a sustainable learning space where the construction of the building also acts as a context for learning allowing visitors to better understand sustainable building practices.”

## Fact file

EBS 2019 Award:  
Innovation in Delivering a Sustainable Learning Space

Design: The Shieling Project

Location: Glen Strathfarrar, near Beauly, Highlands

Completed: 2018



The Shieling Project

# Enhancing existing spaces for learning:

# Tentsmuir Learning Pavilion

Tentsmuir National Nature Reserve attracts a range of different visitors: families on days out, as well as groups of students and pupils, volunteers, special needs groups and disabled visitors who come to experience the place and use it as a context for learning.

To enhance this learning focus of the reserve, a new open pavilion was constructed with support from the local community. This is a gateway to discovering and exploring Tentsmuir's dunes, shores and forests. Always open, it offers visitors basic shelter and toilet facilities, along with interpretation revealing the natural and cultural heritage of this coastal reserve.

The pavilion also provides a sheltered outdoor learning space for school groups. With seating up to 60 school children, it is intended to bolster the reserve's education and outdoor learning programmes.

A focal point immersed in the forest, its form is inspired by the dynamic landscape. Made mostly of weathered Scottish larch and zinc, its roof shape is reminiscent of waves, a bird wing in flight, the sail of a boat and the ever-shifting dunes themselves.

The orientation of the building encourages visitors to flow from one landscape to another – entering from the forested west, passing the interpretative panels and classroom area, and exiting eastwards towards the dunes. The pavilion supports the outdoor learning pack offered at Tentsmuir for learners to map the landscape into their own learning experiences and outcomes.

The materials used are local, recyclable and/or reusable and the building is designed for deconstruction at the end of its life – ultimately leaving no trace.

## What works well?

- Multi-functional building providing space for groups as well as essential shelter and facilities for visitors
- Design inspired by – and blending in with – its natural surroundings
- Made with local materials and fully recyclable

## What the judges say:

"A unique proposition that has been approached in an inspirational way and encourages a link between people and nature."



## Fact file

EBS 2019 Award: Inspiring Learning Spaces

Architect: Kirsty Maguire Architects

Client: Scottish Natural Heritage

Location: Tentsmuir National Nature Reserve, Fife

Completed: June 2019

Tentsmuir: Scottish Natural Heritage



*What the judges say: “A unique proposition that has been approached in an inspirational way and encourages a link between people and nature.”*



Enhancing existing spaces for learning:

# St Margaret's RC Primary School

*What the judges say: "There was extensive pupil engagement throughout the process, resulting in the creation of a beautiful environment that reflects the local surroundings and has influenced the pupil experience."*

Now in its 60th year, this small primary school in South Queensferry has recently been refurbished, extending the school from five to seven classrooms. Facilitated by Edinburgh City Council's Learning Estate Planning and Interior Design teams, the St Margaret's pupils themselves were key participants in the 'Agile Spaces' project, helping to reshape their own learning spaces, as well as the school's central break-out social space.

The children investigated the benefits of biophilic design, drawing inspiration from South Queensferry's coastal setting and the transition from sea to beach to land. The classrooms were given new names tying in with this concept. By not labelling classes for a particular stage, classroom use is kept flexible, and collaborative working between classes is encouraged.

The new environment has warmth, depth and a rich natural feel. Materials and furniture were sourced from local suppliers and craft people. The result is a human-centred, active learning environment with principles that can be applied to future local authority investment.

Learning from this project is feeding into the Edinburgh Future Schools programme, which pilots alternative ways of using classrooms by drawing on the skills of interior designers, architects and pedagogical experts alongside the experiences of learners, teachers and parents/carers.

## What works well?

- Engaging pupils in the design process
- Subsequent interior design reflects a sense of identity and local heritage
- Project provides evidence to inform investment across the local authority estate

## What the judges say:

"There was extensive pupil engagement throughout the process, resulting in the creation of a beautiful environment that reflects the local surroundings and has influenced the pupil experience."

## Fact file

EBS 2019 Award:  
Pupil/Student Experience

Design: City of Edinburgh Council

Location: South Queensferry

Refurbishment completed: 2019



St Margaret's RC School: City of Edinburgh Council/Matt Livey



# Enhancing existing spaces for learning:

# Strontian Community School Building

*What the judges say: “Innovative community-led partnership with long term value for the community, by designing the school with the capability to become affordable housing.”*

Strontian Primary is a village school with around 30 pupils. Its new school building is an excellent example of a community-led solution to a complex estates issue.

After the old 1970s building had been assessed as inadequate, Highland Council proposed temporary modular units. The long-term plan is for the primary school to move into the neighbouring Ardnamurchan High School building after 2027.

However, parents opposed the idea of modular units and an impasse ensued. Into this came the Highlands Small Communities Housing Trust (HSCHT), who developed a proposal for the local community to finance and build a new school building, to be leased back to the local authority.

The new community-owned school building comprises four interlinked, timber-clad units with space for modern learning and in keeping with their surroundings. Once no longer needed as a school, they can be separated to create four homes.

## What works well?

- A community-based solution to a complex interim planning problem
- Meets the needs of modern learning
- Natural materials connect with the scenic setting
- Potential for conversion to a different use

## What the judges say:

“Innovative community-led partnership with long term value for the community, by designing the school with the capability to become affordable housing.”

## Fact file

EBS 2019 Award:  
Innovation in Delivering Value

Architect and contractor: Kearney Donald Partnership; S&K MacDonald Homes

Client: Highlands Small Communities Housing Trust (HSCHT)

Location: Strontian, Ardnamurchan Peninsula

Completed: September 2018



Strontian Community School Building Ltd.

Creating new spaces for learning:

# Bertha Park High School

*What the judges say: “A well thought-out and forward-looking approach, integrating technology into learning and the life of the school. The tie-in with Microsoft will support the teachers’ professional learning too.”*

Scotland’s first new secondary school to open since 2002 is housed in a brand new 1,100-capacity campus designed to support learning that prepares young people for life and work in the 21st century.

Bertha Park’s curriculum incorporates virtual and augmented reality, digital video and audio production, multimedia broadcasting, coding and robotics delivered through project-based learning.

The design of the building interior supports this emphasis on digital and collaborative learning: it does not look or feel like a typical secondary school. With a central amphitheatre, sizeable flexible learning spaces and floods of natural light, it provides areas for collaborative working, as well as seamless wifi throughout for connectivity.

Bertha Park hopes to become Scotland’s leading centre for digital learning and creativity – it is one of only 17 schools worldwide to be awarded Microsoft Flagship School status for its commitment to innovative learning in a stimulating environment.

From the structure of the school day to curriculum content, the school aims to tackle inequality of opportunity and gaps in digital skills through excellent learning and teaching. The hope is that this environment can be emulated elsewhere in Scotland.

## What works well?

- Innovative spaces to support a digitally orientated curriculum for the 21st century
- Open spaces encourage collaboration
- Digital technology integrated throughout as a context for, and enabler of, modern learning

### What the judges say:

“A well thought-out and forward-looking approach, integrating technology into learning and the life of the school. The tie-in with Microsoft will support the teachers’ professional learning too.”

## Fact file

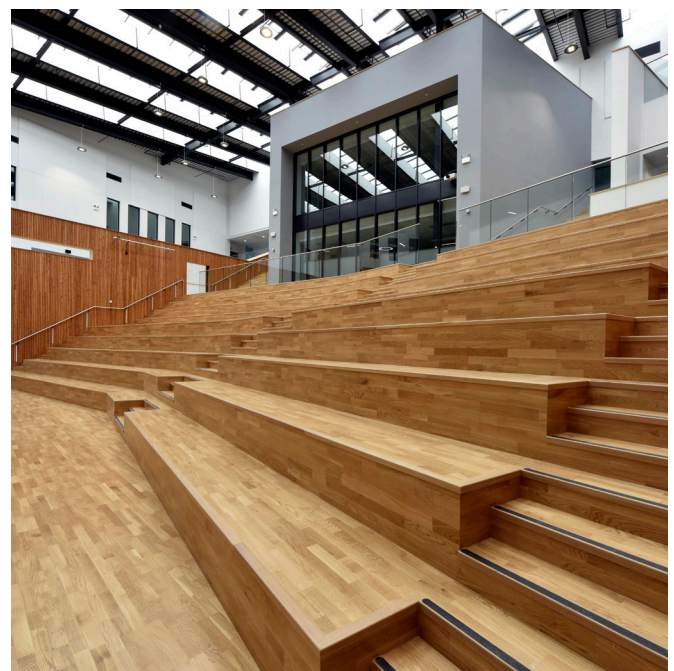
EBS 2019 Award: Technology: Transforming Learning, Teaching and the Curriculum

Consultant; architect: hub East Central Scotland; NORR Architect Ltd.

Client: Perth & Kinross Council

Location: Perth

Opened: August 2019



Bertha Park: hub East Central Scotland

Creating new spaces for learning:

# Glenpark Early Years Centre

*What the judges say: “Makes the most of its physical location, combining high quality indoor and outdoor settings. The design maximises natural light and is an uplifting and nurturing environment.”*

This purpose-built new early years centre providing pre-school care for children aged three to five aims to provide a nurturing, inclusive environment where children feel secure, happy and confident.

The design is simple and flexible: spacious main play areas are flooded with natural light thanks to the double-height pitched roof. Beyond these are smaller zones with softer lighting and fabrics – nurturing spaces ideal for sleeping, reading and small group activities. Children can find the type of space that suits them best.

Once outside, integral shelter provides a transition between indoors and the outdoor learning space, which takes cues from Greenock’s nautical heritage and has the potential to be adapted in response to learners’ needs. Plans are afoot to develop a nature garden in consultation with parents, staff, children and the local community.

## What works well?

- Spacious, flexible main spaces complemented by more intimate areas to support learner-led choices
- Outdoor play environment links to the area’s heritage

## What the judges say:

“Makes the most of its physical location, combining high quality indoor and outdoor settings. The design maximises natural light and is an uplifting and nurturing environment.”

## Fact file

EBS 2019 Award: Early Learning & Childcare

Architect: Holmes Miller

Client: Inverclyde Council

Location: West End, Greenock

Completed: October 2018



Glenpark: Holmes Miller/Paul Zanre Photography



Creating new spaces for learning:

# West Calder High School

*What the judges say: “Holistic in terms of design... with creative approaches to teaching and learning, and the staff and pupils feel valued.”*

This innovative new 1,100-capacity building is the fourth to house West Calder High School. With an ambition to transform learning in the local community, the school includes facilities for shared community use, such as a 20m swimming pool and sports pitches.

At the heart of the deep plan building is a central space which doubles as an assembly amphitheatre, events space and dining hall. Outside the school day, this space is also used by senior pupils for community charity events.

The open-plan interior draws light throughout the building, and offers pupils choices in the type of spaces they can access. As well as formal teaching spaces, there are semi-enclosed, flexible break-out areas ('snugs') dotted throughout the three storeys, often on half levels and of differing scales. These are used for socialising as well as informal learning and group work. The internal spaces have glass walls to provide light and visual connectivity.

According to head teacher Julie Calder, the building not just meets its brief, but transcends it, delivering a rich, stimulating and radical learning environment for young people.

Since relocating to the new building in 2018, the school has seen improved attendance and a cultural change among staff and students. Key to this success was preparing everyone for the new school, including creating pilot spaces as part of the Inspiring Learning Spaces programme.

The open-plan social spaces, combined with passive staff supervision, has reportedly led to fewer incidents of bullying. The open learning spaces have also facilitated greater interaction between staff and encouraged collaborative working.

## What works well?

- Sports facilities for community use; central amphitheatre also available for community events
- Open-plan spaces encourage collaboration
- Improved attendance
- On time, on budget and exceeding the brief, with additional spaces provided

## What the judges say:

"Holistic in terms of design... with creative approaches to teaching and learning, and the staff and pupils feel valued."

## Fact file

EBS 2019 Award: Project of the Year

Architect; contractor: NORR Architects; Morrison Construction

Client: West Lothian Council, hub South East

Location: West Calder, West Lothian

Project value: £32 million



West Calder High School - NORR Architects



# Reflections on the Projects

Let's reflect on how the winning projects, though pre-dating the Learning Estates Strategy, embody many of its Guiding Principles.

Projects in the first set show a good degree of fresh thinking in the way existing learning spaces and places can be enhanced and their value maximised for all kinds of learning experiences, at different ages and life stages. Most have resulted in flexible, multi-use spaces that provide pragmatic solutions to changing needs, helping to future-proof learning provision.

In most cases, their starting point is a sense of place – they draw on and celebrate the particular characteristics of each unique location and community as a resource in itself, as well as a setting for learning. In addition, collaboration with learners and communities has often been the hallmark of their design and execution.

The second set of projects – where new places have been created to connect learning and people – show an innovative response to Scotland's ambitious modern learning agenda. Most feature a range of flexible, multi-functional and technology-enabled space types to meet diverse learner needs and accommodate different kinds of learning – not just formal learning but also self-guided group work.

# Partners

The Learning Estate Strategy brings different partners together around changing spaces. The way the conversations on need, intentions and design are undertaken informs the way the built outcomes are shaped, and the way people in these places experience learning.

The Education Buildings Scotland Awards celebrates the ambitions and achievements of leading consultants, clients, designers and contractors who commission and deliver Scotland's learning environments.

The case studies that follow examine the ethos and approach of each of these winning players.

This section profiles the winners of the following awards:

- Architectural Practice of the Year
- Project of the Year
- Consultancy of the Year
- Contractor of the Year

# jmarchitects

jmarchitect's ambition is to use design in creating transformational learning environments, places which both respect the specific contexts of a school, and create value for pupils and their communities.

The process of achieving transformation is informed by a considered, consultation-led approach with pupils and teachers, and a commitment to innovation. This is guided by taking on board lessons from projects across Scotland and the UK, and continuously adapting to the changing needs of the sector, as well as changing technologies and research.

*What the judges say:  
“Very innovative with  
consistent quality of design  
and materials. They take  
into account good design  
from around the globe to  
incorporate into forward  
thinking designs.”*



Alyth Primary School. Photo: Gillian Hayes

## Fact file

EBS 2019 Award: Architectural Practice of the Year

Studios in Edinburgh, Glasgow, Manchester and London

Designing a range of school types: nurseries, primary Schools, ASN/complex needs schools, secondary schools, joint campus schools and community campus schools

Flagship projects: Alyth Primary School, Largs Academy Campus with community facilities; Wallyford High School and Primary; Invergarven School (ASN)



Wallyford High School. Photo: Gillian Hayes

# University of Edinburgh

As a client, University of Edinburgh's approach to learning environments is guided by its vision to create a world-class estate for a world-class university.

It is also leading on data-driven innovation, supported by the City Region Deal. The aim is to transform the economy of the city and the region, capitalising on regional strengths in technology and data science, the growing importance of the data economy, and the need to tackle the digital skills gap. These ambitions invite great learning and innovation spaces.

In meeting these ambitions, the university's key focus is quality. This is achieved by creating a collaborative environment in which designers, consultants, contractors and the wider industry are able to provide innovative, safe and sustainable places to support world-class academic activity, regional growth and enhance the student experience.

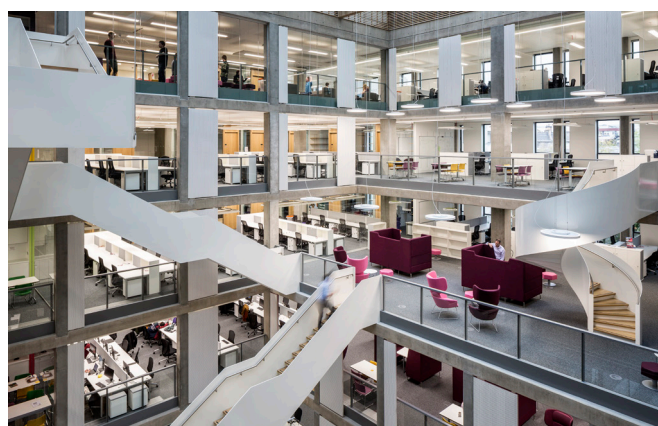
*What the judges say:  
“[The university is] delivering innovative, sustainable and safe learning environments with a focus on excellence and quality. Good partnerships and business connections in buildings will attract students to the city and the university.”*

## Fact file

EBS 2019 Award: Client of the Year

World-leading higher education institution

£1.5 billion capital spend



Hawkins Brown Architects Photo: Keith Hunter



# hub East Central Scotland

At the heart of hub East Central Scotland's approach is developing and managing strategic partnerships. This enables a local response to long-term education estates planning, and provides opportunities to share learning across the local authorities it works with.

The consultancy supports this shared learning with early funding (through its HECS Strategic Development Fund) for feasibility, research and concept development as part of school estate reviews.

This work provides a means to test issues and options, linking local knowledge with tailored consultant advice and the regional experience of HECS to make well informed decisions on the future of the estate. Reflection on project successes enables improvement in the development of future projects.

*What the judges say:*  
*“hub East Central Scotland provided assistance to partners at the early stage of projects to assist with their long term learning estate planning.*

*[This] holistic support for partners was seen as good example of successfully using the hub model.”*

## Fact file

EBS 2019 Award: Consultancy of the Year

Strategic partner to Angus, Perth & Kinross, Clackmannanshire and Fife Councils

Four new schools delivered in the last year; 15 in previous years. Five further schools under construction in the region

Flagship projects: Bertha Park (See page 14), Ladyloan Primary, Muirfield Primary



Ladyloan Primary School

# Morrison Construction

Morrison Construction is a leading supplier of integrated and multi-purpose learning spaces and technology in Scotland. It invests in innovative approaches to drive efficiency and sustainability in construction and through the life-cycles of buildings, and works collaboratively with clients to manage risks, budget pressures and changes in scope.

Morrison also aims to add social value – it works with key agencies and alongside communities to provide local training and employment opportunities. Its commitment to fairness and equality includes accreditation as a Living Wage Employer.

*What the judges say:*  
*“Extensive range of scale and quality of work across Scotland delivered to a high standard, with excellent service to the client. They are responsible employers and work collaboratively with clients and communities.”*

## Fact file

EBS 2019 Award: Contractor of the Year

Wide range of projects: from early years to further education, from city centres to remote rural locations. Large and small, from new build to refits and upgrades

£38.5million worth of social value added in 2018 – 24% of contract value

Flagship projects: Queensferry High School, West Calder High School (see page 16)



West Calder High School - NORR Architects

# Reflections and Parting Thoughts

## Reflections

The partners featured here – consultants, clients, designers and contractors – all share an ethos of collective leadership in shaping Scotland's places for learning. They show a dedication to engagement and partnership working as core to their practice and approach.

Most are investing in innovation and keeping abreast of advances in technology and construction. They are committed to drawing on experiences, lessons and evidence from past completed projects, both nationally and internationally. What's more, they are working hard to create value for clients, learners and communities, as evidenced in real and measurable impacts.

## Parting Thoughts

The Scottish Government and the education sector have set out an ambitious vision for education in Scotland around three core values – equity, excellence and empowerment.

Achieving these ambitions requires collective leadership, with all partners – from parents, classroom assistants and teachers, to local authorities and policy-makers – collaborating to support every learner to be the best they can be. Much like a relay team, each picks up the baton and carries it carefully for their particular stretch, towards a shared goal.

As the consultants, designers, contractors and suppliers who make Scotland's spaces for learning, we are key members of this relay team too. It is imperative that we collaborate with all other partners in this collective endeavour – in fact, collaboration is probably the most important cornerstone in the Learning Estate Strategy.

