



Inspiring learning environments  
Building the future for Education





# Inspiring learning environments



**"Well designed schools are a matter of social responsibility."**

Fellden Clegg Bradley Architects LLP

**W**e take our responsibility very seriously by engaging the finest education design teams to create inspirational learning environments. This not only makes students want to learn but also produces an environment where teachers are proud to teach.

Customers and student users of our projects have consistently been impressed by the **high quality** of both the service and the product that they have received.

Our team is always keen to understand your needs. At the inception of your project we will identify and agree the **deliverables** that are key to the users and client team. We will hold regular design reviews to ensure that they remain true to your current requirements.

We recognise that all those people with a vested interest in the project from Finance to Estates Departments, staff and students should have the opportunity to contribute. All too often the end users and Maintenance Teams are not sufficiently involved through out the project, resulting in a finished product that fails to fully satisfy their requirements.

Students and teachers want to work and socialise in a stimulating environment that inspires learning and creativity. This can only be achieved by engaging top class education designers with a proven track record in 'making a difference.'

**Sustainability** is currently a 'hot' topic, and we operate an Environmental

Management System, which helps us to improve our performance. We are one of the first companies to be using the new **BREEAM** for schools model through our partnership with Surrey LEA and our current development at London Metropolitan University has received **BREEAM** excellent rating.

Working closely with the client and project team early in the design process enables Osborne to fully understand the key issues and aspirations driving the project. This creates the opportunity to develop value-managed solutions, using innovative techniques/construction methodologies.

Our excellent record for **safety** in the education environment is the product of many years of experience. This underpins acute awareness that every project is unique and requires specific adaptation of our key rule 'segregate but involve.' Our projects are used to educate on the dangers of construction sites whilst providing a prime example of good working practice.

Long-term **collaborative working** arrangements form the basis of all of our existing relationships. The simple ethos, one team, one design, one programme, one price defines our attitude.



**"After four projects with Osborne, procured through a variety of traditional, two stage design and build and negotiated procedures, we have come to know Osborne very well. During this time we have noted the investment they make in thoroughly understanding our requirements and providing us with technically acceptable solutions."**

University College of Creative Arts



Ferrhill School, Kingston Upon Thames

## Primary and Secondary



Isle of Wight Framework

### Key Challenges:

Set up a genuine partnership, where both parties understand and look out for each others interests.

To mutually set up and agree the rules under which we would work together.

Acknowledge we were going to be the biggest influence in making the partnership work.



Collingwood College, Camberley

### Key Challenges:

Design and construct the facility with strict budgetary constraints achieving the college's vision in respect of services provided and amenities enjoyed. All constrained within the confines of a working campus.

*"Whilst delivering a high quality building for us, Osborne has also helped us maintain our reputation and student numbers by ensuring that there has been no disruption to our teaching."*  
Collingwood College



Clppenham School, Slough

### Key Challenges:

Construct a school in the heart of a new housing estate. The main issues have been keeping construction traffic and children apart, and ensuring that we do not impact on the residents. We have also set up regular meetings and visits to the site for the children so we get their 'buy-in' to the new school.

**" Osborne's attitude to liaising with the end users whilst work is underway is very helpful and school heads particularly speak very highly of how Osborne perform whilst on their sites. "**

Isle of Wight Council



*New Teaching Facilities, Southampton City College*

## Further



*New IT Extension  
University College for the Creative Arts, Epsom*

### Key Challenges:

On a tight site adjacent to a busy road, residential homes and on the existing college facilities, an unusual, attractive and challenging building was required.

Facility had to be energy efficient and provide comfort to the users and staff by improving natural ventilation and lighting. Planning and site constraints were a major consideration with regard to both plan and elevation design.



*Lifelong Learning Centre,  
City and Islington College, London*

### Key Challenges:

Sequencing the wrapping of a new building around the simultaneous structural alteration of an existing building including insertion of new steel bridges linking the new floors to create striking communal spaces with dramatic feel. This mixture of old and new made it a complex building to deliver efficiently on site.



*Teaching Facilities,  
Southwark College, London*

### Key Challenges:

Provide a new modern eye catching entrance to the College that was recognised, and made it a feature of the street scene. Along with extending some of the existing buildings and infilling areas to provide the space the College required.

*“ Now that we have reached practical completion I would like to formally thank all staff at Geoffrey Osborne and the many subcontractors involved for helping us to realise our vision for the site. The building looks simply stunning. ”*

**City & Islington College**



*New 'Super Lab', London Metropolitan University*

## Higher



*Post Graduate Medical School,  
University of Surrey, Guildford*

### Key Challenges:

The new Medical School centred on the challenge of cost, quality and programme. Having won a two stage bid process, costs were found to be £2m over budget. Costs had to be reduced, but there was to be no reduction in quality and an adherence to the original programme and functional layout.



*Henry Wellcome Building,  
University of Oxford*

### Key Challenges:

The new laboratory was sited in an existing 24/7 building on the first floor where it was sandwiched between a crystallography area which was susceptible to vibration and a floor above susceptible to noise. Access to the works had to remain outside the building while maintaining security.



*Chemistry Building,  
Queen Mary, University of London*

### Key Challenges:

Construct a state of the art chemistry building that pulled together the various disciplines so that they interacted, and the building became a statement of intent on the Universities behalf, and this would help grow student numbers and hence funding.

*Osborne has been highly pro-active throughout the project which was tendered on a two stage basis. They were involved from the detailed design stage onwards and the building has been completed on time and within budget and to a high quality, despite considerable changes in the brief.*

**Queen Mary, University of London**



*Student Accommodation, Wellington College*

# Independent



*Highgate School, London*

### Key Challenges:

Carry out major refurbishment to a building at the heart of the school which itself is in the centre of a preservation area. This created another major challenge which was to provide more space for teaching without causing any visual impact on the existing building. This was achieved through a series of basement classrooms with extensive natural lighting and turfed roofs.



*Talbot House and Beresford, Wellington College, Crowthorne*

### Key Challenges:

Taking Talbot House, our first project at Wellington College, and improve upon the predictability of time and cost, whilst increasing the durability of the internal finishes.



*King's College, Wimbledon*

### Key Challenges:

Link the new building into the existing school, and provide a phased hand over with the upper floors going first.

This in turn increased the need for careful control and separation between the school and site to ensure the safety of the pupils.

*" I would like to thank you, your team and in particular Lee for the close co-operation shown on this project and the attention to detail, which in my opinion, has produced a most attractive cost-effective building to meet St. Philomena School's needs. "*

**Williams Surveyors**



*New Dining Hall and Kitchens, Treloar School, Alton*

## Special Needs



*New Dining Hall and Kitchens,  
Treloar School, Alton*

### Key Challenges:

Due to the nature of the children who attend this school, it was important that we communicated with the children who were naturally inquisitive, while not disrupting their normal routine. We had to be very sympathetic and mindful of what was going on in the school by quickly understanding what effect we could have on the learning environment, while constructing the new facilities.



*Carlsbrooke High School, Isle of Wight*

### Key Challenges:

We gained the children's commitment to their new look school by involving them with the design. All work had to be undertaken without disrupting the normal routines of the school.



*Aurlot School, Ewell*

### Key Challenges:

Provide a substantial extension to a live school while causing a minimum of disruption. In doing so we had to be aware of the problems these works posed for some of the children. In addition there was strong opposition from local residents against the scheme, which we had to be careful not to inflame.

*" We have never experienced such a major building project so close in to the working school and it therefore required a very sensitive approach to ensure that the school routine was not unduly disturbed...the exercise has been a model of co-operation and your two site managers are to be highly commended for their efficient and understanding management and for accommodating all our requirements... "*

**Treloar Trust**



*Lecture Theatre, Stamford Street Training Centre, London*

# Training



*Jerwood Medical Centre,  
Royal College of Physicians, London*



*Conference and Training Facilities,  
Arundel House, London*



*Stamford Street Training Centre, London*

## Key Challenges:

In a conservation area, the surrounding buildings are grade II or I listed on Crown Estate Land in Central London. Gaining planning permission for the right building was vital. The location was difficult since it was a courtyard site on the edge of Regents Park in a very expensive residential area and the client was very concerned about any effect on local residents.

## Key Challenges:

During basement excavation, sections of medieval and Saxon river wall including Neolithic timbers were revealed. Access to the rear of the building was restricted for the first six months. This resulted in constraints on the construction of the frame to the five-storey extension. Existing roof was removed and rebuilt after the additional floor was constructed.

## Key Challenges:

Lack of party wall awards and access arrangements at commencement. Three months following commencement, the client changed the use of all the floors in the main building except the third floor, and the entire annexe. All work was confined by adjoining residences and a live university environment.



If you require any further information please contact Tom Allen 020 7234 0278 or Steve Alexander 01737 234300 e-mail: [tom.allen@osborne.co.uk](mailto:tom.allen@osborne.co.uk) or [steve.alexander@osborne.co.uk](mailto:steve.alexander@osborne.co.uk) [www.osborne.co.uk](http://www.osborne.co.uk)