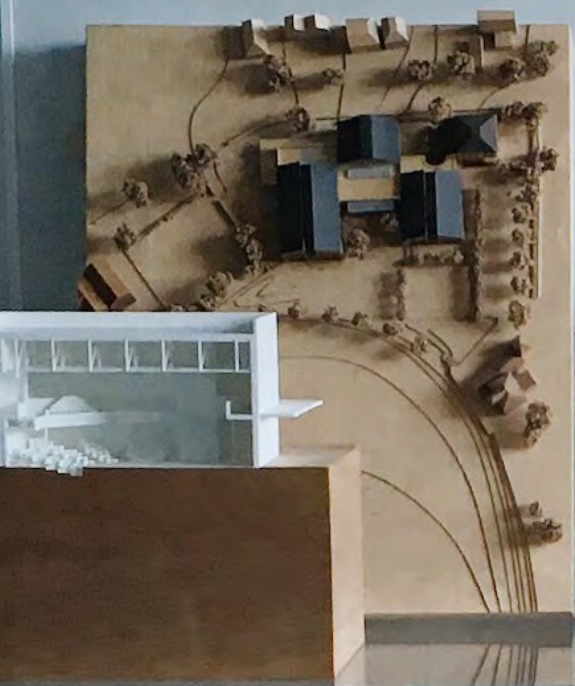


# Nicholas Hare Architects





# NHA

We are a friendly award-winning design practice. We enjoy working collaboratively to create exemplary architecture; intelligent buildings that create a sense of place, that are sustainable both environmentally and socially, and that deliver good value through rigorous attention to detail.

Our strength stems from a combination of experience, commitment and inventiveness, with a professional sense of responsibility towards our clients. Enjoyment in what we do and an environment that encourages ability to thrive are fundamental to our way of working. We have a loyal, dedicated team of talented individuals that balance creative vision with pragmatism, who bring a commitment to excellence that results in peer and media recognition and awards.

Each project, whether a large and complex research facility or a small children's centre, is given the same level of care with a dedicated and consistent team from start to finish. Our determination to understand and successfully interpret every aspect of our clients' aspirations enables us to manage projects across all sectors.

*"I cannot recommend Nicholas Hare enough. They are an extraordinary team to work with and will give you exactly what you want and what you have dreamed of. What they create will have a timeless dignity that will be a testimony to your values and ethos and will attract the right student for you for decades to come"*

Elly Tobin, Principal, Joseph Chamberlain College





## Independent Schools

Nicholas Hare Architects have built up a balanced portfolio of projects over the past 40 years but the most consistent thread is of buildings for education, including universities, education centres, colleges and schools.

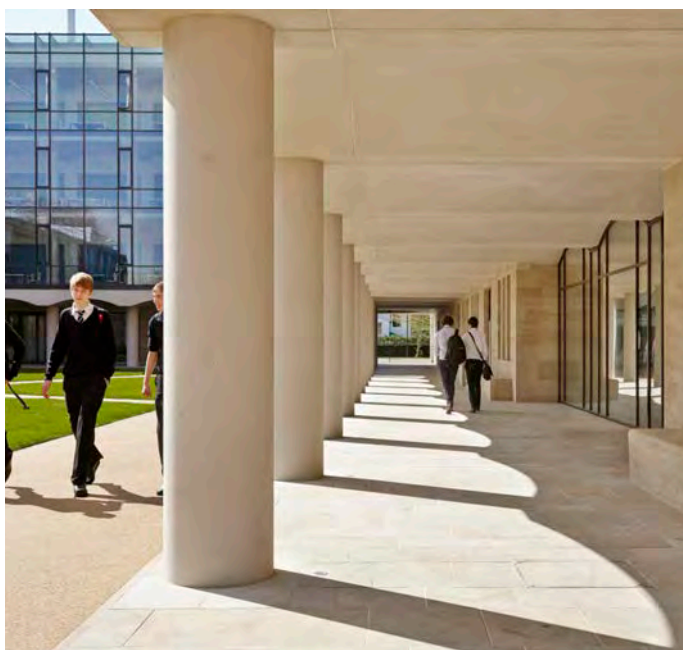
Designing schools is one of the most challenging but rewarding things we do. Schools matter. They shape our future because they help shape young people.

They are a primary strand of our work and we have a wealth of experience gained by working with inspiring clients and leading thinkers in education as well as the students themselves.

We enjoy the intuitive aspects - exploring the kinds of spaces that enable young people to learn whilst feeling safe and supported - but we are also good at the pragmatic aspects as well. The practice has a history of achieving good value for our clients through attention to detail and the pursuit of good quality and low maintenance.

We believe in the value that creative architectural design can bring to projects of any scale. That value may be through improved functionality, maximising space or achieving best returns on capital expenditure.

This approach and the deep knowledge of education design embedded in the practice has resulted in an impressive array of awards for inspirational and innovative education design.



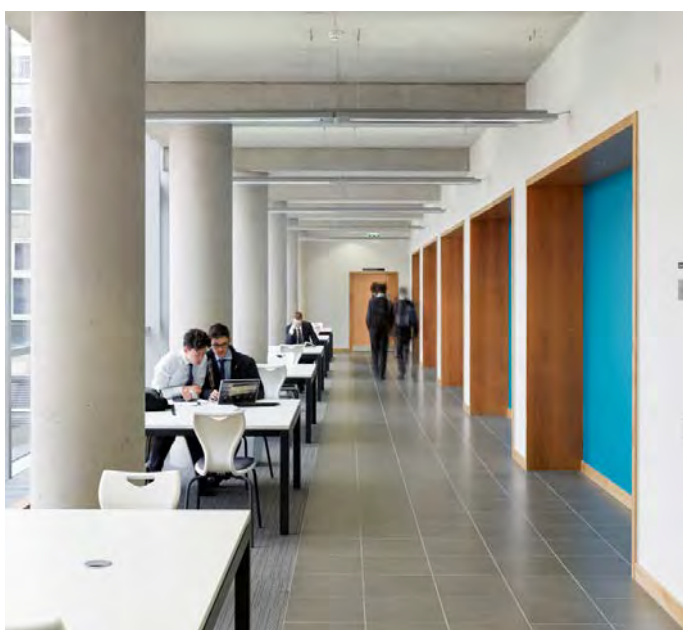
# St Paul's School Science Building

Barnes, London

The development of the masterplan and new buildings for the school's landmark site by the Thames reached a significant milestone with the completion of the flagship Science Building. The four-storey building redefines the school, establishing a gateway into the campus and a new welcoming courtyard. 18 state-of-the-art laboratories on upper floors replace the existing science department, which academically is one of the best in the country.

A palette of high quality, durable materials has been used. Handset British sandstone and buff coloured brickwork are juxtaposed with large areas of glazing, bronze anodised aluminium windows and rainscreen cladding. Precast concrete is used to form circular columns and an undulating vaulted soffit to the courtyard colonnade.

Maximising daylight and minimising mechanical ventilation and cooling has been a priority. Deep window reveals and solar shading louvres minimise unwanted solar gains, with generous glazing that minimizes the use of artificial lighting. The building's concrete frame is left exposed to provide thermal mass. A bespoke biodiverse brown roof provides new species habitats and attenuates rainwater run-off, contributing to the sustainable drainage strategy. The building was designed within the overall environmental strategy of the masterplan, and included modelling assessments that informed adaptations for future climate change.

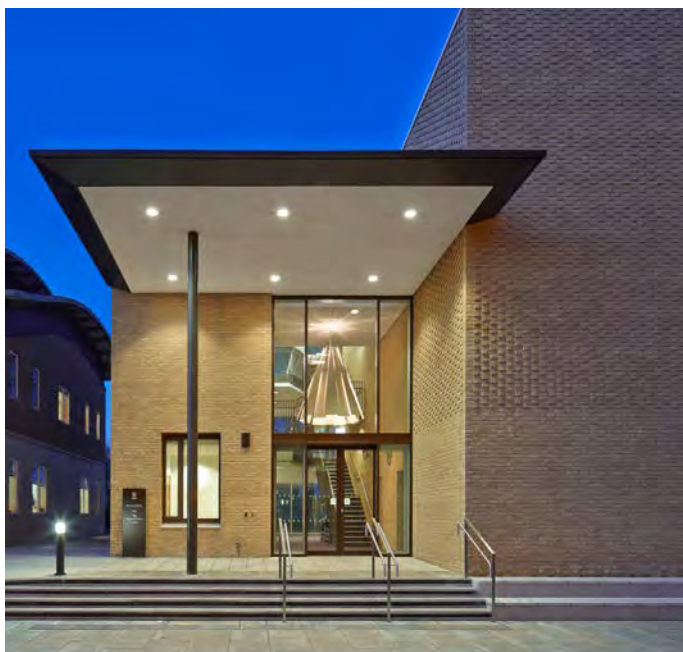


*"The palette and detailing give a real feeling of quality and ageless design, creating a robust legacy for future generations."*

Civic Trust Awards, St Paul's School Science Building





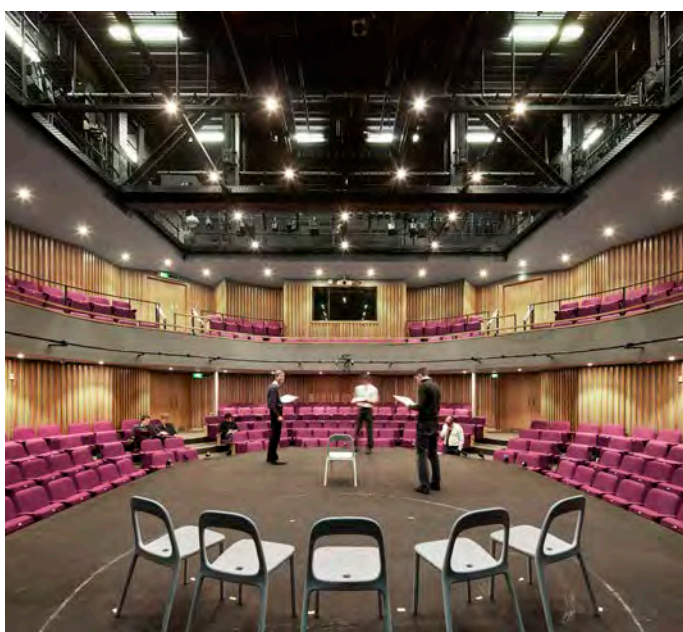


# St Paul's School Drama Centre and Samuel Pepys Theatre

Barnes, London

The Drama Centre occupies an enviable position overlooking the Thames, and forms the next phase of the masterplan redevelopment of the school's landmark site following the award-winning Science Building.

The auditorium of the Samuel Pepys Theatre sits at the heart of the Drama Centre. Four classrooms to the east serve as backstage spaces, and a double-height foyer to the north looks out over the Thames through a screen of trees.



The theatre seats 240 in its primary thrust format, or greater numbers in proscenium mode. The building is designed for teaching technical theatre arts as well as performance, with the extent of its provisions also making it suitable for touring companies.

The whole Centre was designed in close collaboration with Edward Williams, the school's Head of Drama, and with the theatre consultants Charcoalblue. Detailed studies of the auditorium proportions were carried out, also of the alternative layouts achievable given the primary thrust configuration. Charcoalblue's acoustic advice led to further tweaking of the form with the result that the performance of the auditorium has received wide praise.

Great care was taken to achieve excellent daylighting in all of the public and teaching areas, except for the black box of the auditorium. In the same spirit, the electric lighting was designed to give ideal conditions in the learning spaces, but to achieve a degree of sparkle in the public areas, with special attention being given to the night-time view of the foyer across the Thames.



*"Possibly the best school theatre in the UK today. NHA are wonderful architects who understood our needs and desires and brought them to life."*

Lloyd Dorfman CBE



# King's High School

## Warwick

King's High School is an independent girls' school and forms part of the Warwick Independent Schools Foundation. The school wanted to move from its Warwick town centre site and relocated to the campus where Warwick School and Warwick Preparatory School are already based, consolidating the Foundation's estate and providing an opportunity for improved facilities for all the schools.

Newly-completed buildings include a new main building for King's High School, additional facilities for sports, art and design technology and a new sixth-form centre, which will be shared with Warwick School. A new music building is due to complete in Summer 2020,

In addition to the new buildings, the masterplan has created a series of attractive new courtyard spaces by removing cars from the heart of the campus to its perimeter.

The masterplan provided a unique opportunity to test how the new accommodation for King's High School could be delivered to best effect and how the existing resources could be shared more efficiently.

Various options for the site were used to explore the design, massing and placement of new buildings to create both a coherent physical arrangement and academic arrangement of departments. It was particularly important to consider how, on an already densely occupied site, the additional growth could be managed whilst achieving a sense of order and coherence.

The masterplan established a strategic framework that gave the Foundation confidence to plan the next chapter of its history and set out a road map for phased development across the campus which has now been realised.

*"This is extremely exciting news for our schools and our Foundation and we look forward, in the coming years, to the creation of a distinctive and very special community on a single and outstanding campus."*

Simon Jones, Foundation Secretary



# King's High School and Warwick School Sixth Form Centre

Warwick

The new Warwick Independent Schools Foundation Sixth Form Centre is a shared facility for the students of King's High School and Warwick School.

The brief for the new building described a variety of mature learning and social spaces that students would go on to experience at University. The building was also intended to provide an incentive to younger students to continue their studies at the school and to attract new students.

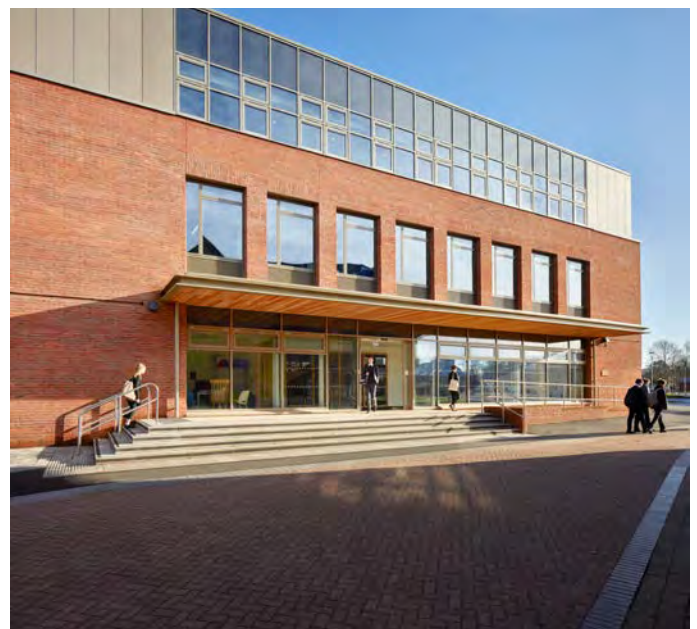
The building is conceived as a series of flexible, open floorplates with the principal cores containing stairs, toilets, plant etc. enclosed in 'bookends' on either side.

The ground floor is intended as social space where students can gather at break and free periods. The first floor is dedicated to an extensive careers zone, including the careers office, library, one-to-one meeting rooms, informal seminar areas etc. The top floor is a quiet study space and has access onto a generous roof terrace.

A wide timber accommodation stair runs from ground to first floor and can be used to host seminar talks and events or simply as informal seating space.

The building's structure and services are set out to future-proof the facility and allow the open plan interior to be adapted to become cellular classrooms if required.

Externally, the building creates a new landscaped courtyard space with the existing buildings to the east and space for external dining during sunny weather.









# Felsted School New Music School

Essex

This building for the music department at Felsted School adjoins the Lord Riche Hall, the school's dining hall; a substantial red brick building with a pitched slate roof which was designed by Nicholas Hare Architects in the late 1980s. Together the two buildings enclose a new landscaped court at the heart of the school.

The accommodation includes a performance and practice hall with integral bleacher seating capable of seating 225 beneath an exposed timber roof structure. It also provides classroom and seminar space, music and video technology rooms, a percussion room, teaching and practice rooms and ancillary offices.



Achieving planning consent on this sensitive site, outside of the village development area, relied on the new building sitting comfortably in the context of the adjacent Lord Riche Hall. Consequently, the materials and architectural language of the new building follow that of its neighbour, the same red brick load bearing masonry construction below steeply pitched blue grey slate roofs, animated by dormer windows and ridge level rooflights.



*"We are loving the acoustic, which works perfectly for the size of the place and our rehearsals and concerts."*

James Lowry, Director of Music



# Bancroft's School Courtyard Building

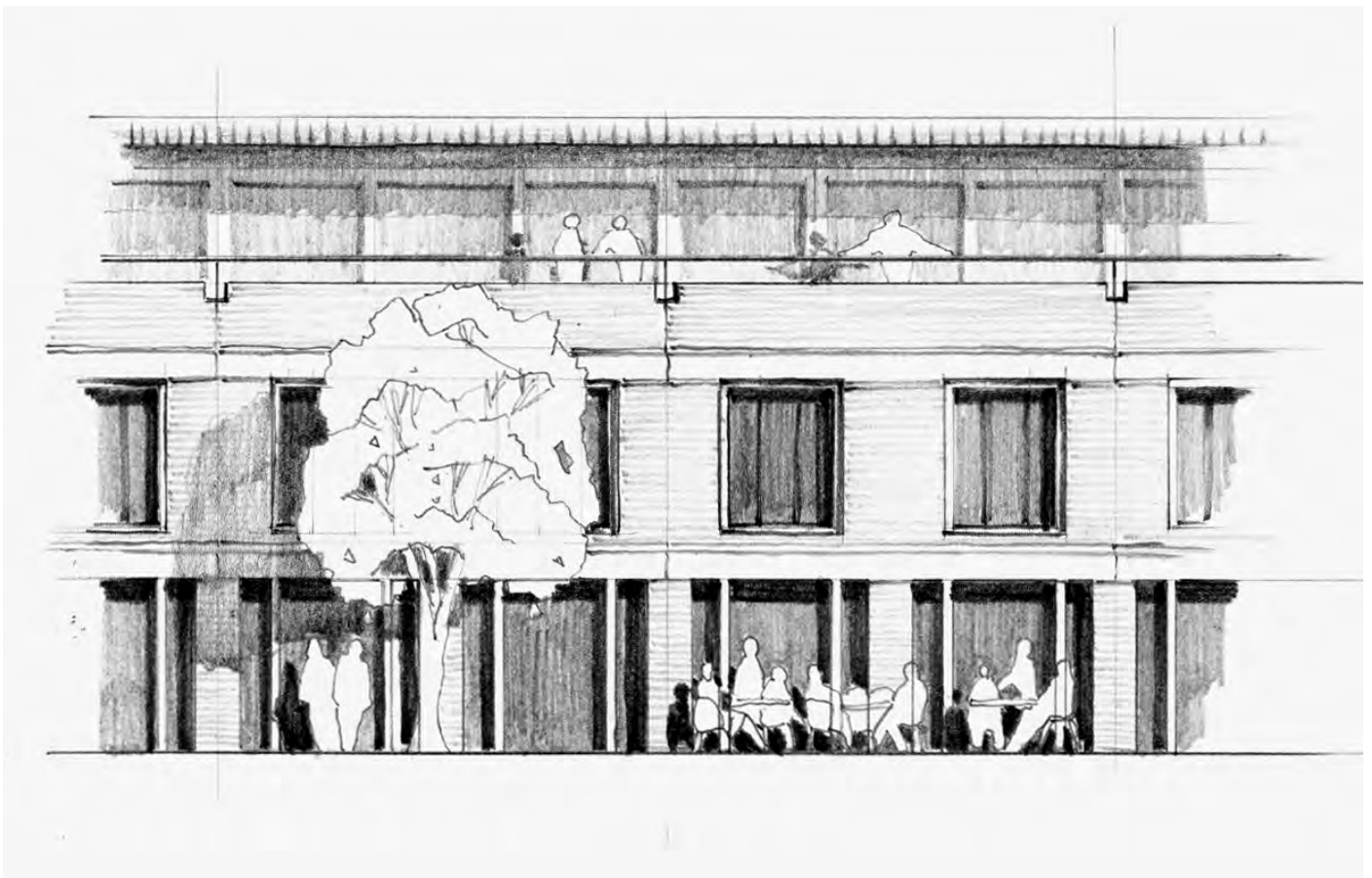
Essex

Bancroft's School is a Grade II listed building located on the edge of Epping Forest. Our commission included preparation of a masterplan to establish a framework for future phased expansion and refurbishment of the school's facilities.

The first phase of development extended the existing language of courtyards and provides kitchen and dining facilities, as well as classrooms and a sixth-form centre.

Red brick and sandstone were chosen for the new building facades to echo the materials of the original listed Victorian school buildings.

The second phase consisted of a new sports hall beside the playing fields.





# Bancroft's School Sportshall

Essex

This second phase of development at the school, following on from the Courtyard Building, consisted of a new sports hall overlooking the playing fields.

The timber framed hall is naturally lit and ventilated and incorporates a canopy and sliding timber shutters for solar shading of the southern elevation.

The building comprises a 4-court sports hall, fitness suite, classroom along with changing rooms, offices and other ancillary facilities.







# The Study Preparatory School

Wimbledon, London

The Study Preparatory School occupies two sites in Wimbledon. Children from Reception to Year 3 are located at Wilberforce House on the edge of Wimbledon Common. Both sites have been updated to support the continued delivery of outstanding education at The Study.

At the Wilberforce site, a new reception leads to a welcoming exhibition space, which also acts as the hall foyer. A new performance hall, located to the front of the building, has retractable seating linking to a first floor gallery.

An inviting, naturally day-lit staircase leads to the upper floor where the library is located, in a prominent position placing learning at the forefront of the arrival to school.

Light and airy classrooms are arranged over two floors, overlooking the playground, with cloaks and toilets easily accessible from the classrooms. Direct access to outside space is achieved by the introduction of balconies at first floor level.

The school occupies a sensitive site within the Wimbledon West conservation area and Wilberforce House, the Octagon is Grade II Listed.

Our design is a sympathetic and contemporary translation of traditional local building forms, utilising crafted brick facades, pitched roofs and bay windows.



*"The new Wilberforce House building has made a huge difference to our school community. The considered design of every space has made a tangible impact to our pupils' wellbeing and their learning experiences."*

*It is wonderful to see girls nestled into the reading nook of the new library overlooking the Common and letting their curiosity and creativity flow in workshops in the fantastic performing arts space."*

*The building fits in seamlessly with our green and natural surroundings on Wimbledon Common and is loved by pupils, their families and our neighbours on the Common."*

*We believe that we have created something special that will enrich school life for our pupils for many years to come."*

Vicky Ellis, Head





# City of London School for Girls Prep School Expansion

London

The project involved a strategic review to develop the existing school Campus, to provide accommodation for a two form entry upper Prep school, including a new dining area for the whole school, improved design technology, science, sixth form social and study areas and pastoral support facilities.

The preferred solution removed the existing prep school corridor, forming five large classrooms between existing load bearing walls. A new spine for circulation, with cloakroom bays and an inviting open library space, extend from the face of the existing building, giving access to an additional three classrooms.

The internalised existing facade gives the opportunity for large expanses of glass to link classrooms with the spine, which is top lit via a rooflight - allowing light to flood into this space.

Cloaks are arranged in bays outside classrooms, display space located along the spine wall, opening to a large picture window offering views down to the gym and across to the lake beyond, giving a strong sense of place and linking it to its site at the heart of the Barbican.

*"City of London School for Girls have been working with NHA for the past four years as we sought to realise our desire to expand the school. As we explored multiple options and sites over the years, we have found them to be unfailingly creative, inspirational and positive to work with. The Board of Governors has a huge amount of time for their wise counsel and advice. They initially started by seeking to understand the brief and the ethos of the school. At every stage this has helped shape the designs and options we have considered. Through discussions with the Senior Leadership Team and classroom teachers as well as senior pupils they have ensured that as designs progress the meet the teaching and pastoral needs of the school."*

Alan Bubbear, Bursar CLSG







# Leighton Park School Boarding Houses

## Reading

Our earliest involvement with masterplanning in the education sector was for Leighton Park School,

We looked at various options for their extensive landscaped campus and developed a plan to accommodate their growing need for both teaching and residential facilities, and which also allowed them to sell part of the site for development.

We subsequently went on to complete two boarding houses for the school - School House followed by Reckitt House (pictured) each accommodating 70 boys and girls, as well as a very sheltered retirement home for the developer who bought part of the site.

Reckitt House occupies a quiet position on the edge of the school site. The south-facing courtyard forms the focus of the scheme, with the main stair, dining room and other communal rooms all facing into it. The houses of the housemaster and assistant housemaster are placed at either end of the U-shaped plan, giving both necessary contact with the main house and an adequate degree of privacy.

# Gresham's School Boarding House

Norfolk

The new boarding house at Gresham's was the first of NHA's school buildings and completed in 1987.

It was built to accommodate the first cohorts of girls joining the school and creates a peaceful enclave on the edge of the main site.

Above the brick walls, the structure is entirely of timber: traditional purlined roofs sit on horizontal ladder frames which contain the iroko windows and boarding. The clay pantiles are similar to those on the barns in the surrounding Norfolk countryside.









## Masterplanning

Nicholas Hare Architects have been heavily involved in masterplanning throughout the education sector. This work ranges from schools to entire new university campuses and our clients include St Paul's School, Warwick Independent Foundation Schools, the University of Cambridge, University of Oxford, UCL and the Universities of Essex and Southampton.

Masterplanning is an important part of our work that allows clients to carefully plan ahead and determine long-term goals for expanding and improving their sites. The combination of gathering information, strategic analysis and design creativity allows a clear vision for the future to be established. Individual building projects can then be delivered as smaller pieces of a much larger long-term vision and ultimately this provides clients with strong financial and business planning.

We aim to design buildings and spaces that delight and inspire whilst fully understanding that our designs need to be pragmatic, viable and affordable.

Circumstances often change and any long-term planning needs to be able to respond and adapt to changing priorities. We are well versed in developing layout options that are flexible in terms of scope, phasing and costs.

*"We are delighted. From briefing to handover, it has been a pleasure to work with the team on this exemplary project."*

Hugh Muirhead, Project Director, St Paul's School



## Works to existing buildings

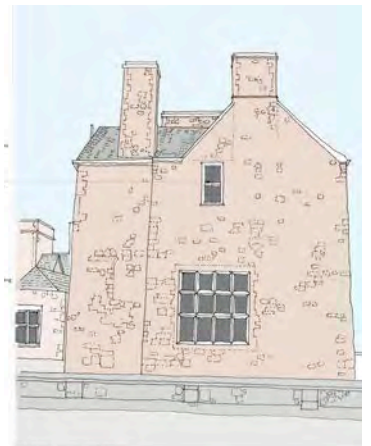
Much of our work is focused on refurbishing existing buildings and unlocking their potential. Our understanding of working in heritage-rich environments is enhanced by our extensive experience working within architecturally and historically important buildings.

A building's lifecycle can be significantly extended by well considered remodelling or refurbishment. Improving the fabric can dramatically enhance thermal performance and reduce running costs and carbon emissions.

It is common place for long-established buildings to become congested with previous overlapping interventions and our projects focus on simplifying and reorganising internal layouts to make them legible and increase the amount of usable space within an existing envelope.



PROPOSED SOUTH ELEVATION



PROPOSED NORTH ELEVATION



## Planning

Nicholas Hare Architects have experience working on a broad range of projects on both greenfield sites as well as more constrained urban sites. We have good experience of how best to approach, engage and consult with the right people at the right time in order to manage a project through the planning process as effectively as possible.

We have a strong track record in successfully inserting contemporary buildings into sensitive conservation area and heritage contexts nationwide. Our experience of early consultations with planning authorities, Historic England, local interest groups and the public, has meant we have secured major planning permissions in conservation area locations where planning expectations on quality are high. Many of these buildings have gone on to receive RIBA and Civic Trust awards for design quality.

Our design approach, whilst grounded in the present, is always respectful of the historic setting. We are mindful of sense of place, scale, massing, height, alignment and use of materials. Our intention is to preserve and respond to the historic environment, yet make a positive new contribution to the area.

We have experience of the requirements for different impact assessments and conservation/heritage statements that are often required to accompany planning, conservation area and listed building applications in heritage rich contexts.

*"We have a stunningly designed building that fits beautifully into the complex street architecture of Gordon Street and one that has been built to the very highest standards. It will stand as one of UCL's greatest buildings and the spirit of teamwork behind its design and construction will inspire the students who use it for generations to come."*

Professor Anthony Smith, Vice Provost UCL  
(comments made in relation to the new UCL Student Centre - pictured right)





## Client Engagement

Good design almost always emerges as a synthesis of a variety of aspirations and requirements from stakeholders and advisors. Often opinions conflict, but good, experienced designers should be able to carefully balance these conflicting interests through innovation in design – finding solutions that satisfy educational, functional, financial, sustainability and aesthetic requirements as well as the specific site constraints for each of the framework projects

There are enormous pragmatic and economic advantages in good stakeholder engagement and we have always been committed to a thorough and carefully planned series of engagement workshops because it can have such a profound effect on the successful outcome of a project.

Engagement should be an iterative process which develops, refines and finalises the brief with the key stakeholder groups and builds understanding. At NHA we train our Project Leaders specifically in presentation and communication skills to enhance their ability to manage stakeholder engagement. We also have an in-house model shop and experienced 3D computer modellers so we can use models and fly-through animations at the very early stages of the design process to help stakeholders visualise design options and make informed choices about the direction of the design. This is equally important for involving wider stakeholder groups, such as planners and conservationists, as we can respond to their concerns in a pro-active way.

*“Nicholas Hare Architects have been inspirational to work with...they have consulted end users widely but with a clear focus, championed new ideas, fostered collaborative working and built enthusiasm and ownership for the project.”*

Dr Mike Rands, Director, Cambridge Conservation Initiative



# Sustainability

We take a holistic approach to sustainability. We aim to design buildings and places that are socially and economically sustainable, places that are a joy to use and maintain, and environments that balance high quality, durability and value.

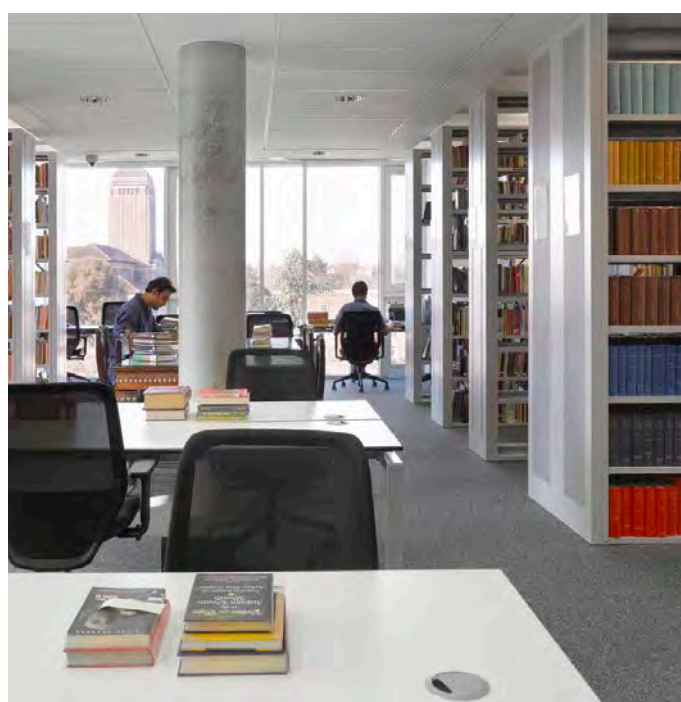
Sustainable design principles should minimise the use of resources, ensure that the campus mitigates and is resilient to the impact of climate change, protects and enhances biodiversity, provides buildings and spaces that are pleasant and healthy for occupiers and users, ensure the sustainable sourcing of materials and minimise waste.

We have a culture of sustainability in the office and we take active steps to develop and disseminate sustainable values. Our approach begins with establishing priorities, and considering passive environmental aspects such as the level of natural daylight, the use of thermal mass to regulate internal temperatures and how best the building orientation and site conditions can maximise passive heating, cooling and ventilation. Determining suitable low-carbon technologies, and using capital cost and cost-in-use assessments to assist with choices all contribute to this holistic sustainable approach.

We are members of the UK Green Building Council and have an in-house, accredited BREEAM professional, which strengthens our understanding, increases our in-house awareness and enables beneficial strategies to be assessed early allowing their efficient integration.

*"Nicholas Hare Architects-designed buildings give your business inspiring surroundings and happier people, not to mention lower electricity bills."*

Oxford Properties



# Nicholas Hare Architects

Our independent school clients include:

Bancroft's School  
Benenden School  
City of London School for Girls  
Felsted School  
Gresham's School  
Leighton Park School  
St Paul's School  
The Purcell School  
The Study Preparatory School  
Warwick Independent Schools Foundation

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