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Design, Access and Heritage Statement for

University College School, Hampstead – External Masonry Repairs

24th January 2025

UCS Hampstead,
Senior School,
Frognal,
Hampstead,
London,
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University College School, Hampstead – External Masonry Repairs

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1.0 INTRODUCTION

1.1 The Purpose of this Document

This Design, Access and Heritage Statement has been prepared for submission for **Listed Building Consent** to Camden Council (CC) on behalf of University College School, by Cerowski Architects.

The purpose of this document is to set out the following:

- To set out the **specific repair needs** which the proposals have been developed to address, in the form of a **brief**.
- An exploration of the **physical context** and **history** of University College School, to a consummate level of detail to allow an understanding of the context of the proposed built fabric repairs.
- An analysis of the **significance of the heritage assets at the School**, and how they have informed the proposals.
- An overview of the **development of the repair proposals**, through an analysis of the defects evident and their presumed sources which culminated in this application.
- A discussion of the **repairs** proposed.
- A review of the **access** implications of the proposals.
- An assessment of the **impact upon the heritage** of the building and it's setting as a result of the proposals.

1.2 List of drawings

The following drawings should be read in conjunction with this Design, Access and Heritage Statement:

Drawing Number	Drawing Title
010	Block Plan / Repair Reference Plan
South Block	
020	Proposed Repairs, South Block, North Elevation
021	Existing, South Block, East Elevation
022	Proposed Repairs, South Block, South Elevation
023	Proposed Repairs, South Block, West Elevation
Central Block	
030	Existing, Central Block, North Elevation
031	Existing, Central Block, East Elevation
032	Existing, Central Block, South Elevation
033	Existing, Central Block, West Elevation
North Block	
040	Proposed Repairs, North Block, North Elevation
041	Existing, North Block, East Elevation
042	Proposed Repairs, North Block, South Elevation
043	Proposed Repairs, North Block, West Elevation

Note – the elevations are set out either as 'existing' (where repair works have previously been carried out) and 'proposed repairs' (where repairs are planned in the future). No 'alterations' are proposed which would change the appearance or materiality of the built ranges, other than the removal of damaging cementitious mortars and surface coatings.

1.3 The brief for the proposed works

In 2024 Cerowski Architects were engaged by University College School to assist with their ongoing masonry repair and maintenance programme.

The brief for the proposed works was in simple terms to continue to the phased and seasonal external fabric repair works to the exterior of the three principal Grade II listed blocks of the School. These works are set out in more detail in Section 4 of this document, however in brief consist of:

- Removing/defrassing cementitious coatings from Ham Hill stonework elements.
- Mortar repairing sections of stone which have smaller defects notable following the defrass, or which are of less significance to the Neo-Baroque design detailing of the building.
- Indenting or replacing stone elements which are sufficiently degraded and/or where decorative cartouche and other carved elements have been lost.
- Rebuilding unstable and saturated brick parapets, reusing existing bricks and replacing pointing with soft lime alternatives.
- Generally repairing brickwork, including general walling, and rubbed brick arches below split pediments.
- Replacing or adding lead cappings and flashings to sky facing surfaces of Ham Hill stonework elements to improve their long-term weathering.

The works have previously been carried out in discussion with Camden's Conservation Officers, and English Heritage (indeed, English Heritage recommended Adriel Consultancy under the guidance of masonry specialist Nicola Ashurst, to specify and oversee the first phase of works), however we have advised the School that now would be a useful to point to submit a Listed Building Consent application for the remaining phases of repair works.

Our brief therefore is largely informed by the approach taken over the last 24 years to repair the building's masonry, along with general principles of good conservation practices. We feel in light of these previous works, it would be helpful to set out the works previously carried out in chronological order, followed by specific examples of each type of repair.

Previous Work Phases

Works began in 2001 to remove the cementitious coatings from the masonry and generally repair the elevations. A specification for the repairs was prepared by Nicola Ashurst, for the Adriel Consultancy. A schedule of work was developed with specialist contractors DBR Ltd.

2002 – Repairs carried out to the West elevation of the Central Block.

2002 – Repairs carried out to North and South elevations of Central Block, to their western ends, up to the two peristyle links between the Central Block and North and South Blocks.

2002 – Repairs carried out to Southern Link / peristyle.

The works in this initial phase were carried out across term time, and were determined to be too disruptive for staff and students, and so it was agreed that subsequent phases would be carried out during the summer holidays, specifying the work during the easter holidays preceding this.

Following the initial phase, works were paused to allow the School to focus on other new building developments, including a sports centre (completed in 2006) and a sixth form centre (completed in 2007).

2009 – Repairs carried out to the roof level stone piers of the Central Block.

In between phases of work, DBR Ltd carried out cherry picker surveys to remove loose masonry from elevations, with a focus on ameliorating health and safety concerns.

2013 – Works to remove ferrous embedded steelwork to South and part East Elevation of Central Block (following identification of defects during cherry picker surveys).

2014 – Works carried out to repair embedded roof steels to north and part East Elevation of Central Block.

2015 – Repairs to the South Block, East Elevation, to the southern end bay.

2017 – Repairs to the Central Block, southern two central bays.

2019 – Repairs to the North Block, East Elevation.

2021 – Repairs to South Block, East Elevation, to the northern end bay.

2022 – Repairs to the South Block, East Elevation, central portion.

2023 – Repairs to the Central Block, northern two central bays.

The repair works were paused in 2024, with works intended to re-commence (initially with the South Block, North Elevation, extent to be confirmed) in 2025.

Future Work Phases

The intention of the School is to continue to repair the elevations in a phased manner, using similar conservative repair techniques as have been employed in previous phases. The extent and order of future phases will necessarily be a balance of:

- Time Constraints – In order to minimise disruption to students and staff (and to ameliorate health and safety concerns related to masonry repairs to a building in active use), it is intended to schedule repairs in a manner which allows them to be completed during the summer holidays.
- Cost Constraints – The work involved requires specialist contractors with knowledge of the defects and characteristics of the building, and therefore the works need to be split into affordable phases, whilst still ensuring good value for money.
- Stonework Supply Constraints – The Ham Hill Stone quarrying industry is limited to two quarries in Somerset (only one of which produces stone of a suitable quality and colour), and is something of a cottage industry. In order to obtain stone blocks of a suitable quality, size, and bed depth, the stone for each phase must be ordered for quarrying, and sufficient time must be allowed for any carving work necessary in the mason's bankers yard prior to work at the School.

The intention however is to complete the repair works over the next 10 year period, subject to ongoing re-evaluation of the cost of the work phases, and yearly general checking of the condition of the remaining elevations (potentially allowing the phases to be reordered if a health and safety concern became apparent to a specific element of the built fabric).

Overleaf we have prepared a mark-up of the Block Plan, noting the previously repaired elevations and the date of each, along with the elevations of the building blocks which are yet to be repaired.

In Section 4 (Repair Proposal Development) we have analysed the existing defects present, and illustrated examples of how similar defects have been repaired in previous phases of the works.

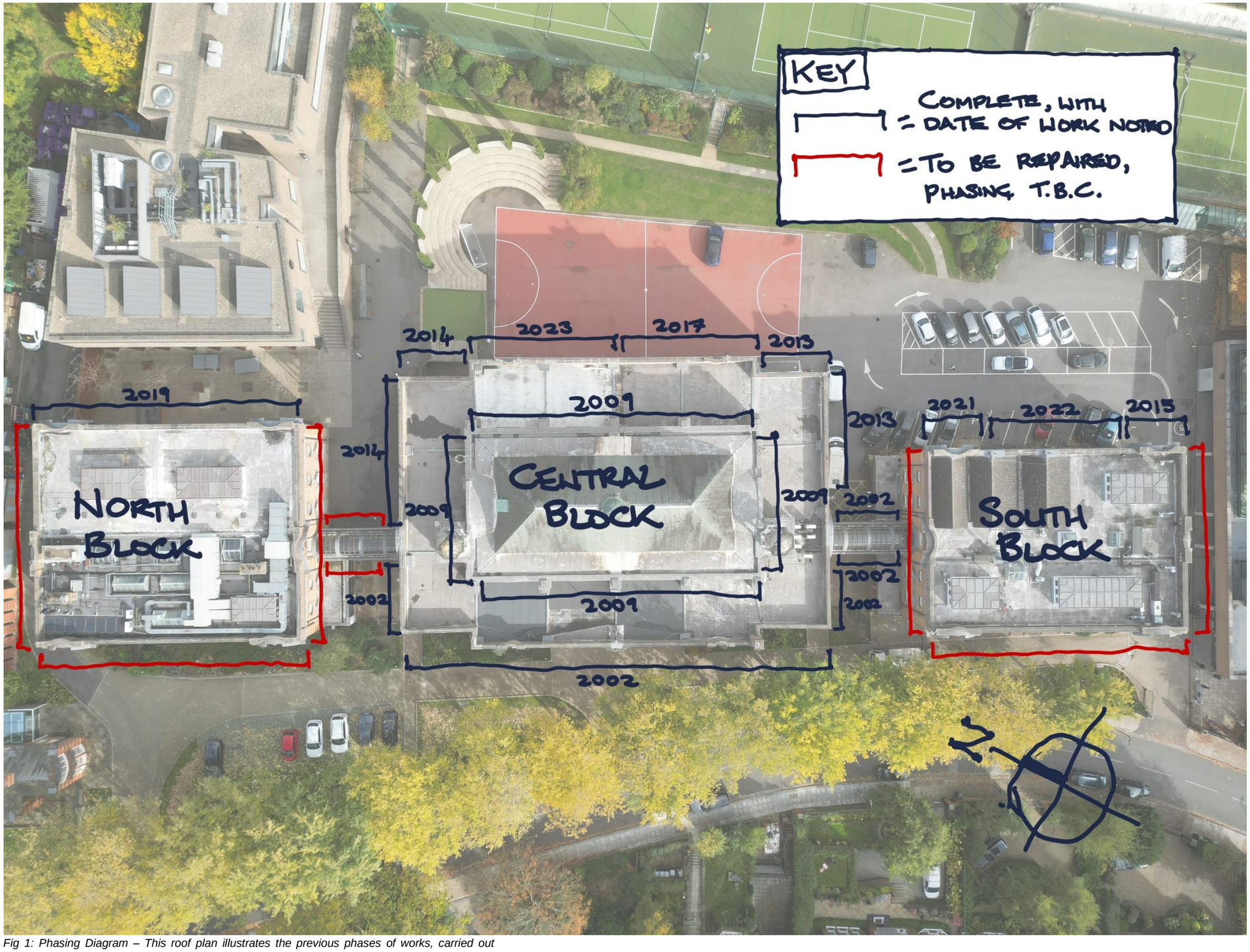

Fig 1: Phasing Diagram – This roof plan illustrates the previous phases of works, carried out between 2001 and 2025, as noted on the previous page of this document.

1.4 Methodology

University College School sits within the Redington/Frognal Conservation Area, and the principal three connected blocks are collectively listed at Grade II.

Works to listed buildings and within Conservation Areas require specialist architectural advice to ensure that any proposals are conducive to the historic and physical context of the surrounding built fabric.

The Author of this report, Jonathan Cerowski, is the Director of Cerowski Architects, and is very familiar with the built fabric and context of University College School, having visited several times and inspected the built fabric in question from ground, cherry picker and drone. The Practice specialises in the conservation, repair and adaptation of historic buildings.

Jonathan is accredited with the RIBA (Royal Institute of British Architects) at SCA (Specialist Conservation Architect) level, as well as with the AABC (the register of Architects Accredited in Building Conservation). He is also a member of Chichester DAC (Diocesan Advisory Committee), advising the Church of England on works to their buildings, and a Specialist Advisor to the National Trust. These experiences have informed the Practice's approach to works to and in the context of historic buildings.

Beyond this general context, the methodology behind the design of masonry repairs developed at University College School is:

- **Limited Intervention** – The proposed repairs to the masonry are limited to only what is necessary to ensure the safety of students, whilst conserving historic built fabric with its Neo-Baroque Edwardian design details, and preventing the currently exhibited consequential defects, supporting the continued use of the building by the students in its current, optimum viable use.

- **Heritage-Led Design** – The proposed repairs are based upon the previous phases of works, initially specified by Nicola Ashurst. The repairs are informed by the SPAB (Society for the Protection of Ancient Buildings) principles of minimal intervention, and conservation of historic fabric. In this specific instance minimal intervention is balanced against the fiduciary impact of high level access outside of term time, on a congested and well used school site – ensuring that repairs are robust and long lasting, lessening the likelihood of further repairs becoming necessary in the near future.

- **High Quality Materials** – Where materials are proposed to be replaced (in this case stone Ham Hill limestone elements, and brick parapets) the replacement materials are proposed to either match the existing (limestone from the original quarry, and reusing bricks where possible) or to replace non-breathable later materials with more appropriate traditional alternatives (cement pointing replaced with lime, and cementitious sheltercoats replaced with lime mortar embedded onto non-ferrous armatures).

2.0 HISTORY

2.1 Summary History

This history of University College School (UCS) set out in this document is intended to give an overview of the building's development, along with the wider context of the School's development, though in a consummate level of detail to what this Listed Building Consent application proposes – essentially like-for-like repairs.

University College School was founded in 1830, based at 16 Gower Street in London, founded by University College London's founding fathers. In 1905 the School was separated from the University (under the UCL (Transfer) Act 1905).

In 1907 the School moved to its current building (the subject of this application) in Frognal, Hampstead. The school buildings were designed by Architect Arnold Mitchell, and built by Dove Brothers.

The main 1907 buildings were listed at Grade II in May 1974.

Subsequently the Sixth Form Centre was opened in 1974.

A fire gutted the central block of the main school building in 1978, though the building was reconstructed in facsimile by the Architect Michael Foster, with Queen Elizabeth II inaugurating the rebuilt central block in 1980.

The Roger Bannister Sports Centre was opened by Bannister himself (an Old Gower – the name given to ex-students – who was the first person to run a sub-4-minute mile) in 2006.

In 2007 a new art, design technology and modern languages building was constructed, named the Jeremy Bentham building.

Fig 2: Early painting of University College School, taken from the School website and undated, though clearly dating from shortly after the construction of the principal three linked blocks of the 1907 scheme.

Beyond this general overview of the development of the School, the history of UCS's masonry is worthy of consideration.

As noted, the School was opened in 1907, constructed in a Neo-Baroque style, of the fashion of similar institutions in the early-20th Century. The design incorporated a range of decorative elements executed in Ham Hill limestone (rusticated pilasters, window surrounds, cornicing, pediments, keystones and cartouches). The stone (called 'the loveliest building material in England' by Simon Jenkins in 'England's Thousand Best Churches') is a handsome honey colour, with characteristic bedding planes formed by clay inclusions, giving blocks a furrowed appearance once carved.

By the late Victorian period, there were approximately 200 small quarries in the Ham Hill area of Somerset where the stone was quarried, though now only two remain, with one, the southern Harvey Stone quarry, re-opening a quarry previously abandoned in the 1930's. Within the recent past, this quarry has supplied good quality Ham Hill stone, which matches the stonework of UCS.

Following the completion of the school buildings in 1907, deterioration of the stonework began to manifest at an early stage, with UCS Council meeting minutes noting the deterioration as early as 1921.

In the 1970's a hard cement shelter coat was applied to elements of the built fabric, particularly the carved Ham Hill elements. This had the unfortunate dual impact of obscuring the distinctive colour and striations of this type of limestone, whilst also preventing moisture from evaporating through the face of the stonework, causing freeze-thaw action, spalling, and generally encouraging friability in the stonework.

Beginning in 2001, the specialist Conservation Contractors DBR Ltd have been removing cementitious coatings and other defective built fabric elements, repairing or reinstating the Ham Hill elements as necessary. Originally the specification for these repairs was prepared by Nicola Ashurst (author of 'Practical Building Conservation, Volume 1, Stone Masonry' commissioned and published by English Heritage as part of their Technical Handbook series (in 1988). Subsequently various Architects have supervised the façade repairs over several phases. The works previously carried out are set out in more detail in Section 1.3 of this report.

The listing descriptions for the School and associated heritage assets read:

University College School, Frognal

Listed at Grade II

List Entry Number – 1113085

Listing Description – Public school. 1906-7. By Arnold Mitchell, built by Dove Brothers; much of main block destroyed by fire 1978 but restored virtually in facsimile by Michael Foster. Brown brick with stone dressings; rusticated red brick and stone pilasters. Slated hipped roof over central block with central copper domed lantern flanked by stone cupolas at base of hips. STYLE: Edwardian Baroque. EXTERIOR: symmetrical design with 2 storey centre and flanking blocks linked by peristyles. Central block, 12 window centre plus 1 window recessed end bays; wings with 7 and 8 windows. Main entrance of 7 windows and ground floor colonnade flanked by rusticated pilasters with carved cartouche capitals. Central round-arched entrance with attached columns supporting elaborately carved broken scrolled pediment with festoons and central cartouche; part-glazed panelled double doors. Above this a carved statue of Edward VII in an elaborate aedicule with carved feature above. Grouped architraved sashes with cornices, central windows ground floor with segmental pediments, 1st floor have triangular pediments with keystones. Parapet. The pilasters to the central block originally terminated in tall similarly rusticated chimneys. Wings have pilastered outer bays supporting broken pediments with carved cartouches above 1st floor sashes with broken pediments and keystones and ground floor windows with broken segmental pediments and keystones. Inner bays have ground floor sashes with keystones in broken pediments and upper floor oculi set in carved festoons, the drops linking to pediments beneath. Cornice and parapets. INTERIOR: has main hall with barrel-vaulted moulded plaster ceiling having Diocletian windows and wooden panelled walls with continuous 1st floor galley. The River Westbourne flows under the school in a specially built crypt. HISTORICAL NOTE: the pilasters to the central block originally terminated in tall similarly rusticated chimneys.

Gates and Railings to University College School

Listed at Grade II

List Entry Number – 1113086

Listing Description – Gates and railings. c1906-7. By Arnold Mitchell. Cast-iron railings with torche flambe finials on brick sleeper walls with brick and stone piers. Cast-iron entrance gates with stone piers surmounted by enriched dies and ball finials.

University College School Porters Lodge

Listed at Grade II

List Entry Number – 1113061

Listing Description – Porters lodge. c1906-7. By Arnold Mitchell. Brown brick with banded stone and red brick clasping pilasters at angles rising into gabled slated roof with projecting eaves and similarly banded tall chimney-stacks. L-shaped plan. Doorway set next to inner angle with attached column supporting entablature hood; part-glazed panelled door. Above, an octagonal window. Gabled bays bowed to eaves level with 3 sashes to ground floors and 5 smaller casements to upper floors. INTERIOR: not inspected.

2.2 Historic Map and Plan Analysis

The following high level historic map analysis is intended to demonstrate the context of the general school's development, though as noted earlier in this report, the three principal (listed) blocks of the School were constructed together in 1907, and have remained largely in their original form since then:

Figure 3 – 1894 OS Map. The site of the School in the late 19th Century, prior to its construction.

Figure 5 – 1936 OS Map. The three block linked form of the School remains unchanged.

Figure 7 – 2024 LiDAR/Drone Composite. Present day, the three blocks remain as originally constructed in 1907 in terms of their general built form, though the swimming pool and ancillary structures of the 1970 OS map have been replaced by a new school building, and a 21st Century building (the Sports Centre, to the southern side of the site) has been constructed.

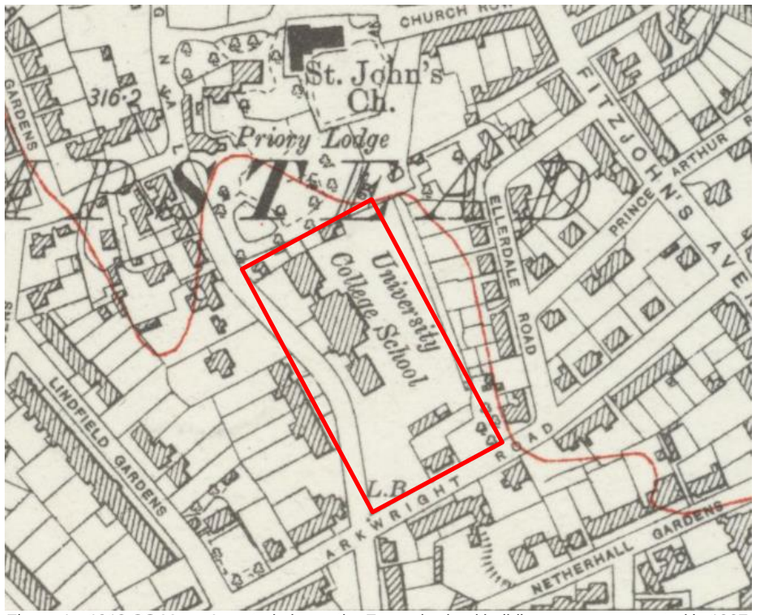

Figure 4 – 1912 OS Map. As noted above, the Frognal school buildings were constructed in 1907, and so are now present on site (along with the listed porter's lodge to the north-western corner, and presumably, the listed gates and railings which are of the same Neo-Baroque style and material palette.

Figure 6 – 1970 OS Map. The three block linked form remains, though terracing for tennis courts and a swimming pool have been formed.

As noted in the listing description on the previous page of this document, the Central Block of the school was significantly fire damaged in 1978, though restored to the same form, however it appears that this damage was largely limited to the interior, as the general brickwork, rubbed brick elements, and Ham Hill limestone elements, all match those of the adjacent North and South Blocks. This is further supported by archival photography. Though it was not possible to reproduce it as part of this report due to licencing issues, the London Picture Archive holds a photograph of the Central Block dated 1978 (Record No: 196283) which shows the masonry and windows relatively un-damaged, though the roof of the building has been almost entirely lost.

We may therefore surmise that the plan form of the building has remained consistent, and as intended by Architect Arnold Mitchell in his original conception of the building.

3.0 SIGNIFICANCE

3.1 Assessing Significance

The NPPF (National Planning Policy Framework) sets out that proposals for the alterations of listed buildings should be considered and based on an understanding of the asset's significance. The level of detail should be proportionate to the asset's significance and no more than is necessary to understand the potential impact of the proposal on that significance.

Historic England defines 'significance' as 'the sum of the cultural and natural heritage values of a place'.

We feel that it is important to clearly set out the rationale for proposing repairs where we have, based on a considered understanding of the significance of the University College School's 1907 principal building, the needs of the School (as noted in the brief), and the impact on the significance of the surrounding heritage assets in any changes proposed.

The essentially single phase construction of the School buildings in 1907 (allowing for internal rebuilding following the fire to the central block in 1978) remains clearly legible today and it is not the applicants intention to propose any works which might be damaging to the future interpretation of these Heritage assets or to propose a scheme which might be considered out of character with the UCS setting.

It is the applicant's intention that the proposals outlined later in this document will provide appropriate repairs, preventing consequential defects to the built fabric to the Ham Hill stonework principally, and allowing for the safety of students and staff in the vicinity of the building. The general built fabric features and materiality would be unaffected by the proposed repairs, which are focussed only on areas where 'live' or consequential defects are evident – a relatively small proportion of the overall building.

'Significance', in this context, is determined on the basis of statutory designation (the listing description of the buildings nearby) and professional judgement (that of Cerowski Architects and previous advising Architects, in assessing the history of the building, with a particular focus on the area where changes are proposed).

Our approach for determining significance builds upon our professional experience and the guidelines contained in two main national documents:

- The DCMS's 'Principles of Selection for Listing Buildings' (2010).
- English Heritage (now Historic England's) 'Conservation Principles' (2008)

The first of these documents' states that the special interest of a building is determined based on its Architectural and Historic Interest, assessed through the principles of Age and Rarity, Aesthetic Merits, Selectivity and National Interest. Whilst useful guidance generally, the second document gives four 'Values' which are corroborated in the NPPF, which suggest that the significance of a place can be assessed by identifying its 'aesthetic, evidential, historic and communal values':

- **Aesthetic Value** – relates to the ways in which people derive sensory and intellectual stimulation from a place.
- **Evidential Value** – relates to the potential of a place to yield primary evidence about past human activity.
- **Historic Value** – relates to ways in which the present can be connected through a place to past people, events, and aspects of life.
- **Communal Value** – relates to the meanings of a place for the people who relate to it, and whose collective experience or memory it holds.

It is normally desirable to sustain all of the identified heritage values of a place, but, on occasion, what is necessary to sustain some values, will conflict with what is necessary to sustain others. In other instances, the overall needs of the property, to allow it to continue in its optimum viable use (that is, the use which is least likely to cause harm to the significance of the asset – in this case, for the three building blocks to continue to function as principal teaching spaces at University College School), require an understanding of the various values relative to one another.

The grading system used in order to establish and record the significance of the building's elements is defined as follows:

- **High** – parts or elements of special interest that are fundamental to the design concept of the building and/or parts that play a major role in its 'historical timeline': alteration or removal of features of this level will be strongly resisted.
- **Medium** – parts or elements of special interest that are specific to the vocabulary of the building and/or parts that play a considerable role in its 'historical timeline': efforts should be made to retain features on this level, although some degree of flexibility in terms of alteration would be possible.
- **Low** – elements of some or little special architectural or historic interest, but that contribute to the vocabulary of the building as a whole and its 'historical timeline': a greater degree of alteration or removal would be possible than for items of high or medium significance, though a low value does not necessarily mean a feature is expendable.
- **Neutral** – parts or elements which have little or no inherent cultural value but which does not actually detract from the character or appearance of the building or site. Alterations should be possible to these features.
- **Detrimental** – elements or features which actually detract from the character or appearance of the building or site. Efforts should be made to remove these features, potentially allowing the understanding of an aspect of the assets' value to be better understood in the process.

Analysing the Aesthetic Value of University College School

Aesthetic Value can be the result of two different circumstances. On the one hand, it may be the result of conscious **design** (for example a Georgian townhouse), alternatively it may be seemingly **fortuitous**, that is, no one 'designed' the building, and instead it evolved into something of aesthetic value through a confluence of circumstances and/or vernacular construction techniques (for example an extended oast house).

The UCS buildings aesthetic value is one of conscious design. Arnold Mitchell conceived the buildings in a prevalent architectural style (Neo-Baroque) for the time, typical of similar institutions in the early-20th Century. The buildings make a positive contribution to the setting of the newer aspects of the Frognal campus, and generally to the aesthetic value of the Conservation Area. Part of this aesthetic value is present in architectural detailing, particularly the distinctive striations of the Ham Hill stone, and the carved details of the cresting, pediments and other detailing. Both the stonework colouring and carved details have either been obscured by cementitious coverings, or lost to erosion, almost to the point where their original design intent is lost. Whilst not particularly historic masonry elements, their details are important to the original architectural intent and Neo-Baroque detailing, and their replacement or repair, as necessitated in each instance to reinstate these features, would allow the aesthetic value of the collective listed building to be preserved.

Overall, the aesthetic value of the 1907 UCS building within its setting is considered to be **high**.

Analysing the Evidential Value of University College School

Evidential value can be derived from either physical remains or genetic lines that have been inherited from the past. The ability to understand or interpret this information (and therefore attribute evidential value) is generally diminished in a proportional manner to the extent of its removal or replacement for a given heritage asset.

In the case of the UCS buildings, the evidential value lies in how they demonstrate the significant shift and growth of the school, away from being part of University College London, in the very early-20th Century, to suit an expanding number of students, necessitating more purposeful and independent facilities.

Overall, the evidential value (of the exterior fabric of the building) is considered to be **low**, though demonstrative of the School's growth, the masonry elements themselves do not evidence the development of the growth of UCS, and does not particularly speak of the buildings use in its detailing – other than typifying a popular architectural style of the time period. It does have some evidential value however, though this is largely internal, and not related to the areas where repairs are proposed as part of these works.

Analysing the Historic Value of University College School

Historic value can either be **illustrative**, meaning that which illustrates an aspect of history – linking past and present people, or **associative**, meaning that the building is associated with someone or something of great importance. Illustrative historic value is somewhat similar to evidential value but may be more overt – for example the periods of wealth or poverty of a farm building may be illustrated through historical development of the building or subdivision, and this can be visually 'read' in the still visible phases of the building. Associative historic value may be drawn from a buildings ability to allow us to understand the context of historically important events or groups of people, though this generally relies on the building somewhat resembling its form and detailing at time of the historically significant association.

The social history of University College School generally and its associations and integral connection with the history of the tradition of dissenting academies, and the popularity in the early-20th Century of school institutions to move out of the City and into the suburbs, falls beyond the scope of this report, though the buildings generally are illustrative of this relocation of the School. As the plan form appears to remain the same as when constructed, the buildings have some limited historic value as a illustrating the conception of a non-boarding public school, laid out to suit prevalent ideas of education in the early-20th Century.

Similarly, internally there are likely associative connections with former students, some of whom went on to be associated with their important or noteworthy achievements.

Overall, the historic illustrative and associative value is considered to be **low** (externally), though **medium** (internally, where no changes are proposed as part of these repair works).

Analysing the Communal Value of University College School

Communal value derives from the meaning of a place for the people who relate to it, or for whom it figures in their collective experience or memory. It may be either **commemorative** (for example a war memorial) or **symbolic** (for example the Houses of Parliament – which symbolises wider values).

The buildings, as part of the University College School holistically, has both commemorative and symbolic value.

From a commemorative viewpoint, the school variously commemorates the students and staff who passed through it.

The symbolic value of the school as a place of learning, and historically for its connections with UCL, are still apparent.

However, the external fabric contributes little to these values, other than as a part of the collective whole of the Neo-Baroque edifice, particularly the principal western elevations.

Overall, the communal value is considered to be **low**.

4.0 REPAIR PROPOSAL DEVELOPMENT

4.1 Analysing the defects present

The defects present to the gable end are set out in section 1.3 of this document, as follows:

- There are **cementitious coatings** to the intricately carved Ham Hill stonework elements (Figure 8).

Fig 8: Cementitious coatings – This example is one of the more decorative cartouche overthrows, over a pedimented window surround. The greyish cementitious coatings can be seen over the honey coloured Ham Hill stone below. Once the cement has been removed, little salvageable stonework will remain.

- Other more linear sections of stone which have **smaller defects and cement repairs** (such as window surrounds and cornicing) which are of less significance to the Neo-Baroque design detailing of the building (Figure 9).

- The **brick parapets** are unstable and appear saturated, with hard cementitious struck pointed joints, and numerous friable faces (Figure 10).

- There are portions of **brickwork**, including general walling, but in particular **rubbed brick arches** below split pediments, which are in poor condition (Figure 11).

- There are portions of sky facing surfaces which either do not have **lead cappings and flashings**, or have undersized or missing portions, which is exacerbating deterioration of the stonework below (Figure 12).

Fig 9: Smaller defects and cement repairs – This image demonstrates two related defects. As the stonework is eroded, decorative detail is lost (here to the kneeler/corbel at the base of the slope). The extent of staining due to coping erosion, particularly around perpend joints is very visually clear in the dark staining extending down the face of the gable stonework.

Fig 10: Brick parapets – This is a typical example of the condition of the brick parapets above cornice level. The bricks are spalling, and the

Fig 11: Brick arch decay – This image shows an example of the rubbed brickwork (complex in design, with a concave inner section, and facing voussoirs which intersect with horizontally laid sections adjacent and above.

Fig 12: Missing or undersized lead flashings – Here to an ocular window and cornice above, examples of leadwork defects can be seen. To the cornice, the lead is undersized and does not project sufficiently far to protect the stonework below (note the erosion). To the window, there is a lead flashing to the lower sky facing surface, though this discharges onto the garland below (exacerbating erosion of this stonework) and there is no flashing to the top window edge.

4.2 Proposed repairs

In the case of these proposals, as previous phases of work have carried out each of the repair types identified as necessary for the remaining elevations, we are able to give similar examples of corresponding repairs from previous phases. These examples correspond with the type and order of the defects set out on the previous page, as follows:

- Removal of **cementitious coatings** to the intricately carved Ham Hill stonework elements (Figure 13).

Fig 13: Reinstatement of historic carved details – Here, to the centre of the Central Block's street facing western elevation, some of the earlier repairs of intricate stonework (circa 2002), repairing and reinstating cartouches, garlands, rustication and capitals.

- Repairing **smaller defects and cement repairs** (such as window surrounds and cornicing) which are of less significance to the Neo-Baroque design detailing of the building (Figure 14).

- The **brick parapets** where unstable and saturated are proposed to be rebuilt, reusing existing salvaged bricks where possible (Figure 15).

- Where brickwork, including **rubbed brick arches** below split pediments have cracked or become cavitated and friable, the bricks are proposed to be replaced with new red rubbers (Figure 16).

- Where sky facing surfaces either do not have **lead cappings and flashings**, or have undersized or missing portions, it is proposed to instate new leadwork to Lead Sheet Association best practice guidance (Figure 17).

Collectively, this approach to localised repairs has stabilised the masonry of the previously repaired elements (some with almost 25 years of exposure to the weather). It is therefore considered that these previous examples of best practice, serve as samples for necessary future works to the remaining elevations.

Fig 14: Lime mortar repairs – Through careful sampling, lime mortar mixes were developed which blend well with the host Ham Hill stonework, fixed to brass armatures to adhere the mortar repair to the stone substrate.

Fig 15: Brick parapets – This is a portion of brick parapet which has been taken down and rebuilt, reusing salvageable bricks (with new bricks to match), all set in a soft lime mortar mix.

Fig 16: Brick arch decay – Here, bricks have been locally replaced and repointed where previously friable.

Fig 17: New lead flashings – Here a sky facing pediment has been dressed in leadwork following repair to the stonework below. Above this, new lead flashing to the inner base of an ocular window has been instated, with a longer drip to cast water away from the stone window surround.

The repairs proposed are set out in full, and with the associated notes legible, in the drawings to which this document has been appended, however an extract example of a repair drawing is shown in Figure 18 below.

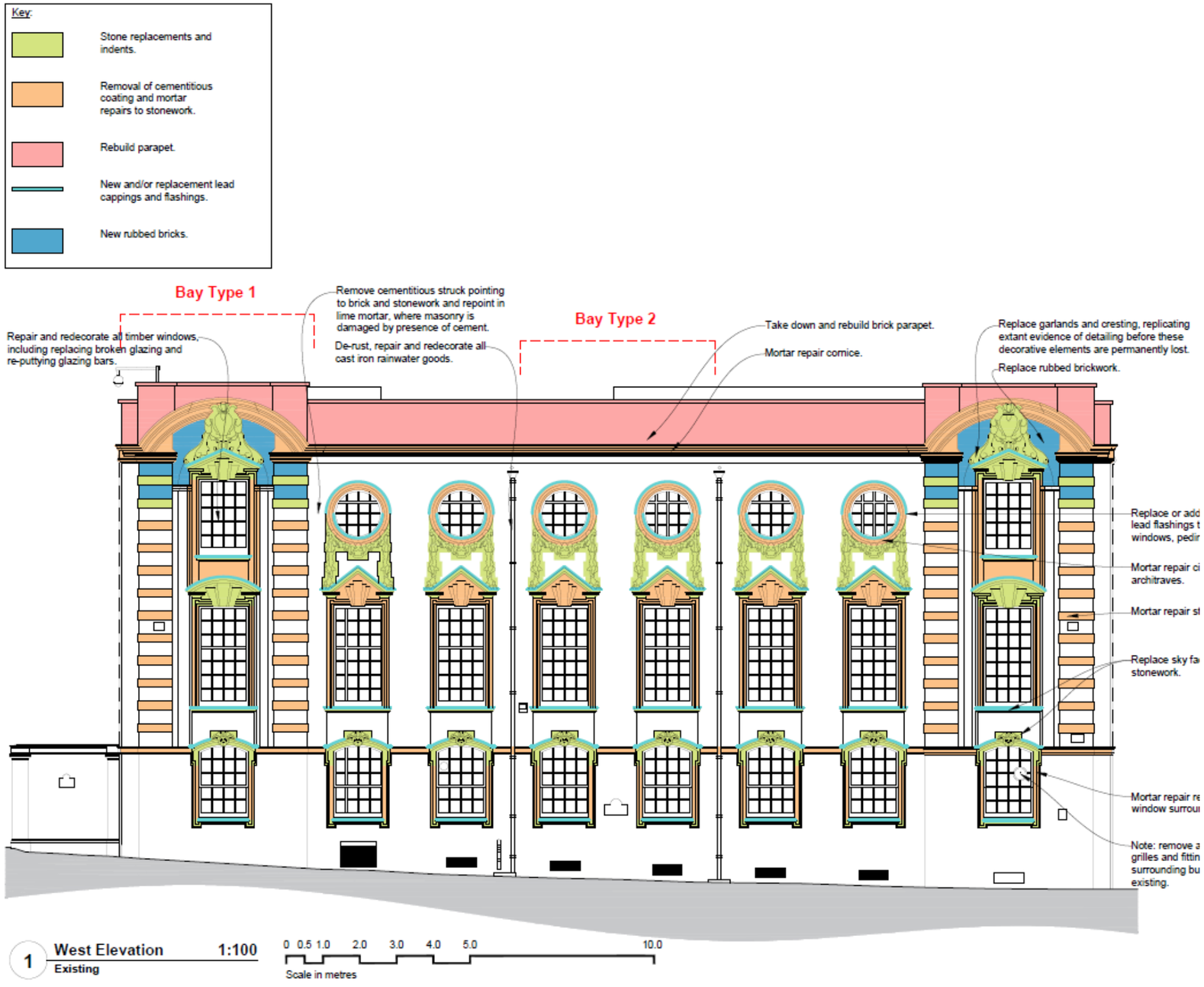

Figure 18 – Elevation drawing extract (South Block, West Elevation) – the elevations have been prepared based on existing survey drawings, and in discussion with the appointed masonry contractors DBR Ltd (who have carried out the previous phases of repair). The extent of repairs is based upon their experience, with a view to proposing the 'worst case scenario', scaling back the repairs if this found to be possible on site.

The following materials have been used in previous phases, and are proposed again for future works:

Ham Hill Stone
Harvey Stone
Ham Hill Masonry Works
Stoke-Sub-Hamdon
Somerset TA14 6RW

Brickwork
Bulmer Brick & Tile Co Ltd
The Brickfields
Bulmer
Sudbury
Suffolk CO10 7EF

Paints
For the Steelwork coating
PPG Protective & Marine Coatings
Sigmacover 350

For the Decoration of the Windows
Dulux Weathershield Exterior Gloss Paint

The mortar mixes have been developed through sampling and trials over the last 25 years, and the following mixes arrived at (forming the basis of the repair specification):

Stonework bedding
1 pt Bath dust
1 pt Silver sand
1 pt NHL 3.5

Stonework pointing
2 pts CLS 48 sieved
1 pt Westerham sand
½ pts Silver sand
½ pts Bath dust
1 ½ pts NHL 3.5

Brickwork bedding
2 pts Building sand
1 pt Westerham sand
1 pt NHL 3.5

Brickwork pointing
3 pts CLS 48 sieved sand
1 pt Westerham sand
1 pt CLS 48 coarse
2 pts NHL 3.5

Lime - St Astier 3.5

Sands
(sourced from Rose of Jericho)
Horchester Farm
Holywell
Dorchester DD2 0LL

5.0 PROPOSALS

5.1 Design statement

General Design Approach

The general design approach to the repairs is to:

- Match new materials to existing contextual ones, including reinstating architectural carved details to the Ham Hill limestone elements.

- Improve the safety and longevity of the proposals by removing friable masonry elements which may be liable to fall onto site users below, and ameliorating the potential for masonry to become saturated and cause consequential defects.

- Maximise the conservation of historic built fabric, retaining extant material where this would not compromise the aesthetic integrity of the Neo-Baroque design, nor the safety of school students, staff and visitors, as set out in the previous two points.

Proposed Design

The proposed repairs are set out in the previous section of this report, as well as on the submitted drawings and specifications.

5.2 Access statement

Pedestrian and Vehicular Access

Pedestrian access would remain unchanged.

Vehicular access would remain unchanged.

6.0 HERITAGE IMPACT ASSESSMENT

6.1 Criteria for assessment

Heritage impact is defined as the potential level of harm or benefit to special architectural or historic interest causes by proposed development. The NPPF stresses that impacts on heritage assets should be avoided and, if it cannot be avoided, it should be minimised or mitigated.

The following sections of the NPPF are directly relevant to the proposal and its assessment of impact:

192. In determining applications, local planning authorities should take account of: a) the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation; b) the positive contribution that conservation of heritage assets can make to sustainable communities including their economic vitality; and c) the desirability of new development making a positive contribution to local character and distinctiveness.

200. Local planning authorities should look for opportunities for new development within Conservation Areas and World Heritage Sites, and within the setting of heritage assets, to enhance or better reveal their significance. Proposals that preserve those elements of the setting that make a positive contribution to the asset (or which better reveal its significance) should be treated favourably.

The NPPF does not prescribe a format or title for analyses of heritage significance and/or impact. Therefore, a simple methodology based on the guidance set out in Historic England Advice Note 12 – Statements of Heritage Significance: Analysing Significance in Heritage Assets (2019) has been used.

The levels of relative impact used to inform the assessment of significance in this heritage statement are outlined below:

- **Major** – high adverse impact. This does not exclusively equate to substantial harm or total loss, although this will of course represent a major impact to heritage significance.
- **Moderate** – medium adverse impact on heritage significance.
- **Minor** – low adverse impact on heritage significance.
- **Negligible** – preserves character and appearance, none or very limited impact.
- **Beneficial** – enhances character and appearance, social, economic or environmental public benefits.

6.2 Impact assessment for proposed works

The current proposals have been carefully conceived to ensure that there is minimal impact upon the heritage of the building and its context.

In compliance with local and national policy, the heritage impact assessment for each area of the proposal is set out in the following table:

Area of Assessment	Analysis of Proposals	Level of Impact
Conservation Area of Redington and Frognal	The wider significance of the Conservation Area in the context of these proposals is principally aesthetic – it is characterised by primarily residential buildings utilising a range of materials typical of the predominantly late-19th and early-20th Century construction, particularly of Queen Anne Revival and Arts and Crafts styles. Design and Heritage in relation to the Conservation Area is dealt with in Chapter 7 of the Camden Local Plan 2017. Policy D1 addresses design, and D2 addresses heritage. For Conservation Areas it specifically notes that works should: • *Preserve and where possible enhance the character or appearance of the area (point e.), which the proposed repairs do by removing cementitious coatings and pointing and matching the existing material palette.* • *Resist demolition (f.), resist development outside of the area which impacts the area (g.), preserve trees and garden spaces (h.), none of which apply in this instance.* University College School is specifically mentioned in the 'Frognal' section of the 2022 Conservation Area Appraisal, describing the Edwardian Baroque architectural features of the building facing onto that road. The proposals would preserve the noted aesthetic whilst removing detrimental cementitious 20th Century 'repairs' and would therefore have a beneficial impact upon the significance of the Conservation Area.	**Beneficial**
General University College School Context	The school, particularly the setting around the three 1907 Blocks, has aesthetic value in its existing pleasing Edwardian Baroque appearance from key views into and across the site. It has evidential value as an early-20th Century school building 'set', which was conceived as a singular entity with clear architectural vision and style, which remain evident today. It also has historic and communal value as it demonstrates an important phase of the development of the University College School from its origins in 16 Gower Street in 1830, to its inclusion within the University College London campus in 1831, and then its most formative expansion to the Frognal campus in 1907. The buildings are also more generally association with the students and teachers who pass through the School (the Old Gowers, this name itself referencing the School's original location). • *The three 1907 blocks form the centre piece of the Frognal campus, with the newer late-20th and early-20th Century school buildings responding to the earlier architectural forms. The form of the buildings (and therefore the context which they create for the rest of the school) will remain unaltered by the proposals, whilst their long term future will be secured by diligent conservation repairs.* The aspects of the School with the highest significance are the external elevations of the 1907 blocks, as well as aesthetically important views into and out of the school grounds. The repairs will not impact upon this architectural significance or context and therefore the impact of the proposals upon the school context is considered to be negligible, with the benefit of securing the architectural context of the school setting.	**Negligible/ Beneficial**
The University College 1907 buildings themselves	The three principal 1907 'blocks' where repairs are proposed are principally significant for their aesthetics. • *The scheme will not change the aesthetics of the Arnold Mitchell buildings, and by reinstating historic decorative detailing in new carved masonry, will improve the aesthetic legibility of the 1907 Edwardian Baroque scheme.* • *The proposals would match the materiality of the current architectural detailing.* • *The proposals would preserve the architectural character aesthetically of this portion of the School.* • *The works would prevent consequential defects to the spaces internally, particularly where weathering surfaces and parapets are proposed to be repaired.* • *The removal of loose or friable materials would prevent health and safety concerns related to falling masonry around the building's elevations.* The necessary loss of some built fabric to allow for the robust replacement of decorative stonework would have a negligible impact on the significance of the building, and any fabric loss would be well outweighed on balance by the public benefits to student safety, built fabric breathability, and reinstatement of decorative detailing.	**Beneficial**

6.3 Conclusion

The external elevations of University College School's original 1907 buildings are the most significant element of the Grade II listed heritage asset. They date from the early-20th Century principal construction phase, and though not particularly historic, are of high quality construction and Edwardian Neo-Baroque design, using intricate detailing and robust materials.

The repairs proposed are proportionate and necessary to allow for the safety of building users, and the preservation of intricate designed elements (the carved Ham Hill stonework) as well as the general built fabric.

Impact is generally negligible or will result in enhancement through improving the existing detailing, using appropriate materials, and removing detrimental cementitious elements which impact upon the breathability of the built fabric.

Overall, this document has identified significance, explained the development of a robust and high quality repair solution, and assessed the impact of those proposals upon the significance of the listed building and the general Conservation Area setting. The proposals are considered to be compliant with local and national policy, and we hope that the Local Authority's Officers will feel able to support the proposals.