

Christ Church Primary School  
Hampstead, London NW3



Heritage Statement  
By Malcolm Fryer Architects  
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## 1.0 INTRODUCTION

This Heritage Statement has been prepared by Malcolm Fryer Architects to support the Planning and Listed Building applications for the refurbishment of Christ Church Primary School in Hampstead, London.

Christ Church Primary School is located in the heart of Hampstead, adjacent to Christ Church, and within the Hampstead Conservation Area (sub area 2). It was opened in 1855 as Christ Church National Schools and consisted of separate boys' and girls' schools and school houses for the master and mistress of each. The Schools were designed by William Gilbee and Edward Habershon in the gothic style and the construction of an infant school on the site followed seven years later. The building has been extended and the interior considerably altered to respond to changing educational requirements. The school has recently been identified as being in need of substantial repair and improvement to meet 21<sup>st</sup> century educational standards.

In accordance with statutory guidance, this report incorporates a Conservation Statement, which summarises the significance of the Heritage Asset, as well as a Heritage Impact Assessment, which assesses the impact of the proposals on the character and setting of the listed buildings. The purposes of this report are:

- To understand the history and development of Christ Church Primary School, both the building and the site;
- To assess the significance of the school both in architectural and broader social and cultural terms;
- To examine the conservation issues affecting the building and the site in the context of the proposed future adaptation and extension of the school, and
- To assess the impact of the proposed improvements to the school

This report has been commissioned by Christ Church Primary School. Malcolm Fryer Architects specialise in historic buildings and are accredited in historic building conservation (AABC). SCABAL Architects, who specialise in school design, have prepared the accompanying planning and listed building applications. They have been advised by Malcolm Fryer Architects on conservation matters through the design development phases of the project.



Aerial view of Christ Church School today

## 2.0 HISTORY AND DEVELOPMENT

### 2.1 Hampstead Square, New End and Christ Church

The area of Hampstead between Heath Street and the High Street and Hampstead Heath developed around the Hampstead Wells and was fashionable from the late seventeenth century. By the mid nineteenth century a number of large houses had been built, notably around Hampstead Square. To the south of Hampstead Square, the hamlet of New End, however, was crowded with workers' cottages and its workhouse was built in 1845.

With a growth in population at this time, the Parish Church of St John in Church Row was no longer adequate to meet the needs of Hampstead. Consequently the parish was subdivided and Christ Church was built to the east of Hampstead Square on a site formerly part of the Victoria Tea Gardens; it replaced a smaller chapel in Well Walk that had served the local area. The church was designed by Samuel Daukes and consecrated in March 1852. Pevsner describes Christ Church as 'correct but dull ecclesiological middle pointed'. It had a ragstone exterior, tower and spire and a prominent chancel.<sup>1</sup> Work on Christ Church National Schools commenced just two years later.



Christ Church, completed 1852 to the designs of Samuel Daukes

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<sup>1</sup> Cherry, B. and Pevsner, N, *The Buildings of England London: North*, Yale University Press (2002), p.200

## 2.2 Christ Church Schools Phase I: 1854-6

### *The Site*

Christ Church National Schools were designed by WG and E Habershon. The original drawings are kept in the London Metropolitan Archive and are reproduced in Appendix 1. The Bishop of Exeter opened the Boys School in November 1855 and the Girls School was opened in January 1856.

The land for Christ Church Schools was given by Francis Hoare in 1855<sup>2</sup>. The site chosen was adjacent to the newly completed Christ Church, and was carved out by truncating the gardens of the houses on White Bear Green to the east. A new wall was formed along this east boundary. There appears to have been an existing wall along the north boundary of the site adjacent to the lane, which is now Christ Church Hill. To the south of the site was an existing property belonging to Mr Danvers, now Christ Church Cottage. Some of the brickwork along this south boundary appears to date to the 17<sup>th</sup> or 18<sup>th</sup> century, but the chimneystack and window date to 1904 when Christ Church Cottage was extended.<sup>3</sup> In the south west corner of the site, adjacent to Christ Church Cottage, the Habershon site plan of 1854 notes 'one of the existing arches to be made a coal vault for the school.' This vault is still in use today. Cast iron railings along West View Lane (later renamed Christ Church Passage) marked the west boundary. These particularly fine railings with urn finials are still in place.

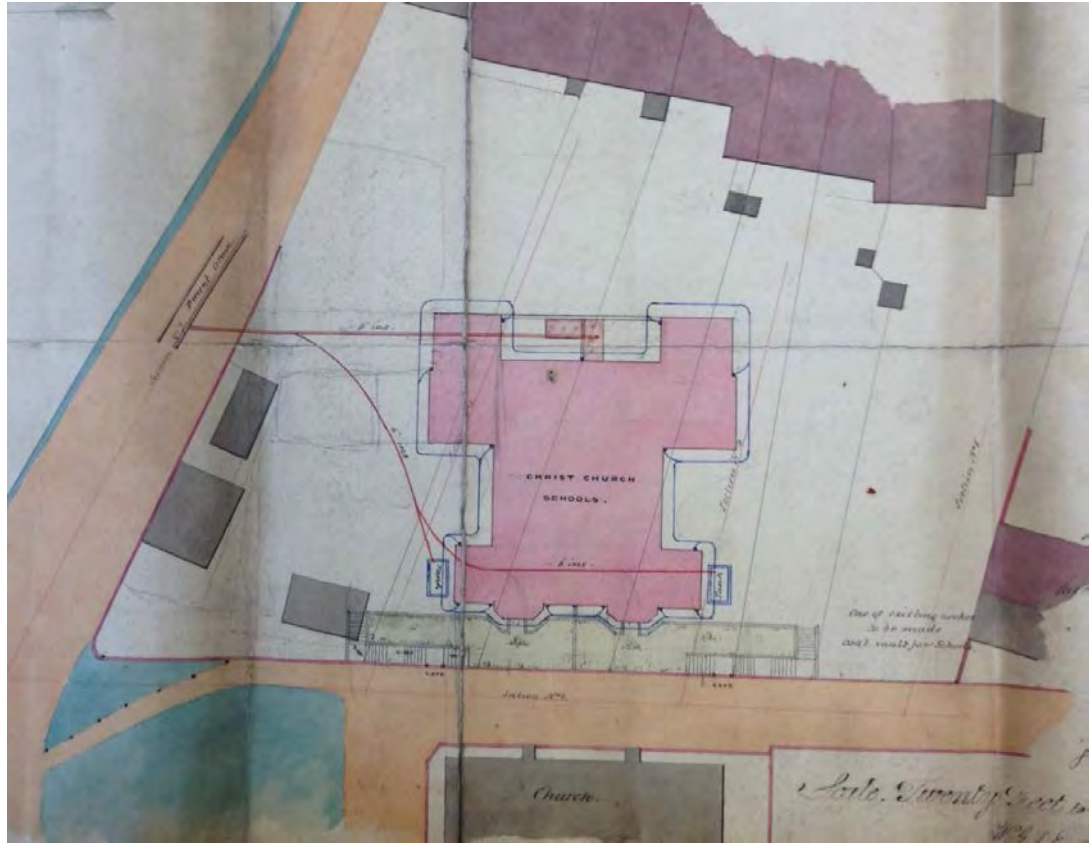
There were three gates into the site. The two gates from West View Lane were designed with lattice box piers, which survive today. From the south gate, a flight of steps led down to the boys' playground and the entrance to the boys' school. It can be assumed that the north gate served only the schoolhouses; the north steps, which can be seen today, are a late twentieth century addition. The girls accessed their school from the third gate in the north east corner of the site. The Habershons' site plan of 1854 shows that the original intention had been to build a symmetrical pair of gates on West View Lane with steps running parallel to the railings. This was not carried out.

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<sup>2</sup> Conveyance, dated 23<sup>rd</sup> July 1855

<sup>3</sup> Minutes of Management Meeting December 20<sup>th</sup> 1904, 'Mr Rusher has agreed to sign an agreement to pay on demand 1/-per annum for encroachment on school property viz a small window and brick chimney stack.'





Site Plan, WG and E Habershon 1854

### *The Orientation and Massing of the Building*

The building was symmetrical in design. It was sited to the east of the church and aligned with its east-west axis. It comprised three different elements: the boys' school, the girls' school and two school houses to provide accommodation for the master/mistress of each school.

The site slopes steeply from west to east. Christ Church passage is some 4 metres above the playground at its east boundary. To accommodate this change in level, the Habershons designed the three storey school houses adjacent to West View Lane and entered at the upper level, while the single storey schools at the lower level were of double height proportions with the exception of the two lower entrance lobbies. The girls' school occupied the north half and the boys the south half of the site. Playgrounds and entrances were separate.

### *Building Exterior*

At Christ Church Schools, the Habershons succeeded in combining the clarity of plan form with romantic neo-gothic architecture.

The Schools and schoolhouses were constructed of yellow gault brick with stone dressings. The stonework on the schoolhouse entrance is particularly decorative with carved stone chamfer steps, decorative panels and finials. The schoolrooms had brick buttresses.

All the doorways were arched, with those to the schoolhouses carved with drip moulds and ball flower decoration. The doors were timber with decorative wrought iron hinges, notably those to the schoolhouse entrances. The windows were designed with stone mullions and transoms, flat headed with brick relieving arches above. The windows to the principal spaces – the schoolroom and classroom - had tracery heads. It should be noted that the design of the windows to the main schoolrooms was altered during the construction phase. Instead of the three identical windows shown in the design drawings, the central window was built as a more prominent gabled dormer window.



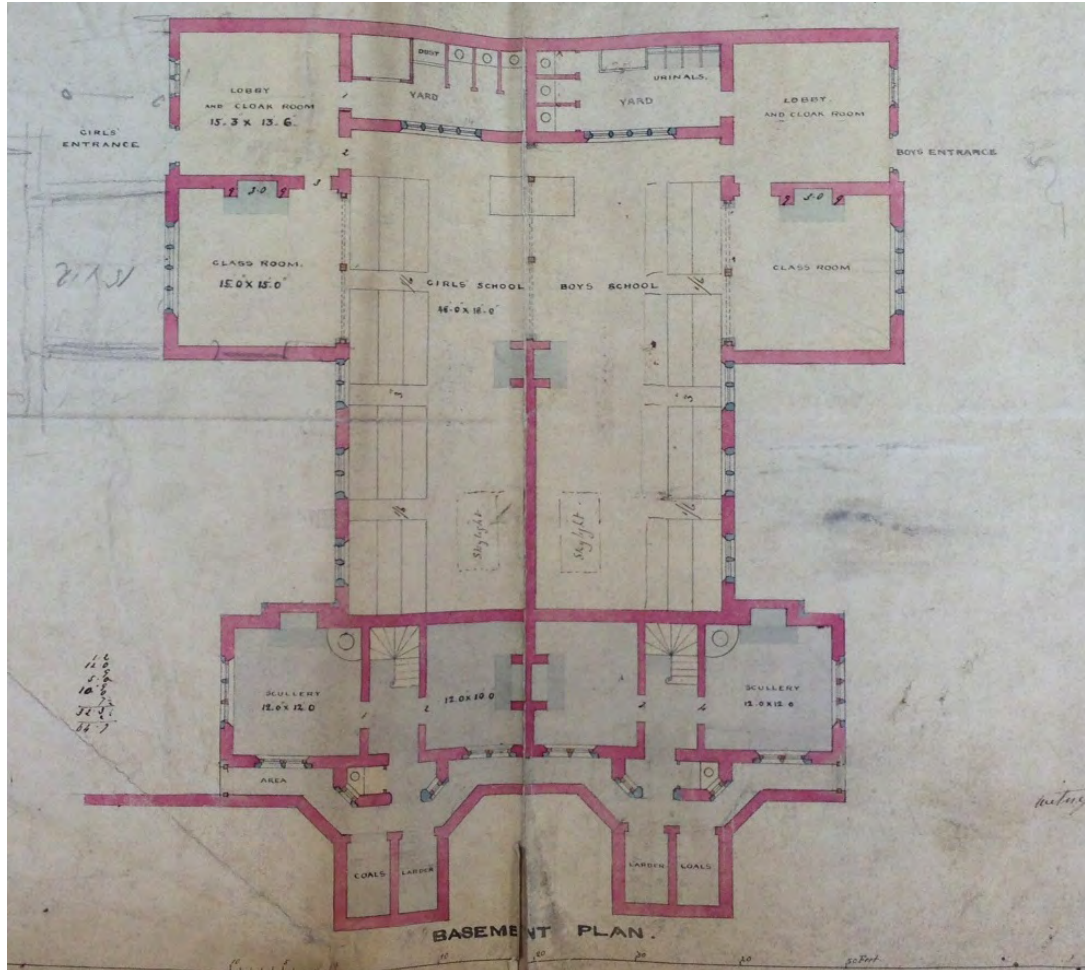
West Elevation, WG and E Habershon 1854, showing the School Houses

The Habershons created a picturesque roofline for Christ Church Schools with steep pitches of varying heights, gabled dormer windows and decorative features such as the tall Tudor style moulded chimney stacks, and stone finials. The roofs were tiled with crested ridges and stone copings and kneelers to the gabled ends. There was a separate roof for each of the rooms within the school so that each space was expressed externally as used internally.

The choice of the gothic style in the design of Christ Church Schools will be further explored in Section 2.4.

### *The Interiors*

The layout of the schools was simple and comprised three rooms in each: a schoolroom, a classroom and an entrance lobby/cloakroom leading to a small yard with WCs.



Plan of Schools and School Houses, 1854, WG and E Habershon

The layout and organisation of the Schools reflected the teaching practices of the 1850s. At this time the monitorial system of teaching (older children teaching the younger ones under supervision of master/mistress) in a large schoolroom, was supplemented by the teaching of classes directly by a master or mistress in a separate, smaller classroom. This is further explored in section 2.3.

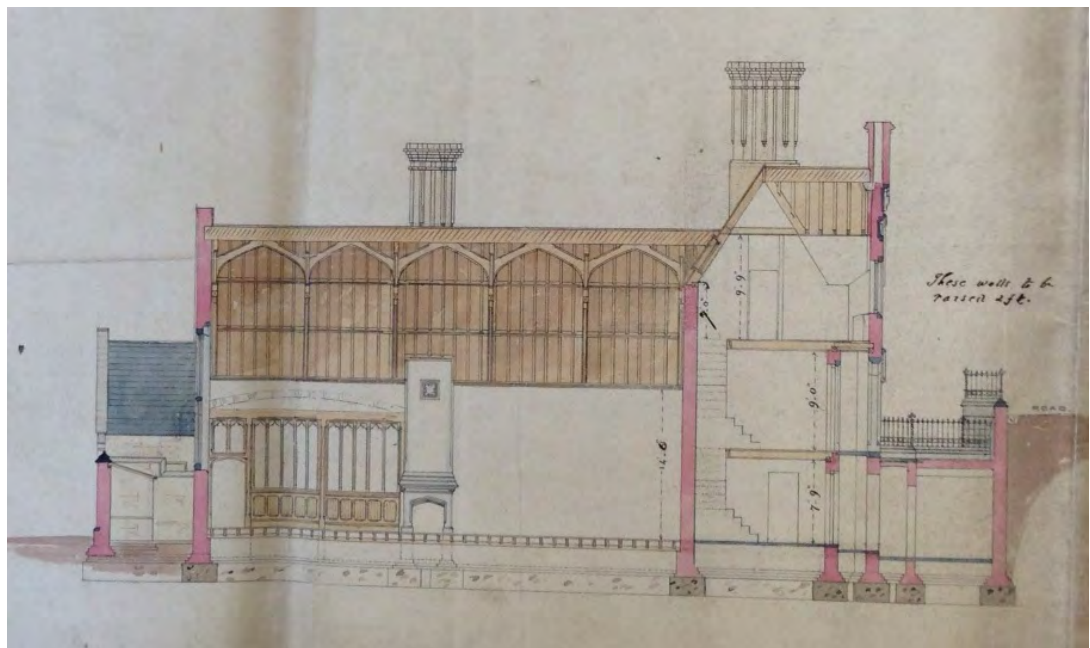
The main space in each school was the large schoolroom running east-west with a steeply pitched roof and exposed timber trusses. Today it is difficult to appreciate the full volume of these imposing rooms as they have been subdivided and mezzanine floors have been inserted in all but the east half of the girls' schoolroom. The timber roof structure is still exposed, however, and is visible from the upper rooms. The schoolrooms were lit by large tracery windows. Back to back fireplaces provided heating, although these tall spaces with considerable glazing must have been cold in winter. Three rows of desks were arranged in four blocks along the window side of each of the schoolrooms, allowing for four classes of children. The teaching here was mainly by monitors and pupil teachers – overseen by the



master or mistress. The girls' and boys' schoolrooms were separated with a solid masonry wall to the west of the fireplace but with a gothic decorated timber screen to the east. The screen contained an interconnecting door between the girls' and boys' schoolrooms.

Each of the schoolrooms opened onto a smaller separate classroom, perpendicular to the main space. Here the master or mistress could teach each class in turn. The classrooms each had a single large tracery window. The fine gothic carved timber screens and pointed arched doorways have survived in their original positions. Although not shown in the drawings, notes in the school log books suggest that the classrooms originally had 'galleries' in them that were later removed.<sup>4</sup> Galleries became popular in schools from around the 1840s and consisted of tiered seating or steps from which the whole class of children had a good view of the master or mistress.

Each school was entered through a single story lobby/cloakroom that gave access to both schoolroom and classroom, and had a third doorway into a small yard with WCs. The girls' lobby was not built exactly as shown in the Habershon drawings. The east wall was moved slightly away from the boundary, presumably to allow access to the external yards for maintenance. Consequently, the finished building was not perfectly symmetrical.



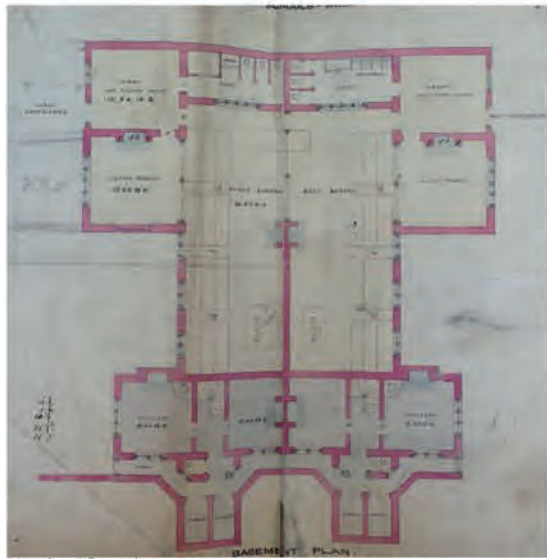
Long Section through the Schools and School Houses facing south, 1854, WG and E Habershon

### *The School Houses*

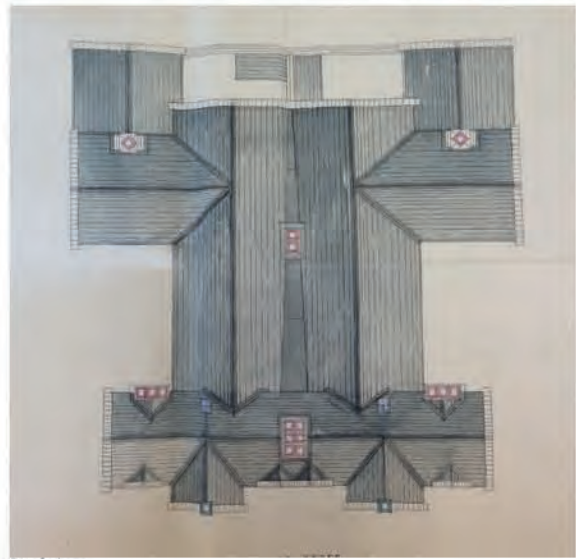
The two school houses were an integral part of the Habershons' design. Each school house comprised a parlour and kitchen at ground floor, two bedrooms above and a scullery at basement level. The houses were entered from the west. There was no internal connection between the Schools and Schoolhouses.

<sup>4</sup> Log Book for Boys School, March 4<sup>th</sup> 1885 notes 'The Gallery in the classroom has been removed and children are using forms until new Reversible desks arrive.'





Main level floor plan



Roof plan



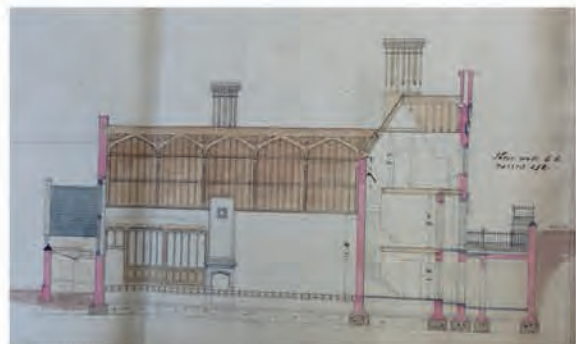
West elevation of school houses to Christ Church Passage



North south section



East elevation



West east section



North elevation

Extracts from original drawing set of 1854 by WG and E Habershon

## 2.3 The National Society and Nineteenth Century Education

### *Elementary Education and the Voluntary Societies*

Before 1800, elementary education in England and Wales was sparse. From the beginning of the nineteenth century, however, an increasing number of schools were set up under the aegis of two societies, the Royal Lancastrian Society, set up by Joseph Lancaster in 1808 (and later renamed the British and Foreign Schools Society) and the 'National Society' of 1811. The Royal Lancastrian Society was non-conformist, while the larger 'National Society for promoting education of the poor in the principles of the established church' was set up by the Church of England. Its aim was to provide an elementary school in every parish. National Schools were generally adjacent to and named after the church, as is the case with Christ Church Schools. Until the Education Act of 1870, the two societies were responsible for the setting up of the majority of elementary schools.

In Hampstead in 1846, 883 children received elementary education, principally at Hampstead Parochial Schools, Emmanuel School in Mill Lane and St John's Chapel on Downshire Hill. By 1870, however, this number had increased to over 1900, with accommodation for 3,000. All the new district churches provided some form of day school. In addition to Christ Church, National schools were founded at All Souls, (1860), St Mary, Kilburn (1864), and St Paul (1870), to name but a few.

### *The Development in Teaching Methods and the Organisation of Schools in the first half of the Nineteenth Century*

With the challenge of the mass provision of elementary education, ideas on teaching practice and the organisation of school buildings developed considerably in the nineteenth century.

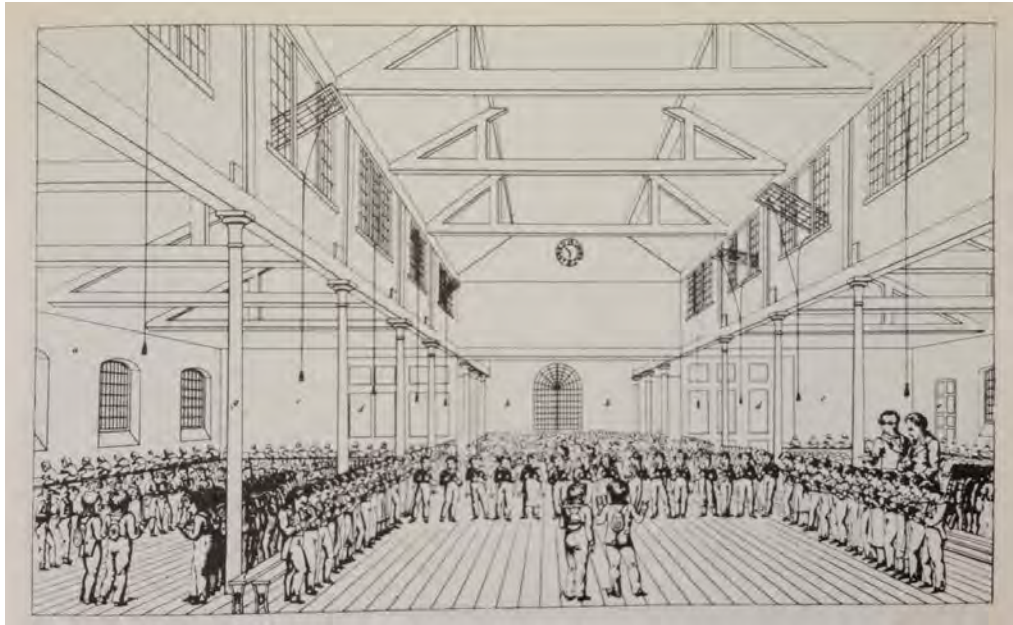
In the first decades of the century, a number of writers/school reformers, in particular Joseph Lancaster and Dr Andrew Bell, advocated the so called 'monitorial' method of teaching.<sup>5</sup> In this system one master/mistress imparted some learning to selected pupils – monitors – who in turn taught a group of pupils – 10 or 20 and in some cases more. The monitorial system was widely adopted. Lancaster's supporters formed the Royal Lancaster Society in 1810, while Bell's ideas were promoted by the National Society in their Christian based teaching.

The monitorial system allowed teaching to be carried out in a single large schoolroom, overseen by a master or mistress. Lancaster was specific as to the layout of the schoolroom. The desks faced the master/mistress in the centre of the room with space left at each side room for groups to study with monitors. Bell was less precise about the arrangement of the schoolroom and a detailed plan form was only evolved by the National Society. Its 1815 report recommended that the writing desks were on the side walls, leaving the central area for the children to stand in squares for instruction by their monitor.

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<sup>5</sup> Joseph Lancaster, *British System of Education*(1810) and *Hints and directions for building, fitting up and arranging schoolrooms on the British system of Education* (1811)  
Andrew Bell, *Experiments in Education*,(1897), reprinted as *The Madras School*, (1808)





The Central School of the National Society, early nineteenth century. (Seaborne, The English School)

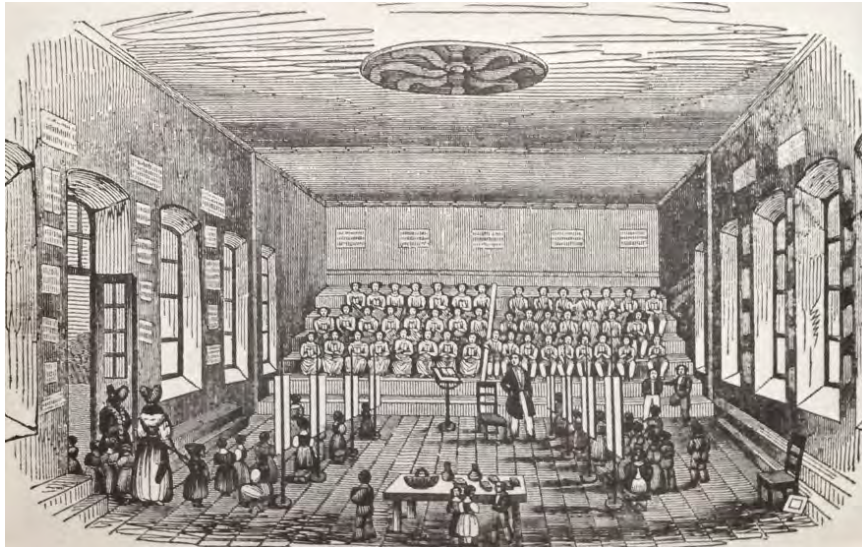


Wandsworth School London c.1810 (Seabourne, The English School)

Although the monitorial system predominated until around the 1880s, it had been gradually modified from the mid century. In particular a separate smaller room off the main schoolroom was introduced so that the master/mistress could teach each class in turn. This system was described as 'simultaneous' teaching as opposed to the 'mutual' teaching of the monitorial system. In 1823, Samuel Wilderspin, writing on the education of infants, recommended such a 'classroom' - one of the earliest usages of the term in the English

language. The idea of the classroom was soon recommended for older children as well, but it was not until the 1850s that separate classrooms were to be found in schools.

Wilderspin also developed the idea of the 'gallery', or stepped seating, so that that large groups could be taught together. These ideas were further developed by David Stow, who published an influential book, *The Training System* on educational practice in 1836. His schoolroom had an open area for teaching by a monitor and gallery at the back of the room.



Stow's Model Infant School, 1836 (Seaborne, The English School)



Watercolour of the Village School at Aynhoe, Northants c.1845 (Bridgeman Art Library)





London School not known, pre-1870 layout. Note the gallery at the far end of the schoolroom  
(from Malcolm Seaborne, *The English School*)

### *State Intervention in Education, 1833-1870*

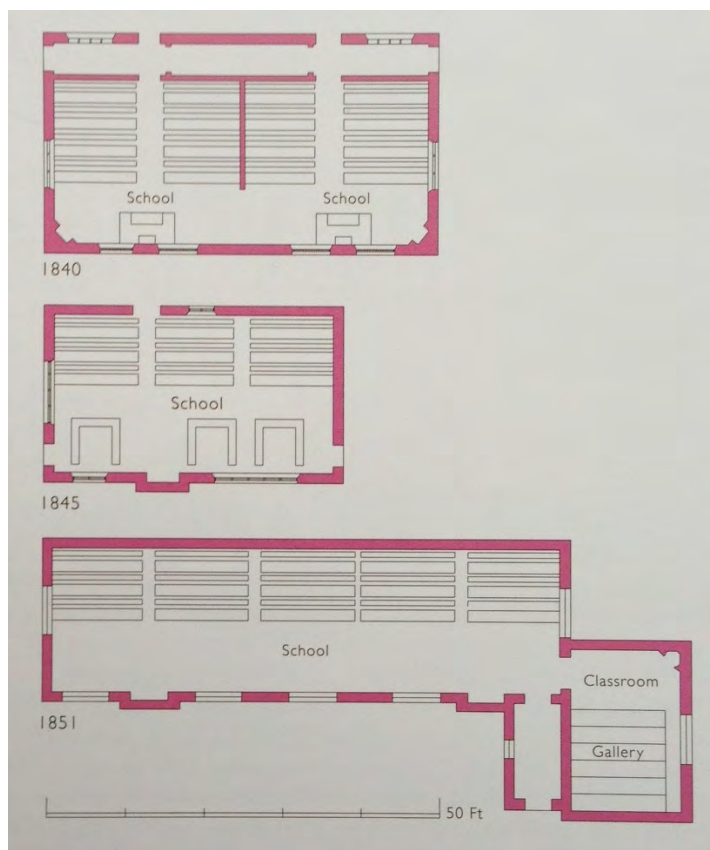
The nineteenth century saw the increasing involvement of the state in elementary education. The government recognized the need for new schools and in 1833 the first parliamentary grant for education of £20,000 was sanctioned, to be distributed through the National and British Societies. The Committee of the Privy Council on Education was set up in 1839 and subsequently grants became dependant on annual inspections by government appointed inspectors, clergymen in the case of the National school. Grants became available for furniture and apparatus and, from 1843, for living accommodation for the school master or mistress and their family.

The Committee made recommendations on the methods of teaching and took a keen interest in the design of schools. In 1840 they issued a 'minute explanatory of the plans of school houses' in which they drew on the ideas of Lancaster, Bell, Stow and others, advocating a combination of both 'mutual' and 'simultaneous' teaching. A series of sixteen plans were attached to the minute, showing how schools of different sizes, could be laid out, an example of which is shown below.



Committee of Council on Education, Plan of School for 56 Children, 1840

Further issues of the school plan drawings were made in 1845 and, most significantly, in relation to the design of Christ Church Schools, in the *Memorandum* of 1851. The basic plan in the *Memorandum* 1851, shown below, was for 120 pupils. In the main schoolroom (65x18feet) five blocks, or classes, of twenty four children could sit in desks arranged in three parallel rows. The 1851 *Memorandum* stated an optimal width of 18ft for the schoolroom but the length could be varied to suit the number of children although not to exceed 64ft. The plan also shows a separate galleried classroom (20 by 14 feet), which could accommodate two of the classes at a time and a small lobby/entrance.



Samples of Plans prepared by the Education Committee 1840, 1845, 1851, showing evolution of classrooms and galleries.  
(From Elaine Harwood, *England's Schools: History, architecture, adaptation*, English Heritage 2010)

The 1850s plan reflected the change in the organisation of schools, namely the beginning of self-contained classes, still at this date occupying the main schoolroom, but increasingly under the responsibility of a paid pupil or assistant teacher. From 1846, grants were made available for the employment of such teachers to assist the master or mistress in addition to the non-paid 'monitors'. It should be noted that in 1863 the girls and boys schools each had one master/mistress, two pupil teachers and several paid 'monitors'.

The memorandum of 1851 and associated drawings dominated school planning in the 1850s and 1860s. Given the similarities between it and the design of Christ Church Schools, it seems almost certain that the Habershons were influenced by the Committee's recommendations in their designs.



Dowlais, Glamorgan, Guest's School, pre 1870 layout (from Malcolm Seaborne, *The English School: Its Architecture and Organization 1370-1870*)

## 2.4 Gothic Design for the National Schools and 'The Ecclesiologist'

The early 'monitorial' schools were generally severe lofty brick buildings, of a simple style, with limited embellishment. By the 1820s, however, most elementary schools were classical and this style predominated for the following two decades. We find the earliest examples of the gothic style in school building in the late 1830s. These buildings tended to be in the late perpendicular – Tudor – gothic with four centred arched doors and windows with square hood moulds.

The 1840s marked the beginning of a more distinctly ecclesiastical style for schools. Gothic, more particularly thirteenth and fourteenth century gothic, became the generally accepted style for National Schools. They were primarily designed by church architects, including the renowned William Butterfield and George Edmund Street, who used the architectural vocabulary that they had developed for churches in their schemes for schools. By this time church building was undergoing a radical change, influenced by increasing antiquarian research, Pugin's writing and the Ecclesiological Society (set up in 1839 as the Cambridge Camden Society.)<sup>6</sup> The Ecclesiologists championed a return to the medieval style of building and were concerned with the reform of liturgy. Their publication 'The Ecclesiologist' was widely read from 1841-1868.

<sup>6</sup> A W N Pugin published *Contrasts* in 1836 and *True or Pointed or Christian Architecture* in 1841





Lound Chapel, Lound, Yorkshire, 1845, 'ecclesiastical style'  
(from Malcolm Seaborne, *The English School: Its Architecture and Organization*)

To Pugin and the Ecclesiologists, Gothic was the only appropriate religious style. The building of schools ranked second in importance only to church building as a means of spreading Christian beliefs, and it was therefore desirable that they too should be designed in the gothic style. In an article titled 'Schools', in *The Ecclesiologist* (1847) we read, 'Ecclesiology is the science of Christian Aesthetics; and if aesthetics be of such infinite importance in the service of God, of infinite importance must they also be in fitting children for that service: which is education.' Furthermore, Gothic was seen as a peculiarly national style and therefore appropriate for school building. Pugin's Catholic Parish School at Spetchley in Worcestershire, designed in 1841 was particularly fine and was the forerunner for many gothic village schools.

The ecclesiologists were prescriptive in their advice to school architects on matters of style, planning and even details of internal finishes and furnishings. In an article dated 1847 it was written that 'a parish school, to be what it ought to be must comprise the following buildings: Girls' School, Boys' School, a classroom and a cloak-room to each, and houses for the master and mistress. The question is how to group these together.....Each [school] must be on the ground floor and reach to the roof.....a house and a school-room should not be placed under one and the same roof, but, we think that the two separate schools should also be under different roofs.' The article continues, 'the classroom must not be included under the same roof as the school... we should prefer the axis of the roof of the class-room to be at right-angles with that of the school-room.' As to cloakrooms, 'these may be most appropriately lean-to.' The ecclesiologists advocated 'high pitched roofs, external chimneys, crestings' and 'middle-pointed windows – simple and beautiful'. They even recommended the use of wallpaper.<sup>7</sup> These ideas influenced church architects in their designs for schools, including the Habershams. The layout of spaces, roofing,

<sup>7</sup> 'The Ecclesiologist' LV January 1847, pp 1-6



chimneys and treatment of windows at Christ Church Schools bear a remarkable similarity to the ideal school described in 'The Ecclesiologist'

Such was the interest in the design of school buildings in the mid nineteenth century, that a number of architects published model designs for schools. William Butterfield's *Instrumenta Ecclesiastica*, 1852 includes a model design for a village school and Joseph Clarke published *Schools and School Houses* (1847), which illustrates 11 schools and a schoolhouse on 25 plates.

Henry Kendall's *Designs for Schools and Schoolhouses* also published in 1847 contains beautifully decorated lithographs. In the Preface he advocates Gothic for school building: 'the styles of the Middle Ages, compared even with the classical taste of the Greeks and Romans are best suited for school houses.....because the buildings themselves (like the pious and charitable institutions of olden times) partake, or ought to partake in a semi-religious or semi-ecclesiastical character.' In fact Kendall's twelve designs, are in a variety of styles. His aim was to create more of a picturesque design than one of strictly correct style. Indeed the Habershons' design for Christ Church Schools may be considered more of a romantic rather than a rigid early English Gothic style, with its square headed window and Tudor style chimneys.

In a period of growth in education the gothic revivalists saw an opportunity to propagate their ideas: 'With the present zeal on the part not only of the government and the clergy but also of the enlightened public in promoting the great cause of education it must be evident that a noble opportunity for the exhibition of national architecture, and for contributing to its general diffusion, now presents itself.'<sup>8</sup>



'Design five' and the frontispiece, Henry Kendall's *Designs for Schools and School Houses*, 1847

<sup>8</sup> Preface to Henry Kendall's *Designs for schools and Schoolhouses*, 1847

## 2.5 William Gillbee Habershon (1818-1892) and Edward Habershon (d.1901)

William Gillbee and Edward Habershon were the sons of the architect Matthew Habershon (1789-1852), a zealous Anglican and author of the renowned book *The Ancient Half Timbered Houses of England*, 1836. William Gillbee started in practice in St Neots in 1843, but on their father's death in 1852, the brothers inherited their father's practice and went into partnership in Bloomsbury in London. The partnership was dissolved in 1863. William entered into partnership with his former pupil Alfred Robert Pite who retired in 1878. J. F Fawkner became a partner in 1870.

Following the break with his brother, Edward went into practice with Henry Spalding, who had been articled to the Habershons in 1857. In 1865 they made their managing clerk Edgar Philip Loftus Brock a partner. At Edward Habershon's retirement in 1879, Brock became the sole partner. Their work included Normanhurst Court in Sussex.

William Gillbee is the better known of the two brothers. His practice was extremely successful and had offshoots at Newport and Cardiff in Wales where he was architect to Lord Tredegar's considerable estates. He was clearly a prolific architect; in his obituary [FN] it was estimated that William Habershon had designed and built fifty churches, eighty chapels, some sixty schools, and thirty vicarages and country mansions, as well as 'many buildings of a more important and public character'. These included The Samaritan Hospital for Women, Marylebone Road, The Royal Colonial Institute, Northumberland Avenue, Duncrub House near Perth and Roydon Hall, Kent.

First and foremost, he was a church architect of the gothic revival. He 'always carefully followed the ancient work' but like so many architects of this time his architectural vocabulary changed and developed as architects sought for an ideal. Clyde Binfield wrote of William Habershon, 'His specialism....was ecclesiastical, chiefly Evangelical, notably Dissenting, usually in shades of Early English but sometimes, as in Camberwell and Canonbury, in experimental vein cloaking a Greek Cross or octagon with Early English trimmings.'<sup>9</sup>



The Philological School, London by WG and E Habershon, completed 1857. Note the similarity in the design of the bay window to the windows at Christ Church Schools.

<sup>9</sup> Transactions of the Hunter Archaeological Society, Clyde Binfield, Three Personalities and a Theological College, Vol 14, 1987, p26

## 2.6 Christ Church Schools Phase II: Construction of the Infant School

The original 1850s Schools did not have a separate Infant School, although some infants were taught with older children. It was not long, however, before the decision was made to build a dedicated Infant School on the site. It was funded with £250 from the Wells Charity and the work was carried out in 1862 by J Stone Builders to the designs of the architect WG Habershon. By this time, however, William Gilbee had left his brother and gone into partnership with Alfred Pite.

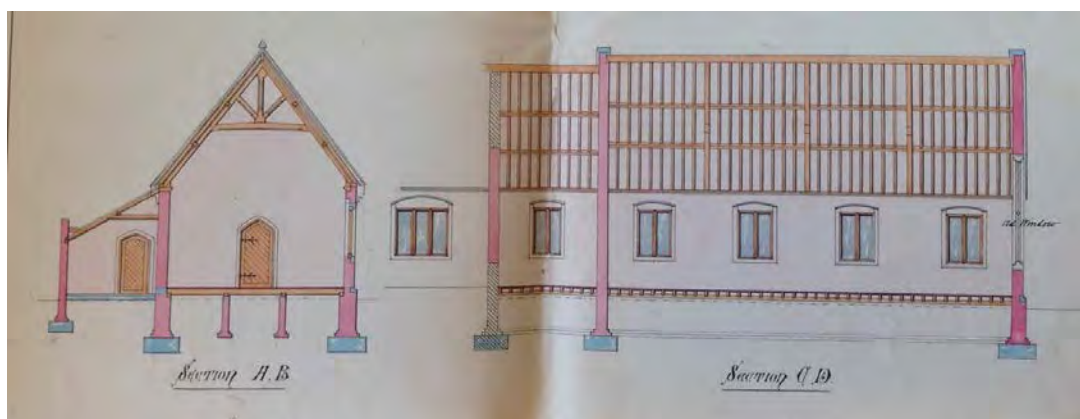
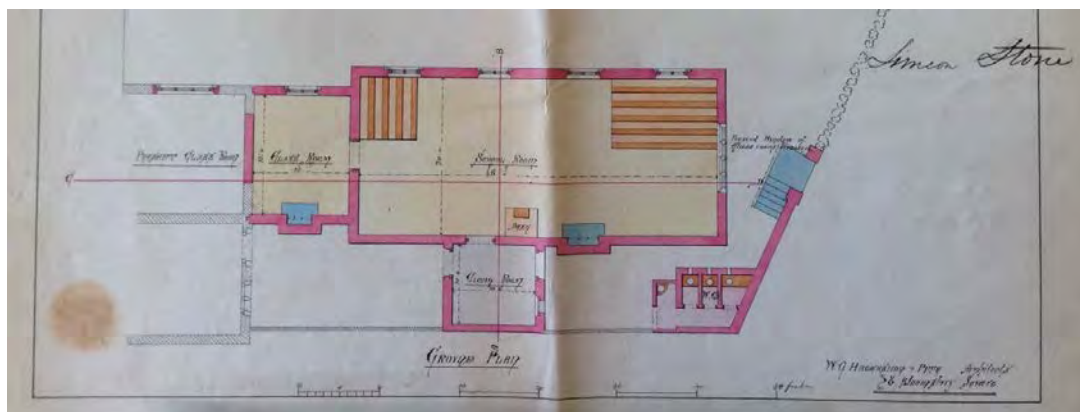


OS Map 1866

The Infant School was adjacent to the Girls' School and consisted of the main infant schoolroom, a separate smaller infant classroom and a porch. The infant schoolroom, generously proportioned with a fine tracery north window exposed roof trusses, survives largely unaltered. The bi-folding screen dates to 1905. The infant classroom was located between the girls' classroom and the new Schoolroom. The 1850s window in the original girls' classroom was blocked up and two new windows were inserted in the west wall to light each of the classrooms.

It should be noted that the Habershon and Pite drawings of the new infant school, stamped 'education approved', were not executed exactly as drawn. The infants' porch, shown extending to the east boundary, was reduced in size and the fenestration altered. A new entrance into the site from Christ Church Hill was shown further west along the perimeter wall with WCs in the north east corner replacing the existing entrance. This was not carried out; the WCs were sited in the yard adjacent to the girls WCs, and the north east entrance was retained, to be used by both the infants and the girls.





New Infant School: Plan and Section c.1862, Habershon and Pite Architects

By 1871 the school roll refers to 117 boys, 121 girls and 104 infants.

## 2.7 The Organisation of Christ Church Schools in the Nineteenth Century

It seems appropriate to refer briefly to the way in which Christ Church Schools were organised in the nineteenth century. Both the log books and the minutes of the management meetings from 1863 – 1941 have been preserved, together with the 1855 Conveyance, and form a remarkable historical record of the Schools.

The Conveyance sets out rules for the management of the Schools, including details about contributors and the Management Committee, which was to include the Vicar and 15 elected local people. All concerned with the running of the schools had to be members of the Church of England. It was, however, provided that parents had the right to decide whether or not their children went to church and no child was to 'incur any loss of the benefits or privileges of the school' if they did not.<sup>10</sup>

In the nineteenth century, the Schools were funded in three ways: firstly from contributions from parishioners, secondly from fees (the fee per pupil in 1863 was 5d per week), and thirdly from government grants subject to regular inspections. It is interesting to note that at Christ Church Schools on 24<sup>th</sup> May 1863 the head 'sent home five boys who

<sup>10</sup> Conveyance, dated 23<sup>rd</sup> July 1855



were absent without leave on the day of inspection. Their non-attendance entailed a probable loss of 8s per head to the school funds.<sup>11</sup>

According to the log books, in 1863 the girls' and boys' schools were both divided into three classes, and the curriculum included scripture, arithmetic, composition, grammar, geography writing and dictation.

The log books and minutes emphasise the close relationship between Christ Church and the Schools. The Schools were opened each week by the vicar and scripture classes were given regularly by a member of the clergy. Of the early vicars, the Rev Edward Henry Bickersteth (vicar from 1856 -1885) is the best known. His was influential in the life and development of the Schools, and laid the foundation for their success. He continued on the Management Committee after he became Bishop of Exeter in 1885.

## **2.8 The Education Act 1870 and Board Schools**

The Education Act of 1870 marked a change in the development of elementary education. Local School Boards were set up to provide non-denominational elementary schools in areas where the provision was not sufficient, and ideas on the organisation and design of school building developed in new directions. Often in tight urban sites, the Board Schools were generally multi storied brick edifices with large windows. In 1871, the School Board for London appointed as its architect E R Robson, under whom 289 schools had been built by 1884.<sup>12</sup> He argued against the ecclesiastical style of the National Schools in favour of the 'Queen Anne' manner, which he considered more appropriate for non-denominational Board Schools. The first Board School in Hampstead was Fleet Primary School, opened in 1879.

The setting up the of Boards galvanized the Voluntary Church Schools to intensify their efforts to maintain their schools with an emphasis on religion rather than see education pass to the non-denominational Board Schools.

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<sup>11</sup> Log Book for Boys' School, 24<sup>th</sup> May 1863

<sup>12</sup> Cherry and Pevsner, p.

## 2.9 Christ Church Schools Phase III: Late Victorian Additions

In 1888 Christ Church Schools were enlarged.

In the letter entitled 'proposed restoration and enlargement (April 1888), circulated to potential donors, it was stated that 'nothing substantial has been done...since the schools were built more than 30 years ago...and they are much in need of renovation...more accommodation is required by the increasing population of Hampstead and because an increased attendance would enable them to conduct the Schools more economically and efficiently.' The school also wanted to provide more accommodation for pupils to obviate the need in Hampstead for a Board school additional to the one opened in Fleet Road in 1879.

The plans for the enlargement had been prepared by the Architect Charles A Legg earlier, in 1885, but work had been postponed due to the Rev. Bickersteth's retirement. The works consisted of the extension of the boys' classroom to the south, mirroring the 1862 extension to the north, and the enlargement of both the boys' and girls' entrance cloakrooms. A new infant classroom was constructed to the north west of the infants' schoolroom and consequently the girls' classroom could be extended into the space that had been occupied by the original infants' classroom, creating a single larger room. The infants' WCs were relocated adjacent to the new infants' classroom (and further enlarged in 1894). The works, undertaken by William Pearce Builders, were completed by autumn 1888.

In 1880, Christ Church Schools had accommodation for some 400 children in the three schools; by 1899 this had increased to 457.<sup>13</sup>



OS Map 1893

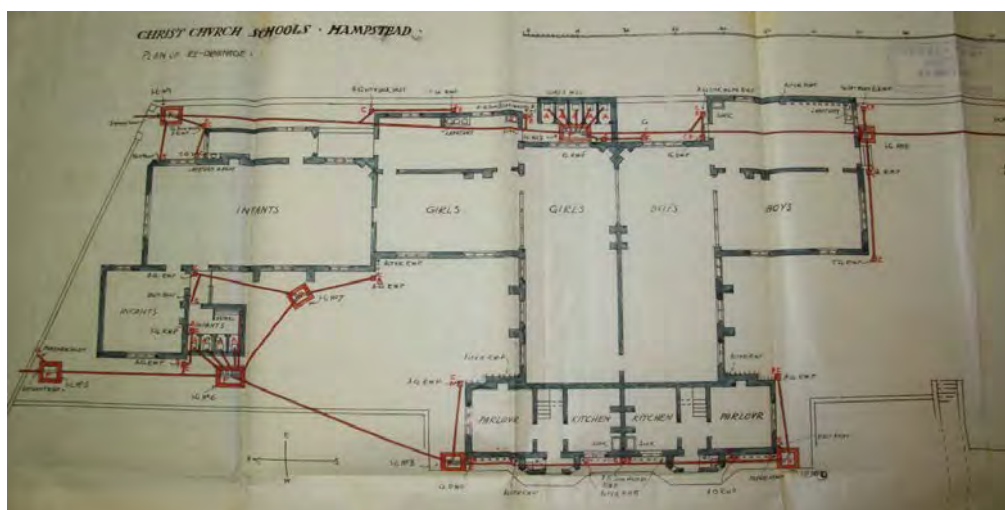
<sup>13</sup> Committee of Management Minutes, November 1899

## 2.10 Christ Church Schools Phase IV: Twentieth Century Alterations

### *The LCC, Reorganisation and Alterations to the Schools in the Early Twentieth Century*

The minutes of the Management Committee indicate that in the first years of the twentieth century the school was reorganised to accommodate a reduced 366 pupils (in order to achieve the required 10 sq ft area per pupil) and fees were abolished. Despite this reorganisation and opposition from the Church Schools, New End Primary School was opened in 1906, a short distance from Christ Church Schools.

In 1903 the London County Council (LCC) had taken over from the London School Board. In addition to the Board Schools, the LCC was also given responsibility for the voluntary denominational schools to whom it was able to contribute some funds.



Plan 1906, Frank Potter Architect

In 1906 repairs and alterations were undertaken at Christ Church Schools, overseen by the architect Frank Potter.<sup>14</sup> Extensive drainage repairs were carried out, shown in the plan of 1906 and the boys' WCs were relocated in a small block in the south east corner of the boys' playground. These were removed in the 20<sup>th</sup> century.<sup>15</sup> The infants' porch was also extended to increase the cloakroom accommodation and each of the three large schoolrooms were divided with folding, glazed screens to provide six new classrooms.<sup>16</sup> The screen constructed in the infant schoolroom survives today. The screen constructed in the girls' schoolroom, however, was altered when the mezzanine floor was inserted above and the screen to the boys' schoolroom has been demolished.

<sup>14</sup> Committee of Management Minutes, April 12<sup>th</sup>, 1906.

<sup>15</sup> Drainage Plans dated 1906, held in Camden local studies library.

<sup>16</sup> The classrooms were to accommodate 50 and 54 children in those formed from the infant schoolroom, and 40 children each in those formed from the girls' and boys' schoolrooms.



Photos (N.D) showing the glazed partition constructed in the original girls schoolroom in 1906

Christ Church Schools were further reorganised in 1917 and became a mixed school accommodating 332 children (of whom 130 were infants). In 1919, a small triangular addition was made to the north of the infants' classroom. The two rooms provided adequate space for an officially recognised nursery classroom of 20. By 1922, permitted number of children had reduced to 296 which remained until the Second World War, although by 1937 actual numbers of children attending the school had dwindled to 137.

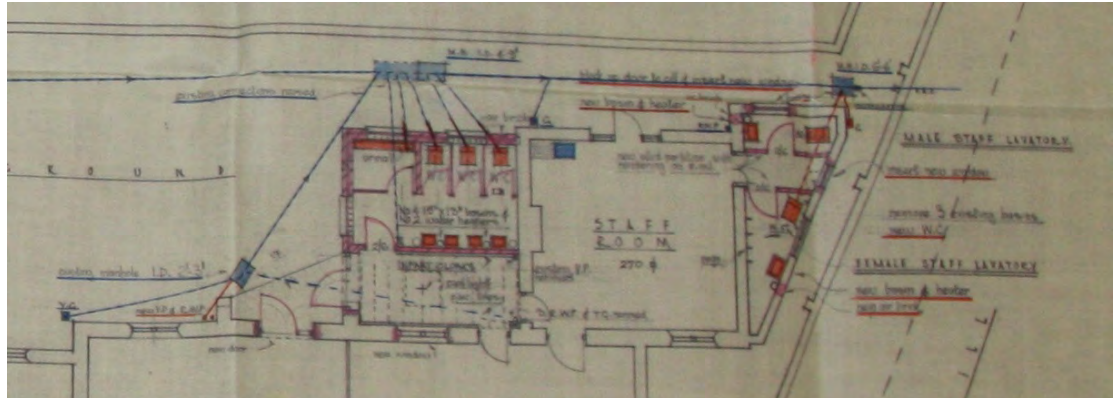
During the Second World War, the school evacuated. M.B. Butler, the headmaster in the 1950s, wrote: 'it was closed down in the last war and when it reopened in 1947 there was hardly a book in the place.'<sup>17</sup>

#### *Alterations in the Second Half of the Twentieth Century*

During the 1960s two projects were carried out at Christ Church School, both to the designs of Thomas Ford and Partners. In 1963, the WCs adjacent to the staff room (now the ICT room and originally the infant classroom) were rebuilt. Doors were also inserted in place of a window from the former infant schoolroom.

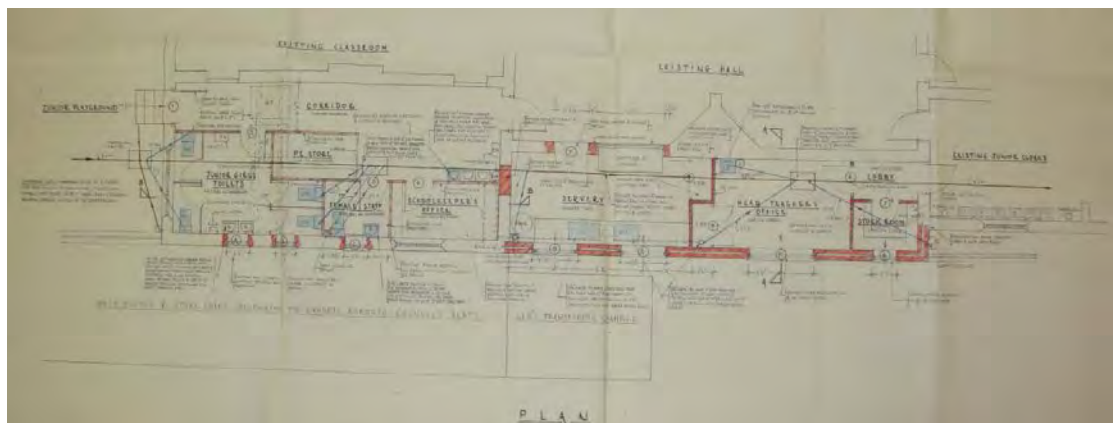
<sup>17</sup> Ham and High 30<sup>th</sup> March 1956





Plan 1963, Thomas Ford Architects

In 1967 the 'yard' of the original schools was fully roofed over to create a servery in one half, and a head teacher's room in the remainder. The girls' WCs were relocated in what had been the original girls' porch cloakroom.



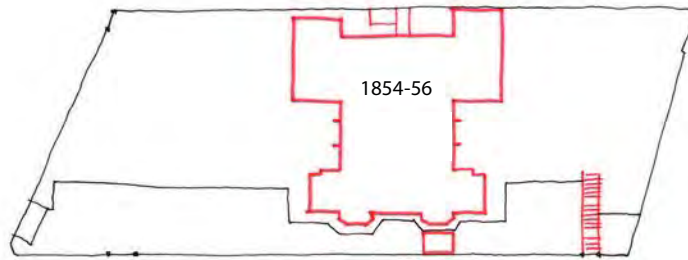
Plan 1967, Thomas Ford Architects

During the 1970s and 1980s the lower levels of the schoolhouses were converted for use by the school and openings were made in the structural wall that had divided the school and schoolhouses.<sup>18</sup> New doors, inserted in place of windows in 1974, gave access into the north playground from the original school mistress' house, and from the former boys' schoolroom into the south playground. Also in 1974, a new retaining wall and shed were erected in the north-west corner of the playground. The steps adjacent to the shed that give access to the playground from the north gate on Christ Church Passage appear to date from the same time.

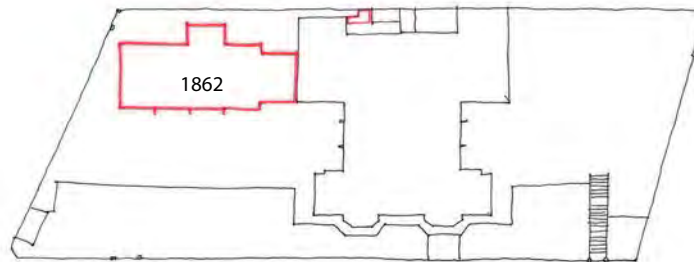
The most significant recent work that has been undertaken at Christ Church School has been the insertion of mezzanines over the original girls' and boys' schoolrooms, except for the east half of the girls' schoolroom which is still open full height to the roof.

<sup>18</sup> See Planning application number 19387, 1975 and application number 8770406, 1987

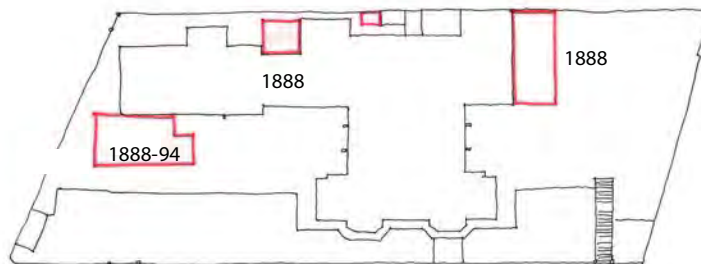
## 2.11 Summary of Historical Development



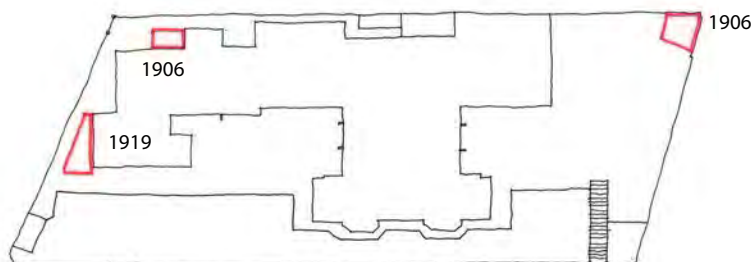
1. 1854-56



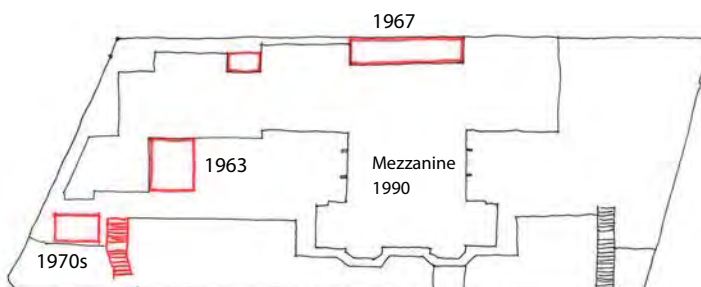
2. 1862



3. 1888-94



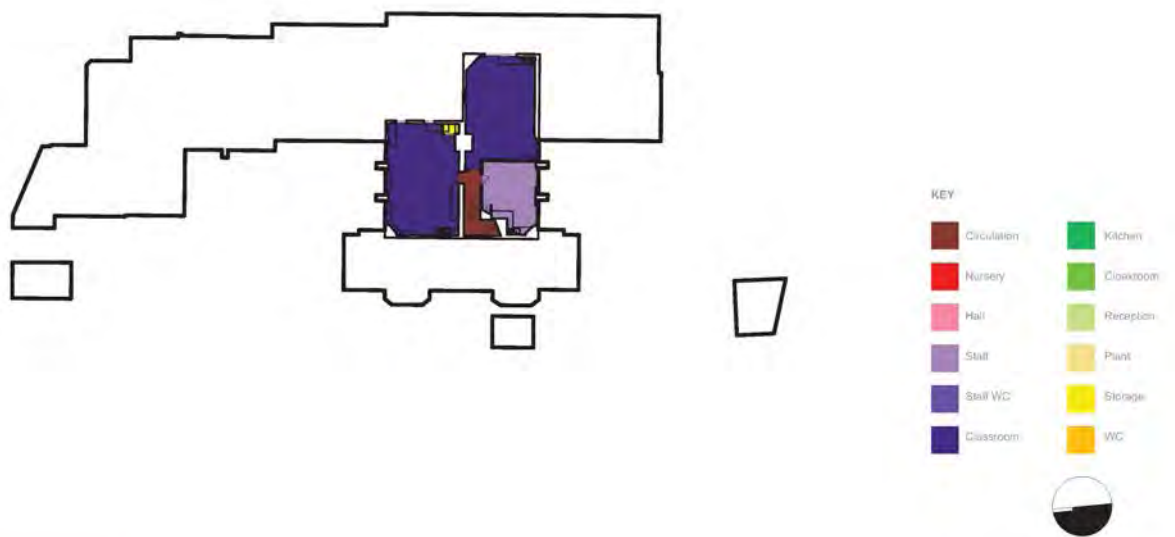
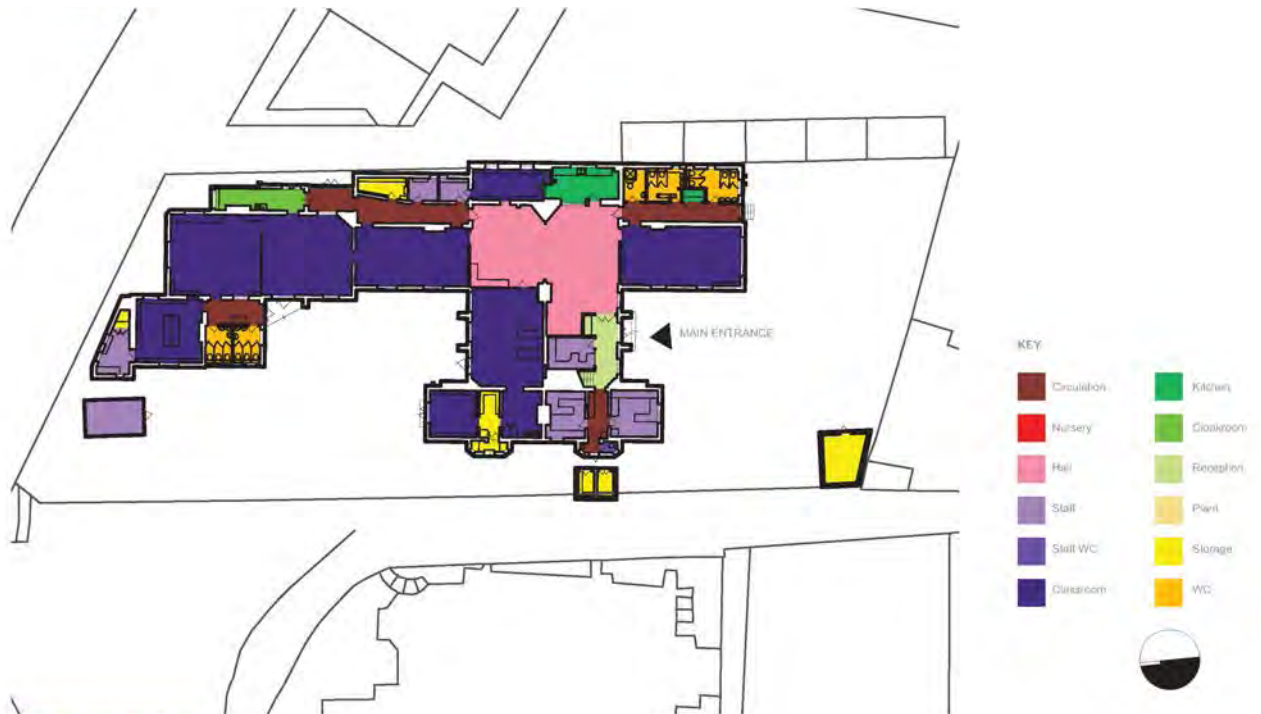
4. Early C.20<sup>th</sup>



5. Late C.20<sup>th</sup>

### 3.0 DESCRIPTION OF THE SCHOOL TODAY

#### 3.1 School Floor Plans today



Ground and mezzanine plans as existing, showing uses



### 3.2 The Interior

The school is entered through doors in the south side of the building. The doors were inserted in the 1970s into one of the original tracery windows. The **Entrance Lobby** is small, with an **Office** and storerooms and stairs up to the mezzanine. This area was originally the west end of the boys' schoolroom. The schoolroom has been divided unsympathetically to create the office/storage rooms, and the mezzanine floor was added in the 1990s. Consequently, the magnificent volume of the original space with its high pitched roof is not easy to appreciate.

To the south, a door leads through to further **Administrative** rooms. These were originally the kitchen and pantry in the lower level of the school master's house and were only converted for use by the school in 1987.

The original chimney breast, with back to back fireplaces was in the centre of the two schoolrooms and is still a feature in the **Main Hall**. The spine wall that separated the girls' and boys' schoolrooms to the west of the chimney breast also survives intact. The gothic timber screen to the east, however, has been removed to create the main hall, which runs perpendicular to the original orientation of the schoolrooms. The north half of the hall, originally the east end of the girls' schoolroom, retains its original height, and the large tracery window that lit the room can be seen on the east wall. Unfortunately, at the west end of the girls' schoolroom a mezzanine was added.



The Main Hall facing south with original gothic screen and door



Tracery window in east wall of the Main Hall

The **Reception Classroom** beneath this mezzanine is entered through a panelled screen from the hall. The screen was constructed in 1905, but was altered in the 1990s to allow for the structural beams to support the new floor. Also in the 1990s, a door was inserted in place of a window in the north wall of the reception classroom to give direct access to the north playground. An opening into the lower level of the original mistress's house provides additional space for the reception class in a number of small rooms, with a further door into the north playground. These spaces were converted for use by the school in 1975.



Reception Classroom showing opening into lower level of the original mistress's schoolroom

The new mezzanine level contains the **Year 4 and 5 Classroom** and **Staff Room**. The 1850s timber roof structure is exposed, and the tracery windows, the upper part of the 1850s windows, contain the original triangular panes.



Year 5 Classroom, mezzanine level. The tracery window with triangular panes was the original east window of the boys' schoolroom.

Returning to the main hall and looking to the north and south, the original gothic timber panelled screens can be seen with brick relieving arches above. The timber lintel to the north screen has been replaced in steel. Regrettably, this screen is covered in unsightly wires and service conduits.



Gothic screen in Main Hall obscured by equipment



An arched doorway in the south gothic screen leads into the **Year 6 Classroom**. In the 1850s this was the boys' classroom and it was extended in the 1888 works; the window from the original classroom was reinstated but without the diamond panes of glass. This classroom contained a gallery of stepped seating that was removed at the end of the nineteenth century.



Year 6 Classroom. The room was enlarged in 1888 and the window reinstated without its original diamond panes of glass.

A second door, adjacent to the arched doorway in the south wall of the main hall, dates also to the original school building but is square headed. It leads into a **Corridor/Cloakroom** with **WCs** to the east. These spaces were originally the entrance lobby to the boys' school that was extended in 1888. The arched door from the cloakroom on to the south playground was the nineteenth century entrance to the boys' school.



Door into south playground. This was the boys' entrance after the porch was rebuilt in 1888.

The **Kitchen** and **Mixed Use Practical Room** occupy the space that in the nineteenth century was an external yard with WC cubicles. It was roofed in 1967, although this work is not in keeping with the original building fabric.

A square headed door in the north wall of the main hall leads into a corridor with **Store Room** and **Administrative Rooms** to the east. This was the original porch to the girls' school that was extended in 1888. Its arched entrance door survives.

The **Glazed Lobby** adjacent to the Year 2 classroom is a recent addition and not in keeping with the style of the building. There is, however, an 1862 window between the lobby and the classroom. A further arched doorway, probably also dating to 1862, leads into a **Cloakroom**, built in two phases. The south end was the infant cloakroom, constructed in 1862. It was extended to the north in 1905.



View from Cloakroom adjacent to the Year 2 Classroom showing nineteenth century arched doorway, originally the infants' entrance and beyond the entrance to the girls' school, rebuilt 1888.

The **Year 3 Classroom** dates to two phases of construction. The south end was the original 1850s girls' classroom. The north end was the 1862 infant classroom constructed adjacent to the girls' classroom. Both windows date to the 1862 work, and it appears that most of the west wall was rebuilt at this time. In 1888 the two classrooms were combined to create a single larger room. The classroom originally had a gallery of stepped seats that was not removed until early in the twentieth century.

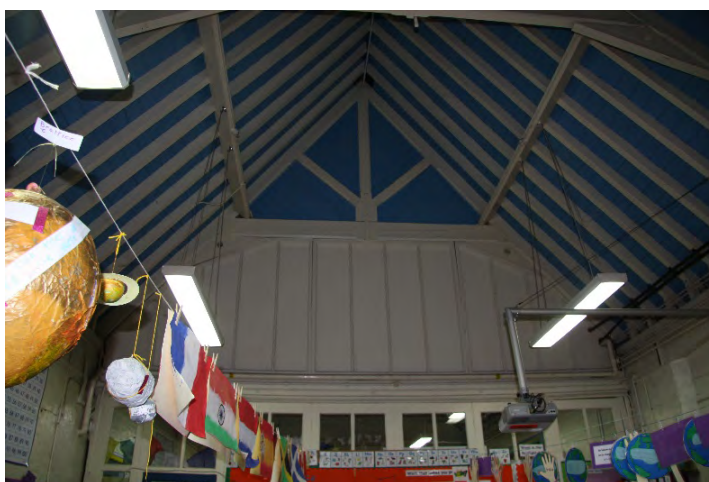


Year 3 Classroom facing south with gothic screen

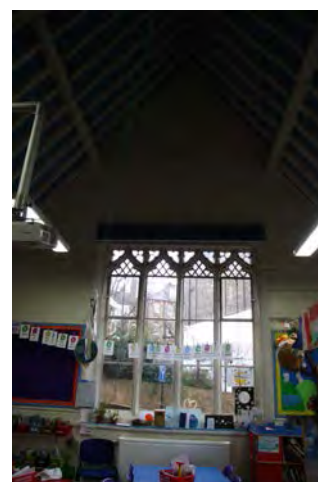


Arched door into Year 3 Classroom

The **Year 1 and 2 Classrooms** divide the space that was originally the 1862 infant schoolroom. With the 1860s Victorian roof and timber structure still visible, these are some of the best preserved rooms in the school. A door was inserted in place of a window in the Year 2 classroom in 1963 to give direct access into the north playground. The Year 1 classroom still retains its large tracery window in the north wall.



The roof and screen in the Year 2 Classroom, originally the infant schoolroom



North tracery window in Year 1 Classroom

Doors from the Year 1 classroom lead into the **ICT Room** and girls and boys' **WCs**. The ICT room was constructed in 1888 as the infant classroom, although the ceiling has subsequently been lowered. It was extended to the north in 1919 to create a small triangular room that is now a **Staff Room**. The WC block was built in the 1960s over an earlier nineteenth century structure. The block is not in keeping with the nineteenth century building fabric.



### 3.3 The Exterior

#### *19<sup>th</sup> Century School*

The majority of the exterior envelope of the school is 19<sup>th</sup> century, but was built in three phases. The exterior elevations of the school date to these three phases as follows:

#### **Phase I (1854-6):**

The Schoolhouse elevation, door inserted in place of window in lower level of north elevation.

North elevation (originally boys' schoolroom), new door inserted in place of window 1990s.

South elevation (originally girls' schoolroom), centre door inserted in place of window 1970s.

East elevation of original schoolrooms above 1960s lean-to, extension over 'yard'.

#### **Phase II (1862):**

West elevation of Year 2 and 3 classrooms, new door inserted in place of window in Year 2 classroom in 1963.

North and east elevations of Year 1 classroom.

South half of the cloakrooms adjacent to the Year 2 classrooms, alterations to fenestration.

#### **Phase III (1888):**

East and west elevations of the ICT room.

East elevation of the storeroom/admin rooms adjacent to Year 3 classroom.

North and west elevations of Year 4 classroom, south and east elevations of the girls and boys' wcs, adjacent to Year 4 classroom, windows not original.



South elevation of school showing main entrance doors, inserted in place of the original windows in the 1970s



South elevation of the school. The classroom and porch were extended in 1888



North Elevation of the school. A new door was inserted in place of windows in the 1990s and the glazing replaced some of the panes of glass when the mezzanine was constructed.

### *External Walls*

Christ Church Schools were built of yellow gault brick with stone dressings.

The brickwork is generally in reasonable condition. Some of the later brickwork is a yellow stock brick, which varies slightly from the harder, paler, gault bricks. The brickwork to some of the schoolhouses has been painted a reddish hue and in other areas the services and conduits detract from the overall composition. There is some cracking in the brickwork, for example at the north end of the Year 1 classroom.

The stonework is in poorer condition than the brick. Many of the stone kneelers to the gabled roofs have decayed, and the stone copings to the schoolhouses have been inappropriately replaced with PVC. Some of the stone dressings to the windows have been painted, which is not in keeping with nineteenth century design.

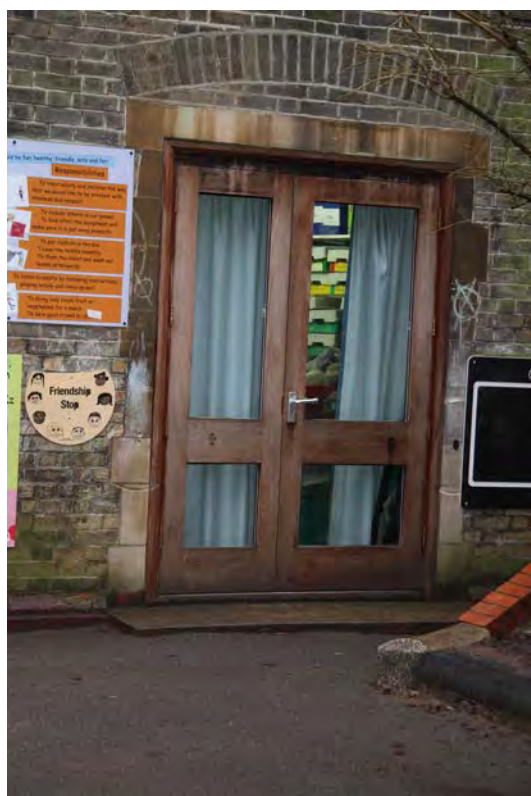
## *Windows*

The nineteenth century windows were designed with stone transoms and mullions and cast iron sub frames, some of which were opening. The details of the windows varied. Some had tracery heads with diamond panes of glass and the windows to the Year 3 classroom were detailed with timber mullions and transoms on the inside face. The windows have also been considerably altered in various ways, as for example the addition of secondary glazing. Where the mezzanine was inserted some of the glass was replaced with opaque panels. Furthermore, a number of the windows have been converted into doors in the 1960s.

## *Doors*

The nineteenth century entrances into the schools were arched doorways, with panelled doors and decorative wrought ironwork. That to the boys' school can be seen from the south playground. Glazed panels have been inserted. The nineteenth century entrances to the girls' and infants' schools are the doors to either side of the glazed lobby to the east side of the building, and are now internal doors.

The decorative doors to the schoolhouses also survive with their fine wrought iron hinges. Two further doors from the playgrounds into the area beneath the schoolhouse entrances are arched nineteenth century doors.



Left: Doors from Reception Classroom (originally lower level of mistress' house) into north playground, inserted in place of a window in 1974.

Right: Door into south playground from south porch, rebuilt in 1888.



### *Roofs*

The roofs are tiled, with crested ridges. The roofs of the school were renovated in the early twentieth century and appear to be a different colour from those of the schoolhouses. There are currently a number of damaged and slipping tiles. The decorative brick chimneys were an important part of the exterior design, the majority of which are still in place. Some have been repaired and others taken down, which detracts from the 'picturesque' roofscape intended by the original architects.

### *20<sup>th</sup> Century Additions*

Although the majority of the exterior dates to the nineteenth century, some of the exterior of the building is more recent.

The cloakroom adjacent to the Year 1 classroom was added in 1905. The wall to this section is bowing.

The flat roofed triangular addition adjacent to the ICT room dates to 1919, with further openings made later in the twentieth century.

The WC block to the south of the ICT room dates to the 1960s. It has a flat roof and porch and detracts considerably from the external appearance of the school.

The lean-to extension over the kitchen, originally the 'yard', is of poor construction and detailing and detracts from the external appearance of the school.

The glazed porch adjacent to the Year 2 classroom is a recent addition. Its heavy frame and materials are not in keeping with the building.



Left: Glazed Lobby, recently added between the nineteenth century girls' and infants' porches  
Right: View from north playground showing Year 3 Classroom (originally infant schoolroom) and 1950s wc block with ICT Room (1888 infant classroom) beyond.



West Elevation of ICT Room  
(originally 1888 infant classroom).

### *Playground and Site*

The railings and gates along Christ Church Passage are of fine nineteenth century metalwork and date to the building of the Schools. The gate in the north east corner of the site also dates to the 1850s. It was the original entrance to the girls' school and later also to the infants' school. The wall on to Christ Church Hill, however, pre-dates the Schools and is an important townscape element.

There was originally a continuous wall forming the east boundary of the site. The north section of this wall has been taken down and replaced with a fence, while the south section is in poor repair. The lean-to WC block in the south east corner of the site has been removed.

The south boundary has brickwork of a variety of dates.

There are two sets of steps leading down to the playgrounds. There have been steps in this location since the 1850s construction of the Schools but the finish of the existing steps is recent, as is the modern railing. The north steps were constructed in the 1970s.



Railings along Christ Church Passage

## 4.0 SIGNIFICANCE

### 4.1 Statutory Significance

#### *Listing*

Christ Church School has been listed at Grade II since 1974. The following is the listing description:

TQ2686SE CHRISTCHURCH HILL 798-1/17/216 (South West side) 14/05/74 Christchurch School and School Houses and attached railings

GV II

Church school and attached school houses. School, c1854 by WG and E Habershon; houses c1857, architect unknown; both with some later C20 alteration. Yellow stock brick with stone dressings; tiled gable roofs, school house with moulded chimney-stacks and gables with stone chimney finials. Irregular group of single storey buildings in Tudor style with symmetrical pair of 2-storey school houses on west side. All with arched doorways having drip-moulds and ball flower decoration, transom and mullion windows some with traceried heads; gabled dormer windows. INTERIORS: not inspected. SUBSIDIARY FEATURES: attached cast-iron railings with urn finials and lattice box piers to gates. Christchurch School and Christ Church, Hampstead Square (qv) form a group.

The English Heritage criteria for the consideration of education buildings for designations are also worth noting. They state that 'All schools built before 1870 should be considered, but examples have to be well preserved and of good quality to be listed. The most innovative schools of these periods will be eligible for high grades, as will the architecturally sophisticated and many of those designed by architects of National repute.'<sup>19</sup>

#### *Conservation Area*

Christ Church School is located within the Hampstead Conservation Area, subdivision 2: Christ Church/Well Walk.

The Hampstead Conservation Area statement aims to provide a clear indication of the Council's approach to the preservation and enhancement of the Hampstead Conservation Area. The statement describes the character of the area, provides an outline of the key issues and identifies development pressures.

#### *Tree Protection*

A number of trees within and surrounding the School are covered by Tree Protection Orders (TPOs).

<sup>19</sup> Elaine Harwood, *England's Schools: History, architecture and adaptation* (2010) English Heritage. See also *Listing Selection Guide: Education Buildings*, (April 2011), English Heritage



## **4.2 Social and Cultural Historical Significance**

Christ Church Primary School is significant in the contribution it makes to our understanding of the history of education and the development of teaching practices.

Christ Church Schools were National Schools. They were founded under the aegis of the Church of England's National Society for Promoting the Education of the Poor, one of two societies that were responsible for the founding of the vast majority of elementary schools before the Education Act of 1870, when the State began to replace the Church as the principal source of elementary schooling. The girls' and boys' schools (completed 1855-6) were separate and their layout reflected the teaching practices of the time. Education in the 1850s was at a turning point. The monitorial system that had dominated in the first half of the nineteenth century was increasingly supplemented by the teaching of classes directly by a single master or mistress. Each school consisted of a large schoolroom, and a smaller separate classroom and a porch. The schoolroom was arranged with blocks of desks for teaching in classes and space for instruction in small groups by a monitor, while the classrooms had 'galleries' of stepped seating for larger classes. The Schools followed the advice of the Government Committee for Education, both in their dimensions and layout. The schoolhouses formed an integral part of the design, as was common practice at this time.

Just six years after the completion of the original schools, a dedicated infant school with schoolroom and separate classroom was constructed adjoining the original girls' school.

Further alterations and additions to the school reflect changes in teaching practices and organisation of the school, particularly the division of the larger schoolrooms into separate classrooms from the early twentieth century, and the integration of the three schools into one to accommodate mixed classes.

Christ Church Primary School, formerly Christ Church National Schools, has been an important part of the local community for the past 150 years, and with the exception of the war years has been in continuous use as a school to the present day. During the nineteenth century, it was part funded and maintained with subscriptions from the parishioners, and enlargements at that time were undertaken with the help of donations.

### 4.3 Architectural Significance

Christ Church Primary School is an excellent example of mid nineteenth century school design in the neo-gothic style.

As we have seen, Christ Church National Schools as they were originally known were designed by the architects W G & E Habershon who were well known and highly regarded architects of the Victorian era. W G Habershon who also designed the infant school (in partnership with A R Pite) was a prolific architect. He built numerous churches and was responsible for some major public works.

The School's exterior envelope is its most significant feature. It was designed in the gothic style, with tracery windows and arched doorways. The picturesque roofline has gabled dormer windows, moulded chimney stacks and stone finials. The materials – gault brick with stone dressings, decorative details and tiled roofs - are of high quality.

By the mid nineteenth century, influenced by increasing antiquarian research, A W N Pugin and the Ecclesiological Society, Gothic was considered the only fitting style for Christian building - both churches and schools. The Ecclesiologists published advice on school building which appears to have influenced the design of Christ Church Schools, both in the arrangement of the plan and the treatment of roofs, as well as details of windows, doors and chimneys. The Habershons may also have been influenced by the numerous publications illustrating school buildings of the late 1840s and early 1850s, by architects such as Butterfield, Clarke and Henry Kendall. Christ Church Schools resembled Kendall's more picturesque designs.

The gothic style for schools only predominated in the mid nineteenth century from about 1840 to 1870. Earlier schools had been in a classical or stripped down Tudor style, and by 1870 the London Board Schools of E R Robson were designed in the Queen Anne style.

The 1850s' symmetrical plan is still recognisable today. The original Schools were considerably enlarged in two principal phases; the infant school was built in 1862 and in 1888 the porches and classrooms to both the girls' and boys' schools were extended. Consequently, most of the exterior of the school today is nineteenth century. Minor additions were made during the twentieth century. Of these, two extensions may be considered detrimental to the overall external appearance: the flat roof extension over the original 'yard', and the wc block adjacent to south of the ICT room. Alterations to windows have also adversely affected the clarity of the original designs.

The internal arrangement of spaces has been much altered. The most significant spaces within the Schools are the three main nineteenth century schoolrooms. The infant schoolroom remains largely unaltered while the original boys' and girls' schoolrooms have been modified with the insertion of mezzanine level classrooms and staff room in the 1990s, adversely affecting their significance. The nineteenth century boys' and girls' classrooms, enlarged in 1888, and the infant classroom (now ICT room) are also of some significance.

#### 4.4 Townscape/Setting

Christ Church Primary School makes an important contribution to the character of the historic urban fabric of Hampstead.

Hampstead is characterised by its topography, the quality and mix of the buildings, the street pattern and its open space – particularly the Heath, but also the gardens and backlands together with their boundary walls and railings.

More specifically, the *Conservation Area Statement*, describes the Christ Church/Well Walk area:

'...the intricate nature of lanes and narrow alleyways built on the complex slopes of the land to the east of Heath Street...punctuated by small and irregularly shaped spaces of great charm...and contain[ing] an extraordinary variety of building types, ages and styles.'

The church, school and surrounding lanes and passageways retain some of the feeling of the original hilltop village of Hampstead. When constructed the schools were on the outskirts of the village, close to the 17<sup>th</sup> century well/spa, in an area made up of both fine eighteenth century houses and densely packed workers' cottages together with the workhouse in New End. As Hampstead grew, Victorian terraces covered the slopes to the south of Christ Church.

The school buildings are integral with Christ Church, which is a notable landmark in Hampstead and whose spire can be viewed for miles around. The Schools were located adjacent to the Church on the downward slope and were aligned symmetrically on its east-west axis. This becomes apparent as one walks along Christ Church Passage towards New End, where the gable ends of the two school houses face the east window of the Church.

The railings, gates and boundary walls contribute significantly to the architectural impact of the school and to character of the streetscape and local area. The boundary wall, which runs along Christ Church Hill, predates the Schools; the railings along Christ Church Passage are particularly fine, and date to the building of the Schools in the mid nineteenth century.

The *Conservation Area Statement* also gives considerable importance to trees and landscape. Mature trees on and near the site contribute greatly to the special character of the area. In particular, there is a fine horse chestnut tree at the corner of Christ Church Passage and Christ Church Hill, adjacent to the steps.

#### 4.5 Summary of Significance

**Social, Cultural and Historical Significance:** Christ Church Primary School has been an important part of the local community for the past 150 years. It contributes to our understanding of the history of education and the development of teaching practices.

**Architectural Significance:** Christ Church Primary School is an excellent example of mid nineteenth century school design in the neo-gothic style.



**Townscape/Setting:** Christ Church Primary School makes an important contribution to the character of the historic urban fabric of Hampstead.

## **5.0 Threats, Issues and Vulnerabilities**

Whilst the primary significance of Christ Church School lies in its continued educational use since 1856, the greatest vulnerability of the School lies in its continuing suitability for educational use at present and into the future. A report commissioned in 2012 by the London Borough of Camden into all of the schools within the borough highlighted severe shortcomings at the school, particularly in terms of classroom sizes and proportions, hall facilities, kitchen facilities, natural ventilation, disabled access and general health and safety (refer table below). There is also presently only highly restricted access between the two external play spaces. The school was ranked as the third worst in the borough for educational suitability and Camden have subsequently awarded a substantial grant to the school to address these shortcomings. The challenge for the designers of these improvements will be balancing the historical significance of the school with contemporary educational requirements. English Heritage identify the need for schools to be able to adapt and change with educational doctrine as part of their listing criteria for school buildings, and Christ Church School must continue to serve as a strong example of such evolution in order to be sustainable in the long term. English Heritage state:

'The environment in which children learn is vitally important. We are recognising through more research that many historic school buildings are beautifully designed and were built to last. Some reflect changes in educational practice and have historical significance too, and many are landmark buildings which mean so much to local communities. English Heritage wants to ensure that historic schools are protected and enhanced so they can continue to provide a stimulating and beautiful environment for children of the future.'  
(*Historic Schools* <http://www.english-heritage.org.uk/professional/research/buildings/historic-schools/>)

As with many publicly funded schools, the budget for capital and maintenance works has been very limited in recent years. This is exacerbated by the naturally high levels of wear and tear and the difficulties in carrying out works while the school remains in full use. The quality of intervention works of the recent past has not been as high as the earlier layers of evolution, and many of these elements detract from the significance of the heritage asset. There now exists an inconsistency of details and materials, particularly in terms of windows and doors. It is important that the quality of any new interventions seek to preserve and enhance the significance of the heritage asset, and to reverse detracting elements where appropriate.

## **5.1 Condition**

The condition of the school is currently suffering from a backlog of fabric repairs and general maintenance. There are presently significant structural defects which require attention, and there are defects to many of the carved stone elements which pose a health and safety risk and will be an expensive repair project. Poor quality temporary repairs presently detract from the historical significance of the school, and more appropriate long term solutions need to be sought.

## **5.2 Thermal and Acoustic Issues**

As with many other buildings of a similar period, the building faces significant challenges in terms of its thermal and acoustic performance to bring it up to modern performance standards. The windows are mainly single glazed and there is no insulation layer within the roof and wall structures. While there are appropriate ways of upgrading the thermal and acoustic performance, it is important that solutions are sensitive to the significance of the heritage asset. Notably the windows are an important part of the architectural significance and great care must be taken in upgrading them or replacing them with more thermally efficient windows of a matching profile. It should be possible to include an insulative layer in renewing the roof finish without impacting on the appearance.

### **5.3 Building Services**

The provision of mechanical and electrical services in the building appears to have been generally by surface mounted pipes and conduits. While the systems have been substantially upgraded over the years, there are elements that require renewal. The challenge to conceal any new services is significant but is important for preserving and enhancing the significance of the heritage asset.





## 6.0 THE PROPOSALS

The proposals to improve the facilities at Christ Church School have been prepared by SCABAL Architects to address the major shortcomings of the school at present. The proposals seek to provide: a greatly improved entrance and circulation system; an enhanced and self contained hall facility; enlarged classrooms with access to outside play areas; improved support services (catering, IT, maintenance etc) and a separate entrance to the private residences to address child safety requirements. The proposals are the result of extensive internal and external stakeholder consultation, including pre-application advice from Camden in August, 2013. A schedule of the specific interventions can be found below.

The new interventions have been designed to be reversible where possible, to employ contemporary detailing where appropriate, and to replicate historical detail where necessary to minimise the visual impact. The repair proposals seek to secure the long term health of the building in an efficient but historically appropriate manner.

The substantial level of intervention to the Heritage Asset has been justified by the need to support continued use of the building as a primary school, and secure its long term sustainable future for public benefit. The unbroken use of the building as a school since 1858 is presently at risk due to the inadequate facilities available.

### 6.1 Schedule of Interventions

Proposed interventions to the fabric of the heritage asset include:

#### 1.0 South Wing

- 1.01 Removal of ceiling structure in Yr. 4 classroom and alteration to roof structure (including new trusses) to allow for new mezzanine floor. Roof structure to be insulated and lined internally
- 1.02 New mezzanine floor level across Yr. 4 classroom to create 2 No. Classrooms above and below
- 1.03 Partial demolition of ground floor studwork in WCs to allow new staircase to mezzanine classroom
- 1.04 Partial demolition of chimneybreast and flank walls at new first floor level to allow for doorway between new stair and classroom and between adjacent existing classroom and new classroom
- 1.05 Careful removal of top section of end gable window (W01) which is extended up on new intermediate window segments. New steel frame windows (to match existing but with IGUs-slimlite) into extended stonework w/frames set out to coincide with incoming mezzanine floor level
- 1.06 Lower structural openings of Windows W.02 and W.03 to the ground and raise the existing transom section to coincide with the new incoming mezzanine floor. New steel windows to over lights (to match existing but with IGUs-slimlite) and new steel section double doors beneath
- 1.07 New conservation rooflights to upper classroom on both East and West facing pitches for ventilation and daylighting purposes

## **2.0 Central Block**

- 2.01 Removal of studwork around Reception lobby and server hatch to allow for new timber and glass screens that form the new group rooms and reception areas (including admin store) and reprographics / TA room. This includes reinstating a wall/screen on the line of the historic central division of the main hall
- 2.02 Removal of masonry wall dividing entrance lobby and Reception classroom to reveal historic chimney breast and create a new passageway along the centre of the school (including new storage wall between the formed passageway and Reception classroom)
- 2.03 Partial demolition of walls (not to full height) within the existing reception classroom annexes to open up the teaching space
- 2.04 Partial removal of the wall between the current main hall and mixed use/practical space to create a breakout space for the future Yr. 2 classroom
- 2.05 Transforming window W20 at the end of the new reception passageway into a door within the existing stone surround (lowered to the ground) to provide a line of access through to the northern playground and the proposed main hall
- 2.06 Replacing Door W18 to match the new door W20 thereby forming a symmetry to the north playground elevation

## **3.0 North Wing**

- 3.01 Demolition of internal studwork in dual pitched roof space to return to original volume and construct new stud wall in line with the roofs valley to form a Group room (0.20 Proposed) on one side and a break out space (0.22-proposed) for the adjacent Yr. 1 classroom
- 3.02 Lowering and alteration to Window W28 to allow for new timber door and sidelight (with profiles to match the existing stonework) to allow for direct access between Yr. 1 classroom and playground

## **4.0 Main Hall Block and Kitchen**

- 4.01 Removal of PVC porch link between existing circulation and cloakroom to allow for a new external porch in keeping with proposed playground canopy
- 4.02 Removal of section of wall between the proposed main hall and hall store to provide access. Including a new door with side panel to lobby of an adjacent circulation space linking the proposed main hall to the link porch.
- 4.03 Removal of central screen in proposed main hall to create a single volume
- 4.04 Removal of part of the wall between the proposed main hall and the proposed kitchen to provide a space for a server hatch.
- 4.05 Removal of the porch/canopy to the proposed main hall overlooking the northern playground – to allow for the new playground canopy structure

## **5.0 External Works**

- 5.01 Partial removal of boundary wall between brick piers along Christchurch Hill to allow for new entrance gate and railing and level access to the school
- 5.02 Removal of existing storage shed and replacement with storage wall and small porch
- 5.03 New Canopy structure to the northern playground running along the side of the building but structurally independent of it. Provides continuous covered link through the school from the main hall to the new reception admin lobby to the south. The canopy is glazed using lead covered conservation glazing bars on bespoke steel columns
- 5.04 Playgrounds resurfaced
- 5.05 New nature trail along embankments

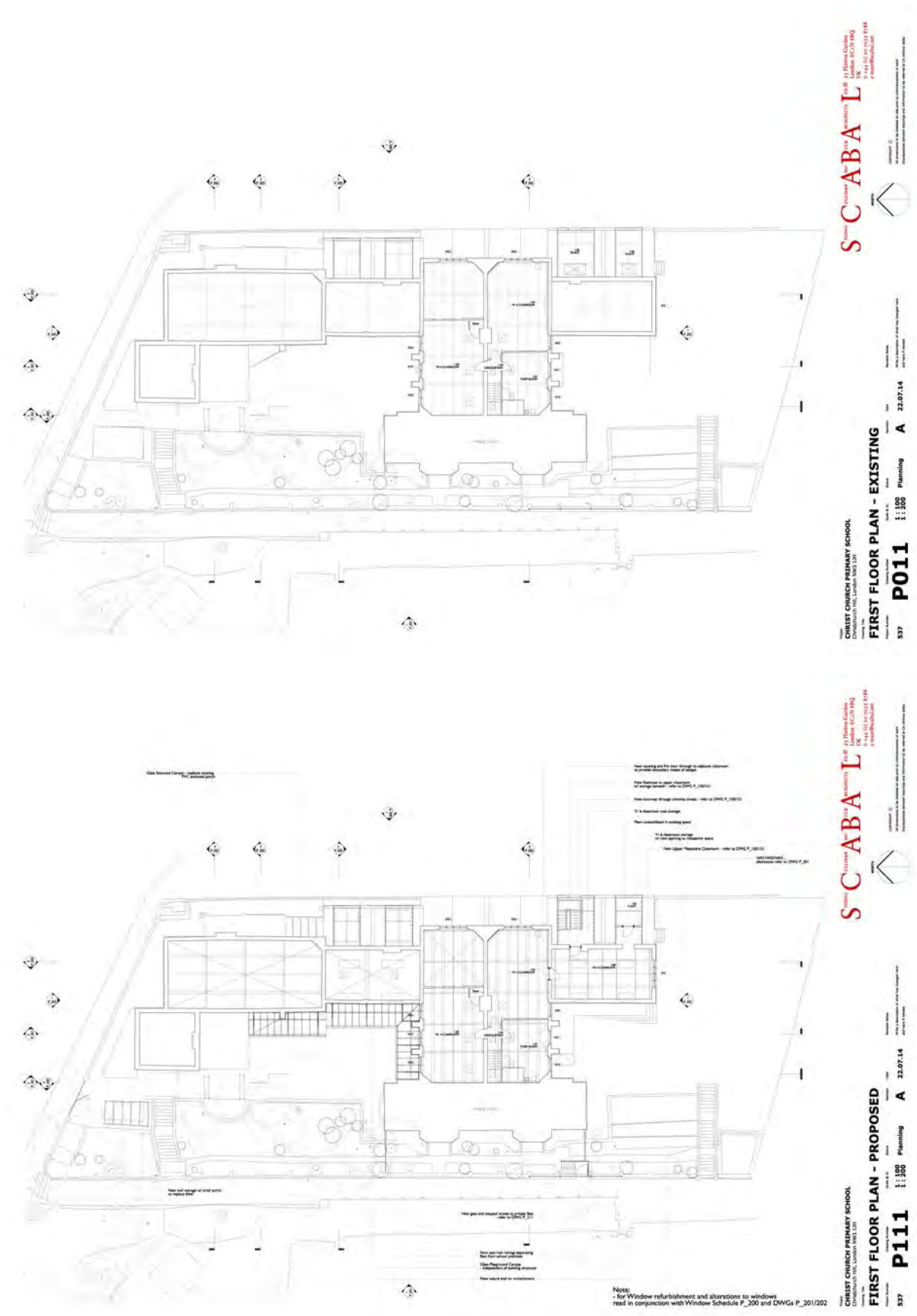
- 5.06 New landscaping in south playground to extend existing entrance threshold step to provide disabled access and to meet the new lowered windows to the southern wing ground floor classroom thereby providing a direct link between the new classroom and the playground
- 5.07 Partial removal of the passageway railing to allow for a new entrance gate and steps to the private flats above the school thereby separating access from the school premises. This is achieved by also introducing 2 new railings at each end of the lower access path to the flats

**6.0 Windows**

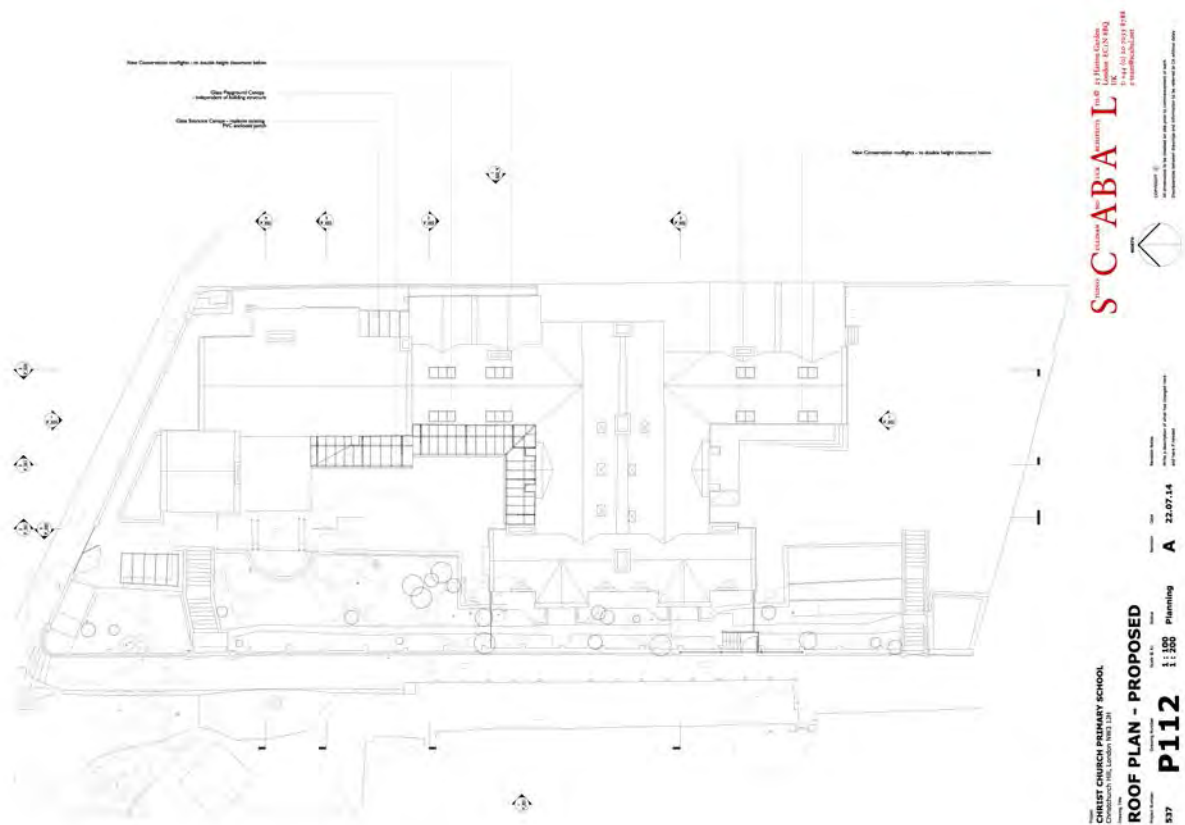
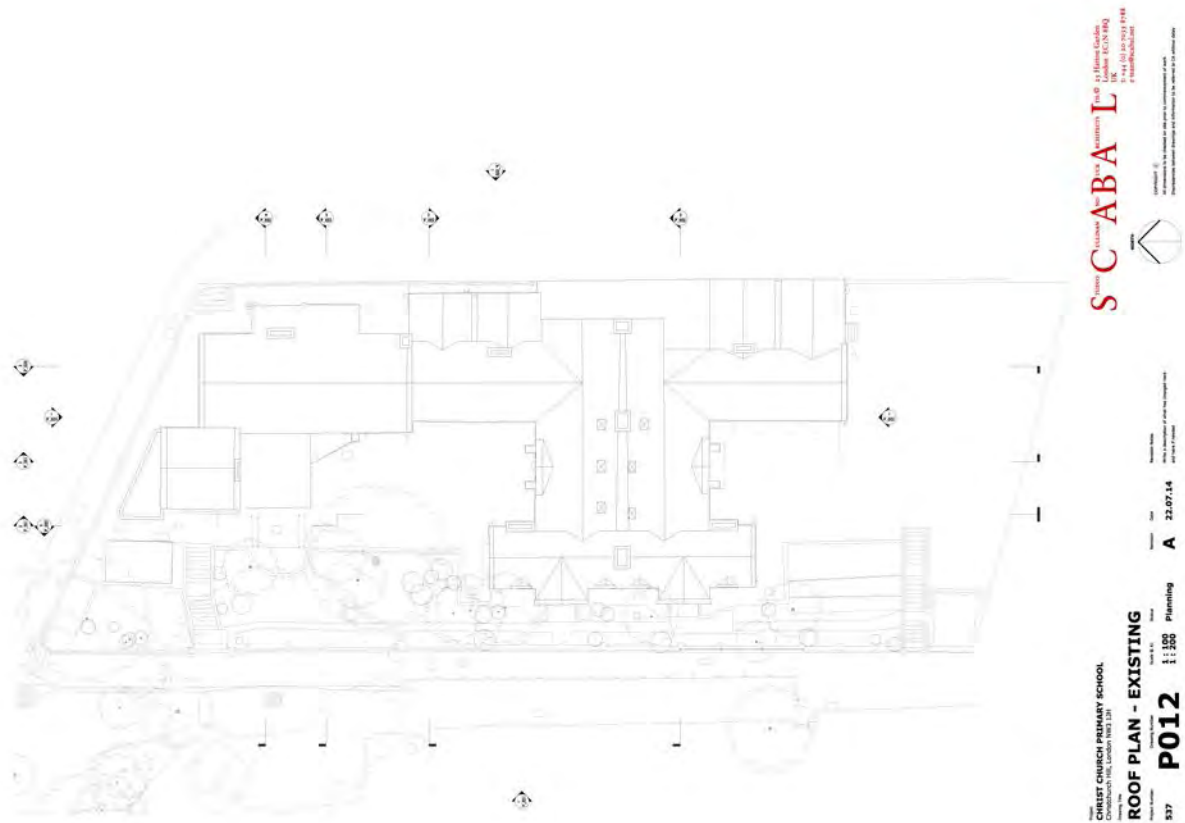
- 6.01 Alterations to the Windows facing the Southern playground W01/W02/W03 –as described above and in drawings P\_201 and Window Schedule P\_200\_
- 6.02 Alterations to the Windows facing the Northern playground W18/W20/W28 as described above and in drawings P\_202 and Window Schedule P\_200\_
- 6.03 Replacement and refurbishment of all windows within the school as described in Window Schedule P\_200







First floor plans as existing and as proposed

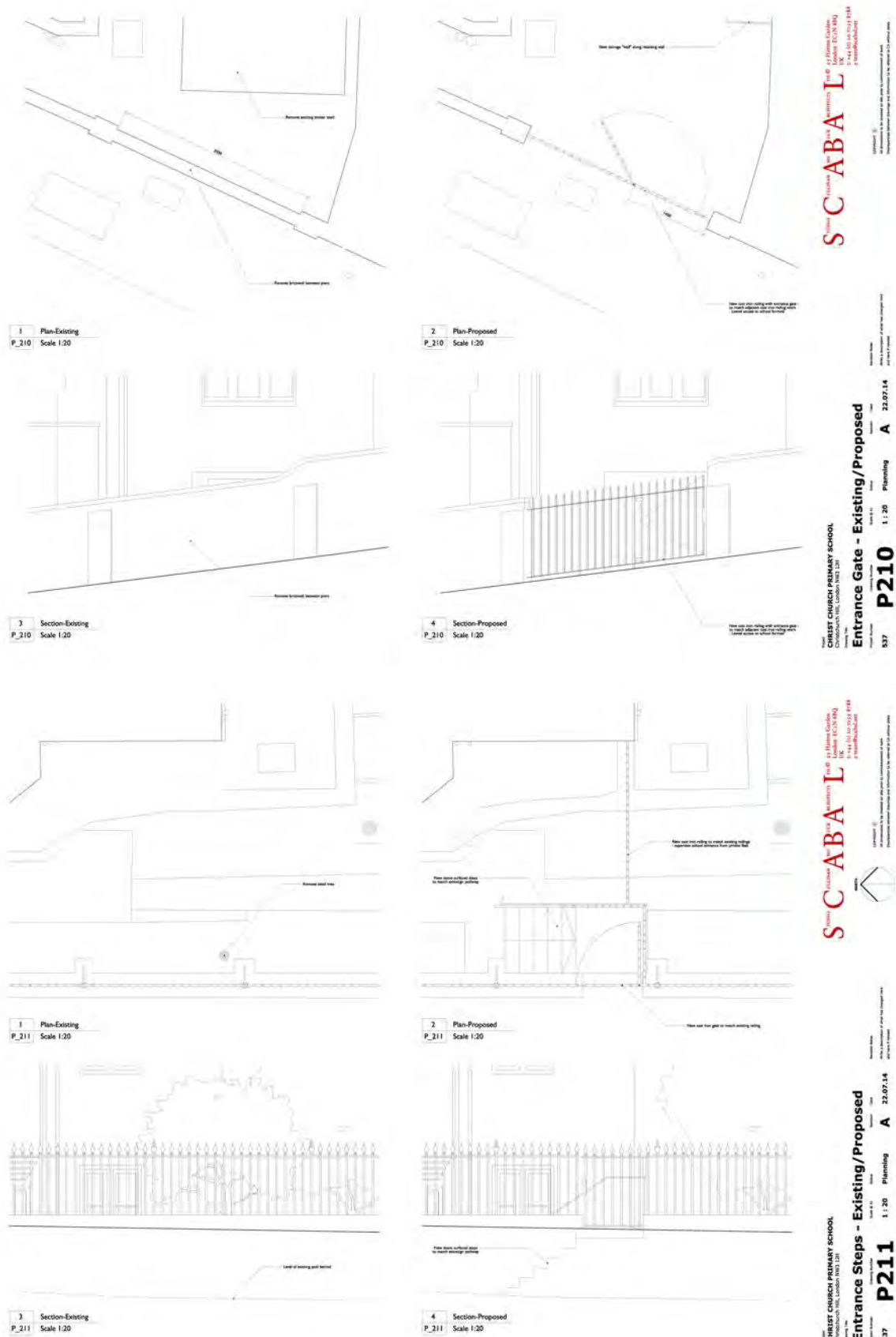


Roof plans as existing and as proposed

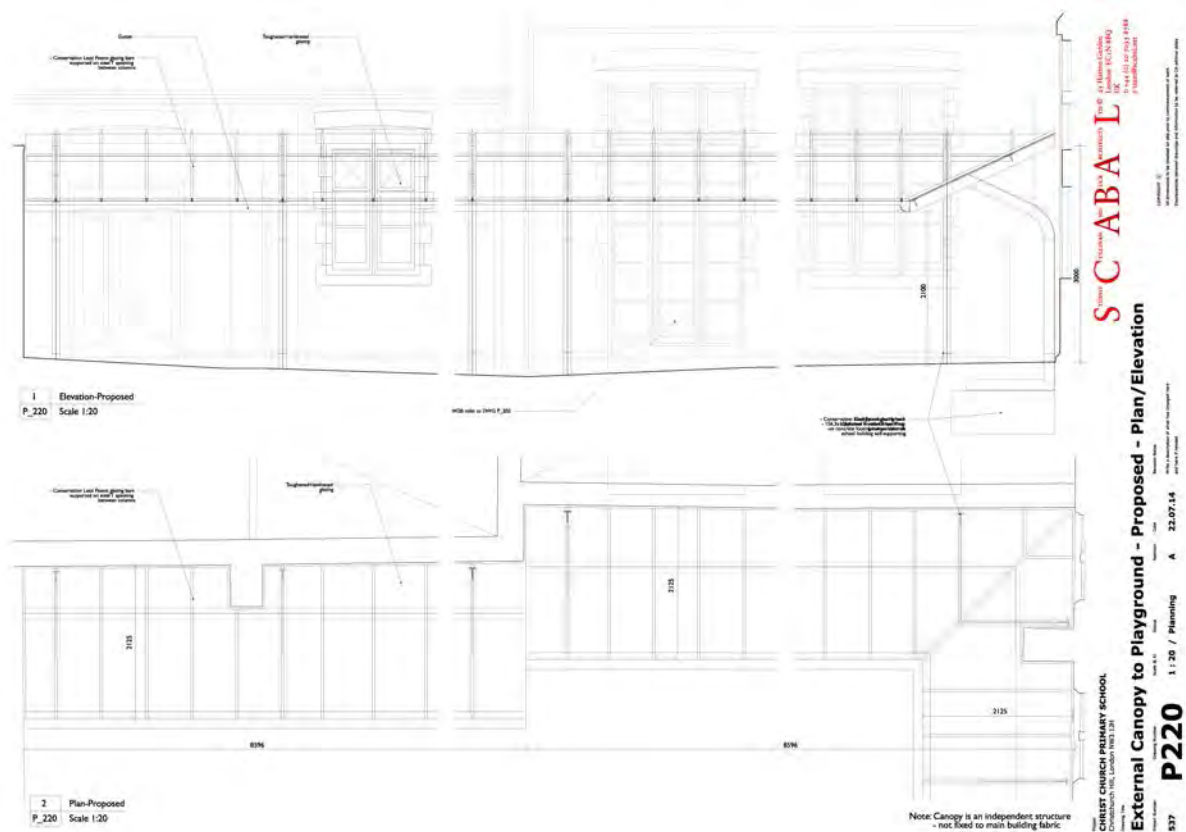


Christ Church School, Hampstead – Heritage Statement, August 2014





New schoolyard perimeter openings as existing and as proposed



New circulation canopy as proposed

## 6.3 Repair Proposals

A comprehensive schedule of repairs has been prepared for the school to improve the general health of the building and to address the urgent structural and health and safety matters. The proposals seek to secure the long-term health of the building in an efficient but historically appropriate manner and include:

- Replacement of substantial defective stonework and copings with matching Bath Stone
- Mortar repairs to damaged areas of stonework
- Extensive repair and repointing of brickwork, including localised cleaning and removal of inappropriate paint
- Overhauling and repairing of cast iron rainwater goods
- Replacement of temporary UPVC copings with matching stonework
- Rebuilding of the structurally defective section of boundary wall to the south east schoolyard
- Structural repairs to the Christ Church Hill elevations
- Renewal of rotten sections of timber fascia and soffit boards
- Renewal of defective plasterwork
- Concealing of mechanical and electrical conduits where possible
- Repair of windows on a like for like basis, and replacement where appropriate
- Renewal of caulking to window and door openings
- General internal and external redecoration in historically appropriate colours

## **7.0 HERITAGE IMPACT ASSESSMENT**

### **7.1 Key Planning and Listed Building Policies**

#### **7.1.1 Camden Development Policy DP25 - Conserving Camden's heritage**

##### **Conservation areas**

*In order to maintain the character of Camden's conservation areas, the Council will:*

- a) take account of conservation area statements, appraisals and management plans when assessing applications within conservation areas;*
- b) only permit development within conservation areas that preserves and enhances the character and appearance of the area;*
- c) prevent the total or substantial demolition of an unlisted building that makes a positive contribution to the character or appearance of a conservation area where this harms the character or appearance of the conservation area, unless exceptional circumstances are shown that outweigh the case for retention;*
- d) not permit development outside of a conservation area that causes harm to the character and appearance of that conservation area; and*
- e) preserve trees and garden spaces which contribute to the character of a conservation area and which provide a setting for Camden's architectural heritage.*

##### **Listed buildings**

*To preserve or enhance the borough's listed buildings, the Council will:*

- e) prevent the total or substantial demolition of a listed building unless exceptional circumstances are shown that outweigh the case for retention;*
- f) only grant consent for a change of use or alterations and extensions to a listed building where it considers this would not cause harm to the special interest of the building; and*
- g) not permit development that it considers would cause harm to the setting of a listed building.*

#### **7.1.2 Camden Core Strategy CS14 - Promoting high quality places and conserving our heritage**

*The Council will ensure that Camden's places and buildings are attractive, safe and easy to use by:*

- a) requiring development of the highest standard of design that respects local context and character;*
- b) preserving and enhancing Camden's rich and diverse heritage assets and their settings, including conservation areas, listed buildings, archaeological remains, scheduled ancient monuments and historic parks and gardens;*
- c) promoting high quality landscaping and works to streets and public spaces;*
- d) seeking the highest standards of access in all buildings and places and requiring schemes to be designed to be inclusive and accessible;*
- e) protecting important views of St Paul's Cathedral and the Palace of Westminster from sites inside and outside the borough and protecting important local views.*

#### **7.1.3 Hampstead Conservation Area Statement**

The Hampstead Conservation Area Statement (adopted 31.10.01) provides the following commentary:

*'Christchurch Passage is a pedestrian route that links New End and Christchurch Hill. On the*

*slope below the Passage lies Christchurch School (listed), a low, stone, Tudor style building of 1855 by WG and E Habershon with handsome chimneys and railings along the passage. The School House forms part of the building with its entrance direct from the Passage. Christchurch Cottage also sits hard on the pavement.'*

It also provides the following guidelines for listed buildings within the Conservation Area:

*H12 Under Section 7 of the Planning (Listed Buildings & Conservation Areas) Act 1990, listed building consent is required for demolition of a listed building, and for any works of alteration or extension which would affect its character as a building of special architectural or historic interest. Even cleaning or repainting a facade may require listed building consent. The requirement for listed building consent is distinct from the need for planning permission and 'permitted development' rights do not apply to listed building consent. Listed building consent is not normally required for maintenance and like-for-like repairs but, if repairs result in a significant loss of historic fabric or change to the appearance of the building, consent would be required.*

*H13 Works required to be carried out to a listed building as a matter of urgency would require listed building consent just as in any other case, even if the works are required by a dangerous structures or any other legal notice.*

*H14 It is an offence to carry out or ask for unauthorised works to be carried out to a listed building and the penalty can be severe - an unlimited fine or up to 12 months imprisonment, or both.*

*H15 Advice on whether listed building consent is needed for works to listed buildings is available from the Conservation and Urban Design Team. The Council's principal development policies relating to listed buildings are contained in the UDP Policies EN38 to EN40.*

#### **7.1.4 National Planning Policy Framework**

##### **12. CONSERVING AND ENHANCING THE HISTORIC ENVIRONMENT**

*126. Local planning authorities should set out in their Local Plan a positive strategy for the conservation and enjoyment of the historic environment, including heritage assets most at risk through neglect, decay or other threats. In doing so, they should recognise that heritage assets are an irreplaceable resource and conserve them in a manner appropriate to their significance. In developing this strategy, local planning authorities should take into account:*

- the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation;*
- the wider social, cultural, economic and environmental benefits that conservation of the historic environment can bring;*
- the desirability of new development making a positive contribution to local character and distinctiveness; and*
- opportunities to draw on the contribution made by the historic environment to the character of a place.*

*127. When considering the designation of conservation areas, local planning authorities should ensure that an area justifies such status because of its special architectural or historic interest,*



*and that the concept of conservation is not devalued through the designation of areas that lack special interest.*

*128. In determining applications, local planning authorities should require an applicant to describe the significance of any heritage assets affected, including any contribution made by their setting. The level of detail should be proportionate to the assets' importance and no more than is sufficient to understand the potential impact of the proposal on their significance. As a minimum the relevant historic environment record should have been consulted and the heritage assets assessed using appropriate expertise where necessary. Where a site on which development is proposed includes or has the potential to include heritage assets with archaeological interest, local planning authorities should require developers to submit an appropriate desk-based assessment and, where necessary, a field evaluation.*

*131. In determining planning applications, local planning authorities should take account of:*

- the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation;*
- the positive contribution that conservation of heritage assets can make to sustainable communities including their economic vitality; and*
- the desirability of new development making a positive contribution to local character and distinctiveness.*

*132. When considering the impact of a proposed development on the significance of a designated heritage asset, great weight should be given to the asset's conservation. The more important the asset, the greater the weight should be. Significance can be harmed or lost through alteration or destruction of the heritage asset or development within its setting. As heritage assets are irreplaceable, any harm or loss should require clear and convincing justification. Substantial harm to or loss of a grade II listed building, park or garden should be exceptional. Substantial harm to or loss of designated heritage assets of the highest significance, notably scheduled monuments, protected wreck sites, battlefields, grade I and II\* listed buildings, grade I and II\* registered parks and gardens, and World Heritage Sites, should be wholly exceptional.*

*134. Where a development proposal will lead to less than substantial harm to the significance of a designated heritage asset, this harm should be weighed against the public benefits of the proposal, including securing its optimum viable use.*

*141. Local planning authorities should make information about the significance of the historic environment gathered as part of plan-making or development management publicly accessible. They should also require developers to record and advance understanding of the significance of any heritage assets to be lost (wholly or in part) in a manner proportionate to their importance and the impact, and to make this evidence (and any archive generated) publicly accessible. However, the ability to record evidence of our past should not be a factor in deciding whether such loss should be permitted.*

## 7.2 Heritage Impact Assessment

### *South Wing*

#### 7.2.1 Interventions:

1.01 - Removal of ceiling structure in Yr. 4 classroom and alteration to roof structure (including new trusses) to allow for new mezzanine floor. Roof structure to be insulated and lined internally

1.02 - New mezzanine floor level across Yr. 4 classroom to create 2 No. Classrooms above and below

1.03 - Partial demolition of ground floor studwork in WCs to allow new staircase to mezzanine classroom

1.04 - Partial demolition of chimney breast and flank walls at new first floor level to allow for doorway between new stair and classroom and between adjacent existing classroom and new classroom

1.05 - Careful removal of top section of end gable window (W01) which is extended up on new intermediate window segments. New steel frame windows (to match existing but with IGUs-slimlite) into extended stonework w/frames set out to coincide with incoming mezzanine floor level

**Justification:** To provide essential additional classroom space within existing roof volume and to enable the formation of a dedicated hall space. The enlargement of the south window will provide essential natural light and ventilation to the new classroom. The southern window has been relocated previously in 1888 when the classroom was enlarged. The symmetrical classroom to the north wing would remain unaltered.

**Impact:** The loss of historic fabric is balanced by the major public benefit of an additional teaching and new hall space. These two additional spaces will help greatly to secure the future of the school. The southern window is to be enlarged in a traditional manner, re-using historic materials. The enlarged window is proportionally superior within the elevational composition, enhancing the character and setting of the heritage asset.

**Mitigation:** Recording of historic fabric prior to removal. Careful detailing of enlarged southern window with re-used elements and traditional detail. Junction to new floor plate to be concealed within enlarged window design. New materials to be compatible with historic detail.

**7.2.6 Intervention:** 1.06 - Lower structural openings of Windows W.02 and W.03 to the ground and raise the existing transom section to coincide with the new incoming mezzanine floor. New steel windows to over lights (to match existing but with IGUs-slimlite) and new steel section double doors beneath.

**Justification:** External access to Play Space from classroom is highly desirable for teaching spaces. The adaptation of the openings to suit the newly inserted floorplate and the desire for both openings to match provide justification for the extent of alteration.

**Impact:** The visual impact of the modification of the original windows is balanced by the public benefit of an enhanced teaching space for the school. The symmetry with the north wing is not readable over these elements.

**Mitigation:** Recording of openings prior to alteration. Careful detailing of enlarged openings, new doors, and junction with floor plate, all with traditional matching materials.

**7.2.7 Intervention:** 1.07 - New conservation rooflights to upper classroom on both East and West facing pitches

**Justification:** To provide required ventilation and daylighting to new upper floor classroom

**Impact:** The visual impact of the rooflights is balanced by the public benefit offered by a new teaching space for the school. The symmetry to the north wing is not readable in relation to the effected roof element, minimising any visual impact. Conservation type rooflights closely match the original rooflights found at the school also minimises any visual impact, preserving the character and setting of the heritage asset.

**Mitigation:** Careful design to align rooflights with the window openings beneath. Use of Conservation type rooflights to closely match originals.

### *Central Block*

**7.2.8 Intervention:** 2.01 - Removal of studwork around Reception lobby and server hatch to allow for new timber and glass screens that form the new group rooms and reception areas (including admin store) and reprographics / TA room. This includes reinstating a wall/screen on the line of the historic central division of the main hall.

2.02 – New opening within masonry wall dividing entrance lobby and Reception classroom to reveal historic chimneybreast and create a new passageway along the centre of the school (including new storage wall between the formed passageway and Reception classroom)

**Justification:** To enable greatly improved access and circulation and to provide enhanced support services for the school.

**Impact:** The central block has been significantly compromised internally by the insertion of the mezzanine in the 1990s. The existing hall facility at ground floor level presently acts as a corridor link between the various parts of the school, making it unfit for purpose. The current entrance and reception experience is cramped and partitions the space awkwardly. All of the stud partition elements proposed for removal date from the insertion of the mezzanine in the 1990s. The proposed new low-level opening within the masonry spine wall enables the creation of a new rational circulation system that will link the disparate elements and play spaces of the school for the first time. This will serve to greatly enhance the understanding of the symmetrical nature of the school. The reinstatement of a section of the original central partition screen will also serve to enhance the understanding of the original internal configuration and will reduce the impact of the existing mezzanine volume. Glazed screen will serve to enhance the understanding of the original spatial configuration from several vantage points. The exposure of the double-sided chimneybreast within the new circulation system will also enhance this understanding. While the negative impact of the 1990s mezzanine will remain, the proposed improvements will serve to enhance the understanding of the historical layout whilst greatly improving circulation and support services.

**Mitigation:** Reversible. Repair and restoration of historic elements where appropriate.

**7.2.10 Intervention:** 2.03 - Partial demolition of walls (not to full height) within the existing reception classroom annexes

**Justification:** To open up the teaching space and to create a classroom of a sufficient size and to enable a new circulation corridor to be formed to the east of the existing classroom.

**Impact:** The original stairs up to the teacher's residence have been removed at ground floor level, creating an awkward sequence of rooms at present. The opening up of these spaces will enhance their functional use and visual interconnectivity whilst leaving a clear memory of the original partition walls.

**Mitigation:** Recording of configuration prior to formation of openings. Openings will not be extended to full height to maintain a 'memory' of the original partitions.

**7.2.11 Intervention:** 2.04 - Partial removal of the wall between the current main hall and mixed use/practical space.

**Justification:** To create the desired breakout space for the future Yr. 2 classroom

**Impact:** The existing small modern door opening presently has an awkward relationship to the large window above. The proposed enlarged new opening will have a superior relationship to the window and will provide enhanced light levels to the main classroom space. These improvements would be balanced against the loss of original fabric.

**Mitigation:** Recording of section of original wall prior to removal. Material lining to new opening to match adjacent traditional plaster surfaces.

**7.2.12 Intervention:** 2.05 - Transforming window W20 at the end of the new reception passageway into a door within the existing stone surround (lowered to the ground) to provide a line of access through to the northern playground and the proposed main hall

**Justification:** To enable greatly improved access and circulation between the disparate elements of the school, which will help greatly to secure the future of the school for educational purposes.

**Impact:** There is an existing modern door opening W18, which has imbalanced the otherwise symmetrical nature of the north elevation of the central block. The new circulation opening will serve to reinstate symmetry whilst providing essential new access and circulation, mitigating an existing negative feature to enhance the character and setting of the heritage asset.

**Mitigation:** Recording of existing opening prior to modification. Maximum retention of historic fabric to modified opening.

**7.2.13 Intervention:** 2.06 - Replacing Door W18 to match the new door W20

**Justification:** To improve the appearance of the existing door and to create a symmetry to the north playground elevation

**Impact:** The existing unpainted timber framed glazed door appears somewhat alien to the fine metal framed glazed elements to the adjacent openings. The replacement of this door with a metal-framed door with astragal bars to match the existing openings adjacent (and to match new door W20) will mitigate against an existing negative element and together with new door W20 will serve to enhance the character and setting of the heritage asset.

**Mitigation:** None required

#### *North Wing*

**7.2.14 Intervention:** 3.01 - Demolition of internal studwork in dual pitched roof space to return to original volume and construct new stud wall in line with the roof valley to form a Group room (0.20 Proposed) on one side and a break out space (0.22-proposed) for the adjacent Yr. 1 classroom

**Justification:** To form a Group room (0.20 Proposed) on one side and a break out space (0.22-proposed) for the adjacent Yr. 1 classroom

**Impact:** The proposals will remove detracting features and restore the original volumes of the spaces, enhancing the character and setting of the heritage asset.

**Mitigation:** None required



**7.2.15 Intervention:** 3.02 - Lowering and alteration to Window W28 to allow for new timber door and sidelight (with profiles to match the existing stonework)

**Justification:** To allow for essential direct access to the Yr. 1 classroom from the new external circulation

**Impact:** The visual impact of the modification of the original window is balanced by the public benefit of an enhanced circulation system, which will contribute significantly to securing the future of the school for continued educational use. The symmetry with the north wing is not readable over these elements.

**Mitigation:** Recording of opening prior to alteration. Careful detailing of enlarged opening and new doors. Maximum retention of historic fabric. Use of traditional matching materials to the enlarged opening.

*Main Hall Block and Kitchen*

**7.2.16 Intervention:** 4.01 - Removal of PVC porch link between existing circulation and cloakroom to allow for a new external porch in keeping with proposed playground canopy

**Justification:** Removal of a negative / detracting element which presently cuts across an original window opening, and replacement with a more appropriate canopy to provide undercover circulation.

**Impact:** The removal of this negative element and its replacement with a more sensitively designed new canopy will serve to enhance the character and setting of the heritage asset, particularly the view from the east

**Mitigation:** Reversibility of new canopy.

**7.2.17 Intervention:** 4.02 - Removal of section of wall between the proposed main hall and hall store to provide access. Including a new door with side panel to lobby of an adjacent circulation space linking the proposed main hall to the link porch.

**Justification:** The existing space is comprised of several different periods of construction and is presently underutilised due to its awkward proportion. The storage requirements of the new hall space require a large opening to be functional.

**Impact:** The proposal to create an accessible main hall from the original infants school is highly desirable and will bring substantial public benefit. Quality storage is an important component of ensuring this public benefit for the widest range of users.

**Mitigation:** Use of traditional matching materials to the new opening.

**7.2.18 Intervention:** 4.03 - Removal of central screen in proposed main hall

**Justification:** Removal of non-original partitions elements to restore the original single volume

**Impact:** The proposal to create a main hall from the original infants school is highly desirable and will bring substantial public benefit. The removal of non-original partitions including those within the historic trusses will serve to restore the historic features and proportion of the space for use as a hall, greatly enhancing the character and setting of the heritage asset.

**Mitigation:** Re-use of salvaged timber screen elements if possible.

**7.2.19 Intervention:** 4.04 - Removal of part of the wall between the proposed main hall and the proposed kitchen to provide a space for a servery hatch.

**Justification:** To provide a servery hatch between the new kitchen and hall.

**Impact:** The location of the existing kitchen facilities is a major negative feature of the school at present. The relocation of the kitchen adjacent to the new hall will provide substantial public benefit, helping to secure a sustainable future for the school. A servery between the kitchen and hall is an essential element for the new kitchen facilities.

**Mitigation:** Quality of detail of new opening to match others adjacent. Use of traditional matching materials to the new opening.

**7.2.20 Intervention:** 4.05 - Removal of the porch/canopy to the proposed main hall overlooking the northern playground

**Justification:** Removal of a modern negative element to allow for the new freestanding playground canopy structure

**Impact:** Removal of an existing modern negative feature will serve to enhance the character and setting of the heritage asset.

**Mitigation:** None required

#### *External Works*

**7.2.21 Intervention:** 5.01 - Partial removal of boundary wall between brick piers along

Christchurch Hill to allow for new entrance gate and railing and level access to the school

**Justification:** To provide level access to the school and to address the requirements of the Disability Discrimination Act. All existing points of access involve a substantial number of steps.

**Impact:** The challenge of providing a new opening within a historic wall on a steeply sloping hill has been addressed in an inventive manner by forming a clear opening in the brick boundary wall between piers (with faces made good to match existing) and a new traditional metal railing and gate inserted within the opening at a rake to match the public footpath. The loss of continuity of the brick boundary wall to Christ Church Hill is balanced by the substantial public benefit of providing level access to the school.

**Mitigation:** Recording of wall prior to formation of opening. Careful detailing of new opening and new railing.

**7.2.22 Intervention:** 5.02 - Removal of existing storage shed and replacement with storage wall and small porch

**Justification:** To enhance the newly formed view of the school from Christ Church Hill whilst maintaining adequate external storage provision.

**Impact:** The existing modern storage shed is unattractive and a negative feature within the curtilage of the heritage asset. The proposed replacement with a much smaller and more discrete 'storage wall' will serve to enhance the character and setting of the heritage asset, particular in terms of the newly opened view from Christ Church Hill.

**Mitigation:** Quality of design of new storage wall.

**7.2.23 Intervention:** 5.03 - New Canopy structure to the northern playground running along the side of the building but structurally independent of it. The canopy is glazed using lead covered conservation glazing bars on bespoke steel columns

**Justification:** To provide a continuous undercover link from the main hall to the new Year 1 classroom and reception admin lobby to the south.

**Impact:** The proposed canopy provides a clear external continuation of the new internal circulation route, helping to connect the disparate elements of the school. The proposed canopy is structurally independent and reversible, but makes reference to the glazed

canopies seen on Victorian buildings of a similar age and style to Christ Church School. Visually the new canopy provides a unifying element across the north range of the school. While the visual impact is substantial, its lightness of touch and unifying nature mitigate this impact.

**Mitigation:** Design quality, particularly in relation to existing openings. Reversible.

**7.2.24 Intervention:** 5.04 - Playgrounds resurfaced

**Justification:** Enhanced educational facilities

**Impact:** Negligible

**Mitigation:** Surface colours to be carefully selected to compliment the heritage asset.

**7.2.26 Intervention:** 5.06 - New landscaping in south playground to extend existing entrance threshold step

**Justification:** To provide disabled access and to meet the new lowered windows to the southern wing ground floor classroom thereby providing a direct link between the new classroom and the playground

**Impact:** The new landscape elements will align with the existing plinth line and will be of materials to match, minimising any visual impact on the heritage asset.

**Mitigation:** Design Quality. Closely matching materials. Reversible

**7.2.27 Intervention:** 5.07 - Partial removal of the Christ Church Passage railing to provide a new entrance gate and steps to the private flats above the school thereby separating access from the school premises. This is achieved by also introducing 2 new railings at each end of the lower access path to the flats.

**Justification:** Access to the residential accommodation is presently shared with the school. This poses a risk under the guidance of current child protection legislation. A secure and dedicated entrance to the residential accommodation, with clear boundaries to the schoolyard is highly desirable.

**Impact:** The proposed new gate and stair is discretely located within the existing railing without any new gate piers, minimising the visual impact of the opening. The new traditional stone clad stair and balustrade will match the traditional detailing and will be of a modest scale, suitable for domestic access. The visual impact will be balanced by the significant public benefit provided by a dedicated residential entrance.

**Mitigation:** Railings to be recorded before new opening formed. New opening to be carefully and discretely located within existing railing panel and wall buttresses.

*Windows*

**7.2.30 Intervention:** 6.01-03 - Replacement and refurbishment of all windows within the school as described in Window Schedule P\_200

**Justification:** Existing windows are single glazed and in a poor state of repair. They are in need of substantial repair and thermal upgrading where appropriate.

**Impact:** Replacement windows are generally proposed on a like for like basis, with the exception of double glazed 'slim-lite' units being utilised where possible. This will serve to preserve the character and setting of the heritage asset as well as provide a substantial improvement in thermal and acoustic performance.

**Mitigation:** None required.

### 7.3 Heritage Impact Summary

The proposed improvements to Christ Church Primary School prepared by SCABAL Architects have sought to balance the contemporary requirements of the school with the historical significance of the heritage asset. The above impact assessments demonstrate that the proposed interventions to the heritage asset can be justified and mitigated against and that in many cases they serve to enhance its character and setting.

The substantial level of intervention to the Heritage Asset has been justified by the need to support continued use of the building as a primary school, and secure its long-term sustainable future for public benefit. The unbroken use of the building as a school since 1858 is presently at risk due to the inadequate facilities available, as identified by recent reports. The proposals seek to provide the school with a holistic master plan for the school to address the major shortcomings of the present facilities.

While a number of original and non-original openings have been modified, the resultant floor plan and circulation system is clear and rational. Importantly, the proposals provide a hall space within the original infant school, which is of highest architectural significance internally. This new hall will bring substantial public benefits beyond those of the school. The proposed modifications to the south wing can be justified by this public benefit along with the intactness of the symmetrical north wing.

The proposals seek to remove or improve existing negative features. The removal of non-original partitions in significant historic spaces serves to enhance the character of the heritage asset.

The new external canopy elements are clearly contemporary but respect the original architecture and are reversible in nature. The alterations to the boundary walls are discrete but address important contemporary access requirements.

While the proposals require a substantial level of internal intervention, they can generally be mitigated against through recording, reversibility and re-use of elements where possible. Proposals to improve the environmental performance of the building (replacement windows etc.) are generally of very low visual impact and can be justified in the long-term environmental sustainability of the heritage asset.

The new interventions have been designed to be reversible where possible, to employ contemporary detailing where appropriate, and to replicate historical detail where necessary to minimise impact. The repair proposals seek to secure the long-term health of the building in an efficient but historically appropriate manner.

This is all in accordance with Camden Development Policy DP25, Core Strategy SC14, the Hampstead Conservation Area guidelines and the requirements of NPPF.



## **8.0 CONCLUSION**

Christ Church Primary School is a strong example of mid nineteenth century school design in the neo-gothic style. Through its continuous use as a school, it has been an important part of the local community for the past 150 years. It contributes to our understanding of the history of education and the development of teaching practices in the United Kingdom. While it retains some important features, it has been compromised both internally and externally through various additions and alterations over the years. The school makes an important contribution to the character of the historic urban fabric of the Hampstead Conservation Area.

The proposals for substantial improvements to the school provide a strong solution to a complex brief and a heavily restricted site. It can be concluded that the impact on the heritage asset can be justified on the basis that it secures the long term sustainable public use for the heritage asset as a school and that mitigation strategies are in place to minimise harm. This is all in accordance with Camden Development Policy DP25, Core Strategy SC14, the Hampstead Conservation Area guidelines and the requirements of NPPF.

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