



PRIMROSE HILL PRIMARY SCHOOL

HERITAGE STATEMENT MARCH 2019

ROBERT LOADER ARCHITECT

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DOCUMENT PRODUCED BY

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FOR THE LONDON BOROUGH OF CAMDEN WITH:

Haverstock Architects

This Heritage Statement should be read with the Design and Access Statement by Haverstock Architects.

1.1 SUMMARY

1.1 The first phase of Primrose Hill Primary School was built in 1884-85 with substantial expansions in 1889 and 1915. The proposals in this application are to introduce Additional Resource Provision facilities for children with high levels of ASD needs.

1.2 The School is listed Grade II and located in a conservation area. Therefore the re-organisation will need to take full account of its architectural and historic significance.

1.3 Primrose Hill Primary School was previously named Princess Road or Princess Terrace School(s) These names may appear on documents and drawings included in this report.

1.4 This report is prepared by Robert Loader. He is accredited by the RIBA Conservation Register, and has recently been involved in the conversion of the Caretaker’s House at Primrose Hill School for early years provision, and also the conservation and upgrading of the listed Alexandra Priory School for LB Camden.

1.5 Proposals for Additional Resource Provision for students with high ASD needs have been developed over past months by Haverstock Architects, who have provided a strategic overview for the re-organisation of the existing school and the introduction of new facilities. These proposals are now the subject of planning and listed building consent applications. This report provides an assessment of the conservation aspects of the proposals, measured against the principles embodied in national and local conservation policies.

1.6 The application scheme is the result of deliberation by the design team, plus discussions with the London Borough of Camden Planning and Conservation officers. During the evolution of the scheme various preparatory studies have been undertaken:

- Initial appraisals to establish the preferred location and layout of the new facilities within the buildings.
- Pre-application submission, discussion and response with LB Camden Planning and Conservation officers.

1.7 The benefits of the proposal scheme include:

- Introduction of an ASD Hub on the second floor.
- Improvements elsewhere to integrate students throughout the school..

1.8 The discussions which have already taken place with LB Camden during the development of proposals indicate that from the planning policy point of view the most important issues are:

- The nature and impact of the basement tanking.
- The impact of new layouts on original or significant fixtures.
- The reversability of new partitions, etc.
- The impact of the new Cabin on the second floor hall.
- Acoustic panels to be neutral, reversible and separate, both visually and constructionally.

2.0 EDUCATION STATEMENT

2.1 ADDITIONAL RESOURCE PROVISION AT PRIMROSE HILL

Primrose Hill Primary School is a 2 form entry school (420 students) with a 39 place nursery and 24 place two year old provision. The proposal is to create a new specialist Additional Resource Provision (ARP) to enable 14 additional children with high ASD needs to be able to flourish in this mainstream school. The first additional ARP places are required to be available from September 2019.

The Victorian Board School is a 4 storey building with mezzanine levels, which has had recent alterations to provide additional space at lower ground level. This has enabled Foundation Stage to be reorganised together, and near to nursery and 2-year-old provision. This, and other consequential reorganisation, has freed up spaces at upper levels for the new ARP.

The proposals for Primrose Hill Primary School ARP have been guided by three major drivers.

The Education Vision: *The school desires the ASD provision to be as inclusive and integrated as possible, and for all students to benefit from the new spaces created. The project will provide both a specialist ARP and improvements throughout the school so that the children's needs can be met both in the ARP and when they are in mainstream classes, sports, dining and external areas across the school.*

The Design Vision: *ASD inclusion hub is concentrated on the second floor and can be divided from mainstream learning as much as required, without disruption to other functions. The aspiration is to retain and preserve as many original features as possible, with minimal structural alterations.*

The Community Vision: *The school has a developed and cherished identity and role within the community. It is imperative that this isn't lost in the creation of the ARP.*

Alongside these principles, we have worked closely to the LB Camden's briefing documents and have undertaken various consultation meetings with the school leadership to shape the design. These have been essential in the development of the design as they have enabled a broader and more rounded view of the written brief. The design incorporates the comments and views expressed in these meetings whilst it follows the principles set out in the brief.

Extract from:
Haverstock Architects Design & Access Statement

3.0 THE EXISTING BUILDING

3.1 DEVELOPMENT OF THE AREA

3.1.1 Lord Southampton's land around Primrose Hill was sold for development by auction in 1840 and 1841. The land was sub-divided by broad roads with the expectation that large villas would be built over the area. The lots on and beside Primrose Hill were bought by the Crown for public benefit, which further raised expectations for the development value of the area. However, the proximity and expansion of the railway to the north had a dramatic effect on the environmental quality of the area, and development tended to be terraced housing of lower value.

3.1.2 The site of Primrose Hill School was Lot no. 240, and the Ordnance Survey shows this still undeveloped in 1873. Most of the area was filled in by the late 1840s, and it is not clear why the school site remained unbuilt until the site was acquired for the School.

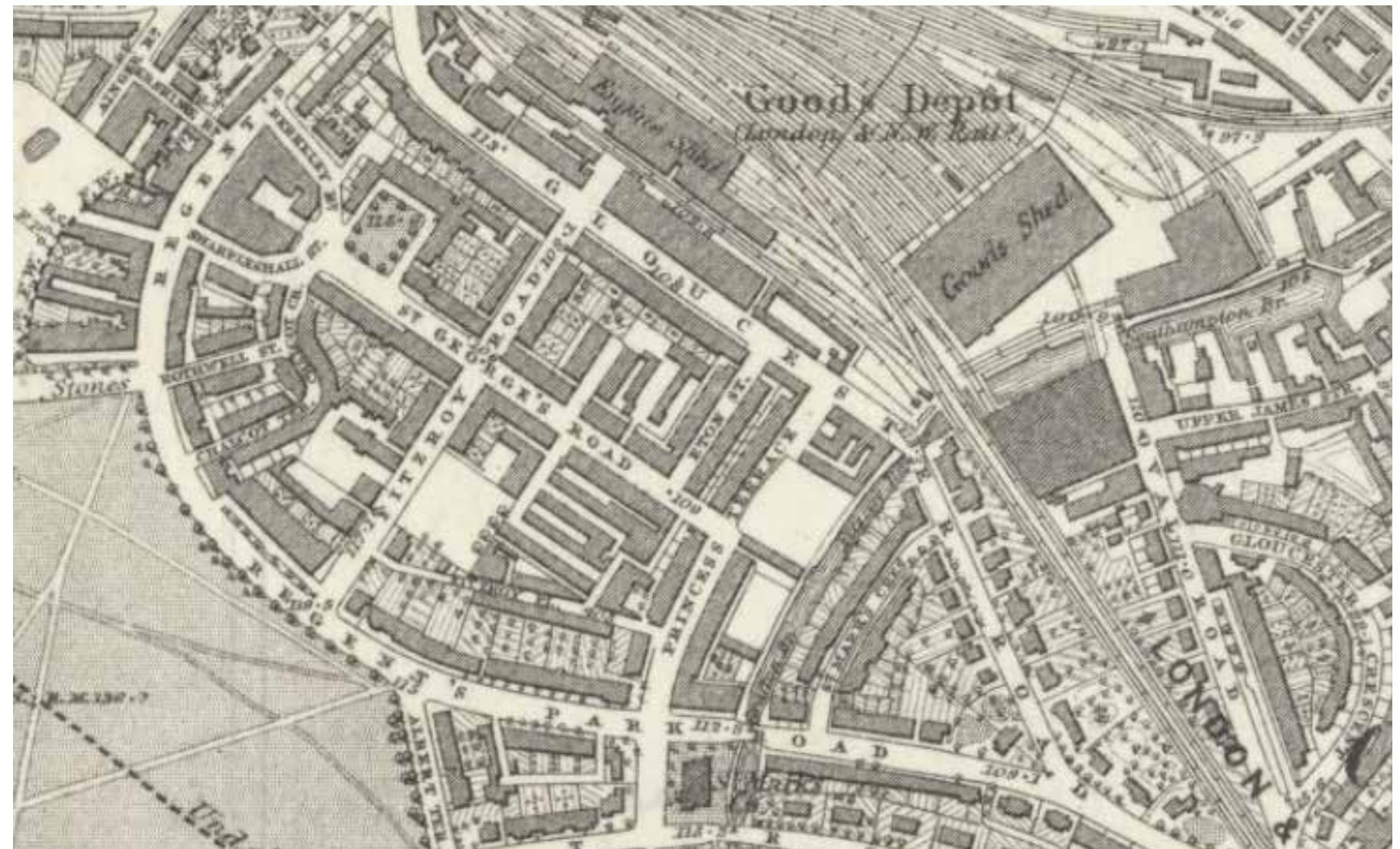


Fig 3.1. The 1873 OS map shows the school site still undeveloped. Only one other plot of land in the area on Fitzroy Road also remains empty.

3.2 THE SCHOOL BOARD FOR LONDON & E.R. ROBSON

3.2.1 The School Board for London was established by the Elementary Education Act of 1870 to provide universal free primary education. Its first tasks were to identify the scale of the need, and the approach to fulfilling that need. ER Robson was appointed as architect in 1871, though the first twenty buildings were procured by competition from a variety of architects with a record of school building. After 1873 the design of schools was taken in-house, and the design carried out by Robson and his unofficial partner, JJ Stevenson. The influence of Stevenson is difficult to gauge, but he was a proponent of Queen Anne (or 'Free Classic') in his own work, and would justify it on economic and practical grounds.

In 1874 Robson published *School Architecture*, where he commented on one of the more successful results of the early School Board competitions, Basil Champney's Harwood Road School in Fulham (opened 1873). There is some evidence in his writing of the influence of that building:

"The style in which the building has been thought out is a quaint and able adaption of old English brick architecture to modern school purposes. Apart from the opinion, which may be termed that of fashion, because of its temporary nature, but which runs for the moment headlong after the favorite style, even when carried out in the most tasteless and unmeaning manner, this building must be regarded as possessing decided architectural character. The war between the rival styles has raged so long that we are in some danger of forgetting the existence of certain broad first principles common to the great architecture of all times and countries, and which are certainly never absent from the more conspicuous and representative examples. Among these first conditions of architecture must be ranked a regard for good form, good proportion, good grouping and, above all, good architectural character and good colour ... The design in question must rank as thoughtful and artistic work, whatever may be our individual preference as to style."

Robson was also aware of the possibilities that a large programme of building could have on London:

"Among so large a number of new school houses, some are fortunate in being placed in positions where they can be easily seen and it becomes of some importance to consider what style is most suitable ... "

Gothic was quickly and easily rejected:

*"A building in which the teaching of dogma is strictly forbidden, can have no pretence for using with any point or meaning that symbolism which is so interwoven with every feature of church architecture as to be regarded as its very life and soul. In its aim and object it should strive to express **civil** rather than ecclesiastical character."*

Robson concluded that there was no practical alternative to building in brick, and in that case, *"The only really simple brick style available as a foundation is that of the time of the Jameses, Queen Anne and the early Georges, whatever some enthusiasts may think of its value in point of art. The buildings ... are invariably true in point of construction and workmanlike feeling. Varying much in architectural merit, they form the nucleus of a good modern style."*

Susan Beattie summarised the overall character of London Board Schools (and Primrose Hill School precisely):

"Usually, they are of three lofty storeys, their height emphasised by the thin brick pilaster strips that frame the tall white painted sash windows. The steeply pitched red-tiled roofs are enlivened by delicate lanterns and pretty stonecoped gables carrying one of Robson's rare concessions to pure decoration - the stone plaques with their flower reliefs that became one of the hallmarks of the early schools. Other small enrichments were the familiar title plaques and, occasionally, a wall panel in bas-relief of Knowledge strangling Ignorance, from a model designed by Spencer Stanhope. Robson was otherwise dependent solely on his materials and the bare necessities of planning to introduce variety and interest into what might have been a bleakly functional structure. Thus the decorative possibilities of the white sash windows and their repeating rhythms, the soaring chimneys and spirelets and the colour contrasts of yellow bricks with red brick dressings, white stone plaques, copings and cornices, were all exploited. So, too, were the opportunities for interesting formal compositions that the flexible plan afforded, with its simple units of hall, classrooms and cloakrooms on each storey. Herman Muthesius, the eminent critic of English architecture at the turn of the 19th century, wrote of the early Board schools in 1900: "With the most basic means available for buildings regarded as nothing more than utilitarian, they successfully combined architectural distinction with good, honest construction. Their essential charm is in the grouping of their building masses which is always interesting without being contrived".

Robson resigned from the Board in 1884 to return to private practice. Later works include the People's Palace on Mile End Road and the Royal Institute Galleries in Piccadilly. He was succeeded by TJ Bailey who had been Robson's chief draughtsman since 1873.

Beattie identifies the School Board's concern for architectural values in this quotation from its Final Report, published in 1904:

"The policy of the School Board has always been to give these buildings, as public buildings, some dignity of appearance, and make them ornaments rather than disfigurements to the neighbourhoods in which they are erected ... It was found that the difference of cost between bare utilitarianism and buildings designed in some sort of style and with regard for materials and colour, was rather less than 5 per cent. At the same time, the ornamental appearance may be secured either by richness of detail, or by a dignified grouping of masses; it is the policy of the Board, while studying, in the first instance, suitable arrangements for teaching, not to set aside the dignity and attractiveness of buildings, which the Board have always felt should be a contrast to their poor surroundings."

The School Board for London was wound-up in 1904, and school provision taken over by the London County Council. Nevertheless the final major extension in 1914 was carried out as a harmonious grand addition to the original building.

3.3 DOCUMENTED PHASES OF BUILDING DEVELOPMENT

3.3.1 Despite its apparent unified composition, the current appearance of the Primrose Hill Primary School is the result of several phases of incremental development, some anticipated, and some not.

3.3.2 Drawings for the Primrose Hill Primary School are kept in the London Metropolitan Archive and Camden's Local Studies Archive in Holborn Library. These are the sources for most of the material that establish the chronology presented below.

3.3.3 The earliest drawings for the school are that of the School-keeper's House, which are signed ERR and dated May 25 / 83. They show the house without the basement and street level extensions that now exist.

3.3.4 The next year a substantial set of drawings for a new school were signed by ER Robson on January 30, 1884. These show proposals for an incomplete cruciform plan that comprising the north-east and central sections only. A future extension is indicated to the south-west.

3.3.5 In 1889 TJ Bailey (Robson's successor at the SBL) signed off drawings on the 7th June for the extension to the south-west corner. There are some changes to the original 1884 design.

3.3.6 Drawings are prepared in 1901 for a new single-storey hall in the western quadrant facing the street. These are signed off by TJ Bailey on December 2.

3.3.7 In 1914 proposals for 'Enlargement' of the school are prepared. This comprises the last major extension of the main building to the south-west as well as the shelter in the boys' playground on the north-east boundary. The single storey hall proposed in 1901 is extended upwards and an adjacent house is demolished. The drawings are signed off on the 16th November.

3.3.8 Drawings for 'Reconditioning' dated 1939 show extensive works and additions to the School-keeper's house. These include the front bay window, side entrance porch, front basement extension and rear extension.

3.3.9 A set of drawing dated 26 March, 1969 prepared by the GLC ILEA Architecture Department show proposals for new sanitary facilities in the playground level undercroft and in a new annex at the south-west end. Photos dated 9.6.71 show this work newly completed.

3.3.10 A planning application (ref 2003/0113L) for infilling part of the undercroft with a classroom was approved in 2003.



Fig 3.2. Proposed elevation to the playground for the first phase of construction of the main school building dated Jan 30 1885.

3.0 THE EXISTING BUILDING



Fig 3.3. Proposed elevation to the playground for the first extension, dated 7-6-89.

3.0 THE EXISTING BUILDING



Fig 3.4. Drawing for the proposed single-storey Hall, dated Dec 2/ 01.

3.0 THE EXISTING BUILDING

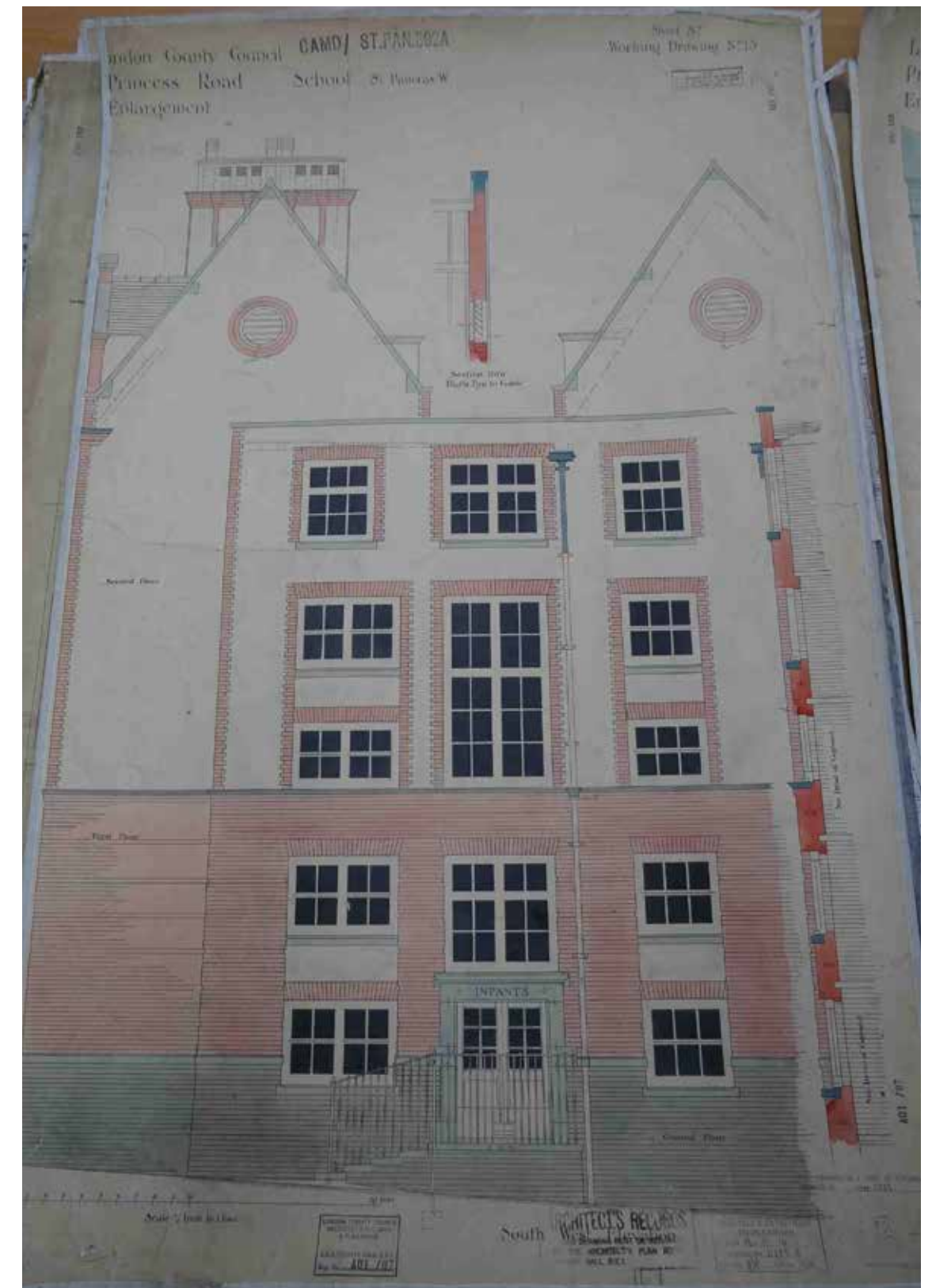
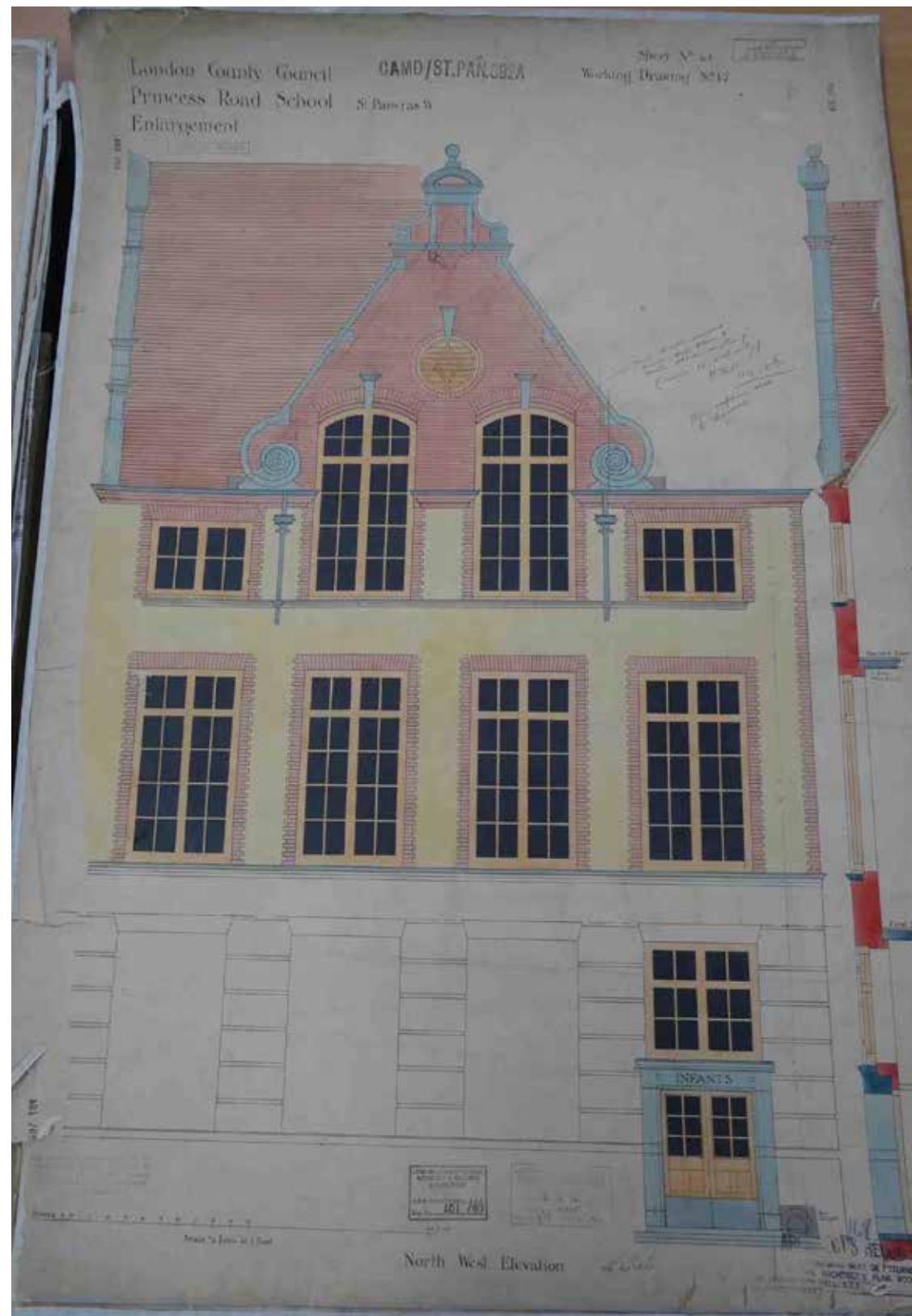


Fig 3.5. & 3.6. Drawings for the south-west extension, dated 16/11/14.

3.4 DESCRIPTION OF THE MAIN SCHOOL BUILDING

3.4.1 Princess Street School (Primrose Hill School) was originally conceived as a cruciform plan building. The drawings produced in 1884 show just over half of the cruciform built in a first phase, and an outline of future provision (such as Babies Room) to follow. The plan included a transverse central corridor that initially connected the boys' and girls' staircases, but could later be extended as necessary. This organising principle was carried through in the substantial additions of 1889 when the cruciform was completed, and later in 1914 when a large extension was constructed to the south-west.

3.4.2 Until recent decades the school retained a mostly open undercroft, which was designated on the plans as, Boys / Girls Covered Playground.

3.4.2 Like most Board Schools, Primrose Hill benefits from high ceilings and large windows (especially on the upper level). Although the classrooms are single aspect, the emphasis on the quality of sunlight and ventilation was typical of the period when similar designs for hospitals were being developed to reduce impure air and miasma.

3.4.3 The limited means available to the School Board was used to maximise the effect of the buildings. The roof-line of Primrose Hill is highly elaborated when seen from a distance. However, at close distance, the ground level entrances are, in comparison, squashed low and understated.

3.4.4 The polychromatic brickwork at Primrose Hill is very effective, and reflects Robsons repeated promotion of this technique for school buildings on limited budgets. The undercroft at playground level is in hard Staffordshire Blue engineering bricks. Above that is one floor in red brickwork and then two floors in predominantly yellow London stocks with red brick detailing around windows. At roof level is some Portland Stone for the exuberant copings, and red brick again for the main extent of gable wall.

3.4.5 Within the building the floor constructions are clinker concrete spanning between deep steel beams.



Fig 3.7. Primrose Hill School from the Pirate Castle.

3.7 ASSESSMENT OF SIGNIFICANCE

3.7.1 In order to analyse the impacts of any proposed works at Primrose Hill School it is important to have an understanding of the building's significance as a whole and in its component parts. The aim of an assessment of significance is to establish an appropriate conservation strategy for the building in question, in particular by identifying areas where only minimal changes should be considered, as well as areas where changes might be beneficial.

3.7.2 In statutory terms, the significance of the Primrose Hill School has been recognized by its listing at Grade II in May 1974 (List Entry Number: 1139081). Like many listings, the description attached to the statutory notice gives only a brief description and reasons about why the School is judged to be significant.

3.8 SIGNIFICANCE VALUES

3.8.1 In 2008 English Heritage (now Historic England) published Conservation Principles, Policies and Guidance in which it sought to clarify the criteria by which buildings and sites should be assessed. Their guidance proposes four different values that contribute to the significance of a building or place, which are:

- Evidential value: that it yields primary evidence about the past. This applies to archaeological deposits, but also to other situations where there is no relevant written record.
- Historical value: that it illustrates some aspect of the past, and thus helps to interpret the past; or that it is associated with an important person, event or movement.
- Aesthetic value: this may derive from conscious design, or from the work of a craftsman; alternatively it may be the fortuitous outcome of the way a building or place has evolved.
- Communal value: the symbolic role of a building or place, or the way a building contributes to the identity of a place.

The first of English Heritage's values (archaeological deposits etc.) has little application here but the other three do, and provide the basis of the assessments which follow.

3.9 AESTHETIC VALUE

3.9.1 Primrose Hill School does not receive extensive attention in the building histories. Pevsner's summary extends to only four words: "With nice curly gables". Andrew Saint's description in his 1991 unpublished report on London Board Schools is even briefer and pithier: "Forthright, gabled, jolly."

3.9.2 Rather its significance lies in being one of the better and most prominent examples from the School Board for London. Primrose Hill was listed in 1974 following Susan Beattie's survey and report on London Board schools in 1972 for the GLC Historic Buildings Board. In her report Beattie sub-divided the periods and styles under various headings based on the Chief Architect and his time in the role: eg, 'Early Robson', 'Classic Bailey', etc. Primrose Hill sits under 'Late Robson', and is briefly described: "3 storeys, asymmetrical plan, the principal bays surmounted by a variety of stone-coped Dutch gables."

3.9.3 The brevity of comments indicates that the architectural quality of the building, though immediate and powerful when confronted in the street, is less significant than the historic and communal values of the overall programme of work of the School Board.

3.10 HISTORIC VALUE AND COMMUNAL VALUE

3.10.1 The historic and communal values of the School Board buildings are too intertwined to be able to give separate commentaries. The 1958 article in the Architectural Review by David Gregory Jones gives an excellent summary of the historic significance of the programme of school building, and the effect of this programme on London:

"Robson's achievement ... lay firstly in his incisive analysis of his objectives, his ready understanding of the challenge which new social demands had placed before him; secondly, in his prompt understanding that designers such as Champneys and Stevenson had hit upon a stylistic approach that might be developed in answer to this challenge; thirdly, in the superb confidence and virility with which he and his staff carried through the development of the style, giving power and sometimes grandeur where its originators could only achieve charm; and, lastly, in the truly Victorian drive with which he pushed a vast programme of work to completion with architectural standards of the very highest order maintained throughout ..."

"By sheer Victorian ruthlessness the L.S.B. achieved a far higher degree of standardisation than most education authorities have achieved since the last war. Although the L.S.B. schools vary from very plain building to the greatest elaboration according to the openness of their sites, it cannot be said that, in practice, Robson was over-anxious about tailoring each school to suit its locality. The positive result of this is that these buildings, strong on personality, do a very great deal to set a stamp of unified character on the hodge-podge of Victorian London ..."

4.0 DESCRIPTION OF PROPOSALS

4.1 BASEMENT ALTERATIONS

4.1.1 Alterations in the Basement are located in a Utility Room, which is an area of low significance. The work is relatively minor:

- The low brick wall in the centre of the room will be removed.
- The space will be sub-divided to form four small rooms.
- The existing floor is brick pavers with areas covered in cement and bituminous waterproofing coating. It is to be replaced with and insulated and waterproofed slab.
- Damp along the outer wall is to be managed by new tanking.
- The window openings have been deteriorated and are severely damaged. One was a sash window, and one was a louvred opening. New slimline, double-glazed sash windows with mullions and transoms that match existing windows are proposed as replacements.
- The existing contemporary door to the Utility Room is to be replaced.

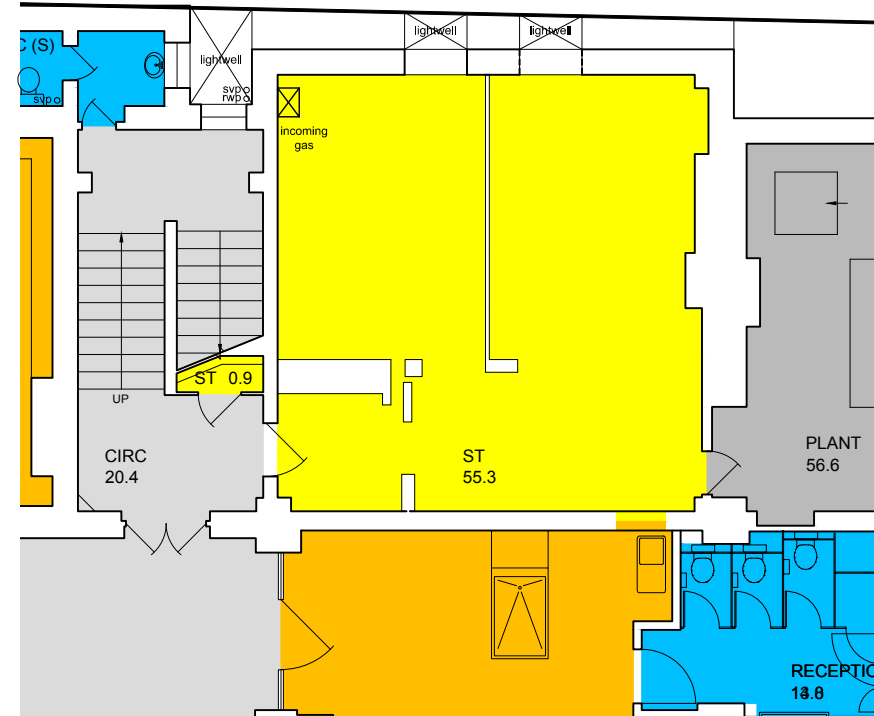


Fig 4.1.1. The Basement Utility Room as existing.

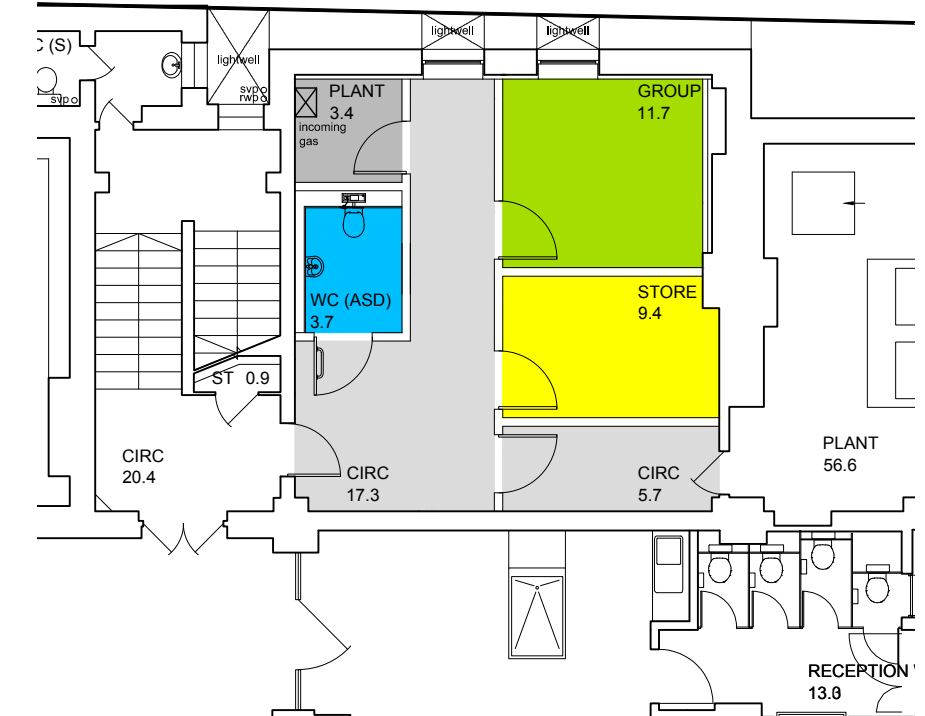


Fig 4.1.2. The Basement Utility Room as proposed.

4.1 BASEMENT ALTERATIONS



Fig 4.1.3. The damaged sash window.
The glazed brick retaining wall is to be cleaned.



Fig 4.1.4. The damaged louvred opening.

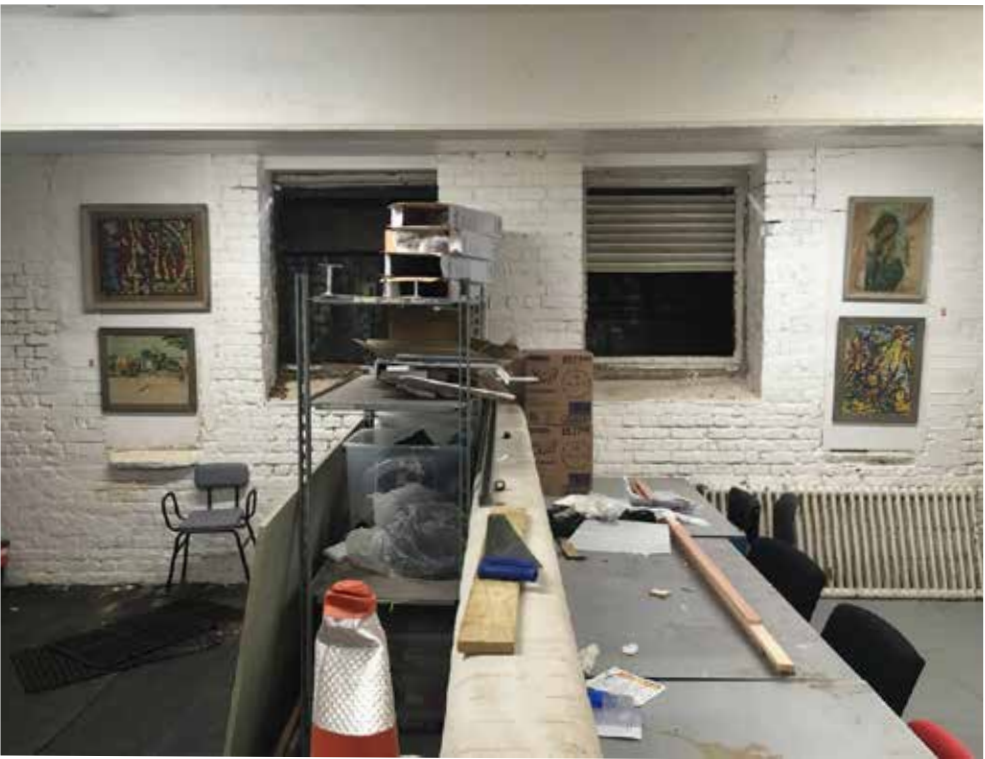


Fig 4.1.5. The low wall in the centre of the room and the sash and louvred windows.



Fig 4.1.6. The contemporary door to the Plant Store Room to be replaced.



Fig 4.1.7. An area of floor with cement slurry and bituminous coating.



Fig 4.1.8. An area of brick floor.

4.0 DESCRIPTION OF PROPOSALS

4.2 GROUND FLOOR ALTERATIONS

4.2.1 Alterations on the Ground Floor are located in a Dining Hall, the 1970s WC block and a minor change to an internal room:

- One corner of the Dining Hall is to be partitioned off. A new partition will be built up to the underside of the 'floating' steel frame, and the glazing above will be obscured with film. The floor will be covered with plain sheet flooring.
- A new doorway is formed through brickwork from the Dining Hall to Stair Lobby to match the existing doorway and door opposite.
- The WCs in the 1970s block are to be reconfigured, an area of low significance. Existing cubicles and fittings in the block are contemporary.
- The Soft Play Room fittings are removed for conversion to a Group Room.

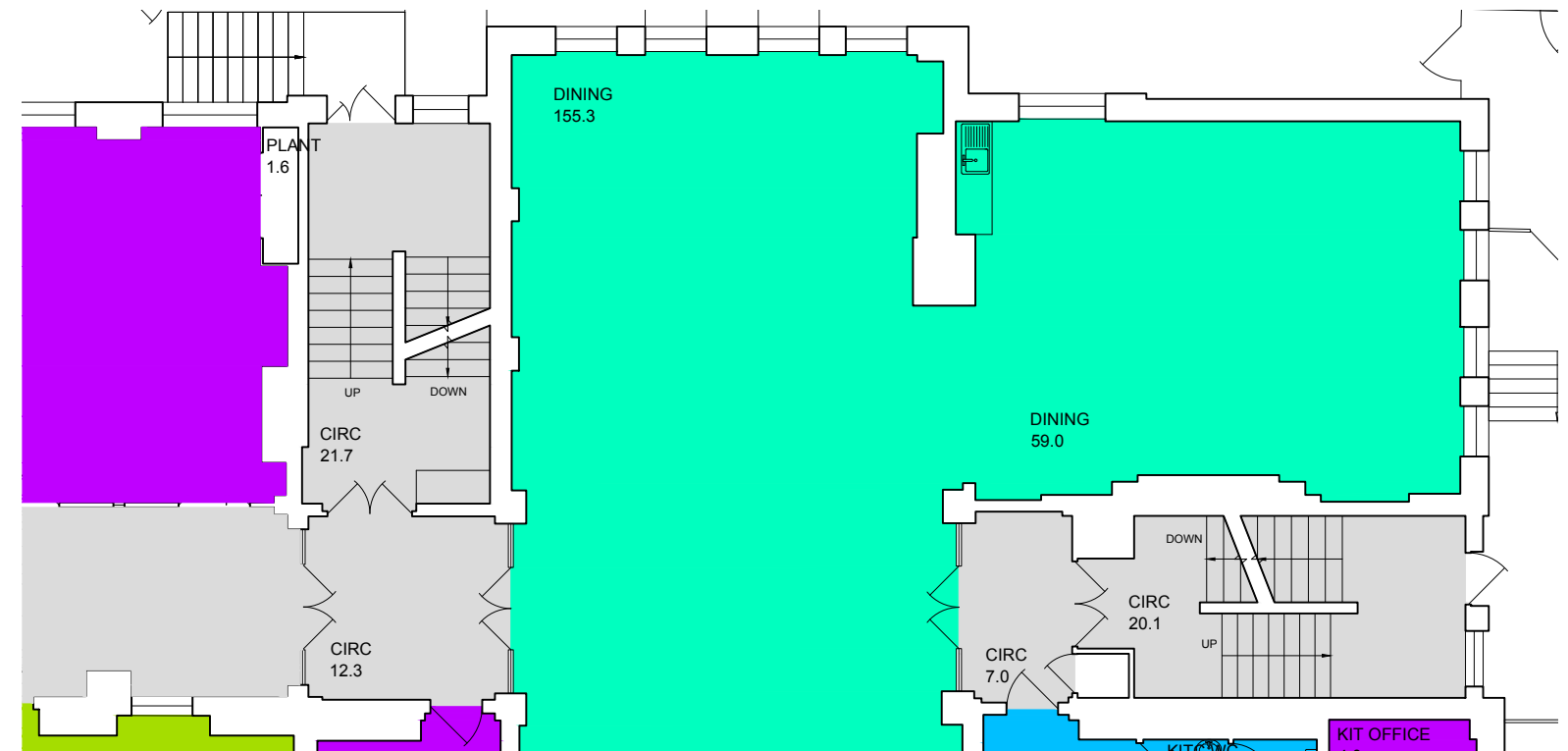


Fig 4.2.1. Part of Dining Room as existing.

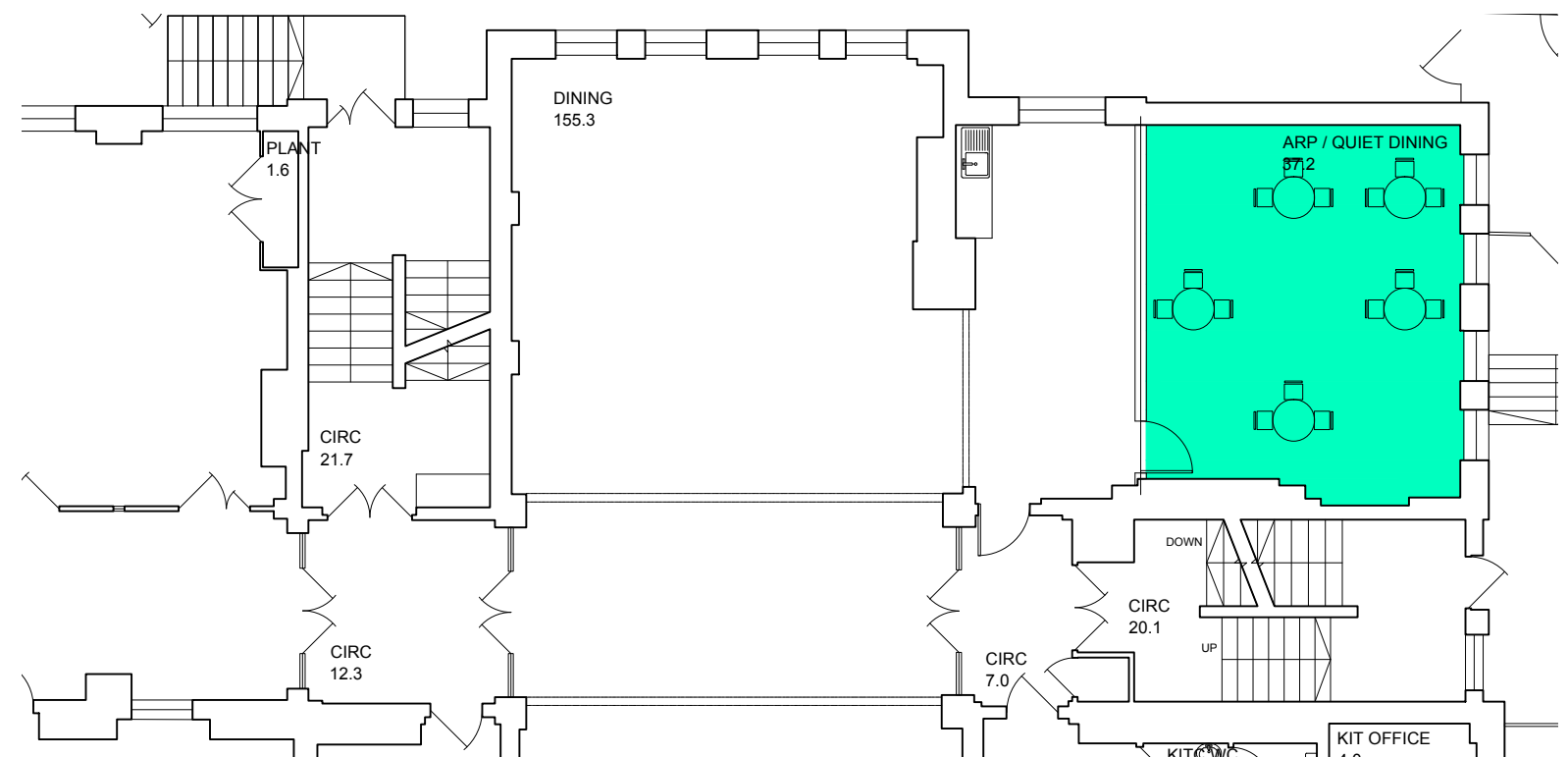


Fig 4.2.2. ASD area of Dining Room as proposed.

4.2 GROUND FLOOR ALTERATIONS

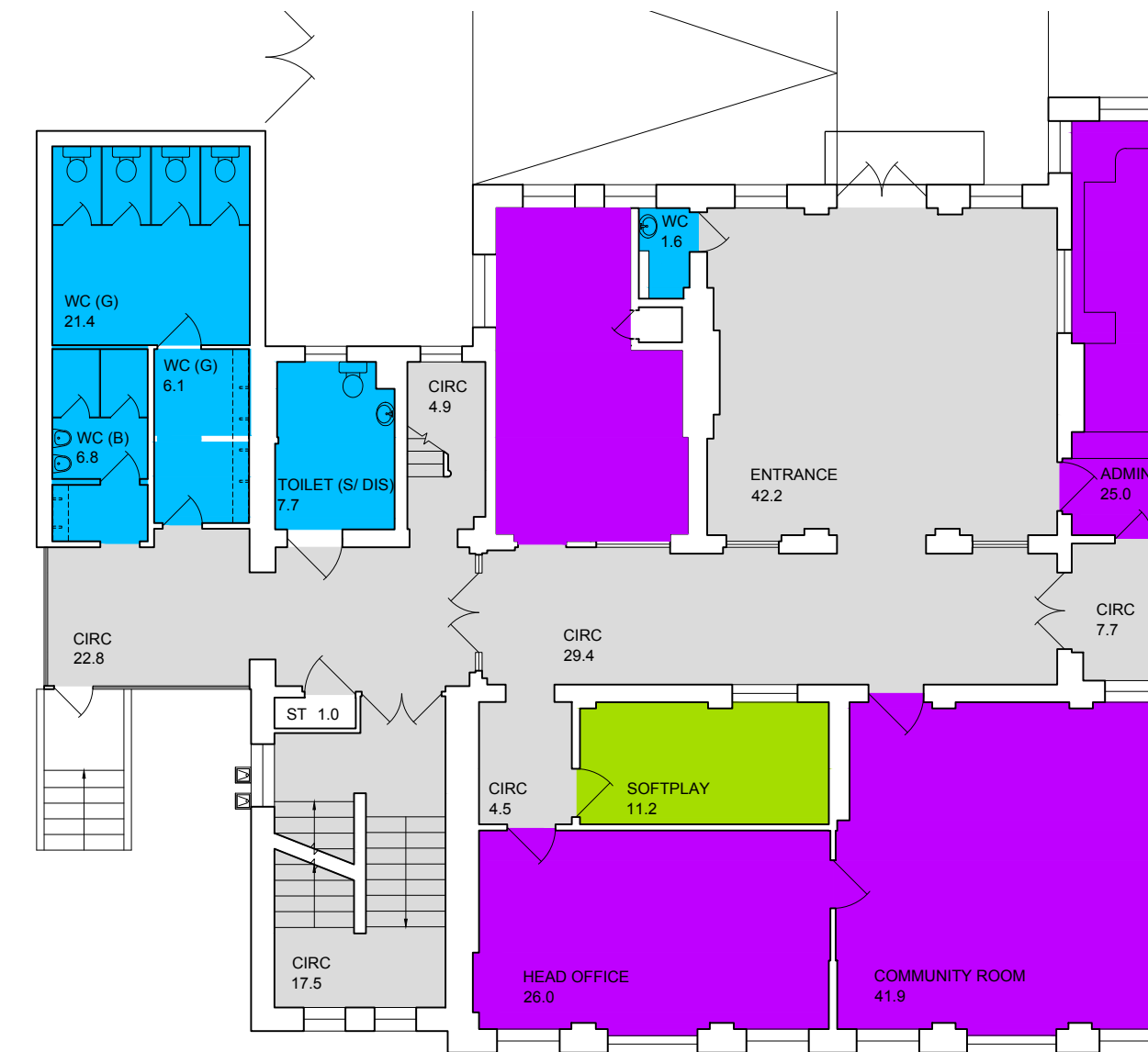


Fig 4.2.3. 1970s WC Block and Soft Play Room as existing.

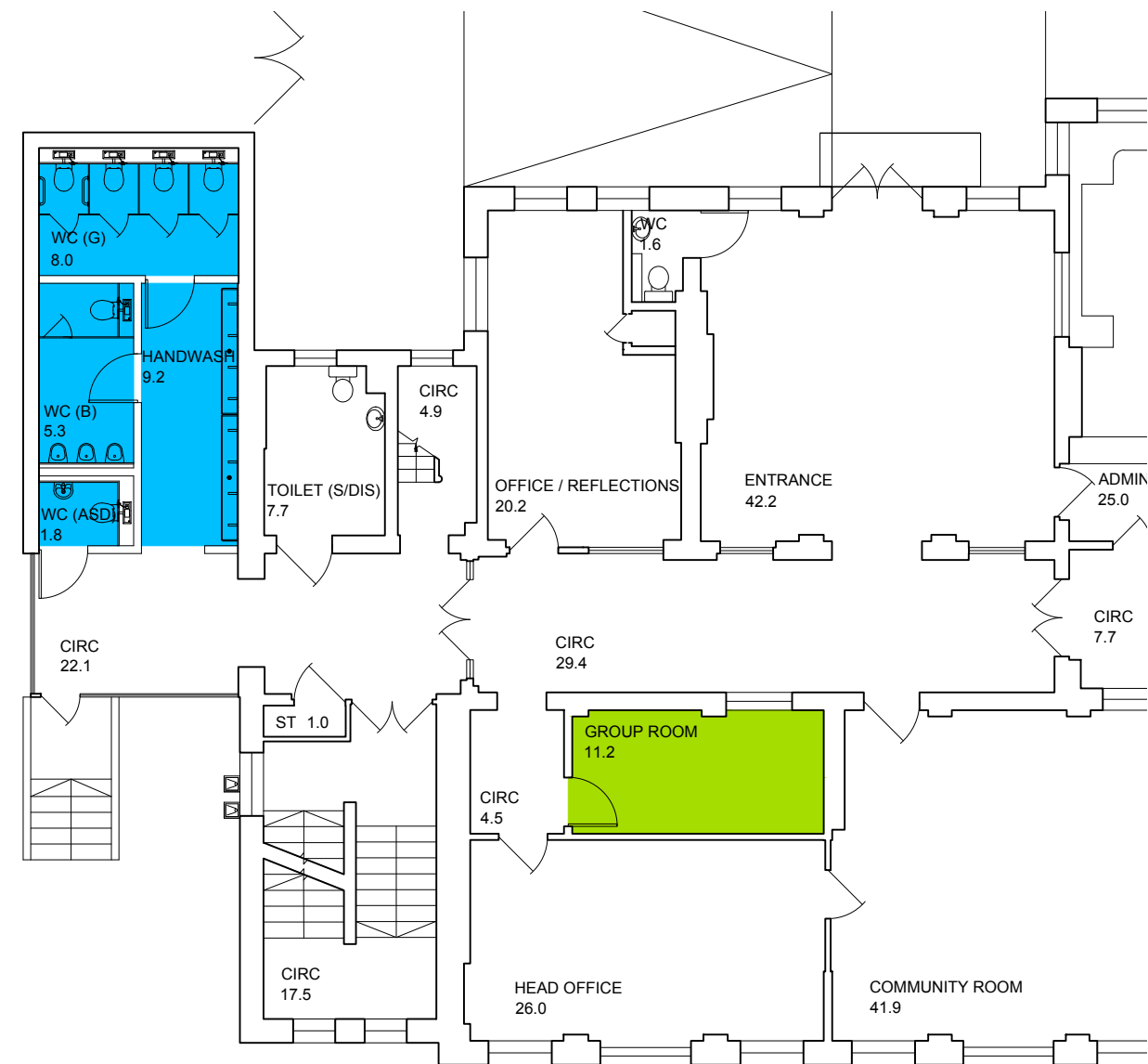


Fig 4.2.4. 1970s WC Block and Group Room as proposed.

4.2 GROUND FLOOR ALTERATIONS



Fig 4.2.5. The ground floor dining area with 'floating' steel frame that supports original glass screens over..



Fig 4.2.6. The Soft Play Room.



Fig 4.2.7. Contemporary cubicles in the Boys' WCs.



Fig 4.2.8. Entrances to the Boys' and Girls' WCs in the 1970s WC Block.



Fig 4.2.9. Contemporary cubicles in the Girls' WCs.

4.3 FIRST FLOOR ALTERATIONS

4.4.1 Alterations on the First Floor are located in the WCs and minor changes to rooms aligned to window bays :

- The Girls’ and Boys’ WCs are converted to Girls’ only WCs with a self-contained ASD WC. The glazed timber door screen to the corridor is to be carefully reconfigured with sympathetic new doors and fixed panels. The pre-application advice states that, “Where new partitions are to be introduced, care should be taken that they do not have awkward junctions with the existing windows or other features”.
- The Recording Room and Lobby is reconfigured with an additional Group Room to extend to outside windows, so shortening the adjacent Y2 classroom.

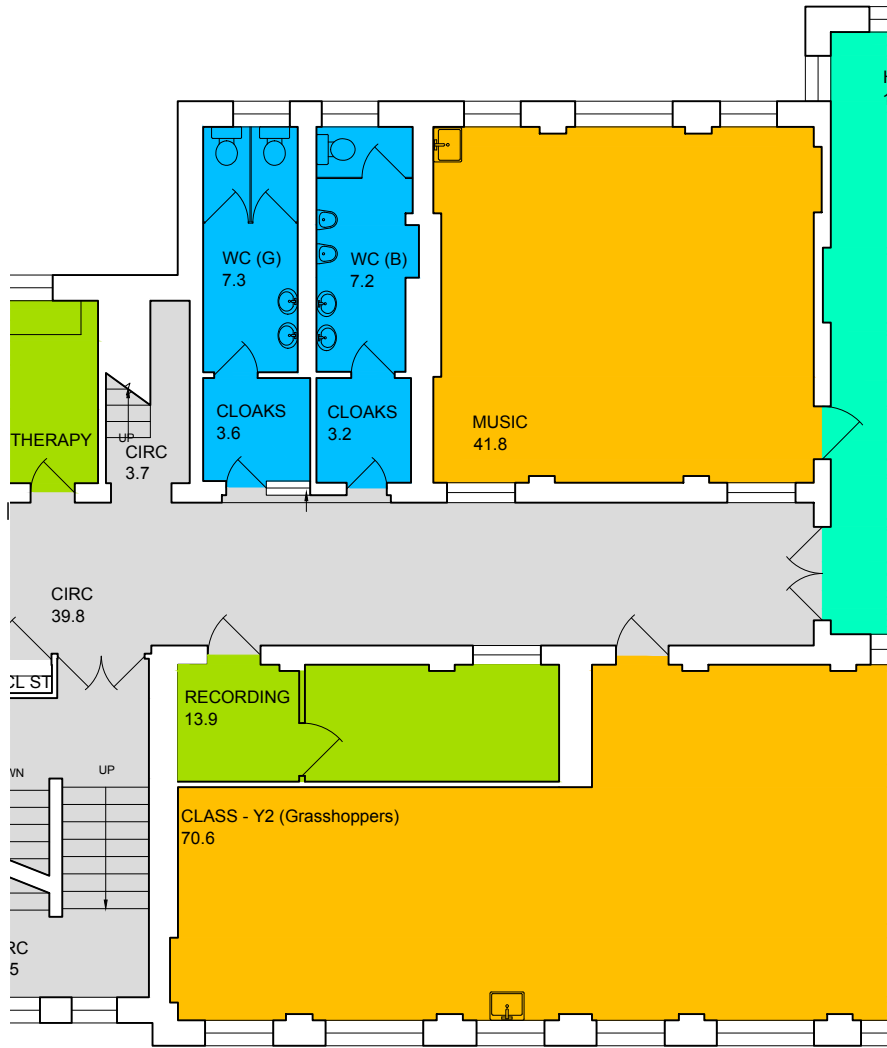


Fig 4.3.1. Part 1st Floor as existing.



Fig 4.3.2. Part 1st Floor as proposed.

4.3 FIRST FLOOR ALTERATIONS



Fig 4.3.3. The first floor timber screen to be carefully adapted with sympathetic new doors and panels.



Fig 4.3.4. The existing lobby to the Girls' WCs.



Fig 4.3.5. The existing Boys' WCs.



Fig 4.3.6. The corridor outside the existing Recording Room.



Fig 4.3.7. The door to the existing Recording Room.



Fig 4.3.8. The existing Recording Room.



Fig 4.3.9. The Recording Room from the Y2 classroom.

4.4 SECOND FLOOR ALTERATIONS

4.4.1 Alterations on the Second Floor ASD suite comprise:

- The Assistant Head's Room is converted to a Therapy/ Group Room.
- The Girls' and Boys' WCs are converted to a Calm Room and Hygiene Room.
- The glazed timber door screen to the corridor is to be carefully reconfigured with sympathetic new doors and fixed panels. The pre-application advice states that, "Where new partitions are to be introduced, care should be taken that they do not have awkward junctions with the existing windows or other features".
- Sensory and Soft Play Rooms are formed in the existing Learning Support/ Maths Room. This is accessed from the ASD Hub corridor by lowering a window to form a new door opening.
- Kitchenettes and cupboards are removed from the Spare classrooms, and replaced with new.



Fig 4.4.1. Part 2nd Floor as existing.



Fig 4.4.2. Part 2nd Floor ASD Hub as proposed.

4.4 SECOND FLOOR ALTERATIONS



Fig 4.4.3. The existing Assitant Head's Room to be converted to a Therapy/ Group Room. Note the half-height glazed brick finish.



Fig 4.4.4. The second floor timber screen to be carefully adapted with sympathetic new doors and panels.



Fig 4.4.5. The Learning Support/ Maths room to be sub-divided for Sensory and Soft Play Rooms.



Fig 4.4.6. Kitchenette and cupboard in Rooms 44.0 and 42.7 to be removed. The cupboard has been reclad with plasterboard. The skirting will be realigned continuously along the wall.



Fig 4.4.7. The window to be lowered to form access to the Sensory and Soft Play Rooms.



Fig 4.4.8. An existing door opposite.

4.4 SECOND FLOOR ALTERATIONS (CONT)

4.4.1 Alterations on the Second Floor Hall area comprise:

- A 'Cabin' for gymnastics is constructed to one corner of the main Hall. The existing door to the Learning Support/ Maths room is replaced with a new room, and the glazed panel over the door opening is boarded over. The existing door will be retained for future use elsewhere in the school.

The pre-application advice stated, “At second floor level, the creation of a separate therapy room and maths room within the existing teaching area/ activity space is considered acceptable in principle. As discussed during the site visit, the impact will be reduced on the existing space and fenestration by incorporating the accommodation in a **pod-like structure** which does not occupy the full existing floor to ceiling height and so allows for provision of a deck/storage area above accessible from the existing main space. This will also result in better proportioned spaces with comfortable floor-to-ceiling heights for the therapy and maths rooms”.

- A new Inclusion Office is formed in a bay of the Y6 classroom.
- New WCs are formed in the existing Reading/ Store Room.



Fig 4.4.9. Part 2nd Floor as existing.



Fig 4.4.10. Part 2nd Floor as proposed.

4.4 SECOND FLOOR ALTERATIONS (CONT)



Fig 4.4.11. View towards the location of the new 'Cabin'.



Fig 4.4.12. View of the new 'Cabin' inserted into the main Hall.



Fig 4.4.13. The door to the new WCs to be removed for re-use elsewhere. The frame and glazed panel over will be retained.

4.5 ROOF ALTERATIONS

4.5.1 Alterations on the roof comprise:

- Installation of a new condenser for the Soft Play Room.
- Ventilation cowls through the existing lead roof.



Fig 4.5.1. A new condenser and ventilation cowls will be located between the two rooflights.

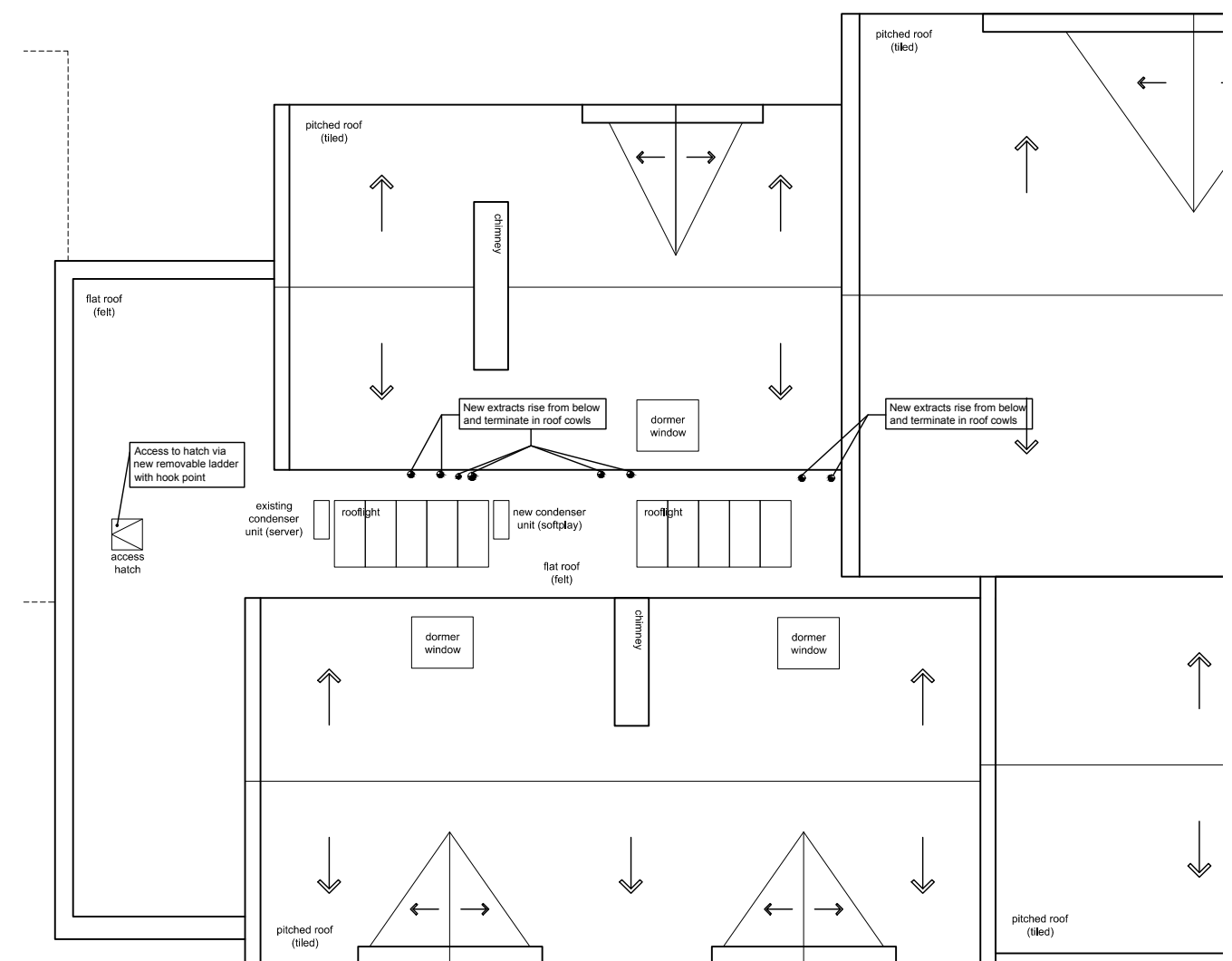


Fig 4.5.2. Part Roof plan showing a new condensing unit and extract cowls on the area of flat roof between the extensive front and back gables.

4.6 IMPACT ON THE LISTED BUILDING

4.10.1 The NPPF and LB Camden policies for carrying out alterations to a listed building require that the proposals be justified in two ways: first, by demonstrating that the significance of the building and its setting have been properly understood, and secondly by balancing the gains and losses, and justifying the need for change.

4.10.2 The Historic England Good Practice Guide 3 requires an evaluation that balances harm with benefits.

4.10.2 The original layout of the existing School has proved itself robust to change and expansion. An example is the ambitious hung steel structure that supports original glazed screens in the Dining Hall. Of a similar scale is the proposed 'Cabin' to be inserted in the second floor Hall.

4.10.3 The assessment of significance of the listed building in Chapter 3 concluded that the most significant aspect of the School is found in the aesthetic value of its great height, bulk and architectural detail at high level.

4.10.4 The proposed alterations do not affect the areas of greatest significance in the School - the exterior. Most of the proposed work is of a minor nature. The most prominent alteration is the insertion of the Cabin to the second floor Hall, a proposal that is bold and effective. It will be seen as not part of the original building, will sit within a major original space, and will be reversible.

4.10.5 Losses in original or historically significant fabric are small. The harm done to the existing buildings is balanced by the overall public benefits for increased educational provision.

4.7 THE IMPACT ON THE SETTING OF THE LISTED BUILDING

4.11.1 There is no effect on the setting on the listed building.

4.8 THE IMPACT ON THE CONSERVATION AREA

4.12.1 The impact on the Conservation area is small. An additional condensing unit will be installed out of sight on the flat roof between gables.

4.12.2 Therefore, the impact on the Conservation Area is neutral.

4.9 CONCLUSIONS

4.14.1 The assessment of scheme design summarised in this chapter has been based on the English Heritage Conservation Principles (2008). Paragraph 131 sets out the three criteria for assessing projects involving listed buildings as follows:

4.14.2 Criterion 1: *the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation.*

Further demands are being made of educational buildings to accommodate increased provision.

These proposals comprise the introduction of an ASD hub on the second floor and improved and adapted works elsewhere in the building.

The school will continue to provide an increasing range of educational services to the community, and managed and considered growth will be implemented.

4.14.3 Criterion 2: *the positive contribution that conservation of heritage assets can make to sustainable communities including their economic vitality.*

The proposals will expand the provision of learning services at the School for the benefit of the local area.

4.14.4 Criterion 3: *the desirability of new development making a positive contribution to local character and distinctiveness.*

The proposals are all internal, although it is expected that the new ‘Cabin’ may become known in the area.

4.14.5 This report concludes that the various proposals are, on balance, justified. The detailed development of the proposals will need to proceed with care in order to maintain the character and integrity of retained fittings in the School building. The gains of increased educational provision for the community, and a a viable and enhanced use of the existing building outweighs the small loss of original fabric.

A1. LIST ENTRY DESCRIPTIONS			A2. BIBLIOGRAPHY
A.1	List Entry Descriptions	The building was listed in on 14th May, 1974 (1139081):	BEATTIE, Susan; Unpublished listing report on London Board Schools for the GLC Historic Buildings Board, 1991.
A.2	Bibliography		
A.3	Pre-Application Response from LB Camden	Details	CHERRY, Bridget and PEVSNER, Nicolaus; <i>London 4: North</i> , Buildings of England Series, (Penguin, Middlesex)
A.4	Structural Engineer’s Statement	CAMDEN	
A.5	Schedule of Works	TQ2883NW PRINCESS ROAD 798-1/75/1350 (East side) 14/05/74 Primrose Hill Infants School (Formerly Listed as: PRINCESS ROAD Primrose Hill Junior & Infant School)	GREGORY-JONES, David; <i>Towers of Learning</i> ; The Architectural Review, vol CXXIII, pp 393-8, 1958
A.6	Outline of National, Regional and Local Heritage Policy and Guidance	GV II	JACKSON, Anthony; ‘ <i>Sermons in Brick</i> ’: <i>Design and Social Purpose in London Board Schools</i> ; The London Journal, vol 18, no. 1, 1993
		Board School, now an Infants School. c1885. By ER Robson. For the School Board for London. Red brick ground floor (rusticated) and gables; 1st and 2nd floors, yellow stock brick. Stone and red brick dressings. Tiled roofs, steeply pitched with scroll enriched gables terminating in pedimented features. Flemish Renaissance style. 3 main storeys with attics and basements. Long building with irregular fenestration. Central gabled bay of 4 windows; to left, narrow 2-window gabled bay, wide, projecting step gabled 2-window bay and 2-window bay step gabled on return; to right, recessed 5-window bay, gabled above 3 left windows and on return, 2-window recessed bay. Plain stone surrounds to entrances. Mostly transom and mullion effect flush framed windows with gauged brick flat arches. Windows extending into gables, segmental-arched with keystones. Left hand, stepped gable bay with ground and 1st floor windows in shallow round-arched recesses. INTERIOR: not inspected.	Primrose Hill A History; Martin Sheppard, 2013
			<i>School Architecture</i> ; E.R. Robson, 1874
			SAINT, Andrew; Unpublished listing report on London Board Schools for English Heritage, 1991.
		The playground walls, railings and gates were listed on 14th May, 1974 (1139082):	
		Details	
		CAMDEN	
		TQ2883NW PRINCESS ROAD 798-1/75/1351 (East side) 14/05/74 Playground walls, railings and gates to Primrose Hill Infants School (Formerly Listed as: PRINCESS ROAD Playground walls & gates of Primrose Hill Junior & Infant School)	
		GV II	
		Playground walls and gates. c1885. By ER Robson. For the School Board for London. Yellow brick perimeter walls with pilaster strips on slightly projecting plinth. Playground with cast-iron railings and 3 stone gateways enriched with pedimented features inscribed "Infants", "Girls" and "Boys"; wrought-iron gates.	

A3. LB CAMDEN PRE-APPLICATION RESPONSE

Date: 13 February 2019
Our Ref: 2018/3606/PRE
Contact: Elaine Quigley

Direct Line: 020 7974 5101

Email: Elaine.Quigley@camden.gov.uk



**Development Control
Planning Services**
London Borough of Camden
Town Hall
Argyle Street
London WC1H 8ND

Tel 020 7974 4444
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env.devcon@camden.gov.uk
www.camden.gov.uk/planning

Primrose Hill Primary School
36 - 40 Princess Road
London
NW1 8JL

Dear Sir/Madam,

**Re. Planning Pre-application advice meeting ref. 2018/3606/PRE
Primrose Hill Primary School
36 - 40 Princess Road
London
NW1 8JL**

Four options to provide space for pupils with ASD within the school site

I refer to our pre-application meeting held on 09th October 2018 about the above proposal.

Set out in the attached document is a detailed note of the principal issues discussed at the meeting and advice on planning obligations and what you need to do in order to submit a valid planning application for your proposal. The attached document also provides details of local groups that you may wish to notify or consult on your proposals in advance of submitting your application.

Site description

The site is located on the south side of Princess Road close to the junction with Chalcot Road that runs to the north. It comprises a Grade II listed building situated in the Primrose Hill Conservation Area on a site overlooking the Regent's Canal. The building is occupied by Primrose Hill Primary School. The Board school was designed by ER Robson in a French Renaissance style, dating from c1885. It is three main storeys with attics and basements, employing a mixture of red brick and yellow brick, with stone and red brick dressings. Tiled, steeply pitched roofs with scroll enriched gables terminating in pedimented features. The school is set back from the road behind a boundary wall with cast iron railings (listed grade II in their own right). The site is bounded to the southeast by Regent's Canal which is designated as a public open space, a site of Nature Conservation Importance and is part of the Green Chain.

Site constraints

The building is Grade II Listed building, and the site is within the Primrose Hill Conservation Area. The site is identified as being within a contaminated sites potential. It is also within a local flood risk zone and an area of underground

development constraints for subterranean (groundwater) flow, surface water flow and flooding and slope stability.

This document represents the Council's initial view of your proposals based on the information available to us at this stage. It should not be interpreted as formal confirmation that your application will be acceptable nor can it be held to prejudice formal determination of any planning application we receive from you on this proposal.

Planning history

Planning permission and listed building consent (2016/2321/P and 2016/2484/L) were granted on 19/08/2016 for part conversion and rear extension of Caretaker's House with new ramp to front and terrace to rear upper level and alterations to rear playground level provisions. Internal alterations in undercroft of main building and infilling of open undercroft area for classroom use. Erection of outdoor buffer space and canopy to the playground (Class use D1).

Planning permission and listed building consent were granted on 06/06/2014 (2013/2656/P and 2013/2737/L) for enlargement of existing openings and addition of windows to existing openings to south east and north east elevations at basement level of the school (Class D1).

2006/5317/P – (granted on 08/03/2007) - Continued use of school playground for farmers market on Saturdays between 10:00 - 14:00 (Use Class A1).

Please note: The use hereby permitted is for a temporary period only and shall cease on or before 01/02/2008, at which time the premises shall revert to their former lawful use which is a school playground.

Proposal

The proposal relates to changes to the school both internally and externally to provide school places for children with autistic spectrum disorder (ASD). There are four options. For each option two levels of pupil numbers (and space requirements) would be considered – 14 children (2 per year group) and 28 children (4 per year group). The following options have been put forward for consideration.

1. Option 1:14 (light works) – 14 students, creation of a ASD hub at second floor level and associated internal alterations (including installation of acoustic panels in all ASD hub rooms on the second floor and to ASD dining room on ground floor) and re-arrangement of the horticulture garden and creation of rubber crumb setting area measuring approximately 100 sq. m
2. Option 2:14 (extensive works) – 14 students, all works same as option 1:14 and includes tanking of the basement for its use as a new group and storage room, re-arrangement of the WC block for ASD toilet, installation of new acoustic treatment in all existing classrooms
3. Option 3:28 (light works) – 28 students, all works same as option 1:14 above.
4. Option 4:28 (extensive works) – 28 students, all works same as option 2:14 and includes erection of a single storey outbuilding with roof terrace within the existing outdoor play area

A3. LB CAMDEN PRE-APPLICATION RESPONSE

Following discussions with the applicant the pre-app response will relate to option 2:14 only (14 pupils extensive works). A written response to the other three options (1:14, 3:14 and 4:28) will follow under separate cover.

Option 2:14

This option includes the following internal works:

- Basement:
 1. Tanking of the room within the basement that is currently used for storage to provide a learning resource area, storage area and WC
- Ground floor:
 1. Installation of new partition walls within the existing toilet block to create a separate WC for ASD pupils,
 2. Installation of concertina doors between the existing dining areas to create a reception/quiet dining area for ASD pupils
- First floor:
 1. Removal of structural wall in the existing toilet block and re-arrange the layout of the toilets and hand basins and creation of a separate WC for ASD pupils
 2. Installation of new partition walls to create a recording and group room area and reduction in the size of year 2 classroom
 3. Acoustic panels to be installed in Group room
- Second floor:
 1. Removal of partition wall in existing toilet block and installation of new partition to create a hygiene space and calm room
 2. Installation of new partition wall in existing learning and support room to create a separate sensory room and soft play area
 3. Installation of partition wall within the existing hall to create a gym area and group room
 4. Installation of new toilet block in existing reading study/store room
 5. Installation of new partition wall in existing classroom to create a separate therapy room and maths room
 6. New acoustic treatment to all rooms on this floor

The main issues for consideration are detailed below which include:

- Impact on the historic fabric of the listed building
- Amenity
- Transport

Impact on the historic fabric (internal works)

The proposed works comprise a number of small-scale works to the interior of the grade II listed building, many of which affect ancillary areas of secondary importance within the hierarchy of the historic building and many of which are works which can be designed to be reversible. The listed building as a substantial 19th century board school is of a robust character in terms of its construction, materials and spatial character.

At ground floor level, the installation of a concertina-style opening partition within the existing partition opening within the dining room is considered to be acceptable subject to detailed design and fixing details to historic fabric.

At second floor level, the creation of a separate therapy room and maths room within the existing teaching area/activity space is considered acceptable in principle. As discussed during the site visit, the impact will be reduced on the existing space and fenestration by incorporating the accommodation in a pod-

like structure which does not occupy the full existing floor to ceiling height and so allows for provision of a deck/storage area above accessible from the existing main space. This will also result in better proportioned spaces with comfortable floor-to-ceiling heights for the therapy and maths rooms.

The proposed works to the toilet areas at each affected floor level plus the creation of new WC facilities impact on areas of secondary importance which manifest themselves as smaller spaces with lower floor-to-ceiling heights which are already characterised by subdivision resulting from their function. Where new partitions are to be introduced, care should be taken that they do not have awkward junctions with the existing windows or other features.

Basement tanking

The tanking of the basement is likely to be considered acceptable in principle subject to the details and methodologies of the tanking system to be used. It is recommended that as much information as possible is provided at the application stage, including a condition survey as well as details of the proposed works. If planning permission and listed building consent are granted any outstanding information will be secured by condition.

Acoustic panels

The proposal would include acoustic treatment of the first floor group room and all rooms on the second floor. Various options have been put forward including flush panels or perforated plasterboard sheets on the vaulted classrooms, suspended vertical double sided panels for the multi-use spaces, and suspended horizontal double sided panels in the classrooms.

It is important that any acoustic installations are of a reversible nature and read as a separate entity both visually and in terms of construction and fixing methods from the main envelope of the building and its internal partitions. The choice of product should have as neutral an appearance as possible so as not to dominate the spaces in question.

Amenity

The proposal would include the creation of a quiet ASD play space adjacent to the existing horticulture sanctuary garden. This would measure approximately 100 sq. m and would be separated from the main playground by a fence. It is not clear how high the fence would be however I would suggest that it would not be more than 2m in height to ensure that it would not extend beyond the brick boundary wall with the adjoining residential properties that front onto Princess Road. Given that this area of the school is already used as a play area for the pupils of the school, the creation of an additional quiet play space would not impact on the amenity of the adjoining occupiers in terms of noise or disturbance.

Transport

The proposal would result in 14 additional pupils attending the school. It is not clear if additional staff would be employed to teach and support the new pupils. Following clarification of this point it may be necessary to provide additional cycle parking spaces for any new staff.

Planning application process and supporting information

In the event of submitting a full planning application, please ensure that you submit all the required information in accordance with the validation checklist, details of which can be obtained from the council's website:

A3. LB CAMDEN PRE-APPLICATION RESPONSE

<http://camden.gov.uk/ccm/navigation/environment/planning-and-builtenvironment/planningapplications/making-an-application>.

In order to ensure your application is valid, the following information will be required to support the planning application:

- Completed and signed planning application forms for Full Planning Permission;
- An ordnance survey based location plan at 1:1250 scale denoting the application site in red;
- Floor plans at a scale of 1:50 or 1:100 labelled 'existing' and 'proposed';
- Internal elevation and section drawings at scale 1:20 labelled 'existing' and 'proposed' where any internal works are proposed. These should be cross-referenced to a photographic survey of the relevant parts of the building.
- Heritage statement detailing the historic significant of the building as a whole and the areas where the works are to take place
- Landscaping plan showing the existing play area and the proposed new play space (including any structures)
- Design and Access Statement;
- The appropriate fee

You are advised to discuss any proposals with Primrose Hill CAAC in advance of the submission of any application.

Please note that if you (the applicant or their representative) have drafted any notes of the pre-application meeting(s) held with the council you cannot assume that these are agreed unless you have received written confirmation of this from the case officer.

Please note that the information contained in this letter represents an officer's opinion and is without prejudice to further consideration of this matter by the Development Management section or to the Council's formal decision.

I trust that this information is of use to you. If you have any queries about the above letter or the attached document please do not hesitate to contact **Elaine Quigley** on **020 7974 5101**.

Thank you for using Camden's pre-application advice service.

Yours sincerely

Elaine Quigley
Senior Planner
Development Management

A4. STRUCTURAL ENGINEER’S STATEMENT

Primrose Hill ARP
Civil and Structural Engineering Alterations
Design Statement for Planning Application



219020

20 March 2019

1.0 Introduction

Primrose Hill Primary School is a 2 form entry school (420 students) with a 39 place nursery and 24 place two year old provision. The proposal is to create a new specialist Additional Resource Provision (ARP) for 14 additional children with high ASD needs.

The building is a Grade II listed Victorian Board School and is set within Primrose Hill’s conversation area.

The Victorian Board School is a 4 storey building with mezzanine levels, which has had recent alterations to provide additional space at lower ground level. This has enabled Foundation Stage to be reorganised together, and near to nursery and 2-year-old provision. This, and other consequential reorganisation, has freed up spaces at upper levels for the new ARP.

2.0 Civil Engineering Alterations

New toilet facilities are proposed in the basement, against the front wall of the building. The toilet facilities will require a below-ground drainage connection into the nearby manhole on the front elevation. The alterations will require the concrete basement slab to be cut to allow a drainage trench to be formed. The slab will be reinstated to match the existing. No alterations to the building structure will be required.

3.0 Superstructure Alterations

Superstructure alterations to the building are limited.

Minor modifications to internal door openings require removal of existing masonry and the installation of new pre-stressed concrete lintels to support the brickwork over the newly formed openings.

New internal partitions will be installed in the second floor gymnasium area. The partitions will be in timber stud, bolted to the existing filler joist floor with resign anchors. The partitions will be demountable without affecting the existing fabric of the building.

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A5. SCHEDULE OF WORKS



1161 Primrose Hill Primary ARP

Schedule of Works

Document No: 1161-4103
Issue Date: 20.03.2019

Status: Planning
Revision: PL1
Issued: 21.03.19
Prepared by: Haverstock
Written: KM / Checked: DG / Approved: DG

- To be read in conjunction with the following drawings:
- Existing & proposed GA plans 1003 to 1015
 - Existing & proposed second floor hall plans 1003 to 1015

Externals

	Item	Location	Works
E.01	Rearrange existing horticulture and garden to create a new ASD external space	Located in the existing horticulture and garden zone, in the SW corner of the playground.	<ul style="list-style-type: none">Relocate existing gym equipment to the SE boundary. Make good playground finish in this area.Rearrange existing fencing of horticulture andForm rubber crumb area for ASD play. Allow for mix of Dark Green and Light Green colours as by Soft Surfaces Ltd. or similarInstall new seats, climbing equipment, canopies for shade.
E.02	Provide additional cycle stands for staff	Located in SE area of playground	<ul style="list-style-type: none">Install galvanised steel tubular cycle stands – number TBA once additional staff numbers are confirmed.

Basement

	Item	Location	Works
B.01	Asbestos removal	Basement plant store	<ul style="list-style-type: none">Removal / encapsulation of asbestos to be fully agreed with LBC Asbestos surveyor
B.02	Create new wc, group room, store and plant room	Basement plant store	<ul style="list-style-type: none">Remove & dispose of half height walls, all lighting fittings and associated containment, all shelving & existing flooringInstall tanking and insulated plasterboard to external wallInstall new full height partitions & internal doorsInstall new wc and basin with IPS wall panelInstall new floor finishes throughoutInstall new suspended plasterboard ceiling throughoutNew decoration throughout
B.03	Reinstate existing lightwell	Basement plant store	<ul style="list-style-type: none">Remove & dispose of metal grate covering, louvres and broken louvre frames.Install two new timber sash windows with slimline double glazing to existing window openings. Reproduce windows to exactly match existing elsewhere, by a specialist window restoration companyRepair & overhaul external lightwell inc walls, floor and window cillAllow provisional sum for works to add drain to lightwell, subject to further investigation
B.04	New services (heating, lighting, drainage and ventilation)	Basement plant store	<ul style="list-style-type: none">Install new saniflow type pump in newly created wcInstall new extract fan with discrete cowl located in , external wall overlooking lightwell (to stairwell)Install new LST radiators and all pipework to be boxed in.Install new light fittings and power sockets

A5. SCHEDULE OF WORKS

Ground Floor

	Item	Location	Works
G.01	Rearrangement and refurbishment of existing wcs to create an additional ASD wc	Existing wcs (within contemporary extension in SW corner of floor plan)	<ul style="list-style-type: none">• Remove & dispose of all sanitary ware, cubicles, IPS, lightweight stud partitions all lighting fittings and existing flooring• Install new full height partitions & internal doors• Install new wcs and basin• Install new cubicles and IPS wall panels• Install new extract fan with new louvre to existing window pane• Install new LST radiators• Install new light fittings• Install new floor finishes• New decoration throughout
G.02	Creation of new group room	Existing soft play room	<ul style="list-style-type: none">• Remove softplay equipment & set aside for reuse• Remove boxing out to existing radiator• Install a new suspended ceiling• Install new film to obscure glass within existing glazed screen, located above new suspended ceiling• Install new mechanical extract system• Install new cover to existing radiator• Install new floor finish• New decoration throughout
G.03	Creation of new quiet dining zone	Existing dining room (NW corner only)	<ul style="list-style-type: none">• Remove & dispose of boxing out to existing radiators• Remove storage cupboard & set aside for reuse• Install new partition & internal doors• Install window film to obscure glass within high level glazing• Install new covers to existing radiators• Create new door opening within existing wall as SEng details• Install new floor finish• New decoration throughout
G.04	New acoustic treatment (ceiling baffles)	Existing dining hall	<ul style="list-style-type: none">• Remove & dispose of existing acoustic islands.• Install new acoustic ceiling baffles

First Floor

	Item	Location	Works
F.01	Rearrangement and refurbishment of existing wcs to create an additional ASD wc	Existing wcs (in SW corner of floor plan)	<ul style="list-style-type: none">• Remove & dispose of all sanitary ware, cubicles, IPS, lightweight stud partitions all lighting fittings and existing vinyl flooring• Install new full height partitions & internal doors• Install new wcs and basin• Install new cubicles and IPS wall panels• Install new extract fan with ducting to terminate at roof level, discrete location in flat roof zone• Install new LST radiators and install new light fittings• Install new floor finishes• New decoration throughout
F.02	Rearrangement of existing recording room and creation of new group room with lobby	Existing recording room and class room (Y2)	<ul style="list-style-type: none">• Remove & retain original door leaf to be retained & stored for future use• Remove & dispose of lightweight partition, acoustic wall lining & contemporary door• Install new full height partitions & internal doors• Install a new suspended ceiling• Install new mechanical extract system with ducting

			to terminate at roof level, discrete location in flat roof zone <ul style="list-style-type: none">• Install new covers to existing radiators• Create new door opening within existing wall as SEng details• Install new floor finish• New decoration throughout
F.03	Rearrangement of class room (Y 2)	Existing recording room and class room (Y2)	<ul style="list-style-type: none">• Remove & dispose of lightweight partition• Install new full height partitions & internal doors• Install new floor finish• New decoration throughout
F.04	New acoustic treatment (ceiling baffles)	Y2 , Y3, Y4 & music classrooms, hall	<ul style="list-style-type: none">• Install new acoustic ceiling baffles

Second Floor

	Item	Location	Works
S.01	Creation of new group / therapy room	Existing assistant head's office	<ul style="list-style-type: none">• Remove & dispose of all existing shelving, worktops, sink and existing vinyl flooring• Install new free standing hand basin• Install new floor finishes• New decoration throughout
S.02	Creation of new hygiene room	Existing wcs	<ul style="list-style-type: none">• Remove & dispose of all sanitary ware, cubicles, IPS, lightweight stud partitions all lighting fittings and existing vinyl flooring• Install new full height partitions & internal door• Install new wcs, shower & floor drain, belfast sink & basin• Install IPS wall panels• Install new tanking system to create wetroom• Install new extract fan with ducting to terminate at roof level, discrete location in flat roof zone• Install new LST radiators and install new light fittings• Install new floor finishes• New decoration throughout
S.03	Creation of new calm room & circulation	Existing circulation	<ul style="list-style-type: none">• Remove & retain original door leaf, to be retained & stored for future use.• Remove section of timber screen, repair & overhaul screen• Install new full height partitions & internal door• Install soft / padded wall lining system by specialist• Install new mechanical extract system with ducting to terminate at roof level, discrete location in flat roof zone• Install new LST radiators and install new light fittings• Install new floor finishes• New decoration throughout
S.04	Creation of new softplay room	Existing learning support / maths room	<ul style="list-style-type: none">• Remove storage cupboard & set aside for reuse• Remove & dispose of all other fixed furniture• Install new full height partition & internal door• Install new plasterboard to create lightshaft to existing high-level dormer window (ie above newly created sensory room)• Install soft / padded wall lining system by specialist• Install new covers to existing radiators• Install new floor finish• New decoration throughout

A5. SCHEDULE OF WORKS

S.05	Creation of new sensory room with new circulation space	Existing learning support / maths room	<ul style="list-style-type: none">• Remove storage cupboard & set aside for reuse• Remove & dispose of all other fixed furniture• Create new door opening; remove & retain glazed screen, to be retained & stored for future use. Remove section of wall ie below cill height, & make good wall• Install new full height partition & internal door• Install window film to obscure glass within glazed screen• Install new suspended ceiling• Install new mechanical extract system with ducting to terminate at roof level, discrete location in flat roof zone• Install new lighting• Install sensory equipment by specialist• Install new covers to existing radiators• Install new floor finish• New decoration throughout
S.06	Creation of the new Cabin / gymnastic space	Existing P.E hall	<ul style="list-style-type: none">• Remove & retain original door leaf, to be retained & stored for future use. High level glazed screen over to be retained.• Remove & retain localised section of parquet flooring• Isolate existing radiators – to be retained but decommissioned for future use• Install timber portal frames with plywood as SEng details• Install feature cladding (externally) and Heradesign acoustic wall lining (internally)• Install new sliding doors with feature cladding (externally) on automatic mechanism• Install new LST radiator• Install new internal door with feature surround• Install new feature surround to window corner• Install new lighting & switch• Repair & furbish parquet flooring• New decoration throughout
S.07	Creation of new ASD hub/EY & KS1 class room	Existing maths room	<ul style="list-style-type: none">• Remove & discard of storage cupboard, kitchenette• Protect existing interactive whiteboard, to be retained throughout works• Refurbish existing door leaf. Allowance required for new ironmongery• Install window film to obscure glass within glazed screen• Install new lighting & switches• Install new covers to existing radiators• Install new floor finish• Install new kitchenette with low level screen & gate• New decoration throughout
S.08	Creation of new ASD hub/KS2 class room	Existing spare class room	<ul style="list-style-type: none">• Remove & discard of storage cupboard, kitchenette• Protect existing interactive whiteboard, to be retained throughout works• Refurbish existing door leaf. Allowance required for new ironmongery• Install window film to obscure glass within glazed screen• Install new lighting & switches• Install new covers to existing radiators• Install new floor finish

			<ul style="list-style-type: none">• Install new kitchenette with screen & gate• New decoration throughout
S.09	Creation of new inclusion office and maths room	Existing class room (T6)	<ul style="list-style-type: none">• Remove & discard of kitchenette• Refurbish existing door leaf. Allowance required for new ironmongery.• Install new full height partition• Install new lighting & switches• Install new floor finish• Install new kitchenette• New decoration throughout
S.10	Creation of new WCs with new circulation space	Existing reading/store/photocopier room	<ul style="list-style-type: none">• Remove & dispose of all fixed furniture• Remove & retain original door leaf, to be retained & stored for future use. High level glazed screen over to be retained.• Install new full height partitions & internal doors• Install new wcs and basin• Install new cubicles and IPS wall panels• Install new extract fan with ducting to terminate at roof level, discrete location in facade• Install new LST radiators and install new light fittings• Install new floor finishes• New decoration throughout

Main Roof

	Item	Location	Works
R.01	Install new condenser unit	Located in discrete location on the flat roof	<ul style="list-style-type: none">• Install new condenser unit with associated pipework• Make good any penetrations through roof waterproofing.
R.02	Install new roof cowls (125mm dia)	Located in discrete location on the flat roof	<ul style="list-style-type: none">• Install new cowls with associated pipework• Make good any penetrations through roof waterproofing.
R.03	Install new access ladder hooks	Located internally within existing roof hatch / staff wc	<ul style="list-style-type: none">• Install galvanised ladder rail and hook within internal reveals of existing access hatch.• New bespoke ladder, for maintenance access only, to be provided by the School.
R.04	Install small section of fall restraint system for occasional or temporary requirement to access	Located between existing access hatch & new condenser	<ul style="list-style-type: none">• Install freestanding deadweight anchors fall arrest system• New harness and lanyards to be provided by the School

A6.1 PLANNING POLICIES AND GUIDANCE

A6.1.1 This section summarises the national and local planning policies and guidance that are relevant when proposing changes to a listed building and conservation area.

A6.1.2 At the national level these are principally the National Planning Policy Framework February 2019 (NPPF) and the Historic England guidance in ‘Conservation Principles’ and the Good Practice Advice. At the regional level the relevant document is the London Plan. At the local level, it is Camden’s Local Plan and Planning Guidance.

A6.1.3 The common theme that runs through the guidance is that applications to alter a listed building should demonstrate an understanding of the significance of the building, that the impact of proposals on the building is based on that understanding, and that any harm to the building is balanced by other benefits.

A6.2 THE NATIONAL PLANNING POLICY FRAMEWORK

A6.2.2 NPPF Chapter 16 Conserving and enhancing the historic environment

Guidance on conserving and enhancing the historic environment is mainly contained in paragraphs 184 – 202 of the NPPF. The most relevant paragraphs that apply to the current listed building consent application are set out below. Paragraph 192 of the NPPF states:

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

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

And Paragraph 193:

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 (and the more important the asset, the greater the weight should be). This is irrespective of whether any potential harm amounts to substantial harm, total loss or less than substantial harm to its significance.

And Paragraph 194:

Any harm to, or loss of, the significance of a designated heritage asset (from its alteration or destruction, or from development within its setting), should require clear and convincing justification. Substantial harm to or loss of:

- a) grade II listed buildings, or grade II registered parks or gardens, should be exceptional;*
- b) assets of the highest significance, notably scheduled monuments, protected wreck sites, registered battlefields, grade I and II* listed buildings, grade I and II* registered parks and gardens, and World Heritage Sites, should be wholly exceptional.*

And Paragraph 195:

Where a proposed development will lead to substantial harm to (or total loss of significance of) a designated heritage asset, local planning authorities should refuse consent, unless it can be demonstrated that the substantial harm or total loss is necessary to achieve substantial public benefits that outweigh that harm or loss, or all of the following apply:

- a) the nature of the heritage asset prevents all reasonable uses of the site; and*
- b) no viable use of the heritage asset itself can be found in the medium term through appropriate marketing that will enable its conservation; and*
- c) conservation by grant-funding or some form of not for profit, charitable or public ownership is demonstrably not possible; and*
- d) the harm or loss is outweighed by the benefit of bringing the site back into use.*

And Paragraph 196:

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, where appropriate, securing its optimum viable use.

A5.2.3 Guidance to the definition of ‘substantial harm’ is given as follows in the NPPF Planning Practical Guidance, para 017:

What matters in assessing if a proposal causes substantial harm is the impact on the significance of the heritage asset. As the National Planning Policy Framework makes clear, significance derives not only from a heritage asset’s physical presence, but also from its setting.

Whether a proposal causes substantial harm will be a judgment for the decision taker, having regard to the circumstances of the case and the policy in the National Planning Policy Framework. In general terms, substantial harm is a high test, so it may not arise in many cases. For example, in determining whether works to a listed building constitute substantial harm, an important consideration would be whether the adverse impact seriously affects a key element of its special architectural or historic interest. It is the degree of harm to the asset’s significance rather than the scale of the development that is to be assessed. The harm may arise from works to the asset or from development within its setting.

While the impact of total destruction is obvious, partial destruction is likely to have a considerable impact but, depending on the circumstances, it may still be less than substantial harm or conceivably not harmful at all, for example, when removing later inappropriate additions to historic buildings which harm their significance. Similarly, works that are moderate or minor in scale are likely to cause less than substantial harm or no harm at all. However, even minor works have the potential to cause substantial harm.

A6.3 HISTORIC ENGLAND GOOD PRACTICE ADVICE

A6.3.1 The Historic England Good Practice Advice documents have replaced the PPS 5 Practice Guide, and provide guidance on weighing-up the proposals that affect a listed building. Guide 3, The Setting of Heritage Assets sets out a 5-staged approach to proportionate decision-taking and assessing the impact of development on the setting of heritage assets. Steps 3 and 4 are most relevant to this application:

Step 3: Assessing the effect of the proposed development on the significance of the asset(s)

22 The third stage of any analysis is to identify the range of effects a development may have on setting(s) and evaluate the resultant degree of harm or benefit to the significance of the heritage asset(s). In some circumstances, this evaluation may need to extend to cumulative and complex impacts which may have as great an effect on heritage assets as large-scale development and which may not only be visual.

Step 4: Maximising enhancement and minimising harm

26 Maximum advantage can be secured if any effects on the significance of a heritage asset arising from development liable to affect its setting are considered from the project's inception. Early assessment of setting may provide a basis for agreeing the scope and form of development, reducing the potential for disagreement and challenge later in the process.

27 Enhancement (See NPPF, Paragraph 137 (2012)) may be achieved by actions including:

- removing or re-modelling an intrusive building or feature
- replacement of a detrimental feature by a new and more harmonious one
- restoring or revealing a lost historic feature or view
- introducing a wholly new feature that adds to the public appreciation of the asset
- introducing new views (including glimpses or better framed views) that add to the public experience of the asset, or
- improving public access to, or interpretation of, the asset including its setting

28 Options for reducing the harm arising from development may include the relocation of a development or its elements, changes to its design, the creation of effective long-term visual or acoustic screening, or management measures secured by planning conditions or legal agreements. For some developments affecting setting, the design of a development may not be capable of sufficient adjustment to avoid or significantly reduce the harm, for example where impacts are caused by fundamental issues such as the proximity, location, scale, prominence or noisiness of a development. In other cases, good design may reduce or remove the harm, or provide enhancement, and design quality may be the main consideration in determining the balance of harm and benefit.

A6.4 ENGLISH HERITAGE CONSERVATION PRINCIPLES

A6.4.1 In 2008 English Heritage published Conservation Principles, Policies and Guidance in which it sought to clarify the criteria by which buildings and sites should be assessed, and to define the type of change that may be acceptable.

A6.4.2 The guidance suggests that there are four different values that contribute to the significance of a building or place, which are:

- Evidential value: that it yields primary evidence about the past. This applies to archaeological deposits, but also to other situations where there is no relevant written record.
- Historical value: that it illustrates some aspect of the past, and thus helps to interpret the past; or that it is associated with an important person, event or movement.
- Aesthetic value: this may derive from conscious design, or from the work of a craftsman; alternatively it may be the fortuitous outcome of the way a building or place has evolved.
- Communal value: the symbolic role of a building or place, or the way a building contributes to the identity of a place.

The assessment of significance is usually an amalgam of these different values.

A6.4.3 The types of change (ie, alteration or demolition), which may be acceptable, taken in light of the significance of the building or site. In paragraph 149:

Changes which would harm the heritage values of a significant place should be unacceptable unless:

- a. *the changes are demonstrably necessary either to make the place sustainable, or to meet an over-riding public policy objective or need;*
- b. *there is no reasonable practicable alternative means of doing so without harm;*
- c. *that harm has been reduced to the minimum consistent with achieving the objective;*
- d. *it has been demonstrated that the predicted public benefit decisively outweighs the harm to the values of the place, considering:*
 - *its comprehensive significance*
 - *the impact of that significance, and*
 - *the benefits to the place itself and/ or the wider community or society as a whole.*

A6.4.4 In effect the paragraph above lays down similar terms for the justification of change to those given in paras 192-196 of the NPPF, but in wording that is relevant to the present case.

A6.5 REGIONAL PLANNING GUIDANCE

A6.5.1 London Plan Policies. The relevant policy in the London Plan is 7.8 Heritage Assets and Archaeology, and taking in paragraphs 7.29 to 7.32.

A6.5.2 The London Plan guidance for making planning decisions states that:

C Development should identify, value, conserve, restore, re-use and incorporate heritage assets, where appropriate.

D Development affecting heritage assets and their settings should conserve their significance, by being sympathetic to their form, scale, materials and architectural detail.

E New development should make provision for the protection of archaeological resources, landscapes and significant memorials. The physical assets should, where possible, be made available to the public on-site. Where the archaeological asset or memorial cannot be preserved or managed on-site, provision must be made for the investigation, understanding, recording, dissemination and archiving of that asset.

A6.5.3 Relevant paragraphs:

7.31 Crucial to the preservation of this character is the careful protection and adaptive re-use of heritage buildings and their settings. Heritage assets such as conservation areas make a significant contribution to local character and should be protected from inappropriate development that is not sympathetic in terms of scale, materials, details and form. Development that affects the setting of heritage assets should be of the highest quality of architecture and design, and respond positively to local context and character outlined in the policies above.

7.31A Substantial harm to or loss of a designated heritage asset should be exceptional, with substantial harm to or loss of those assets designated of the highest significance being wholly exceptional. 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. Enabling development that would otherwise not comply with planning policies, but which would secure the future conservation of a heritage asset should be assessed to see if the benefits of departing from those policies outweigh the disbenefits.

7.31B When considering re-use or refurbishment of heritage assets, opportunities should be explored to identify potential modifications to reduce carbon emissions and secure sustainable development. In doing this a balanced approach should be taken, weighing the extent of the mitigation of climate change involved against potential harm to the heritage asset or its setting. Where there is evidence of deliberate neglect of and or damage to a heritage asset the deteriorated state of that asset should not be taken into account when making a decision on a development proposal.

A6.6 LB CAMDEN’S LOCAL PLAN 2017

A6.6.1 Camden’s Local Plan Policy D2, Heritage states:

The Council will preserve and, where appropriate, enhance 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 and locally listed heritage assets.

Designated heritage assets

Designed heritage assets include conservation areas and listed buildings. The Council will not permit the loss of or substantial harm to a designated heritage asset, including conservation areas and Listed Buildings, unless it can be demonstrated that the substantial harm or loss is necessary to achieve substantial public benefits that outweigh that harm or loss, or all of the following apply:

- a. the nature of the heritage asset prevents all reasonable uses of the site;*
- b. no viable use of the heritage asset itself can be found in the medium term through appropriate marketing that will enable its conservation;*
- c. conservation by grant-funding or some form of charitable or public ownership is demonstrably not possible; and*
- d. the harm or loss is outweighed by the benefit of bringing the site back into use.*

The Council will not permit development that results in harm that is less than substantial to the significance of a designated heritage asset unless the public benefits of the proposal convincingly outweigh that harm.

Conservation areas

Conservation areas are designated heritage assets and this section should be read in conjunction with the section above headed ‘designated heritage assets’. In order to maintain the character of Camden’s conservation areas, the Council will take account of conservation area statements, appraisals and management strategies when assessing applications within conservation areas.

The Council will:

- e. require that development within conservation areas preserves or, where possible, enhances the character or appearance of the area;*
- f. resist the total or substantial demolition of an unlisted building that makes a positive contribution to the character or appearance of a conservation area;*
- g. resist development outside of a conservation area that causes harm to the character or appearance of that conservation area; and*
- h. preserve trees and garden spaces which contribute to the character and appearance of a conservation area or which provide a setting for Camden’s architectural heritage.*

Listed Buildings

Listed buildings are designated heritage assets and this section should be read in conjunction with the section above headed ‘designated heritage assets’. To preserve or enhance the borough’s listed buildings, the Council will:

- i. resist the total or substantial demolition of a listed building;*
- j. resist proposals for a change of use or alterations and extensions to a listed building where this would cause harm to the special architectural and historic interest of the building; and*
- k. resist development that would cause harm to significance of a listed building through an effect on its setting.*

A6.6.2 Further notes on alterations to designated heritage assets are in paras:

7.44 Designated heritage assets include listed buildings and structures, registered parks and gardens and conservation areas. The Council will apply the policies above and will not permit harm to a designated heritage asset unless the public benefits of the proposal outweigh the harm. Further guidance on public benefits is set out in National Planning Practice Guidance (Paragraph: 020 Reference ID: 18a-020-20140306). Any harm to or loss of a designated heritage asset will require clear and convincing justification which must be provided by the applicant to the Council. In decision making the Council will take into consideration the scale of the harm and the significance of the asset.

7.45 In accordance with the National Planning Policy Framework the Council will only permit development resulting in substantial harm to or loss to a grade II listed building, park or garden in exceptional circumstances and will only permit development resulting in substantial harm to or loss to a grade I and II listed building, grade I and II* registered park or garden in wholly exceptional circumstances.*

7.59 In order to protect listed buildings, the Council will control external and internal works that affect their special architectural or historic interest. Consent is required for any alterations, including some repairs, which would affect the special interest of a listed building.

7.60 The setting of a listed building is of great importance and should not be harmed by unsympathetic neighbouring development. While the setting of a listed building may be limited to its immediate surroundings, it can often extend some distance from it. The value of a listed building can be greatly diminished if unsympathetic development elsewhere harms its appearance or its harmonious relationship with its surroundings. Applicants will be expected to provide sufficient information about the proposed development and its relationship with its immediate setting, in the form of a design statement.

7.61 Where listed buildings and their approaches are being altered, disabled access should be considered and incorporated. The Council will balance the requirement for access with the interests of conservation and preservation to achieve an accessible solution. We will expect design approaches to be fully informed by an audit of conservation constraints and access needs and to have considered all available options. The listed nature of a building does not preclude the development of inclusive design solutions and the Council expects sensitivity and creativity to be employed in achieving solutions that meet the needs of accessibility and conservation.

7.62 Proposals that reduce the energy consumption of listed buildings will be welcomed provided that they do not cause harm to the special architectural and historic interest of the building or group. Energy use can be reduced by means that do not harm the fabric or appearance of the building, for instance roof insulation, draught proofing, secondary glazing, more efficient boilers and heating and lighting systems and use of green energy sources. Depending on the form of the building, renewable energy technologies may also be installed, for instance solar water heating and photovoltaics.

A6.7 LB CAMDEN’S PLANNING GUIDANCE 1 DESIGN

Updated March 2018

A6.7.1 Camden’s Planning Guidance 1, Design, contains Camden’s guidance on towards conservation areas, listed buildings and sustainable re-use, and the application of Core Strategy Policy CS14 and development Policy DP25 Conserving Camden’s Heritage. The most relevant paragraphs are listed below:

3.7 We will only permit development within conservation areas, and development affecting the setting of conservation areas, that preserves and enhances the character and appearance of the area (see Planning Policy Statement 5 (PPS5), policy HE8).

3.15 Conservation area statements, appraisals and management plans help guide the design of development in conservation areas and we take these into account when assessing planning applications.

3.17 A listed building is defined in the Planning (Listed Buildings and Conservation Areas) Act 1990 as a structure or building of special architectural or historic interest. These are included on the Statutory List of Buildings of Architectural or Historic Interest managed by English Heritage. Listed buildings are identified as heritage assets within the LDF and the Council is required to assess the impact that proposals to a listed building, or within their setting, may have on the historic significance of the building.

3.18 Listed buildings are graded according to their relative importance as either Grade I, Grade II or Grade II. Grades I and II* are considered of outstanding architectural or historic interest and are of particularly great importance to the nation’s heritage. The majority of listed buildings (about 94% nationally) are Grade II. However, the statutory controls on alterations apply equally to all listed buildings irrespective of their grade and cover the interior as well as the exterior and any object or structure fixed to or within their curtilage.*

3.20 Most works to alter a listed building are likely to require listed building consent and this is assessed on a case by case basis, taking into account the individual features of a building, its historic significance and the cumulative impact of small alterations. The listing description is not intended to be exhaustive and the absence of any particular feature in the description does not imply that it is not of significance, or that it can be removed or altered without consent. Listed status also extends to any object or structure fixed to the listed building, and any object or structure within its curtilage which forms part of the land. You should contact the Council at the earliest opportunity to discuss proposals and to establish whether listed building consent is required.

3.21 Some ‘like for like’ repairs and maintenance do not require listed building consent. However, where these would involve the removal of historic materials or architectural features, or would have an impact on the special architectural or historic interest of the building, consent will be required. If in doubt applicants should contact the Council for advice.

3.22 In assessing applications for listed building consent we have a statutory requirement to have special regard to the desirability of preserving the building or its setting or any features of special architectural or historic interest which it possesses. We will consider the impact of proposals on the historic significance of the building, including its features, such as:

- original and historic materials and architectural features;*
- original layout of rooms;*
- structural integrity; and*
- character and appearance.*

3.23 We will expect original or historic features to be retained and repairs to be in matching material. Proposals should seek to respond to the special historic and architectural constraints of the listed building, rather than significantly change them.

3.24 Applications for listed building consent should be fully justified and should demonstrate how proposals would affect the significance of a listed building and why the works or changes are desirable or necessary. In addition to listed building consent, some proposals may also require planning permission. These applications should be submitted together and will be assessed concurrently.

3.26 Some works that are required in order to comply with the Building Regulations (e.g. inclusive access, energy efficiency) may have an impact on the historic significance of a listed building and will require listed building consent.

A6.8 PRIMROSE HILL CONSERVATION AREA STATEMENT

A6.8.1 The Conservation Area Statement identifies Primrose Hill School as, “a grade II listed building that dominates Princess Road in terms of bulk, height and scale. The building is highly decorative with prominent gable features, stone dressings and red brick detailing”.

A6.8.2 The Conservation Area Statement gives guidelines for new development and alterations. The relevant paragraphs are set out below:

PH10 In all cases, existing/original architectural features and detailing characteristic of the Conservation Area should be retained and kept in good repair, and only be replaced when there is no alternative, or to enhance the appearance of the building through the restoration of missing features. Original detailing such as door/window pediments and finials, porches, ironwork (window cills, railings), timber framed sash windows, doors, tiled footpaths, roof slates and tiles, decorative brickwork, timber shopfronts, where retained, add to the visual interest of properties. Where these features have been removed, replacement with suitable copies will be encouraged.

PH11 The choice of materials in new work is important and will be the subject of control by the Council. Original, traditional materials should be retained wherever possible and repaired only if necessary. Generally routine and regular maintenance such as unblocking of gutters and rainwater pipes, the repair of damaged pointing, and the painting and repair of wood and metal work will prolong the life of a building and prevent unnecessary decay and damage. Where replacement is the only possible option, materials should be chosen to closely match the original. Generally the use of the original (or as similar as possible) natural materials will be required, and the use of materials such as concrete roof tiles, artificial slate and PVCu windows would not be acceptable.

PH12 Original brickwork should not be painted, rendered or clad unless this was the original treatment. Such new work, whilst seldom necessary, can have an unfortunate and undesirable effect on the appearance of the building and Conservation Area. It may lead to long term structural and decorative damage, and may be extremely difficult (if not impossible) to reverse once completed. Re-pointing should match the original mix and profile as it can drastically alter the appearance of a building (especially when “fine gauge” brickwork is present), and may be difficult to reverse.

PH38 The majority of properties within the Conservation Area have lightwells surrounded by railings to the front elevation. A number of villa properties also have lightwells surrounded by railings to the side elevations. Where original lightwells, railings and vaults exist, these should be retained. Where altered or lost, the Council will seek the reinstatement of these features.

PH39 Infill or extension of basement lightwells will not normally be acceptable. These works are often unduly prominent, detract from the original design of the building, the established character of the street or involve the loss of significant garden space or historic fabric.