

ACLAND BURGHLEY SCHOOL
HERITAGE IMPACT ASSESSMENT
ISSUE 02
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On behalf of Purcell ®

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ACLAND BURGHLEY SCHOOL: HERITAGE IMPACT ASSESSMENT

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SECTION 1.0

INTRODUCTION

1.1 PURPOSE OF THE REPORT

The purpose of this report is to set out the history and significance of Acland Burghley School, Camden, before providing a Heritage Impact Assessment (HIA) for new proposals at the property. This report has been prepared on behalf of London Borough of Camden in support of the proposed Air Source Heat Pumps (ASHP) within the grounds of the Acland Burghley School site. The suite of proposals also includes new lighting for the school. It forms one of a number of documents being submitted to the council for Listed Building Consent and should be read alongside the drawings and other documentation produced by Etude.

Acland Burghley School is statutorily listed at Grade II and although it is not situated in a conservation area, it lies between the Dartmouth Park Conservation Area (to the north) and the Kentish Town Conservation Area (to the south).

Sections 16 and 66 of the *Planning (Listed Buildings and Conservation Areas) Act 1990* requires the Local Planning Authority to have special regard to the desirability of preserving listed buildings or their settings or any features of special architectural or historic interest.

Paragraph 194 of *The National Planning Policy Framework* (NPPF) states *'In determining applications, local planning authorities should require an applicant to describe the significance of any heritage assets affected, including any contribution made by their settings. The level of detail should be proportionate to the assets' importance and no more than is sufficient to understand the potential impact of the proposals on their significance.'*

1.2 APPROACH AND METHODOLOGY

The report is structured in the following way, using the industry standard and includes the methodology as set out in Historic England's 2008 publication *Conservation Principles, Policies and Guidance*:

- **Understanding:** Establishing the current state of the site and setting out the relevant local and national framework of heritage legislation
- **History:** Understanding the site's historic development based on archival and secondary research and fabric analysis
- **Significance:** Evaluating the significance of the site and consider the contribution made by setting and context

Assessment of the site has been informed by a visit by the author from which all the recent photographs come.

1.3 AUTHORSHIP

The report has been written by Jon Wright M.A. A Heritage Consultant with Purcell specialising in the architectural history and conservation principles and practice for buildings of the 20th Century.

1.4 STRUCTURE OF THE REPORT

Understanding and location is dealt with in [Section 2](#). A summary of relevant legislation, national, regional and local planning policy and guidance is provided in [Section 3](#) followed by a brief description of the school and its setting in [Section 4](#), supported by current photographs. [Section 5](#) outlines the history of the school and [Section 6](#) assesses its significance. [Section 7](#) provides an assessment of the heritage impact of the scheme.

The history of the school has been researched in the the RIBA Library, the local authority planning files, the Historic Environment Record (HER) and from our own internal library.

SECTION 2.0

UNDERSTANDING

2.1 LOCATION AND OVERVIEW SITE DESCRIPTION

Acland Burghley School is situated on a large site bounded by Churchill Road to the north and Dartmouth Park Hill to the east. It lies just northwest of the traffic intersection at Tufnell Park Underground station. The main entrance to the school is from Burghley road to the south and the rear access is from the west from Ingestre Road.



Site map showing location of school within the surrounding built environment



Site map showing boundary of school land

UNDERSTANDING

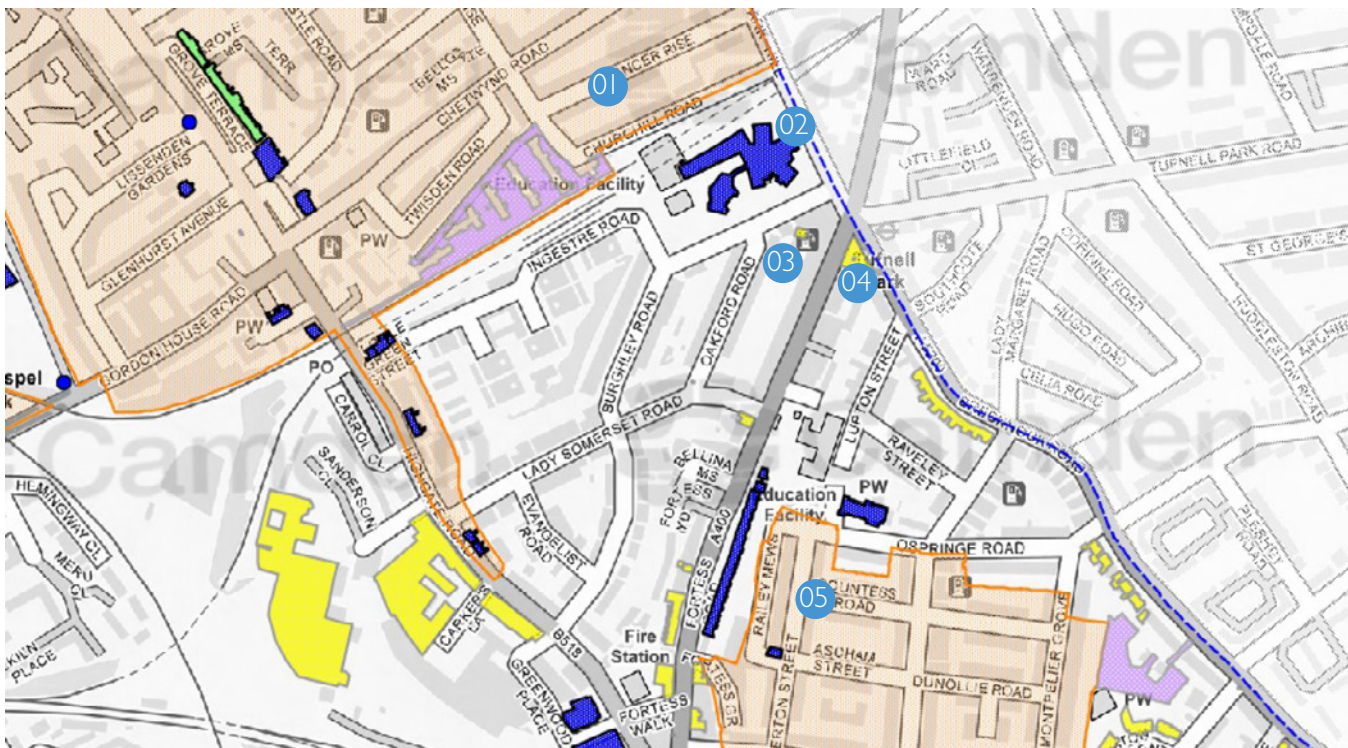
2.2 HERITAGE DESIGNATIONS AND CONTEXT

When considering whether to grant planning permission for development which affects a listed building or its setting, Sections 16 and 66 of the *Planning (Listed Buildings and Conservation Areas) Act 1990* requires local planning authorities 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. The setting of a heritage asset is defined in the *National Planning Policy Framework (NPPF) Glossary* as “The surroundings in which a heritage asset is experienced”. The setting itself is not designated, only what it contributes to the heritage asset in question. The listed building descriptions are included in the appendices and have been provided by the National Heritage List for England (NHLE).

2.2.1 LISTED BUILDINGS

There are two listed buildings in the vicinity of Acland Burghley School, including the extensive school building itself the map below details these and shows their relative positions. The map also shows the conservation area boundaries and their relationship to the northern and southern boundaries of the school site.

Whilst there are no nationally designated buildings in the immediate built environment of the school, there are two local listed assets. 104-106 Burghley Road and the Postbox outside 235 Brecknock Road – both to the south of the school.



Map showing the heritage designations in the vicinity of Acland Burghley School

HERITAGE DESIGNATIONS

- 01 Dartmouth Park Conservation Area
- 02 Acland Burghley School (Grade II)
- 03 104-106 Burghley Road (Locally Listed)

- 04 Post box - Outside 235 Brecknock Road (Locally Listed)

- 05 Kentish Town Conservation Area

This plan is not to scale

UNDERSTANDING

2.2.2 CONSERVATION AREAS

Section 72 of the principal Act requires decision makers, with respect to any buildings in land within a conservation area, to pay special attention to the desirability of preserving or enhancing the character and appearance of that area.

A brief description of each of the adjacent conservation areas is here given. Of the two, it is the Dartmouth Conservation Area to the north that has the potential to be most impacted by the scheme as its southern boundary is on Churchill Road with forms the northern boundary to the school and from where there is an entrance to the school grounds.

Dartmouth Park Conservation Area

The conservation area was designated on 4 February 1992. A section of Highgate Road was designated on 1.11.1985 as part of Highgate Village and was transferred to Dartmouth Park in 1992, as was the area around St. Anne's Close and St. Anne's Church.

Character and Appearance of the Conservation Area

The conservation area has a variety and complexity that charts the history of domestic architecture from the late 18th century to the present day. Late 18th century terraces contrast with contemporary housing estates; tiny cottages, large mansion blocks and Victorian villas,

all exist together in Dartmouth Park. Larger detached houses with gardens are concentrated in the heart of the estate and closer developments with smaller houses and terraces are further south and north.

For the most part groups of similar houses correspond to speculative developments. Hedges often provide or supplement house/street boundaries and, together with the numerous trees in private gardens, contribute a semi-rural character to the area, in which the open boundary to Parliament Hill Fields plays a significant role. A nature reserve has been established behind Mortimer Terrace. Another essential component of the area is the contribution of social housing that includes the Brookfield Estate from the 1920s, the York Rise Estate (1930s), the Highgate Road flats (1950s and '60s) and the Whittington Estate of the 1970s. The conservation area is a mainly residential area, but integral to its character are the interspersed uses scattered throughout it. There are small groups of workshops and offices in the southern tip, four large schools, several nurseries, small institutional buildings, four churches, four local shopping centres, a library, seven public houses, a community centre, a health centre and a recreational centre. Part of the sense of character is derived from social cohesion. The semi-rural quality of this area on the fringes of the Heath, with the leafy feel of its tree canopy is an important aspect, and a correlative factor is the quality of darkness at night to which Parliament Hill Fields, the schools, the

Greens, the back-lands of Mansfield Bowling Club and Kenlyn Tennis Club, and the large trees in streets and gardens, together with Highgate Cemetery contribute so significantly. 4.4 It is an area of housing and is a part of Camden where there is little public open space. Despite this, the area's close proximity to heath and hills contributes a sense of greenness, with glimpses of open land beyond. What few public open spaces exist are scattered in tiny pockets; the most notable being the long strip of green on the east, and statutory London squares on the west sides of Highgate Road. The conservation area, however, is made green by visible back and front gardens that provide long views from intersecting roads and between groups of houses, and small public and private open spaces, and attractive mature trees line many roads. The predominance of boundary hedges, trees and shrubs enhance the rural feel of the area. Railings and other front boundary treatments, many original, are quite extensive in their variety, but the common feature is that these elements - gates, walls, fences, hedges or railings - complement the architecture. Traditional wrought and cast ironwork, brick walls and piers, stone pier-caps and copings are characteristics of this part of the conservation area as much as the buildings themselves. The conservation area benefits from a number of interesting views, some of which are extensive, and other pleasing local vistas. Highly important are the roofscapes, to which the original roofing materials make a significant contribution, and sightings of significant buildings. Hills form a high ridge beyond the conservation area boundary and a

UNDERSTANDING

significant horizon to the north east. To the east the land rises to a high point forming another horizon towards Dartmouth Park Hill. In addition, a number of properties follow the undulations of land contours forming attractive groups. The conservation area has been divided into ten sub areas; Highgate Road, Dartmouth West, Dartmouth East, York Rise Estate, Highgate New Town, Brookfield Estate, Holly Village, St Albans Road, Lissenden Gardens and Schools.

Kentish Town Conservation Area

The Kentish Town Conservation Area has at its core the village of Kentish Town located in the old parish of St Pancras, on the Kentish Town Road running north-south from Highgate to St Pancras. The village settlement can still be perceived in the remaining eighteenth and early nineteenth century core. Leighton Road running east-west links the two separate parts of the conservation area. To the west is the commercial edge on Kentish Town Road with remnants of the roadside taverns, the Assembly House Pub, shops and 304 Kentish Town Road, an eighteenth century building perpendicular to the Road. Leighton Road links Kentish Town Road with Torriano Avenue and is lined with early nineteenth century houses typically in stucco with some brick; individual designs reflect piecemeal development. To the north Leverton Street is a composition of coloured stuccoed houses, some with remaining 'antique greek' ironwork details, and

Falkland Place that contains the Public Open Space and play area. Further to the east and north, Lady Margaret Road runs north to Ospringle Road (this road is largely outside the conservation area) with Leverton Street and Montpelier Grove running parallel to the east and west respectively. Ascham Street, Countess Road, Dunolie Road and Falkland Road run on an east west axis forming a grid layout. On Lady Margaret Road is the Grade II listed Catholic Church of Our Lady Help and there are a handful of shops and a public house (The Pineapple, Leverton Street) scattered throughout. Twentieth century London County Council housing blocks north and south of Leighton Road divide the two areas. To the east substantial houses are located on the south side of Leighton Road, behind which is Torriano Cottages, a cluster of nineteenth century houses with twentieth century insertions running along a private unmade lane.

SECTION 3.0

POLICY AND GUIDANCE

The recently revised 2021 NPPF establishes the government's planning policies for new development within England and how these are expected to be applied.

The following Sections are most relevant here:

Section 14. Meeting the challenge of climate change, flooding and coastal change.

Paragraph 152 - The planning system should support the transition to a low carbon future in a changing climate [...] and support renewable and low carbon energy and associated infrastructure.

Section 16 - Conserving and Enhancing the Historic Environment

Paragraph 194 - applicant required to describe the significance of any heritage asset affected by development proposals.

Paragraph 195 - requires the local planning authority to identify and assess the significance of heritage assets affected.

Paragraph 199 - great weight to be given to the asset's conservation.

Paragraph 200 - Any harm to, or loss of, the significance of a designated heritage asset should require clear and convincing justification. Paragraph 201 - where a proposed development will lead to substantial harm local planning authorities should refuse consent unless it can be demonstrated that the harm is necessary to achieve substantial public benefits.

Paragraph 202 - where a proposed development will lead to less than substantial harm, this harm should be weighed against the public benefits of the proposals.

3.1 LONDON PLAN (2021)

The London Plan is the Spatial Development Strategy for Greater London and sets out the framework for how London will develop over the next 20-25 years.

Heritage policies most relevant here include:

Policy HCI – heritage conservation and growth
Policy SI2 minimising greenhouse gas emissions

3.2 CAMDEN LOCAL PLAN (JULY 2017)

The Camden Local Plan is the key strategic document that sets out the vision for shaping the future of the Borough and contains the policies for guiding planning decisions. It was formally adopted on the 3rd July 2017, and replaced the Core Strategy and Camden Development Policies documents. The policies most Relevant here include:

Policy CC2 Adapting to Climate Change

Camden Planning Guidance – Energy efficiency and adaptation (January 2021) - Paragraph 5.4: The installation of renewable energy technologies or improvements to the fabric of Listed Buildings and buildings in Conservation Areas are not automatically prohibited.

Design and Heritage

7.1 Good design is essential to creating places, buildings, or spaces that work well for everyone, look good, last well and will adapt to the needs of future generations. The National Planning Policy Framework establishes that planning should always seek to secure high quality design and that good design is indivisible from good planning.

Policy D1 Design

The Council will seek to secure high quality design in development. The Council will require that development:

- a. respects local context and character;
- b. preserves or enhances the historic environment and heritage assets in accordance with Policy D2 Heritage;
- c. is sustainable in design and construction, incorporating best practice in resource management and climate change mitigation and adaptation;
- d. is of sustainable and durable construction and adaptable to different activities and land uses; e. comprises details and materials that are of high quality and complement the local character;
- f. integrates well with the surrounding streets and open spaces, improving movement through the site and wider area with direct, accessible and easily recognisable routes and contributes positively to the street frontage;
- g. is inclusive and accessible for all;
- h. promotes health;
- i. is secure and designed to minimise crime and antisocial behaviour;
- j. responds to natural features and preserves gardens and other open space;
- k. incorporates high quality landscape design (including public art, where appropriate) and maximises opportunities for greening for example through planting of trees and other soft landscaping,
- l. incorporates outdoor amenity space;
- m. preserves strategic and local views;
- n. for housing, provides a high standard of accommodation; and
- o. carefully integrates building services equipment. The Council will resist development of poor design that fails to take the opportunities available for improving the character and quality of an area and the way it functions.

7.2 Local Context and Character

The Council will require all developments, including alterations and extensions to existing buildings, to be of the highest standard of design and will expect developments to consider:

- character, setting, context and the form and scale of neighbouring buildings;
- the character and proportions of the existing building, where alterations and extensions are proposed;
- the prevailing pattern, density and scale of surrounding development;
- the impact on existing rhythms, symmetries and uniformities in the townscape;
- the composition of elevations;
- the suitability of the proposed design to its intended use;
- inclusive design and accessibility;
- its contribution to public realm and its impact on views and vistas; and
- the wider historic environment and buildings, spaces and features of local historic value.

7.3 The Council will welcome high quality contemporary design which responds to its context, however there are some places of homogenous architectural style (for example Georgian Squares) where it is important to retain it.

7.4 Good design takes account of its surroundings and preserves what is distinctive and valued about the local area. Careful consideration of the characteristics of a site, features of local distinctiveness and the wider context is needed in order to achieve high quality development which integrates into its surroundings. Character is about people and communities as well as the physical components.

How places have evolved historically and the functions they support are key to understanding character. It is important to understand how places are perceived, experienced and valued by all sections of the community. People may value places for different reasons, often reflecting the services or benefits they provide for them. In addition, memory and association are also a component of how people understand a place. All of these values and experiences are part of understanding the character of a place. Planning applications should include a Design and Access Statement which assesses how the development has been informed by and responds to local context and character.

7.5 Design should respond creatively to its site and its context including the pattern of built form and urban grain, open spaces, gardens and streets in the surrounding area. Where townscape is particularly uniform attention should be paid to responding closely to the prevailing scale, form and proportions and materials.

7.6 The Council has two sets of documents which describe the character and appearance of areas and set out how we will preserve or enhance them. Each conservation area has a Conservation Area Statement or Appraisal and Management Strategy. These detailed documents have been developed with the relevant Conservation Area Advisory Committee and are adopted supplementary planning documents.

Sustainable Design and Durability

7.7 The Council expects development to be sustainable in design and construction. Development should be consistent with the policies set out in section 8 of the plan on sustainability and also consistent with Camden Planning Guidance on sustainability.

7.8 Design should be durable in construction and where appropriate should be flexible and adaptable for a range of uses over time, a quality known as robustness. Robustness is influenced by factors including the size and shape of rooms, points of access and the depth

of floorplates. The overall quality of a building is also a consideration as buildings with character and charm are more likely to be retained and adapted.

Details and Materials

7.9 Architectural detailing should be carefully integrated into a building. In new development, detailing should be carefully considered so that it conveys quality of design and creates an attractive and interesting building. Architectural features on existing buildings should be retained wherever possible, as their loss can harm the appearance of a building by eroding its detailing. The insensitive replacement of windows and doors can spoil the appearance of buildings and can be particularly damaging if the building forms part of a uniform group.

7.10 Schemes should incorporate materials of a high quality. The durability and visual attractiveness of materials will be carefully considered along with their texture, colour, tone and compatibility with existing materials. Alterations and extensions should be carried out in materials that match the original or neighbouring buildings, or, where appropriate, in materials that complement or enhance a building or area.

POLICY AND GUIDANCE

Amenity Space

7.23 Private outdoor amenity space including gardens, balconies and roof terraces, can add significantly to resident's quality of life and applicants are therefore encouraged to explore all options for the provision of new private outdoor space. The Council also requires that the residential amenity of neighbours be considered in accordance with Policy A1 Managing the impact of development.

Views

7.28 The Council will also consider the impact of a scheme, in terms of the townscape, landscape and skyline, on the whole extent of a view ('panorama'), not just the area in the view corridor. Developments should not detract from the panorama as a whole and should fit in with the prevailing pattern of buildings and spaces. They should seek to avoid buildings that tightly define the edges of the viewing corridors and not create a crowding effect around the landmark.

7.29 The Council will also seek to protect locally important views that contribute to the interest and character of the borough. These include:

- views of and from large public parks and open spaces, such as Hampstead Heath, Kenwood Estate, Primrose Hill and Regent's Park, including panoramic views, as well as views of London Squares and historic parks and gardens;
- views relating to Regent's Canal;
- views into and from conservation areas; and
- views of listed and landmark buildings, monuments and statutes (for example, Centrepont, St Stephen's, Rosslyn Hill and St George's, Bloomsbury).

7.30 The Council will seek to ensure that development is compatible with such views in terms of setting, scale and massing and will resist proposals that we consider would cause harm to them. Development will not generally be acceptable if it obstructs important views or skylines, appears too close or too high in relation to a landmark or impairs outlines that form part of the view. Further guidance on important local views is set out in our supplementary planning documents, for example in individual conservation area statements, appraisals and management strategies.

Building Services Equipment

7.34 Building services equipment, such as air cooling, heating, ventilation and extraction systems, lift and mechanical equipment, as well as fire escapes, ancillary plant and ducting should be contained within the envelope of a building or be located in a visually inconspicuous position.

Heritage

Camden's Heritage

7.39 Camden has a rich architectural heritage with many special places and buildings from throughout Camden's history 39 areas, covering much of the borough, are designated as conservation areas, recognising their special architectural or historic interest and their character and appearance. We have prepared conservation area statements, appraisals and management strategies that provide further guidance on the character of these areas. We will take these documents into account as material considerations when we assess applications for planning permission in these areas.

7.40 Over 5,600 buildings and structures in Camden are nationally listed for their special historical or architectural interest and 53 of the borough's squares are protected by the London Squares Preservation Act 1931. In addition, 14 open spaces in Camden are on Historic England's Register of Parks and Gardens. The Council also maintains a local list of over 400 non-designated heritage assets. Camden also has a generally well-preserved archaeological heritage, with 13 identified archaeological priority areas, although this can be vulnerable to development and changes in land use.

7.41 The Council places great importance on preserving the historic environment. Under the Planning (Listed Buildings and Conservation Areas) Act the Council has a responsibility to have special regard to preserving listed buildings and must pay special attention to preserving or enhancing the character or appearance of conservation areas. The National Planning Policy Framework states that in decision making local authorities should give great weight to conservation of designated heritage assets in a manner appropriate to their significance. The Council expects that development not only conserves, but also takes opportunities to enhance, or better reveal the significance of heritage assets and their settings.

POLICY D2 HERITAGE

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

Designated 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 requires that development within conservation areas preserves or, where possible, enhances the character or appearance of the area;
 - f resists the total or substantial demolition of an unlisted building that makes a positive contribution to the character or appearance of a conservation area;

POLICY AND GUIDANCE

- 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.

Design And 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 resists 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.

Enhancing The Historic Environment

7.42 The Council has a proactive approach to conserving heritage assets. In addition to the application of Local Plan policies the Council protects the historic environment through the following areas of work:

- Conservation Area Management Strategies: The Council works with the Conservation Area Advisory Committees to update and support the implementation of the strategies.
- Heritage at Risk: The Council identifies buildings and structures at risk and proactively seeks to conserve and where required put them back into viable use, including identifying sources of funding.
 - Local list of undesignated heritage assets: The Council introduced the local list in 2015 and it will be updated annually.
- Guidance: The Council has adopted detailed guidance for the preservation of heritage assets in the supplementary planning document Camden Planning Guidance on design, and Retrofitting Planning Guidance (for sustainability measures in historic buildings).

7.43 The Council recognises that development can make a positive contribution to, or better reveal the significance of, heritage assets and will encourage this where appropriate. Responding appropriately to the significance of heritage assets and its setting can greatly enhance development schemes (for example, King's Cross Central).

Designated heritage assets

Conservation Areas

7.46 In order to preserve or enhance important elements of local character, we need to recognise and understand the factors that create that character. The Council has prepared a series of conservation area statements, appraisals and management plans that assess and analyse the character and appearance of each of our conservation areas and set out how we consider they can be preserved or enhanced. We will take these into account when assessing planning applications for development in conservation areas. We will seek to manage change in a way that retains the distinctive characters of our conservation areas and will expect new development to contribute positively to this. The Council will therefore only grant planning permission for development in Camden's conservation areas that preserves or enhances the special character or appearance of the area.

7.47 The character of conservation areas derives from the combination of a number of factors, including scale, density, pattern of development, landscape, topography, open space, materials, architectural detailing and uses. These elements should be identified and responded to in the design of new development. Design and Access Statements should include an assessment of local context and character and set out how the development has been informed by it and responds to it.

Details

7.54 The character and appearance of a conservation area can be eroded through the loss of traditional architectural details such as historic windows and doors, characteristic rooftops, garden settings and boundary treatments. Where alterations are proposed they should be undertaken in a material of a similar appearance to the original. Traditional features should be retained or reinstated where they have been lost, using examples on neighbouring houses and streets to inform the restoration. The Council will consider the introduction of Article 4 Directions to remove permitted development rights for the removal or alterations of traditional details where the character and appearance of a conservation area is considered to be under threat.

Landscape

7.55 The value of existing gardens, trees and landscape to the character of the borough is described in Policy A2 Open space and they make a particular contribution to conservation areas. Development will not be permitted which causes the loss of trees or garden space where this is important to the character and appearance of a conservation area.

3.3 THE NATIONAL PLANNING PRACTICE GUIDANCE (PPG)

The guidance is a live document intended to provide further detailed information with regard to the implementation of the NPPF.

3.4 HISTORIC ENGLAND, CONSERVATION PRINCIPLES, 2008

The Principles, Policies and Guidance for the sustainable management of the historic environment were produced to strengthen the credibility and consistency of decisions taken and advice given by Historic England staff (formerly English Heritage). The guidance is intended to be read by local authorities, property owners, developers and professional advisers.

3.5 HISTORIC ENGLAND, GOOD PRACTICE ADVICE IN PLANNING NOTE 2 – MANAGING SIGNIFICANCE IN DECISION-TAKING IN THE HISTORIC ENVIRONMENT, 2015

The purpose of this note is to provide information on good practice to assist local planning authorities, consultants, owners, applicants and other interested parties in implementing historic environment policy in the NPPF and the related guidance contained within The National Planning Practice Guidance.

3.6 HISTORIC ENGLAND, ENERGY EFFICIENCY AND HISTORIC BUILDINGS: HOW TO IMPROVE ENERGY EFFICIENCY

The purpose of this document is to provide guidance on how to improve energy efficiency in an historic building, balancing heritage values and significance, against energy and carbon saving measures

3.7 ENERGY WHITE PAPER DECEMBER 2020, HM GOVERNMENT

States that emissions from homes and from commercial and public sector buildings account for 19 per cent of total UK greenhouse gas emissions. Depending on fossil fuels for heat or tolerating wasteful loss of energy in poorly insulated buildings is not sustainable. Action now will put us on a pathway to affordable, green and healthier buildings. Inaction will mean more disruption when we do eventually address the challenge, as well as higher bills and a lower quality of life in our homes and places of work.

There is a particular onus on the public sector to demonstrate leadership by improving the energy performance of its building stock.

3.8 CAMDEN CARBON MANAGEMENT PLAN

Defines how Camden will measure, manage and reduce emissions across all estates and operations. It sets a target of net zero emissions by 2030. Schools make up 48% of Camden's emissions total.

SECTION 4.0

DESCRIPTION

The following section gives a brief description of the exterior elevations and roofscape of Acland Burghley School and describes its immediate context. Special emphasis has been placed on describing the proposed locations for the new plant and panels and this means the description section only includes the external areas and immediate setting.

The school's main entrance is on Burghley Road and the buildings are substantially set back from the road behind a perimeter wall and a high fence. There are a substantial number of mature trees in the grounds and these partially obscure the various volumes of the school buildings from view.

The main school building is comprised of a series of projecting blocks with rough aggregate facings contrasting with ribbons of horizontal glazing. The blocks are of various heights but none above 5 storeys. The upper portions of the buildings are set back on all the projecting blocks

There is another entrance to the site on Ingestre Road to the west of the site. Again, this is bounded by a high fence and gate. Again, there are mature trees that limit clear views of any of the school buildings.



The main entrance to Acland Burghley School looking north from Burghley Road



The main entrance looking north-west along Burghley Road, showing the tree cover



The entrance to the school from Ingestre Road looking west into the site

DESCRIPTION

Once inside the main gates, a sloping ramp leads up to the main entrance doors. To the west of the main doors, a high stair tower carries the name of the school. The predominant structure on this elevation is the block containing the Sixth Form Centre, which extends south into a shaded area of playground containing paving and seating. Further west there is a car park area and the block returns east in another projecting section. With a series of step backs demarked by horizontal bands of concrete panels with windows above.



The block to the right of the main entrance containing the Sixth Form Centre



The eastern projecting block showing its car park setting to the south.

DESCRIPTION

To the northern elevation of this block, there is a patch of re-wilded verge that leads to a v-shaped space between the eastern and northern projecting blocks. This area is something of a gully, formed by the raised car park on one side and the school buildings on the other. There are a substantial number of semi-mature trees in this space, shielding it from any public view and the space is completely self-contained within the boundaries of the school.



The bridge that connects the playground areas to the main school between the eastern and northern projecting blocks

In the space between the two blocks, there is also a bridge that crosses from the playground areas to the north, into the main school building. This is reached from the front under a colonnade with concrete piloti. The bridge itself is comprised of metal and is raised up on separate stanchions that sit in the landscape. The bridge has perforated metal sheets acting as a balustrade.



The colonnade used to access the area between the two blocks



The space between the blocks showing the bridge.

DESCRIPTION

From the playground area to the north the bridge as a connecting level, providing access into the school is more appreciable and the space between the buildings is visible only when on the bridge itself.

The entrance from Ingestre Road is through a set of large gates that lead to a path that runs parallel with the largest volume of the school building. Running east-west, this block faces the playground areas to the north and to the south, a large internal courtyard space with covered walkways.



The view across the bridge into the building



The view looking down into the gap between the buildings from the bridge



Looking down in the gap between the buildings northwards



The view eastwards upon entering the gate from Ingestre Road

DESCRIPTION

To the south of the entrance walkway, there is a large building which is connected to the main school building via an upper-level bridge. This has an associated enclosed area surrounded by black mesh fencing. To the east of this enclosure there are a number of semi-mature trees and shrubs which shield the enclosure in views from Ingestre Road.



The metal enclosure looking south east



The enclosure seen in the context of the adjacent planting

Roofscape

The roofscape of the school is predominately made up of a series of flat asphalt roofs with deep parapets with Kee-Klamp handrails atop. These flat roofs are punctuated by the vertical stair towers that join them and there white fair-faced concrete is in contrast to the rough aggregate of the horizontal bands of spandrels on the facades.



View south across the roofscape showing flat roofs and stairtowers

DESCRIPTION

Each of the three projecting blocks have flat roofs as described and from them it is possible to see the roofscape of the lower blocks. The large east-west block and its spur to the south, which forms the main entrance to the school, have PV panels position



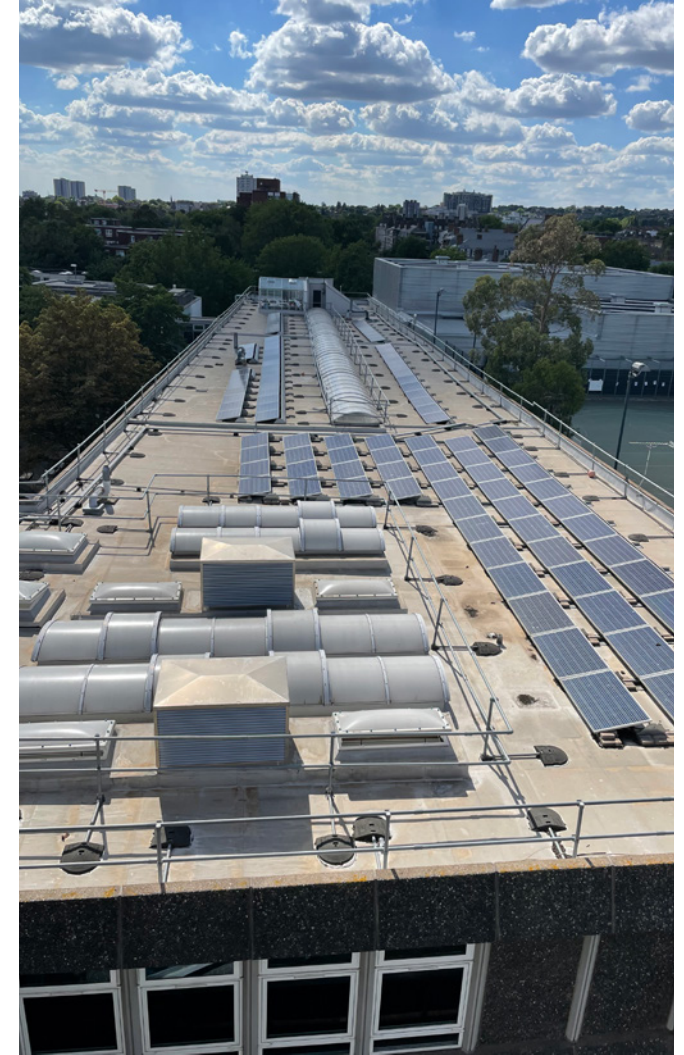
The northern block looking north to the houses on Churchill Road



The roofscape of the eastern block looking south east from the northern block



The roofscape of the main entrance block looking south showing PV panels in situ



The roofscape of the main block looking west showing PV panels in situ

SECTION 5.0

HISTORIC DEVELOPMENT

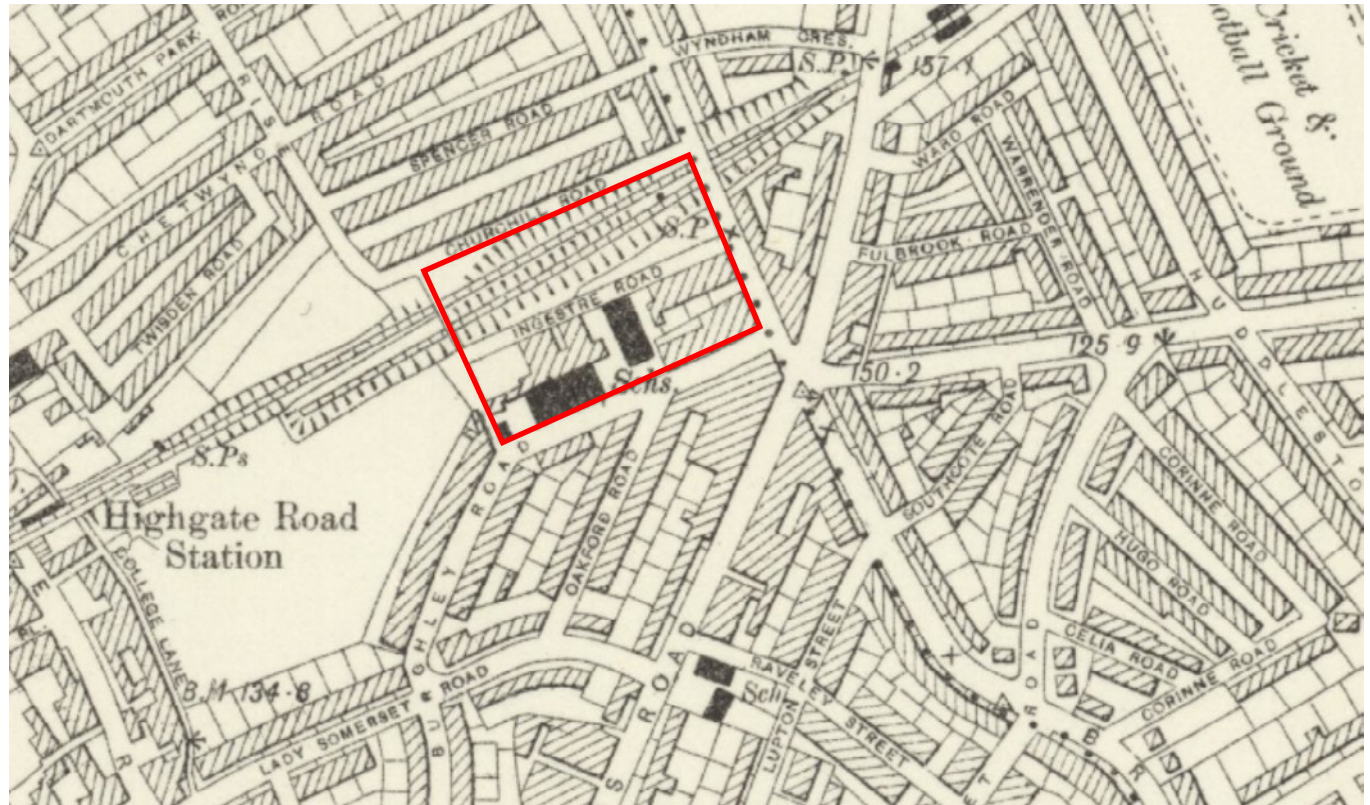
This section sets out briefly the history of the school site and its buildings.

5.1 EARLY HISTORY

Until the Georgian period, the area around Tufnell Park was largely agricultural land. In 1753 the area and manor became the property of William Tufnell, after whom the area was named.

Tufnell Park was still largely rural into the 19th century and retained its important role as a base for a number of dairies supplying the capital. During the mid-part of the century, Henry Tufnell, a descendent of William Tufnell, proposed a scheme for building development. The initial work was largely limited to the area around Carleton Road. In 1865 the scheme was taken up by George Truefitt, who developed most of the local villas which still remain extant and provide the predominant housing stock that still survives.

By 1893 the area had been extensively developed on both sides of the London, Midland & Scottish Railway (LMSR) which ran just north of the school site from east to west. With Highgate Road Station immediately to the west.



1893 OS Map showing the Burghley Road Road

HISTORIC DEVELOPMENT

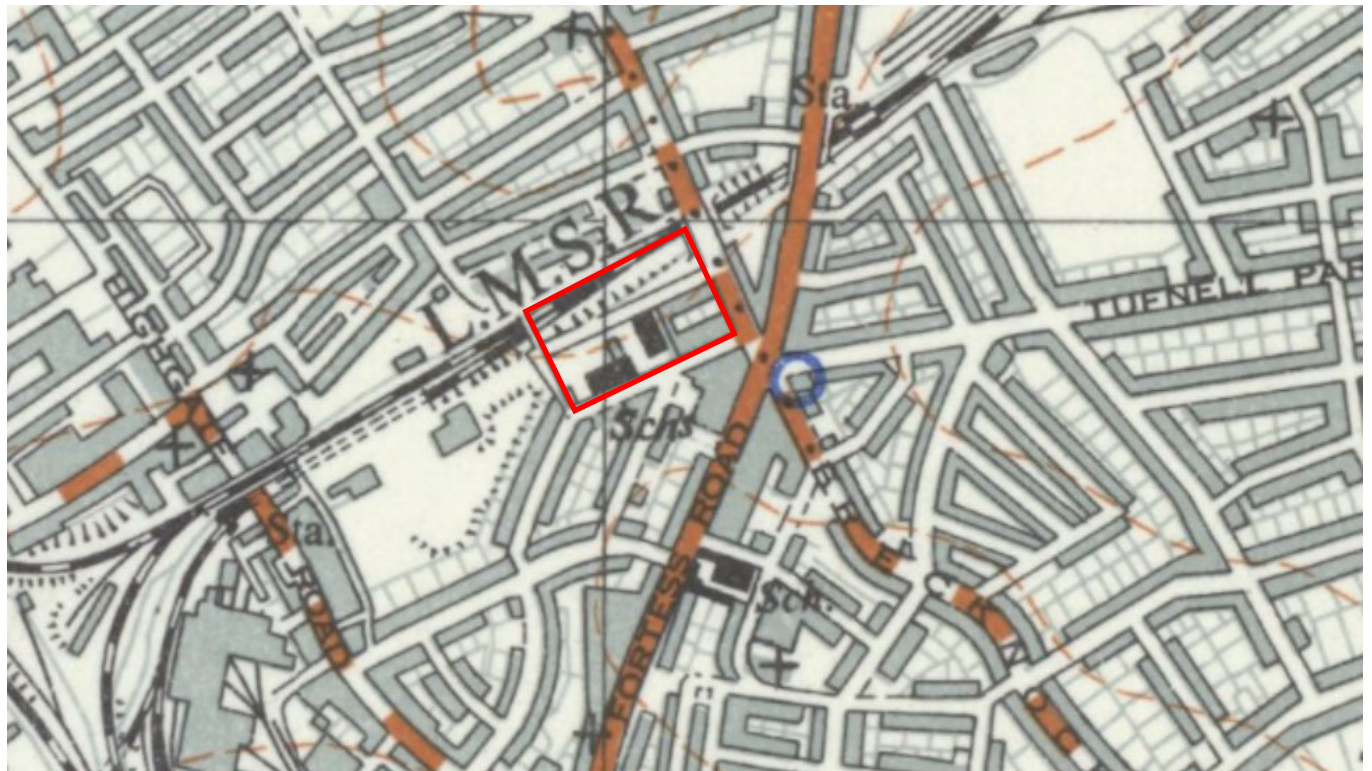
In 1884, the Burghley Road School, a mixed elementary school, opened on the site. It was constructed by the School Board of London (LSB) and the architect was ER Robson. In 1895 this first school was extended by a second building to the east and this extended the school site.



Aerial view of the Victorian school buildings on the site in 1946

After the streamlining of the Comprehensive education system in the immediate Post-War years, new comprehensive schools were required. Such was the burden of the design and delivery of such large-scale projects on Local Authority Architects departments, it became increasingly common to invite, through competition or singular request, private practices to complete designs for new schools.

For the London County Council under Sir Leslie Martin – himself a modernist architect most notable for the design of the Royal Festival Hall – that meant a group of young modern architects on an approved list. Architects Co-Partnership, Powell & Moya, Stirling and Gowan and Sir Denys Lasdun all built pioneering new schools for the LCC in the 1960s and Howell, Killick, Partridge & Amis (HKPA), were also part of this group of practices.



The 1947 OS Map showing the school buildings

HISTORIC DEVELOPMENT

HKPA & Acland Burghley School

Bill Howell, John Killick and Stan Amis met at the Architectural Association and after being joined by John Partridge they began their professional careers collectively, working on the prestigious Alton Estate in Roehampton for the LCC Architects department. In 1956 they set up on their own and in 1961 the four men, now known as HKPA, began in private practice. Acland Burghley School is therefore one of the earlier works of the practice as a private commercial firm.

The job for a new Acland Burghley School on the site of the existing school came to HKPA through the Schools Division of the LCC and by 1960, early ideas for the building, which was being tasked with accommodating 1,320 pupils, were underway.

Amis and Partridge visited a number of other comprehensive schools of the early Post-War period including the Rising Sun Hill School in Islington, designed by the Architects Co-Partnership and Leonard Mannaseh's Rutherford School in Marylebone.



The main entrance after opening in 1968



Looking north east towards the school from inside the grounds

HISTORIC DEVELOPMENT

The plan for the school was challenging in the sense that the school had to remain open whilst construction took place. This meant keeping some of the Victorian school buildings operational.

Between 1963 and 1967 the school was built in a sequence of phases. This had an impact on the plan form of the completed building. The five-way junction that sits at the centre of the planform, was a reflection of the road junction where the school stands.

A drawbridge-like entrance ramp lead directly from the street from which branches the three towers that housed the teaching. The school's emphasis was on the arts, particularly music and drama and this was expressed in the central Assembly Hall which was connected to the teaching areas by a covered walkway.

To the north of the site, the railway line was built over with a lightweight structure on substantial concrete beams and piloti – this element was designed specifically by Partridge and contained a Gymnasium and a Games Hall which burnt down in 1979. The concrete structure remained and is now the playground to the north of the site – the metal bridge dates to this time.

Historic England make specific reference to a number of later changes in the list description which are recounted here for ease of reference:

“There have been some alterations to the building. Most notably the original casement windows have been replaced with double-glazed aluminium alternatives. The front entrance at the south elevation has been set back and the door replaced. The gymnasium and games hall, a large-span, folded-plate structure designed by John Partridge, burnt down in 1979, to be replaced by a lightweight, large-span steel structure. In 2007 a new two storey music and dance centre was designed by Gollifer Langston Architects attached to the south of the west range. Grilles have been added to the ground floor of the south elevation of the library in the west range, and the recessed ground floor of the west elevation of the administration core has been built-out to be flush with the floors above. A new lift tower has been constructed to the right (east) of the main entrance and a glazed entrance has been added to the ground floor of the southernmost teaching tower.”

The Gollifer Langston Architects (GLA) buildings provided new sports and performing arts facilities and were built in 2 phases.

Architectural Language of Acland Burghley School

Arising specifically in England in the late 1950's and being coined in response to Alison and Peter Smithson's seminal Hunstanton School in Norfolk (1947-54),⁰¹ Brutalism remains a largely misunderstood architectural style that has recently gone through a huge shift in popular consideration. Uncompromising in use of materials and form and evolved as a stark, brash departure from the existing forms of Modernism of the interwar period, exponents of the style sought a return to the heroic scale of early modernism and an honesty in materials and finishes.

Whilst throughout the 1950s, any discussion of Brutalism must be confined to the UK, the broader phenomenon is of a more sculptural, less rigid form of Modernism that arose globally throughout the 1960s and 70s. Today, rightly, or wrongly perhaps, we use the term Brutalism to describe both these architectures. The name is misleading and it's a common misconception that the buildings -which are very often bold, geometric, and large-scale, are being named for their 'brutality'. The etymology of the word is more complex and lies in the French translation for 'raw concrete', *béton-brut*.

⁰¹ Critic Reyner Banham codified the New Brutalist style in response to Hunstanton School and an unbuilt project by the Smithsons for a house in Soho (1953) writing in the *Architectural Review* in December 1955. The term itself is often wrongly attributed to Banham himself, but was coined originally by Alison Smithson.

HISTORIC DEVELOPMENT

For an architecture that is virtually synonymous with concrete, Brutalism's real originality lay in its use of materials 'as found'. As Banham said of Hunstanton School *"the building appears to be made of what it is made of"*. This added an ethical, almost moral thread to the style and gave architects the world over an ideology for the architecture, whilst at the same time, supplying a major new aesthetic proposition. Said the Smithson's of Brutalism:

"Brutalism tries to face up to a mass-production society, and drag a rough poetry out of the confused and powerful forces which are at work. Up to now Brutalism has been discussed stylistically, whereas its essence is ethical."

Brutalism became popular as a result – and for a wide range of building types. Surviving examples of note that enjoy high level heritage protection in the UK include Sir Denys Lasdun's National Theatre (1972-4) on London's South Bank, Chamberlain, Powell and Bon's Barbican Estate (1967-85), Alison and Peter Smithson's Economist Building (1962-4) and Erno Goldfinger's two housing projects, the Brownfield Estate, including Balfron Tower (1967) and Trellick Tower (1972). Despite these listed buildings, many other brutalist structures have been lost in the last 20 years but more recently, a better understanding of and appreciation for the style has emerged.

Acland Burghley School sits within this context as a piece of British Brutalism that valued bold geometric forms, untreated finishes and exposed surfaces. These are important elements of the building and they remain important visual components of the building today. The school was listed for its architectural value as a piece of Post-War design in this canon in 2016.



The school on completion

SECTION 6.0

SIGNIFICANCE

6.1 ASSESSMENT OF SIGNIFICANCE

Significance can be defined as the sum of the cultural values which make a building or site important to society. When making an assessment of significance numerous aspects are considered including architectural interest, historic interest, group value, social value, former uses and local distinctiveness. These aspects can be grouped under a series of four values outlined in English Heritage's Conservation Principles, Policies and Guidance (2008): Evidential, Historic, Aesthetic and Communal. A description of each value is given under the headings below.

The significance of Acland Burghley School is here assessed using a scale of significance ratings ranging from High down to Intrusive.

- **High:** A theme, feature, building or space which is important at national or international level, with high cultural value and important contribution towards the character and appearance of the heritage asset and its setting.
- **Medium:** Themes, features, buildings or spaces which are important at regional level or sometimes higher, with some cultural importance and some contribution towards the character and appearance of the heritage asset and its setting.

- **Low:** Themes, features, buildings or spaces which are usually of local value only but possibly of regional significance for group or their value. Minor cultural importance and contribution to the character or appearance of the heritage asset and its setting.
- **Neutral:** These themes, spaces, buildings or features have little or no cultural value but do not detract from the character or appearance of the heritage asset and its setting.
- **Intrusive:** Themes, features, buildings or spaces which detract from the values of the heritage asset, its setting, character and appearance. Efforts should be made to remove or enhance these features.

6.2 EVIDENTIAL VALUE

"The potential of a place to yield evidence about past human activity."

LOW SIGNIFICANCE

The school is of recent architectural origin and there is little more to know about the typology or the trades or construction methods that constructed it. The history of its setting is likewise fairly well understood and documented as part of the construction process. The work of HKPA has also been moderately well studied and evaluated – rather rare among Post-War architectural practices – so there is little we don't know about the motivations, materials and techniques employed by the practice to build and complete the school.

SIGNIFICANCE

6.3 HISTORIC VALUE

“The ways in which past people, events and aspects of life can be connected through a place to the present.”

The primary historic significance of the school rests on its value as a piece of British Brutalism by the notable practice HKPA. They were one of the most creative and unique practices of the post war period and they built legacy greatly enriched the vocabulary of modern architecture in Britain. Acland Burghley School is one of their earliest buildings and encapsulates architectural ideas and progressive educational ambitions influential elsewhere. Comprehensive schools of this size constituted a new typology in British architecture and HK PA were at the forefront of the post war architectural response to building such places. The practice itself has a substantial number of buildings on the national list, many of them, educational in nature. Thoughts about connectivity, the relationship of classrooms and staff rooms and the divisions between inside and outside space - the latter being a key element of many post war buildings of all types - were expressed not the school fans were subsequently used in many university buildings they designed.

The site itself has considerable significance as a site of education dating back to the Victorian period. Situated at a major junction for the area there is a long history of the site being used for the purposes of teaching and recreation. For these reasons the school has medium historic significance overall

6.4 ARCHITECTURAL AND AESTHETIC VALUE

“The ways in which people draw sensory and intellectual stimulation from a place.”

MEDIUM SIGNIFICANCE

Architectural style and language

The limitations of the site and the need to keep the school open during construction impact on the plan form most of the accommodation is to the east in the three blocks which radiate from the low central core and low wing running alongside the railway embankment. The visual appearance and identity of the architecture however had no such impositions placed upon it. The overall impression of the buildings is bold and geometric even austere. The bands of splayed aggregate panels contrasting with the bands of glazing do give the overall impression of unity between the blocks even though they are of different scales. This is a building of its time with a singular aesthetic best articulated as Brutalism. The building is markedly different and in some contrast to the earlier buildings and streetscape in which it sits. However through the use of setbacks careful massing the differentiation of volumes the building is not imposing in the locale.

Detrimental Impacts on material significance

The building has suffered a degree of alteration over time and this has meant the unity of the blocks has been compromised to a degree. As detailed by Historic England in their list description the building has suffered

from a number of later alterations and additions. Some of these were brought about by accident can some by design. The need for an educational establishment to continually adapt and change is justification enough for these alterations and by and large they have not altered the intrinsic historic and aesthetic values of the building.

Visability

As the historic images attest when it was first completed the school was very visible in the local streetscape despite being set back from the road behind the perimeter wall the scale of the blocks meant the building was a significant feature in the built environment of the area. in essence this has not changed but it is also true that the boundary treatments maturity of trees changes to the landscape inside the school gates have altered the relationship between the surrounding streetscape and the school and made the buildings generally less visible. This is particularly true of the eastern side and the southern frontage.

Conclusion

Acland Burghley schools robust architectural character as a piece of post war design has not been detrimentally affected by a number of significant changes since construction. This fact is borne out by the date of the listing which took place in 2016. Along with necessary upgrades and changes over time the buildings landscape setting has matured and this is also changed the way in which the building is viewed and appreciated from the public realm. For these reasons the buildings aesthetic significance is considered to be medium.

SIGNIFICANCE

6.5 COMMUNAL VALUE

“The meanings of a place for the people who relate to it, or for whom it figures in their collective experience or memory.”

HIGH SIGNIFICANCE

There has been a school on this site since the Victorian period. And this gives the current school An intrinsic communal value as a shed resource and amenity within the area. The buildings at Acland Burghley will Carry specific personal and communal memories for many people in the area and beyond who have been or are associated with the school. As a place of community activity and education there will be a wide range of associative memories some communal and some personal, attached to the school. The buildings also and quite specifically represent the progressive nature of education in the Post War And are representative of new educational methods based on new forms of teaching and interaction. For these reasons the communal value of the school is high.

SECTION 7.0

HERITAGE IMPACT ASSESSMENT

7.1 INTRODUCTION

The following section provides a brief description of the proposed development. For further details please refer to the Design and Access Statement and the planning drawings produced by En-Plan for Ameresco which form the basis of the application. It then assesses the potential heritage impact of the proposed development on the significance of the Listed Building.

7.2 PROPOSED DEVELOPMENT

Description to be updated with final as proposed Drawings

7.3 METHODOLOGY

Any assessment of impact must be preceded by a detailed understanding of the significance of the heritage asset in question, as laid out in Sections 1 to 5 of this report. Understanding the significance of a heritage asset forming part of development proposals is also a requirement of paragraph 194 of the *National Planning Policy Framework* (NPPF). The NPPF makes it clear that 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. This is irrespective of whether any potential harm amounts to substantial harm, total loss or less than substantial harm to its significance (paragraph 199).

The following impact assessment methodology and criteria has been informed by the ICOMOS Guidance on Heritage Impact Assessments for Cultural World Heritage Properties (2011) and IEMA's Principles of Cultural Heritage Impact Assessment in the UK (July 2021).

7.4 IMPACT ASSESSMENT CRITERIA

MAGNITUDE	DEFINITION
High Beneficial	The development considerably enhances the heritage values of the identified heritage assets, or the ability to appreciate those values
Medium Beneficial	The development enhances to a clearly discernible extent the heritage values of the heritage assets, or the ability to appreciate those values.
Low Beneficial	The development enhances to a minor extent the heritage values of the heritage assets, or the ability to appreciate those values.
No Harm/ No Change	The development does not change the heritage values of the heritage assets, or the ability to appreciate those values.
Low Adverse	The development erodes to a minor extent the heritage values of the heritage assets, or the ability to appreciate those values.
Medium Adverse	The development erodes to a clearly discernible extent the heritage values of the heritage assets, or the ability to appreciate those values.
High Adverse	The development substantially affects the heritage values of the heritage assets, or the ability to appreciate them

7.5 IMPACT ASSESSMENT

The following Heritage Impact Assessment addresses the various elements of the proposals in turn.

The proposals comprise the addition of lighting throughout the school and the addition of two Air Source Heat Pumps (ASHPs) within the grounds and setting of the listed building. It is the finding of this section of the report that both these interventions are negligible in heritage terms and do not adversely impact the built heritage of Acland Burghley School.

7.5.1 Lighting

New lighting is going in across the school site within the current housings. The proposals are to replace all the non-LED fittings in the school with LED fittings, apart from the Assembly building. The school currently has approx. 1763 light fittings within the building. The lighting levels within the school will be maintained like-for-like and there will be no aesthetic difference to the fittings of the lighting of the areas. The impact of these changes on the significance of the listed building is neutral. However, there is a minor heritage benefit to the improvement in overall energy efficiency in line with the Historic England guidance on energy efficiency, the Governments 2020 White Paper on same and Camden's policies on Net-Zero targets.

7.5.2 ASHPs

As the proposals show, the siting of the two new ASHP units have been carefully considered to minimise impact on the listed building. The pumps are located adjacent to the Gollifer Langston Architects building on the far western side of the site. There is no immediate intervisibility, therefore between the fenced area in which they will sit and the listed building, except from the classrooms to the far west of the site adjacent to the access road from Ingestre Road. This is not a main access road into the site and so there is no visibility between the site and its setting, from the main entrance or indeed any of the areas that form the curtilage of the listed building.

The scheme does, however, introduce two new structures into the wider grounds of the school and some impact on that, more expansive setting must be acknowledged as part of the scheme.

This minor impact is mitigated by the location as addressed above, but also by the heritage benefit of assisting in the wider 2030 target of Net Zero for the borough.

7.5.3 Impact on other Heritage Assets *Conservation Areas*

The lighting replacements and the ASHPs will not be visible from either of the adjacent conservation areas and the lighting levels will remain the same after dark, keeping the same aesthetic as is currently the case in all views from surrounding streets.

Other listed buildings

There are no other listed buildings within the site and those in the surrounding streets have no intervisibility with the site for the ASHP's. There is therefore a neutral impact from the proposals,

7.5.4 Conclusions

This application seeks to improve the energy efficiency of a Post-War listed school building in Camden. The siting of the ASHP's as far as possible within the site away from the heritage asset and its immediate setting has meant a very minor impact on the aesthetic and architectural values of the listed building. This minor impact is more than mitigated by the benefits to the school and the public benefit to the borough. It is therefore the conclusion of this document that the scheme overall represents a heritage benefit to the school.

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BOOKS

Harwood. E Space, Hope and Brutalism, Yale, 2016

WEBSITES

Secondary school by Howell, Killick, Partridge and Amis 1963-7.

Reasons for Designation

Acland Burghley School, Camden, 1963-7 by Howell, Killick, Partridge & Amis, is listed at Grade II for the following principal reasons: * Architectural interest; the design's bold elevational treatment and skilful handling of pre-cast concrete components and their finishes confer a strong aesthetic while respecting the wider Victorian townscape. The jewel-like, top-lit assembly hall is a particularly notable feature where the use of timber and concrete gives a rich texture; * Plan-form: the innovative plan, comprising three towers radiating from a central administration core with the linked assembly hall, remains relevant and fit for purpose, affording permeability and appropriate levels of accessibility combined with practical and humane functioning spaces; * Architects: Howell, Killick, Partridge and Amis were one of the country's foremost post-war architectural practices with a number of listed educational buildings to their name; * Historic Interest: the London County Council was at the forefront of innovative architectural approaches to the design of non-selective secondary schools. Acland Burghley favourably compares with the listed Lilian Baylis and

Haggerston Schools, and is a good example of a school commissioned from well-regarded architects during this formative period.

History

The first school on the site opened in 1884 as the Burghley Road School, a mixed elementary school for 118 girls and 127 boys designed under E R Robson, architect to the School Board for London. It was joined in 1895 by a second building to the east for senior pupils. In 1905, the senior boys moved to a new school in Fortress Road named Acland School, the senior girls staying at the Burghley Road site until 1931 when they were moved to a school on Chesters Road (later known as Brookfield School). The junior boys and girls stayed at Burghley Road.

After the Second World War, the Labour-dominated London County Council (LCC) pioneered single-stream 'comprehensive' education. Acland and Burghley schools were amalgamated in 1959 in a new building to be built on the site of the Burghley Road school buildings. Like most authorities, peaks in the capital programme were flattened by farming out work to private architects on an approved list. It was under Leslie Martin (Architect 1953-56) that the LCC became a major public patron, with commissions handed to the likes of Denys Lasdun, Erno Goldfinger, Chamberlin Powell and Bon, Powell and Moya, Architects' Co-Partnership and Stirling and Gowan. By 1960 Michael Powell was in charge of the

LCC's Schools Division and it may have been through his offices that Howell Killick Partridge and Amis (HKPA) were offered a 1,320-place comprehensive school in Tufnell Park, the amalgamated Acland Burghley school. It was an early commission for the practice, whose partners met in the Housing Division of the LCC Architect's Department in the 1950s, designing the Alton West estate.

The plan had to be sufficiently flexible to permit educational reorganisation and allow for the retention of the old buildings until the new school was ready for occupation. Between 1963 and 1967 the new building was completed in phases, its layout stepping around the C19 buildings, allowing the school to continue on its site. The assembly hall was the last element to be completed, after the occupation of the teaching towers. As the new building was occasioned by the merger of two schools, the senior teaching staff was involved in briefing. Unusually, the educational structure was dictated not by the LCC's educational officers but by the ambitious headmaster, L A V Abley. There were to be no houses but a horizontal division into lower, middle and upper schools, with three pairs of year groups. The school was officially opened by Dr Tait, Vice Chancellor of the City University, on May 24th 1968.

There have been some alterations to the building. Most notably the original casement windows have been

BIBLIOGRAPHY

replaced with double-glazed aluminium alternatives. The front entrance at the south elevation has been set back and the door replaced. The gymnasium and games hall, a large-span, folded-plate structure designed by John Partridge, burnt down in 1979, to be replaced by a lightweight, large-span steel structure. In 2007 a new two storey music and dance centre was designed by Gollifer Langston Architects attached to the south of the west range. Grilles have been added to the ground floor of the south elevation of the library in the west range, and the recessed ground floor of the west elevation of the administration core has been built-out to be flush with the floors above. A new lift tower has been constructed to the right (east) of the main entrance and a glazed entrance has been added to the ground floor of the southernmost teaching tower.

Internally the student reception in the main vestibule is remodelled from the original medical room and store. The cloakrooms to each teaching tower are now offices. The ground floor of the west range has been remodelled to form a specialist learning centre for autistic pupils. New build in the covered space accommodates the computer suite. The dining room has been extended and reconfigured and the toilets and cloakrooms have renewed fittings. A Learning Disability Department has been formed in the central core and both this and the remodelling to form the new Sixth Form Centre has necessitated the removal of some of the ground floor. The internal acoustic walls to

the assembly hall have been punctured and some of the original lights have been removed.

Details

Secondary school by Howell Killick Partridge and Amis (HKPA, lead partner: Stanley Amis), 1963-67, with additions of the late C20 and 2007.

STRUCTURE AND MATERIALS: the structure is a combination of pre-cast and in-situ concrete elements, clad with pre-cast panels with an exposed aggregate finish of Walley flints. Internal finishes are of painted, shuttered concrete and rendered blockwork.

PLAN: a drawbridge-like entrance ramp leads from the main entrance gate on Burghley Road to the principal entrance to the school at the south elevation of the administration core. From the main door, a north-south aligned central core of administration and staff rooms at ground floor and teaching rooms above are accessed by corridors at the ground and first floors. Specialist departments are grouped over the central core with top-lit arts studios fanning out at the second floor. Radiating out to the east of the central core are the three teaching towers with classrooms grouped around staircases and paired year rooms for assemblies and dining at the ground floor. Above them are three storeys of classrooms. A linear west range links to the administration core at its north end and adjoins the later sports hall to the north-west* and arts block of

2007 to the south (not assessed for listing). The school's emphasis on music and drama was crystallised in a separate hexagonal assembly hall built on the site of one of the C19 school buildings to the south-west of the administration core and linked to it by an external, covered walkway of exposed concrete. To the north, the site was sliced open by a railway cutting. This was decked over with pre-cast concrete beams to provide a playground*, car park* and a sports hall*.

EXTERIOR: three teaching towers of five storeys are attached to the three storey administration core, with the west range of three storeys. These different elements are united by a consistent architectural treatment of bands of aluminium fenestration (replacements for the boxed-out, double-sliding acoustic windows) and canted flint aggregate panels over octagonal columns with infill panels of grey brick and fair-faced in situ concrete. A new lift tower* has been constructed to the right (east) of the main entrance* and a glazed entrance* added to the ground floor of the southernmost teaching tower, both are excluded from the listing except for the curving canopy to the main entrance which is included. The buildings have flat roofs with mostly renewed sky lights*. The windows are early C21 replacements*, but some of the external doors, apart from the main entrance doors*, are contemporary.

The teaching towers are recessed above the first

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floor level, while the second and first floors of the south elevation of the west range are jettied over the ground floor; supported on horizontal concrete beams. At the west elevation of the administration core the ground floor has been built out with concrete columns exposed between panels of aggregate. The west range is adjoined at the centre by a first floor glazed link* to the 2007 two-storey, steel-framed extension to the south (not assessed for listing).

The single storey hexagonal assembly hall is double-ended to allow multi-functional use. A central, timber-clad lantern with a lower horizontal band of glazes elevates from the concrete external wall; there are double-door entrances to the east and south. The angled external walkway linking the hall to the administration core is of exposed shuttered concrete with large side openings.

INTERIOR: as with the exterior, internal partitions are of fair-faced concrete panels, subtly chamfered in places, and the internal finishes are of shuttered concrete and rendered blockwork. The interior fixtures and fittings of the teaching spaces are generally renewed*, but the hollow-steel staircase handrails remain and a number of original doors and some timber cladding are present. Some areas of the interior have been remodelled: these are itemised below (annotated with an *) and excluded from the listing.

The assembly hall has a timber clad ceiling punctuated with side and top lights, rising from the lower concrete pitch of the roof supported on columns. It is equipped with stages at both ends, and has a fly tower and attached drama studios. The acoustic walling between the hall space and circulation corridor has been punctuated with openings and although many of the lights have been replaced, some of the original circular lighting is present.

In the main reception space is a timber wall memorial bought from Acland School with a central coat of arms flanked by the inscribed names of members of the school community killed in the First World War.

The following areas of the recently remodelled interior are excluded from the listing: the student reception offices to the left of the entrance hall*; interiors of the west wing*, including the new building infill of the covered space for the computer suite* and the Learning Disability Department Unit*; dining room*; the Sixth Form Centre*; interior of all toilets* and cloakrooms*; renewed doors* and lighting* throughout the building.

SUBSIDIARY FEATURES: outside there is a small amphitheatre for outdoor performances which has a terraced surface. Some of the dressed and carved stonework from the former Board Schools has been incorporated into the structure.

* Pursuant to s.1(5A) of the Planning (Listed Buildings and Conservation Areas) Act 1990 ('the Act') it is declared that these aforementioned feature are not of special architectural or historic interest.

This list entry was subject to a Minor Amendment on 31/05/2016

SOURCES

Books and journals

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Other

Franklin, G et al. England's Schools 1962-1988. English Heritage Research report 33/12

