



Statement of Significance



On behalf of:
London Borough of Wandsworth

In respect of:
**Elliott School
Pullman Gardens
Putney Heath
LB Wandsworth**

Date:
January 2009

Reference:
1035308-1/R0002rb



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1.0 Introduction

- 1.1 DPP Heritage have been commissioned by the London Borough of Wandsworth to prepare this Statement of Significance to inform emerging proposals for alteration and refurbishment of the listed grade II Elliott School, Pullman Gardens under the London Borough of Wandsworth's Building Schools for the Future Project.

- 1.2 This statement analyses and assesses the special architectural and historic interest of the listed building on the basis of visual survey, historical research and comparative analysis. Those areas or elements of the building and its setting which are most sensitive to change are identified in order to inform discussions regarding future works of refurbishment and alteration.

2.0 The Listed Building and its Context

- 2.1 The site comprises Elliott School, Pullman Gardens; which is a purpose-built comprehensive school for boys and girls dating from 1955-56. It was designed by the Architects Department of the London County Council; lead designer identified in the list description as G A Trevitt. The site comprises both school buildings and areas of open space, including recreational sports fields within its curtilage. It lies within the largely residential suburban area of Putney Heath in South West London. Residential properties adjoin the school site to the north and east, with the streets of Pullman Gardens and Hayward Gardens forming the west and south boundaries of the site respectively. The school site is located to the south of Putney town centre, south east of Roehampton centre and just to the north of the large open green space of Putney Heath and Wimbledon Common.
- 2.2 Elliott School was statutorily listed at grade II on 30 March 1993. The list description for these school buildings dates from 1993 and states:

'PULLMAN GARDENS

TQ 27 SW

SW15 1207/3/10010

Elliott School

II

Purpose-built comprehensive school. 1955-56. G.A. Trevett of London County Council. Reinforced concrete frame with brick and curtain walling with coloured panel spandrels; also render and tile-cladding. Cruciform plan with six storey teaching block with assembly hall and entrance wing on one side and gym on the other. Glass curtain walled teaching block with pale grey spandrel panels of glass and serrated glazing to stair-cases: Top storey to core with wavy roofline. Strongly sculptural assembly hall with rendered sides. Entrance with narrow cantilevered canopy rising upwards. Patterned tile panels to rear.'

- 2.3 The site is not located within a conservation area. The Elliott School site does, however, adjoin the western boundary of the northern sector (Manor Fields) of the Putney Heath Conservation Area, to its east. The site therefore falls within the wider setting of this neighbouring conservation area.

3.0 Statement of Architectural and Historic Significance

- 3.1 This section provides an assessment of the special architectural and historic interest of the grade II listed building: Elliott School, Pullman Gardens. An assessment of the setting of listed building and its merit is also discussed. Please refer to *Appendix 3* which shows a selection of photographs of the interior and exterior of this building and its landscape setting as found today. With regard to the general criteria in *PPG15* (paras. 3.5 and revised paras. 6.9 – 6.10) the character of the building as found today, arising from a combination of special architectural and historic interest, can be summarised as follows:

Architectural Interest

The Building - Generally

- 3.2 Elliot School is a large mixed purpose built comprehensive school in Putney Heath, which dates from 1955-56. This post war school was designed by the Architects Department of the former London County Council. The school buildings are constructed of a reinforced concrete frame on piled foundations, with both brick cladding and curtain wall cladding system of glazing and coloured panels. Render and tile cladding is also used externally to the main school buildings.
- 3.3 The layout of the site places the school buildings at its centre, adopting an essentially cruciform plan, with open landscape surrounding. This simple rigid plan form of the complex, and the individual architectural character and use of different external treatments for each element of the main school building clearly expresses the different functions of each part within the site. When new, the winter edition of the *Concrete Quarterly* reviewed Elliot School with the comments:

'The first impression of these reinforced concrete buildings is one of gaiety and lightness. The eye is caught at once by the shell roof undulating over the central part of the long teaching block, on its base lightly as a caravan on its springs, and by the interest of colours and finishes – the dark red of the assembly hall, the lime and olive of the teaching block, set against shining glass, and brick gable walls patterned with

*projecting headers.*¹

- 3.4 Access to the site is from Pullman Gardens to the east with entrances and drives to the northern and southern car parks, and from Hayward Gardens to the south with vehicular access to the service court and a pedestrian access further west. The landscape of the site includes areas of hardstanding (driveways and car parks), three hard games courts in the western part of the site near to the gymnasium block, together with large grassed areas also for recreation. To the north of the gymnasium block is a concrete stage and small amphitheatre; originally laid out for open air theatre. The existing security fenced boundary treatment to the school site is a later addition. Little of the original boundary and entrances survives.

Spine - Teaching Block

- 3.5 The main north south spine of the cruciform of main school buildings is formed by the prominent mass of the large rectangular six storey teaching block. Within this element, on the upper ground to third floors, a series of east or west facing classrooms are accessed off a central corridor with three principal staircases equally spaced along its west side. The main supporting columns are exposed externally at lower ground floor level and the block part elevated on pilotis, which creates a covered area at lower ground floor level underneath classrooms, providing sheltered play and access into the building linking to the two northernmost staircases. This undercroft is created by taking advantage of the topography of the site sloping down to the north. Other parts of the lower ground floor level comprise the services areas (including the main kitchen and storage), offices and a drama theatre within its north end. The southernmost staircase is accessed from external stairs to the west. The smaller top storey at fourth floor level comprises a series of east facing rooms (originally geography classrooms) linked to a corridor and two spiral staircases at each north and south ends (leading to the south and central main staircases).
- 3.6 The teaching block is a reinforced concrete frame based on four rows of circular columns carrying both transverse and lateral beams (with two expansion joints dividing the block into three equal sections). The drama hall at lower ground floor level is dispenses with columns and beams for reinforced concrete portal frames to create one open space. Externally it is curtain walled (as original) with glass and

¹ *Concrete Quarterly, London County Council Comprehensive schools: Tulse Hill, Lambeth; Elliot School, Putney; Eltham Green, Woolwich, 1957 Oct-Dec, pp 10-22*

faded grey or white 'Hilsulate' panels (originally in shades of green) set within a bold concrete frame along the east and west elevations, and yellow brick clad north and south end elevations. Hills of West Bromwich provided the cladding system². The main supporting concrete columns are expressed externally at lower ground floor level (rising vertically internally through the block) with a brown brick cladding between. A line of windows and doors with rendered panels and concrete balconies (at first, second and third floors) add interest to the south end elevation. Externally distinctive serrated glazing illuminates and expresses the three main staircases on the west elevation. Where staircases meet the lower ground level they are screened by curved concrete panels decorated by yellow and red patterned tiling. On the east elevation a different glazing/cladding pattern expresses the original location of toilets on upper ground first and second floors opposite the north and south staircases.

- 3.7 At lower ground floor level alongside the north elevation is an integral curved concrete slab with oculus, which playfully marks the location of the drama theatre within and adds interest to this otherwise largely plain elevation. The prominent attic storey at fourth floor level has a distinctive and eye catching undulating shell roof form. The original roof form and cladding of the teaching block has been altered and renewed over time. Elements of the original clerestory and coloured glass block ceiling/skylights to a number of spaces within the southern and northernmost parts of the teaching block at third floor level survive now enclosed.
- 3.8 Key features internally within the teaching block include the three main cantilevered concrete staircases with metal balustrading rising up to third floor level (with entrance foyers at lower ground floor), lower ground floor staircase connecting to the service link to the Gymnasia block (with original tile mural above), and staircase up to the main entrance foyer, the pair of terrazzo spiral staircases linking to the attic storey above, and purpose-built drama hall with stage and raked seating in the base of the building. On each floor there is a variably standardised pattern of rooms linked by a central spine corridor running north south through the block. A typical classroom within the teaching block is functionally decorated with suspended ceiling containing light fittings and duct for some services.
- 3.9 The plan form has been significantly altered to all floors over time and as found today only part of the original layout and proportions of rooms and corridor survives.

² *Prefabrication, July 1957, pp418-21*

At ground and first floor levels the central corridor opens out between the south and central staircases to form dining foyers. Serverys on both these floors remain on the east side of the block; linked to the main kitchen at lower ground floor level by a dumb waiter system. At the southern end of the block at first floor level the plan form of a flat remains (originally designed to teach homemaking skills with an identical flat at second floor above now lost).

West Wing

- 3.10 The western element or wing of the cruciform main school building provides the main entrance, foyer and assembly hall for the school. The full height assembly hall is the westernmost part of the building and is accessed internally at ground floor level from the main entrance lobby to the east. Externally the hall is clearly expressed as an individual element within the larger complex; having a distinctive sculptural 'caravan-like' form with contrasting external render to north and south elevations (originally red in colour), and distinctive serrated glazing to these elevations with free standing external concrete stairs. The hall sits on a brown brick plinth with blank yellow brick clad west elevation and a curved roof with stepped west facing strip glazing visible from within the hall. Within the assembly hall the distinctive reinforced concrete portal frames (seven) of the building's structure are exposed with a timber stage at the west end, and a cantilevered gallery with raked seating to the east, linked by a pair of concrete stair towers. The siting of the assembly hall was originally designed to enable its use by the public, independent of the school.
- 3.11 The glazed main entrance and foyer to the school building faces south, up wide curved concrete steps under a distinctive cantilevered concrete canopy which rises gently upwards. The entrance leads to an open lobby area with a raised gallery around accessed up west and east stairs. The foyer connects with the assembly hall to the west, administrative offices in the north part, and the main school corridor and staircases of the teaching block to the east. This linking element also contains the school library at first floor level above; accessed from the dining foyer at this level. The original plan form of the library has been altered significantly and new entrance lobby extended into the dining foyer. Above this sits a roof garden; originally designed for the use of staff linked to staff rooms within the teaching block at second floor level. The original steel and glass balustrade survives. As with the teaching block, the main entrance foyer and library element of the school complex is glass curtain walled externally, brown brick clad at lower ground floor level.

East Wing

- 3.12 The eastern element or wing of the main school building comprises the gymnasias and technology blocks. A central corridor runs west east along the length of this wing, lit from above by north lights in the roof and glazed east end, with the gymnasias (and associated changing rooms) on the south side and the technology workshops to the north. The south facing gymnasium spaces are constructed on a frame of six main pre-stressed transverse beams creating five basic units (originally used as one gym unit at either end and three central units able to be flexibly used as one large or smaller partitioned spaces). This wing is connected to the main teaching block to the west by a single storey brown brick and glass clad linking element of offices and storage. A fully glazed terrazzo spiral staircase rises up the west side of the gymnasias to access the fully glazed gallery along the north side of the double height gym spaces. These spaces have a clerestory, lighting them from above.
- 3.13 Externally the technology workshops are glass curtain walled to the north with yellow brick clad end elevations and clerestory glazing to the south. The double height gymnasias are yellow brick clad to the east with a glazing and timber panelling system to the south elevation with patterned tile decoration. The external cladding (including roofing and all glazing) of the east wing has been renewed from original. A tiled mural exists along its east elevation facing the sports courts. In the basement beneath the workshops is the school boiler, the distinctive chimney of which rises externally up over this part of the building. The east wing of the school has a close relationship, both physically and functionally, with the external games courts and sports fields within the site.

Other Elements

- 3.14 There are two further buildings within the school site which do not form part of the main cruciform block. These include the schoolkeepers house at the south east edge of the site and at the end of Hayward Gardens (now in separate ownership). This modest two storey brown brick clad flat roofed building which dates from the original construction of the school in the 1950s and is an integral part of the wider school complex and within the setting of the listed building.
- 3.15 The brick clad two storey sixth form block is located to the north east of the main

teaching block and does not stand as an original element of the school complex. This is a later addition to the school site, and although this element does not appear on the 1991 Ordnance Survey it is understood to date from 1973. This block is assessed as being of no special architectural and historic interest, and due to the date of construction would not, in any case be classed as a curtilage listed building.

The Architect and the Architectural Approach

- 3.16 The list description for the Elliot School identifies the architect G A Trevitt as the lead designer within the Architects Department of the London County Council for this building. Trevitt went on from the LCC to direct the London Borough of Hounslow's architects department, responsible for buildings such as the Hounslow Civic Centre (planned 1965 and completed in 1975) and Heathlands School in Hounslow of 1972³. The Concrete Quarterly review of the Elliott School from 1957 attributes the design to the London County Council's Architects Department under the direction of J L Martin with H Bennett as architect to the council, M Powell as LCC schools architect and D Rogers as architect in charge of the build. The consulting engineer is recorded as W C Andrews⁴.
- 3.17 The London County Council has been recognised in the Post War period as a sponsor of pioneering and innovative approaches to public buildings and housing. Elliott School forms an important part of the built work of this authority in the early Post War period and the field of secondary education. This building is characteristic of the work of modern architects employed by numerous local authorities, such as the London County Council; either within their own in-house Architects Department or by commissioning private architects for specific school projects, in the immediate Post War period for the construction of new schools. This was a period of the progressive and confident local authority, which sought to employ talented Modern architects in the construction of distinguished public buildings.
- 3.18 Elliott School is a good example of the early comprehensive schools which were typically built on a large scale and employed a 'Modernist' architectural approach with features such as the use of modern materials and techniques such as curtain walling, simple functional forms, and the occasional sculptural element. The architecture is

³ Pevsner, N. Cherry, B., *The Buildings of England: London 3: North West*, 2002

⁴ *Concrete Quarterly, London County Council Comprehensive schools: Tulse Hill, Lambeth; Elliot School, Putney; Eltham Green, Woolwich, 1957 Oct-Dec, pp 10-22*

clearly influenced by the contemporary style popularised by the 1951 Festival of Britain and the leading work of Le Corbusier, Gropius, Lubetkin and others in the interwar and immediate post war periods⁵.

3.19 Other examples in south London include Kidbrooke School by Slater, Uren and Pike (1949-54), Dick Sheppard School in Lambeth by York, Rosenberg and Mardall (1950-55); the first to be built by the London County Council, Strand School in Lambeth completed in 1955⁶. After World War II standardised prefabricated elements became the norm to meet the large demand for new schools in England, to replace those damaged in the conflict, to address a rising birth rate, and to satisfy the need for cost efficiencies. Local authorities such as Hertfordshire and Nottinghamshire were pioneers in developing building systems and assembling design teams, and sometimes building consortia, to roll out new schools on a large scale. At this time celebrated examples such as Hunstanton School in Norfolk (listed grade II*) by the Smithsons from 1949 exploited the Bauhaus idiom to create a dramatic new architecture for the modern school. Elliott School is a leading example of this architectural and technological approach as executed by the London County Council in the early Post War period.

3.20 Later architectural approaches to the design of comprehensives in the later 1950s and 1960s sought to adopt a reduced scale and greater sensitivity to context (and introduce more flexible teaching spaces which moved away from the traditional classroom format), such as Mayfield School in Putney by Powell and Moya, completed 1956 and Garratt Green School in Wandsworth by London County Council Architects Department of 1959⁷.

Historic Interest

3.21 Elliott School was built by the London County Council in 1955-56 (officially opened later in 1957 by Hugh Gaitskill⁸) at a cost of £674,000, as part of a wider programme of new comprehensive schools across London. It was designed to be able to accommodate 2,210 boys and girls and around 100 staff⁹ (the project was originally known as Putney Park Lane Comprehensive School when first drawn up and renamed

⁵ *Elain Harwood, English Heritage Historical Report, 1996*

⁶ *Pevsner, N. Cherry, B., The Buildings of England: London 2: South, 2002*

⁷ *Ibid*

⁸ *Elain Harwood, English Heritage Historical Report, 1996*

⁹ *Structural Engineer, The Elliott Secondary School, Putney, 1956 Nov, pp 404-414*

Elliott School in 1954¹⁰). *Appendix 2* includes a series of historical photographs or images dating from the 1950s which illustrate the original design concept or appearance of the school buildings.

3.22 *Appendix 1* includes a series of historical Ordnance Survey maps centred on the site of Elliott School and dating from 1964 and 1991. These maps illustrate how little altered the essential layout and plan form of the school buildings and its landscape has been in the period between its construction of a previously open site by the common and recent years. These maps do, however, demonstrate that the two storey brick building (sixth form) to the east of the main teaching block is a later addition to the school and not part of the original design.

3.23 Elliott School was built as an integral part of the redevelopment of the Putney Lane area after the war, providing a series of modern residential blocks north of Putney Heath. The layout of the surrounding townscape is clearly illustrated in the 1964 Ordnance Survey map (*Appendix 1*). At the heart of this community, the site is illustrative of the increasing important provision of modern education facilities at secondary level after World War II by Government agencies and local education authorities; and demonstrates the innovative approaches employed by the London County Council in the plan and design of the new modern comprehensive school buildings. The design of these buildings and landscape also clearly reflect new approaches to teaching at this time.

3.24 The continued use of this complex as a school is an important part of the historical significance of the site. On a more local level the school also has historical significance as a key element in the educational experience of a large number of residents of Wandsworth since it opened in 1956, and as a building also used by community groups and other organisations over its lifetime.

Group Value

3.25 Elliott School is an independent site within the surrounding townscape and does not enjoy group value with other listed buildings within the local area.

Setting

¹⁰ *Ibid*

- 3.26 English Heritage outline that in some cases it is not only the buildings that give schools their architectural and historic interest, but also the spaces between and around them¹¹. The hard and soft landscape setting of the main Elliott School building is a part of the special interest of the listed building; illustrating how the outdoor spaces were originally used by the school. The buildings and spaces within the site were designed to function together to provide both indoor and outdoor teaching spaces for the comprehensive school and to provide a landscape setting for the buildings. The existing sports pitches and courts, for example, retain their original layout and have a close functional and visual relationship with the east gymnasium wing of the main school building. The original open air amphitheatre is closely associated with the nearby drama hall within the north end of the main teaching block, and takes advantage of the topography of the site. This is an innovative feature of particular interest.
- 3.27 Importantly the architecture of the main school building also takes advantage of the sloping topography of the site; creating a sheltered undercroft to the teaching block which is raised on pilotis on the slope of the hill. The slope also adds drama to the landmark impact of the main teaching block.

Summary of Significance

- 3.28 Due to the historic educational use of the comprehensive Elliott School within a largely residential area, this listed building is a focus (in terms of social and cultural activity) within the local community. Also the scale of the school and its buildings is large; having been designed in the Post War period to be a prominent visual feature within the redeveloped Putney Lane area. Elliott School stands as a good example of the early comprehensive schools of the 1950s built on a large scale; incorporating a wide range of different functions within one site to provide full education for its pupils, including classrooms, assembly hall, gymnasium, technology workshops, drama hall and open air theatre, sports courts and fields etc. The architecture of this building vividly expresses the optimism and new vision of the London County Council for educating their children.
- 3.29 Elliott School is of special architectural interest on account of its highly innovative plan form and structural design; which together with a distinct architecture and

¹¹ *English Heritage, The Future of Historic School Buildings, 2005*

creative use of different external materials, colour, form and shape, clearly articulate and express each of the different functions within the main school complex (and at the smaller scale express key elements within these major units, such as stair cores in a typically 'functionalist' manner). This is one of only a small group amongst thousands of Post War primary and secondary schools which has been recognised as being of national importance for their architectural innovation and creative expression. Other examples include Brandlehow Primary School also in Putney, built in 1950 by Erno Goldfinger and listed grade II in 1993.

- 3.30 Historically Elliott School is significant as a representative example of the pioneering public works of the Architects Department of the London County Council at this time. The special interest of a number of buildings, including housing and civic architecture, by the LCC in the early Post War years have also been recognised by statutory listing. It is illustrative of the increasing importance of educational provision by local authorities in the Post War period, and representative of an exciting period for public architecture in the use of modern technologies and the strong influence of the latest 'Modernist' architectural designs and approaches, specifically for building new schools. The buildings stand as a built expression of the 'modern' comprehensive approach to teaching during this period, and a key part of the educational experience of the local community since 1956. The architecture clearly reflects the latest teaching practices of the age; somewhat different to the demands of today's secondary education system.
- 3.31 The surviving original landscape within the school site is also of some interest in illustrating how outdoor spaces were designed to be used in teaching, for sports and drama for example. These spaces are closely related to those elements of main school building which also perform these functions. The landscape also provides a setting for buildings; to emphasise the drama and scale of the school architecture on its sloping site.
- 3.32 The essential layout of the key built elements and landscape spaces, and their relationship, within the site survive largely as they were originally planned. However the school buildings themselves have been subject to significant change since completion in 1956. In keeping with the mass-produced system and largely standardised approach to the original construction of these buildings, external cladding elements including glazing and roofing has been renewed in part as they have become exhausted. The plan form of elements such as the teaching block have

also demonstrated their intended flexibility, having been altered over time to accommodate the changing requirements of educational use on site. The sixth form block is a later addition to the school as originally designed; a building of no special interest which compromises the original setting of the listed building.

- 3.33 With regard to the use and condition of the listed building, it is understood that the classrooms within the teaching block experience extremes of temperature over the year, which test the educational use of these spaces. Visual survey of the school buildings confirms that the curtain walling system is failing, with many cracked panels, and concrete surfaces are spalling away. It is also understood that the heating system is in need of serious attention and there are significant ongoing maintenance demands.

4.0 The Listed Building and its Setting: Potential for Change (Gazetter)

- 4.1 *Appendix 4* of this report sets out the national and local policy context within which applications for listed building consent for the demolition (whole or significant parts), extension or alteration of a listed building should be considered by the relevant statutory authority.
- 4.2 With regard to demolition of a significant part or element of the listed Elliott School building, this would require listed building consent. *PPG15* outlines that this is presumed against and would only be granted if clear and convincing evidence can be presented that all reasonable efforts have been made to sustain use of the relevant element; also considering the condition of the building and the cost of repairing and maintaining it, and that substantial community and, perhaps most importantly, education benefits would be realised by replacement development, which could decisively outweigh the loss.
- 4.3 Listed building consent would be required for works of alteration to the listed building. *PPG15* outlines that the local planning authority should consider listed building consent applications within the following general criteria:
- i. the importance of the building, its intrinsic architectural and historic interest and rarity, in both national and local terms;*
 - ii. the particular physical features of the building (which may include its design, plan, materials or location) which justify its inclusion in the list ...*
 - iii. the building's setting and its contribution to the local scene ...*
 - iv. the extent to which the proposed works would bring substantial benefits for the community ...'*

PPG15 highlights that the best use for a listed building will often be the use for which it was originally designed (i.e. educational), and accepts that emphasis should be placed on keeping such buildings in active use.

- 4.4 Importantly *PPG15* also outlines in paragraph 3.13 that:

'Many listed buildings can sustain some degree of sensitive alteration or extension to accommodate continuing or new uses. Indeed, cumulative changes reflecting the history of use and ownership are themselves an aspect of the special interest of some buildings, and the merit of some new alterations or additions, especially where generated within a secure and committed long term ownership, should not be discounted.'

What is crucial is that the approach of any architect to proposed refurbishment or alteration of the school is sympathetic to the fabric and character of the listed building, and that any new works are of a design quality commensurate with the special interest of the existing building.

- 4.5 A visual survey of Elliot School was undertaken in December 2008, both of the interiors, exterior of buildings and its landscape. It will be helpful to refer to *Appendix 3* for a series of photographs of the site. The annotated plans of *Appendix 5 (Plan Assessment of Listed Building Significance)* comparatively identify the architectural and historic significance of each element and space within the listed building. Those elements or areas coloured red indicate principal features of the original building and those of most significance (i.e. areas most sensitive to change), those coloured yellow are of lesser significance (i.e. original elements or spaces which are not key features), and those coloured green are of least significance (i.e. elements or areas of lesser importance which have also experienced most change from original, and are therefore less sensitive to change).
- 4.6 Informed by this assessment, this section provides a summary of those areas or features of the listed building most sensitive to change, and identifies the capacity of the site to accommodate change in terms of its special architectural and historic interest and setting. Each of the key elements of the school buildings and its landscape are assessed in turn in the *gazetteer* below:

Gazetteer

Teaching Block

- 4.7 The main teaching block is the principal element of the listed building; designed at a scale to provide a landmark feature within the local area and to command its landscape setting. This is the heart of the original educational use of the listed building. Externally it is the large scale and distinctive form of the teaching block, including the wavy roof form of the roof storey, the pattern of the glass cladding system, and serrated glazing and patterned tile friezes to principal staircases, which are of most interest. The use of a glazed cladding system is part of the interest of the listed building, and much of that original survives. However this cladding has begun to fail and has also experienced some alteration in repair over time. This system originally used standardised components and was designed to be able to be replaced when exhausted. In considering possible replacement cladding systems, emphasis should be on retaining the essential character and detail of the original glazing.
- 4.8 Internally the teaching block still retains a sense of the character or aesthetic of the original 1950s school architecture, primarily through surviving details and material throughout the block. It is this character which any refurbishment proposals should be sensitive to. More specifically, key features of interest (which are most sensitive to change) include the three principal staircases between lower ground and third floor (although it is understood that the glazed enclosures of the stair wells to corridors or foyers are later replacements, having been installed to address fire safety), together with the glazed entrances and lobbies to the north and central staircases from within the undercroft. Other features of some interest include the pair of spiral staircases at fourth floor level, the staircase linking the ground floor foyer with the service link to the gymnasium block at lower ground floor level (the existing tiled mural above this staircase likely dates from the 1950s and is a feature of interest), the staircase from lower ground floor up to the main entrance foyer.
- 4.9 The original spaces which form the dining foyers at both ground and first floor level are also of interest in illustrating the communal use of the building at meal times. Also evidence of the original serveries to these foyers remains. Should the original open space of a dining foyer (red) be required to be lost as part of proposals there may be opportunity to justify this by the retention one of the two foyers (or a greater

part of a foyer) which may remain as a legible record of the original plan form.

- 4.10 The drama hall at lower ground floor level is of particular interest in essentially retaining its original form as a discreet element within the larger block; built and maintained in its original use. Its use for events which would have brought the whole school community together and its illustration of the importance of the arts within the comprehensive system provides further interest. Externally the concrete slab with oculus (north elevation) is of interest as a piece of art communicating the location of the drama hall to the outside.
- 4.11 The original plan form of the teaching spaces survives only in part (largely indicated by yellow areas on the plan assessment – *Appendix 5*). Indeed the layout of classrooms would have originally been designed on a modular system allowing for flexibility to alter room sizes in the future should the need arise. Where the plan form has been most significantly altered the interest is far less and the scope for change greater (green areas on the plan assessment). Should substantial areas of original plan form or partition walls (red or yellow) be required to be lost as part of proposals for change, then this may be justified by the retention of other areas on principal floors within the building which may remain as a legible record of the original plan form arrangement. At the south end of the first floor level the plan form of one of the original school flats (used to teach homemaking) survives in part and is of note.

Assembly Hall

- 4.12 The assembly hall is a key element of the listed building, which is architecturally dramatic and distinctive both externally and internally. It clearly expresses its function within the larger school campus, and essentially the original structure, form and plan of this element survives intact. It is also a space of significance as the focus of daily events for the whole school community and to a lesser degree the local community outside.

Entrance and main Lobby

- 4.13 The main entrance and lobby to the school is a key element of the listed building; essentially the face and welcome of the school for all pupils and teachers since its completion. Features of interest include the distinctive external curved steps and

projecting canopy, glazed entrance doors and the layout of the spacious lobby - including linking stairs and perimeter galley.

Library

- 4.14 The library can be seen as an extension to the teaching block at first floor level. This is the original location of the library for the school, and its historic use is of interest as a communal facility for the whole school and all subjects. Significant change to the internal fabric and plan form of this element has diminished its significance substantially.

Gymnasia and Workshops (and boiler house)

- 4.15 The gymnasia and technology workshops block is an important element of the listed building, which is architecturally distinctive both externally and internally in expressing its function within the larger school campus. The innovative concrete construction of this block is of particular interest. To a large degree the original form and plan of this element survives. It is significant in housing uses which would have brought the whole school community together and illustrates the importance of technology/practical science and in particular sports within the comprehensive system at this time.
- 4.16 In terms of change it is understood that externally much of the original cladding system and glazing has been replaced from original with similarly standardised units. Externally the tiled mural (east elevation) is likely to date from the 1950s and is a feature of interest. Internally the original plan form of workshops and gym halls survive essentially intact; employing a repeating layout of similar spaces which would have originally been designed to allow for flexibility in future use. The plan form of the changing rooms along the north side of the gymnasia have, however, been more significantly altered. Should substantial areas of original plan form within this block be required to be altered as part of proposals then this may be justified by the retention of one or more workshop and or gym hall space as originally planned to remain as a legible record of the 1950s layout.
- 4.17 It is understood that the concrete structure of the gymnasia and technology block has become weakened over time, and that these spaces have become less adaptable

to current education uses. Should a case be made for the demolition of this element of the listed building then justification would have to demonstrate that its poor condition and the significant costs of repair and maintenance cast doubt on its continued use. Also the merits, in terms of design quality, education and community benefits etc. of any replacement building on this site would be a consideration.

- 4.18 The boiler house is of lesser interest as an essentially service area for the school; however the existing tall chimney is a distinctive feature within the campus and has visual, if not, architectural interest.

Sixth Form Block

- 4.19 This is a later addition to the school buildings within the site (1973). This block has no significant architectural or historic interest in its own right. The erection of this block has not enhanced the original setting of the main teaching block or the original landscape design within the site. The building would not be classed as a 'curtilage' listed structure and as such, listed building consent is not required for its alteration or demolition.

Schoolkeepers House

- 4.20 This building was built as part of the original development of Elliott School in the 1950s. It is a part of the original campus layout of the school, but is not recognised by the list description and cannot be classed as a curtilage listed structure due to its date of construction.

Landscape

- 4.21 The landscape within the site essentially retains its original layout of sports, play and other service spaces as designed in the 1950s. The landscape design is an integral part of the interest of the listed building, and should be considered as part of any proposals. Not only does the landscape provide a setting for each distinctive element of the school buildings but also has significance as spaces designed to facilitate the educational use of the listed building. There is a close physical and functional relationship, for example, between the hard surface games courts the gymnasium block and between the drama hall within the main teaching block and the purpose-built

amphitheatre. The amphitheatre is a distinctive feature of particular interest. The school gates and boundary treatment are not original features of the site and are no of significant interest. There is limited capacity for new development within the grounds of the original school buildings.