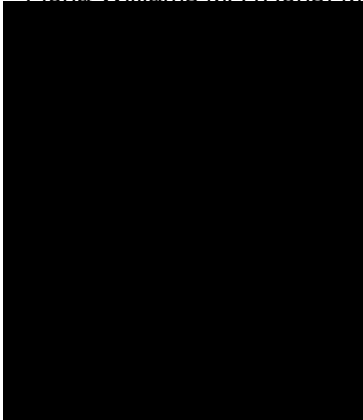


# HERITAGE STATEMENT SCIENCE BUILDING HIGHGATE SCHOOL

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## Quality Assurance

|                 |                                                                                     |
|-----------------|-------------------------------------------------------------------------------------|
| Site name:      | Science Building, Highgate School                                                   |
| Client name:    | Highgate School Capital Projects                                                    |
| Type of report: | Heritage Statement                                                                  |
| Prepared by:    | Eiona Williams MA (Hons) MSc                                                        |
| Signed          |  |
| Date            |                                                                                     |
| Reviewed by:    |                                                                                     |
| Signed          |                                                                                     |
| Date            | 2 <sup>nd</sup> December 2022                                                       |

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## 1.0 Introduction

- 1.1 This Heritage Statement has been prepared on behalf of Highgate School Capital Projects to determine the impact of the proposed extension of the Science Block, Highgate School.
- 1.2 The Science Building is part of the Highgate School, first founded in 1565. The Science Building is located within part of the North Road school complex, which primarily dates from the nineteenth century. The Science Building itself is positioned to the north of the Central Hall, which separates the site from the 'Old School Building', a grade II listed structure and designated heritage asset, known colloquially as the 'Big School' (List entry number: 1263619). For clarity this listed building will be referred to as the 'Big School' within this report.
- 1.3 Additionally the site is located within the Highgate Conservation Area, also a designated heritage asset. Within the wider surroundings there are a number of Grade II listed buildings within the vicinity of the site. These include to the north-east Sir John Woolaston's Almshouses, and to the east 16-22 Southwood Lane (individually listed) as well as the Highgate Tabernacle. (List Entry Number: 1079164). It is further noted that Highgate School Steps & Memorial Gates are considered locally listed buildings. Within the conservation area appraisal the following structures close to the site are also considered to be positive contributors: Southwood Lane: Nos 39-49, 58-64. These are therefore considered non-designated heritage assets.
- 1.4 This report seeks to satisfy the NPPF (2021) requirement to determine the impact of proposals upon the significance of heritage assets. This assessment will therefore identify the significance of the assets noted above and determine the current contribution of the site to their significance, before assessing the impact of the proposals upon this contribution. This assessment will be informed by a photographic site survey as well as extensive archival research undertaken at local and national archive resources, including the School's Archive.
- 1.5 As such this report seeks to satisfy the provisions of Sections 16(2) 66(1) and 72(1) of the Planning (Listed Buildings & Conservation Areas) Act 1990 and National Planning Policy.

### Authorship

- 1.6 This document has been prepared by Fiona Williams MA (Hons) MSc (Associate, Heritage and Design) and reviewed by Sean McEntee BArchSt MA (Associate, Heritage and Design).



Figure 1. Map of Listed Buildings within the local vicinity. Listed buildings are indicated by blue triangles, and labelled where included for assessment. The Location of the site is indicated by the blue transparency. Source: Historic England.

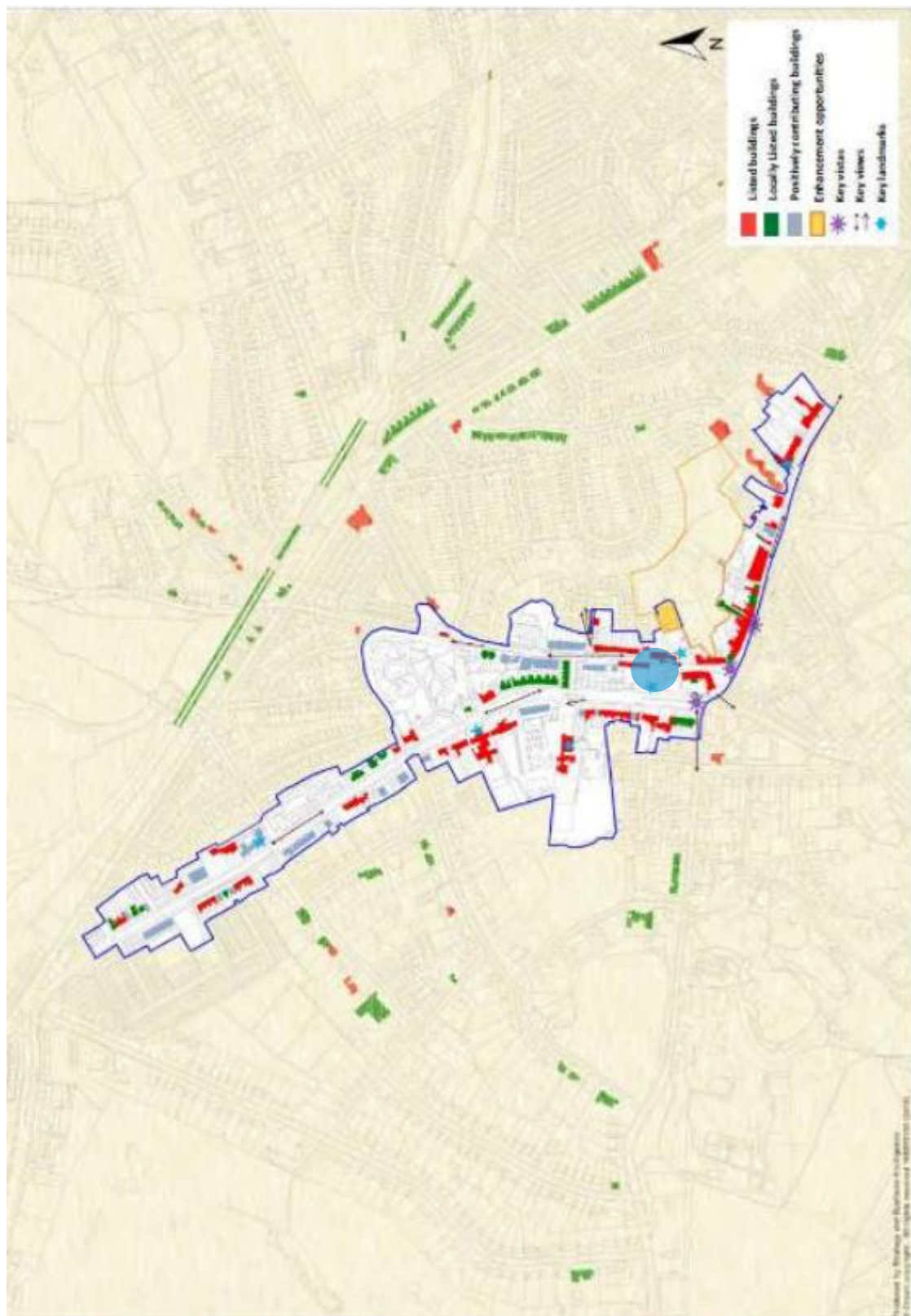


Figure 2. Map of Sub Area One within Highgate Conservation Area. The Location of the site is indicated by the blue transparency.

## 2.0 Legislation

### National Policy

#### Planning (Listed Buildings & Conservation Areas) Act 1990

- 2.1 The primary legislation relating to Listed Buildings and Conservation Areas is set out in the Planning (Listed Buildings & Conservation Areas) Act 1990.

Section 16(2) states *“In considering whether to grant listed building consent for any works the local planning authority or the Secretary of State shall 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”*.

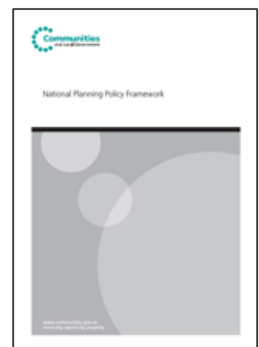
Section 66(1) reads: *“In considering whether to grant planning permission for development which affects a listed building or its setting, the local planning authority or, as the case may be, the Secretary of State shall have special regard to the desirability of preserving the building or its setting or any features of special architectural or historic interest which it possesses”*.

In relation to development on land within Conservation Areas, Section 72(1) reads: *“Special attention shall be paid to the desirability of preserving or enhancing the character or appearance of that area.”*

#### National Planning Policy Framework (2021)

- 2.1 The revised National Planning Policy Framework (NPPF) was published on 20<sup>th</sup> July 2021, replacing the previous published 2019 and 2012 frameworks.

- 2.2 With regard to the historic environment, the over-arching aim of the policy remains in line with philosophy of the 2012 framework, namely that *“our historic environments... can better be cherished if their spirit of place thrives, rather than withers.”* The relevant policy is outlined within chapter 16, ‘Conserving and Enhancing the Historic Environment’.



- 2.3 This chapter reasserts that heritage assets can range from sites and buildings of local interest to World Heritage Sites considered to have an Outstanding Universal Value. The NPPF subsequently requires these assets to be conserved in a *“manner appropriate to their significance”* (Paragraph 189).
- 2.4 NPPF directs local planning authorities to require an applicant to *“describe the significance of any heritage assets affected, including any contribution made by their setting”* and the level of detailed assessment should be *“proportionate to the assets’ importance”* (Paragraph 194).
- 2.5 Paragraph 195 states that the significance any heritage asset that may be affected by a proposal should be identified and assessed. This includes any assets affected by development within their settings. This Significance Assessment should be taken into account when considering the impact of a proposal, *“to avoid or minimise conflict between the heritage asset’s conservation*

*and any aspect of the proposal*". This paragraph therefore results in the need for an analysis of the impact of a proposed development on the asset's relative significance, in the form of a Heritage Impact Assessment.

2.6 An addition to the 2021 NPPF is outlined in paragraph 198. This states that local planning authorities should have regard to the importance of the retention 'in-situ' of a historic statue, plaque, memorial or monument irrespective of its designation. The paragraph goes on to suggest an explanation of historic or social context should be given rather than removal.

2.7 Paragraph 199 requires 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 (and the more important the asset, the greater the weight should be). This is irrespective of whether any potential harm amounts to substantial harm, total loss or less than substantial harm to its significance."*

2.8 It is then clarified that any harm to the significance of a designated heritage asset, either through alteration, destruction or development within its setting, should require, *"clear and convincing justification"* (Paragraph 200). This paragraph outlines that substantial harm to grade II listed heritage assets should be exceptional, rising to 'wholly exceptional' for those assets of the highest significance such as scheduled monuments, Grade I and grade II\* listed buildings or registered parks and gardens as well as World Heritage Sites.

2.9 In relation to harmful impacts or the loss of significance resulting from a development proposal, Paragraph 201 states the following:

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

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

2.10 The NPPF therefore requires a balance to be applied in the context of heritage assets, including the recognition of potential benefits accruing from a development. In the case of proposals which would result in *"less than substantial harm"*, paragraph 202 provides the following:

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

- 2.11 It is also possible for proposals, where suitably designed, to result in no harm to the significance of heritage assets.
- 2.12 In the case of non-designated heritage assets, Paragraph 203 requires a Local Planning Authority to make a “*balanced judgement*” having regard to the scale of any harm or loss and the significance of the heritage asset.
- 2.13 The NPPF therefore recognises the need to clearly identify relative significance at an early stage and then to judge the impact of development proposals in that context.
- 2.14 With regard to Conservation Areas and the settings of heritage assets, paragraph 206 requires Local Planning Authorities to look for opportunities for new development, enhancing or better revealing their significance. While it is noted that not all elements of a Conservation Area will necessarily contribute to its significance, this paragraph states that “*proposals that preserve those elements of a setting that make a positive contribution to the asset (or better reveal its significance) should be treated favourably.*”
- 2.15 Broader design guidance is given in Chapter 12, ‘Achieving well-designed places’. The 2021 NPPF introduces the requirement for local authorities to prepare design guides or codes, consistent with the principles set out in the National Design Guide and National Model Design Code Documents. These should reflect ‘local character’ in order to create ‘beautiful and distinctive places’ (paragraph 127).
- 2.16 Paragraph 134 states that significant weight should be given to development which reflects local design policies, and/or outstanding or innovative designs which promote high levels of sustainability or help raise the ‘standard of design’ providing they conform to the ‘overall form and layout of their surroundings’.

#### **Planning Practice Guidance (PPG) (2021)**

- 2.17 The Planning Practice Guidance (PPG) was updated on 20 July 2021 and is a companion to the NPPF, replacing a large number of foregoing Circulars and other supplementary guidance.
- 2.18 In respect of heritage decision-making, the PPG stresses the importance of determining applications on the basis of significance and explains how the tests of harm and impact within the NPPF are to be interpreted.

#### **Historic England ‘Conservation Principles: Policies and Guidance’ 2008**



- 2.19 Historic England sets out in this document a logical approach to making decisions and offering guidance about all aspects of England's historic environment, including changes affecting significant places. The guide sets out six high-level principles:

*"The historic environment is a shared resource. Everyone should be able to participate in sustaining the historic environment Understanding the significance of places is vital Significant places should be managed to sustain their values. Decisions about change must be reasonable, transparent and consistent. Documenting and learning from decisions is essential"*

- 2.20 'Significance' lies at the core of these principles, the sum of all the heritage values attached to a place, be it a building, an archaeological site or a larger historic area such as a whole village or landscape. The document sets out how heritage values can be grouped into four categories:

**"Evidential value:** the potential of a place to yield evidence about past human activity

**Historic value:** the ways in which past people, events and aspects of life can be connected through a place to the present – it tends to be illustrative or associative.

**Aesthetic value:** the ways in which people draw sensory and intellectual stimulation from a place

**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".

- 2.21 It states that:

*"New work or alteration to a significant place should normally be acceptable if:*

*a. There is sufficient information comprehensively to understand the impacts of the proposal on the significance of the place;*

*b. the proposal would not materially harm the values of the place, which, where appropriate, would be reinforced or further revealed;*

*c. the proposals aspire to a quality of design and execution which may be valued now and in the future;*

*d; the long-term consequences of the proposals can, from experience, be demonstrated to be benign, or the proposals are designed not to prejudice alternative solutions in the future" (Page 58)".*

### **Historic England Advice Note 2 ‘Making Changes to Heritage Assets’ (February 2016)**

- 2.22 This document provides advice in relation to aspects of addition and alteration to heritage assets:

*“The main issues to consider in proposals for additions to heritage assets, including new development in conservation areas, aside from NPPF requirements such as social and economic activity and sustainability, are proportion, height, massing, bulk, use of materials, durability and adaptability, use, enclosure, relationship with adjacent assets and definition of spaces and streets, alignment, active frontages, permeability and treatment of setting” (paragraph 41).*

### **Historic England: Historic Environment Good Practice Advice (GPA) in Planning Note 2 ‘Managing Significance in Decision-Taking in the Historic Environment’ (March 2015)**

- 2.23 This advice note sets out clear information to assist all relevant stake holders in implementing historic environment policy in the NPPF (NPPF) and the related guidance given in the Planning Practice Guidance (PPG). These include: *“assessing the significance of heritage assets, using appropriate expertise, historic environment records, recording and furthering understanding, neglect and unauthorised works, marketing and design and distinctiveness” (para 1).*
- 2.24 Paragraph 52 discusses ‘Opportunities to enhance assets, their settings and local distinctiveness’ that encourages development: *“Sustainable development can involve seeking positive improvements in the quality of the historic environment. There will not always be opportunities to enhance the significance or improve a heritage asset but the larger the asset the more likely there will be. Most conservation areas, for example, will have sites within them that could add to the character and value of the area through development, while listed buildings may often have extensions or other alterations that have a negative impact on the significance. Similarly, the setting of all heritage assets will frequently have elements that detract from the significance of the asset or hamper its appreciation”.*

### **Historic England Analysing Significance in Heritage Assets Advice Note 12 (October 2019)**

- 2.25 This document provides guidance on the NPPF requirement for applicants to describe heritage significance in order to aid local planning authorities’ decision making. It reiterates the importance of understanding the significance of heritage assets, in advance of developing proposals. This advice note outlines a staged approach to decision-making in which assessing significance precedes the design and also describes the relationship with archaeological desk-based assessments and field evaluations, as well as with Design and Access Statements.
- 2.26 The advice in this document, in accordance with the NPPF, emphasises that the level of detail in support of applications for planning permission and listed building consent should be no more than is necessary to reach an informed decision, and that activities to conserve the asset(s) need to be proportionate to the significance of the heritage asset(s) affected and the impact on that significance. This advice also addresses how an analysis of heritage significance could be set out before discussing suggested structures for a statement of heritage significance.

**Historic England The Setting of Heritage Assets Historic Environment Good Practice Advice (GPA) in Planning Note 3 (Second Edition) (December 2017)**

- 2.27 This document presents guidance on managing change within the settings of heritage assets, including archaeological remains and historic buildings, sites, areas and landscapes. Page 6, entitled: '*A staged approach to proportionate decision taking*' provides detailed advice on assessing the implications of development proposals and recommends the following broad approach to assessment, undertaken as a series of steps that apply equally to complex or more straightforward cases:

Step 1: Identify which heritage assets and their settings are affected

Step 2: Assess the degree to which these settings and views make a contribution to the significance of the heritage asset(s) or allow significance to be appreciated

Step 3: Assess the effects of the proposed development, whether beneficial or harmful, on the significance or on the ability to appreciate it

Step 4: Explore ways to maximise enhancement and avoid or minimise harm

Step 5: Make and document the decision and monitor outcomes

## **Local Policy**

### **The London Plan (2021)**

- 2.28 The London Plan was adopted in March 2021, the following policies are relevant to heritage and this application.
- 2.29 Policy D1 London's form and characteristics

*Development Plans, area-based strategies and development proposals should ensure the design of places addresses the following requirements:*

#### Form and layout

1. use land efficiently by optimising density, connectivity and land use patterns
2. enhance local context by delivering buildings and spaces that positively respond to local distinctiveness through their layout, orientation, scale, appearance and shape, with due regard to existing and emerging street hierarchy, building types, forms and proportions

#### Quality and character

...respond to the existing character of a place by identifying the special and valued features that are unique to the locality and respect, enhance and utilise the heritage assets and architectural features that contribute to the local character...

...be of high quality, with architecture that pays attention to detail, and gives thorough consideration to the practicality of use, flexibility, safety and building lifespan through

appropriate construction methods and the use of attractive, robust materials which weather and mature well.

2.30 Policy HC1 Heritage conservation and growth

*Boroughs should, in consultation with Historic England and other relevant statutory organisations, develop evidence that demonstrates a clear understanding of London's historic environment. This evidence should be used for identifying, understanding, conserving, and enhancing the historic environment and heritage assets, and improving access to, and interpretation of, the heritage assets, landscapes and archaeology within their area.*

*Development Plans and strategies should demonstrate a clear understanding of the historic environment and the heritage values of sites or areas and their relationship with their surroundings. This knowledge should be used to inform the effective integration of London's heritage in regenerative change by:*

- 1. setting out a clear vision that recognises and embeds the role of heritage in place-making*
- 2. utilising the heritage significance of a site or area in the planning and design process*
- 3. integrating the conservation and enhancement of heritage assets and their settings with innovative and creative contextual architectural responses that contribute to their significance and sense of place*
- 4. delivering positive benefits that sustain conserve and enhance the historic environment, as well as contributing to the economic viability, accessibility and environmental quality of a place, and to social wellbeing.*

*Development proposals affecting heritage assets, and their settings, should conserve their significance, by being sympathetic to the assets' significance and appreciation within their surroundings. The cumulative impacts of incremental change from development on heritage assets and their settings, should also be actively managed. Development proposals should seek to avoid harm and identify enhancement opportunities by integrating heritage considerations early on in the design process.*

**Haringey Development Management DPD (July 2017)**

2.31 Relevant local policies are as follows:

2.32 Policy DM9: Management of the Historic Environment Haringey's Heritage Assets

*A: Development that conserves and enhances the significance of a heritage asset and its setting will be supported.*

*B: Proposals affecting a designated or non-designated heritage asset and its setting will be assessed against the significance of the asset and its setting, and the impact of the proposals on that significance. Applicants are required to submit with their planning application a statement*

*describing the significance of the heritage asset(s) concerned, including any contribution made by its setting, along with an assessment and justification of the impact of the new development on the asset and its setting.*

*C: When considering the impact of proposals on the historic environment, the Council will have regard to:*

- a) The priority given to sustaining and enhancing the significance of a heritage asset and its setting;*
- b) Character appraisals and management plans or other guidance, where they are available;*
- c) The preservation or reinstatement of original or historic form, fabric, function or character of the asset and its setting;*
- d) The relationship with adjoining and neighbouring uses, particularly where these are heritage assets of significance in their own right;*
- e) The desirability of securing a viable use for a heritage asset consistent with its conservation;*
- f) An understanding of and respect for significance of heritage assets as parts of measures to mitigate and adapt to climate change; and*
- g) The contribution that the sensitive utilisation of heritage assets can make to sustainable regeneration.*

#### Conservation Areas

*D: Subject to (A-C) above the Council will give consideration to, and support where appropriate, proposals for the sensitive redevelopment of sites and buildings where these detract from the character and appearance of a Conservation Area and its setting, provided that they are compatible with and/or complement the special characteristics and significance of the area.*

*E: Proposals for alterations and extensions to existing buildings in Conservation Areas should complement the architectural style, scale, proportions, materials and details of the host building and should not appear overbearing or intrusive.*

#### Listed and Locally Listed Buildings

*F: In addition to (A-C) above, the Council will seek opportunities to secure the future of listed buildings particularly those on the 'Heritage at Risk' register, provided they:*

- a) Do not lead to substantial harm or total loss of their significance;*
- b) Retain and repair existing features and fabric, or, if missing, replace them in a sympathetic manner;*
- c) Do not harm the structural integrity or stability of the building or that of adjoining buildings or structures; and*

*d) Extensions are restricted to less significant parts of the building, relate sensitively to the original building and do not adversely affect the internal or external appearance or character of the listed building, curtilage or its setting.*

*G: Subject to (A-C) above, the Council will seek to protect the local distinctiveness of the Borough by sustaining and enhancing the significance of locally listed buildings.*

*I: All proposals will be required to assess the potential impact on archaeological assets and where appropriate ensure adequate arrangements for the investigation, recording and archiving of assets of archaeological importance and engage with the relevant advisory organisations.*

*Enabling development*

*J: The Council will approve proposals for enabling development where it is demonstrated that:*

- a) It is the only viable means of securing the long-term future of the asset affected;*
- b) And it is the optimum viable use, supported by an appropriate options appraisal; and*
- c) The proposals address relevant policies (A-I) above.”*

2.33 Policy DM5: Locally Significant Views and Vistas

*“A: Development proposals within the viewing corridors of the Locally Significant Views must demonstrate how the proposal:*

- a) Enhances the viewers’ ability to recognise and appreciate the landmark being viewed;*
- b) Makes a positive contribution to the characteristics and composition of the local view, where possible; and*
- c) Has had regard to the Council’s Tall Buildings and Views Supplementary Planning Document.*

*B: Obstructions to the Locally Significant Views should be minimised and will be assessed by the Council on their level of impact on the views.*

*C: Development proposals should consider opportunities to create new local views and vistas through the design and layout of new development.*

*D: Existing identified viewpoints and viewing points should remain publicly accessible.*

*E: Proposals should have regard to views identified in Conservation Area Appraisals and Management Plans (See Policy DM9).”*

### **Strategic Policies (2013) (with alterations 2017)**

#### **2.34 SP11: Design**

*“All new development should enhance and enrich Haringey’s built environment and create places and buildings that are high quality, attractive, sustainable, safe and easy to use. To achieve this all development shall:*

- Be of the highest standard of design that respects its local context and character and historic significance, to contribute to the creation and enhancement of Haringey’s sense of place and identity;*
- Ensure impacts on health, climate change, natural resources and biodiversity are minimised by adopting and improving sustainable design and construction techniques;*
- Incorporate solutions to reduce crime and the fear of crime, such as promoting social inclusion; creating well-connected and high quality public realm that is easy and safe to use; and by applying the principles set out in ‘Secured by Design’ and Safer Places;*
- Promote high quality landscaping on and off site, including improvements to existing streets and public spaces;*
- Seek the highest standards of access in all buildings and places; and*
- Ensure buildings are designed to be flexible and adaptable – and able to integrate services and functions.”*

#### **2.35 SP12: Conservation**

*“The Council shall ensure the conservation of the historic significance of Haringey’s heritage assets, their setting, and the wider historic environment. The borough’s heritage assets include Statutory Listed Buildings, Conservation Areas, Registered Parks and Gardens, Archaeological Priority Areas, and other locally important heritage assets such as Locally Listed Buildings, Local Historic Green Spaces and Sites of Industrial Heritage Interest. Where archaeological excavation is required, findings should be published, disseminated, and used as the basis for archaeological interpretation on site.*

- The Historic Environment should be used as the basis for heritage-led regeneration and as the basis for good design and positive change. Where possible, development should help increase accessibility to the historic environment. All development shall protect the Strategic view from Alexandra Palace to St Paul’s Cathedral as protected in the London Mayoral “London View Management Framework” Revised SPG, July 2010, and key local views.”*

### **Highgate Neighbourhood Plan (2017)**

#### **2.36 Core objective 5: Development and Heritage: To preserve and enhance Highgate’s unique character.**

*“Sub-objectives: SO5.1 To guide the design and form of both new development and alterations to existing buildings and boundaries to preserve and enhance Highgate’s Conservation Areas and ensure Highgate’s rich archaeological history is recorded and, where necessary, preserved.”*

2.37 Policy DH2: Development Proposals in Highgate’s Conservation Areas

*“Development proposals, including alterations or extensions to existing buildings, should preserve or enhance the character or appearance of Highgate’s Conservation Areas, and respect the setting of its listed buildings and other heritage assets. Development should preserve or enhance the open, semi-rural or village character where this is a feature of the area.”*

## 3.0 Methodology

- 3.1 A heritage asset is defined within the National Planning Policy Framework as “a building, monument, site, place, area or landscape identified as having a degree of significance meriting consideration in planning decisions, because of its heritage interest. It includes designated heritage assets and assets identified by the local planning authority (including local listing)” (NPPF Annex 2: Glossary).
- 3.2 ‘Designated’ assets have been identified under the relevant legislation and policy including, but not limited to: World Heritage Sites, Scheduled Monuments, Listed Buildings, and Conservation Areas. ‘Non-designated’ heritage assets are assets which fall below the national criteria for designation.
- 3.3 The absence of a national designation should not be taken to mean that an asset does not hold any heritage interest. The Planning Policy Guidance (PPG) states that “non-designated heritage assets are buildings, monuments, sites, places, areas or landscapes identified by plan-making bodies as having a degree of heritage significance meriting consideration in planning decisions, but which do not meet the criteria for designated heritage assets.” (Paragraph: 039 Reference ID: 18a-039-20190723)
- 3.4 However, the PPG goes on to clarify that “a substantial majority of buildings have little or no heritage significance and thus do not constitute heritage assets. Only a minority have enough heritage significance to merit identification as non-designated heritage assets.”

### Meaning of Significance

- 3.5 The concept of significance was first expressed within the 1979 Burra Charter (Australia ICOMOS, 1979). This charter has periodically been updated to reflect the development of the theory and practice of cultural heritage management, with the current version having been adopted in 2013. It defines cultural significance as the “aesthetic, historic, scientific, social or spiritual value for past, present or future generations. Cultural significance is embodied in the place itself, its fabric, setting, use, associations, meanings, records, related places and related objects. Places may have a range of values for different individuals or groups” (Page 2, Article 1.2)
- 3.6 The NPPF (Annex 2: Glossary) also defines significance as “the value of a heritage asset to this and future generations because of its heritage interest. The interest may be archaeological, architectural, artistic or historic. Significance derives not only from a heritage asset’s physical presence, but also from its setting.”
- 3.7 The British Standards BS7913 (2013) notes that “the attributes that combine to define the significance of a historic building can relate to its physical properties or to its context. There are many different ways in which heritage values can be assessed.”
- 3.8 Significance can therefore be considered to be formed by a collection of values.

## Assessment of Significance

- 3.9 It is important to be “proportionate” in assessing significance as required in both national policy and guidance as set out in paragraph 194 of the NPPF.
- 3.10 The Historic England document ‘Conservation Principles’ states that “understanding a place and assessing its significance demands the application of a systematic and consistent process, which is appropriate and proportionate in scope and depth to the decision to be made, or the purpose of the assessment.”
- 3.11 The document goes on to set out a process for assessment of significance, but it does note that not all of the stages highlighted are applicable to all places/ assets.
- Understanding the fabric and evolution of the asset;
  - Identify who values the asset, and why they do so;
  - Relate identified heritage values to the fabric of the asset;
  - Consider the relative importance of those identified values;
  - Consider the contribution of associated objects and collections;
  - Consider the contribution made by setting and context;
  - Compare the place with other assets sharing similar values;
  - Articulate the significance of the asset.
- 3.12 At the core of this assessment is an understanding of the value/significance of a place. There have been numerous attempts to categorise the range of heritage values which contribute to an asset’s significance. Historic England’s ‘Conservation Principles’ sets out a grouping of values as follows:

*Evidential value – ‘derives from the potential of a place to yield evidence about past human activity...Physical remains of past human activity are the primary source of evidence about the substance and evolution of places, and of the people and cultures that made them...The ability to understand and interpret the evidence tends to be diminished in proportion to the extent of its removal or replacement.’ (Page 28)*

*Aesthetic Value – ‘Aesthetic values can be the result of the conscious design of a place, including artistic endeavour. Equally, they can be the seemingly fortuitous outcome of the way in which a place has evolved and been used over time. Many places combine these two aspects...Aesthetic values tend to be specific to a time cultural context and appreciation of them is not culturally exclusive’. (Pages 30-31)*

*Historic Value – ‘derives from the ways in which past people, events and aspects of life can be connected through a place to the present. It tends to be illustrative or associative... Association with a notable family, person, event, or movement gives historical value a particular resonance...The historical value of places depends upon both sound identification and direct experience of fabric or landscape that has survived from the past, but is not as easily diminished by change or partial replacement as evidential value. The authenticity of a place indeed often lies in visible evidence of change as a result of people responding to changing circumstances.*

*Historical values are harmed only to the extent that adaptation has obliterated or concealed them, although completeness does tend to strengthen illustrative value'. (Pages 28-30)*

*Communal Value – “Commemorative and symbolic values reflect the meanings of a place for those who draw part of their identity from it, or have emotional links to it... Social value is associated with places that people perceive as a source of identity, distinctiveness, social interaction and coherence. Some may be comparatively modest, acquiring communal significance through the passage of time as a result of a collective memory of stories linked to them... They may relate to an activity that is associated with the place, rather than with its physical fabric... Spiritual value is often associated with places sanctified by longstanding veneration or worship, or wild places with few obvious signs of modern life. Their value is generally dependent on the perceived survival of the historic fabric or character of the place, and can be extremely sensitive to modest changes to that character, particularly to the activities that happen there”. (Pages 31-32)*

- 3.13 Historic England advice Note 12 notes that “interest may be archeological, architectural, artistic or historic”.
- 3.14 The British Standards set out a simpler approach which “is to think of a historic building’s significance as comprising individual heritage values”. These could include townscape characteristics, artistic value, educational value and identity or belonging amongst others.
- 3.15 It is therefore clear that value-based assessment should be flexible in its application. It is important not to oversimplify an assessment and to acknowledge when an asset has a multi-layered value base, which is likely to reinforce its significance.

#### Contribution of setting/context to significance

- 3.16 In addition to the above values, the setting of a heritage asset can also be a fundamental contributor to its significance - although it should be noted that ‘setting’ itself is not a designation. The value of setting lies in its contribution to the significance of an asset. For example, there may be instances where setting does not contribute to the significance of an asset at all.
- 3.17 Historic England’s Conservation Principles defines setting as “an established concept that relates to the surroundings in which a place is experienced, its local context, embracing present and past relationships to the adjacent landscape.”
- 3.18 It goes on to state that “context embraces any relationship between a place and other places. It can be, for example, cultural, intellectual, spatial or functional, so any one place can have a multi-layered context. The range of contextual relationships of a place will normally emerge from an understanding of its origins and evolution. Understanding context is particularly relevant to assessing whether a place has greater value for being part of a larger entity, or sharing characteristics with other places” (page 39).
- 3.19 In order to understand the role of setting and context to decision-making, it is important to have an understanding of the origins and evolution of an asset, to the extent that this understanding gives rise to significance in the present. Assessment of these values is not based solely on visual considerations but may lie in a deeper understanding of historic use, ownership, change or other cultural influence – all or any of which may have given rise to current circumstances and may hold a greater or lesser extent of significance.

- 3.20 The importance of setting depends entirely on the contribution it makes to the significance of the heritage asset or its appreciation. It is important to note that impacts that may arise to the setting of an asset do not, necessarily, result in direct or equivalent impacts to the significance of that asset(s).

#### Assessing Impact

- 3.21 It is evident that the significance/value of any heritage asset(s) requires clear assessment to provide a context for, and to determine the impact of, development proposals. Impact on that value or significance is determined by first considering the sensitivity of the receptors identified which is best expressed by using a hierarchy of value levels.
- 3.22 There are a range of hierarchical systems for presenting the level of significance in use; however, the method chosen for this project is based on the established 'James Semple Kerr method' which has been adopted by Historic England, in combination with the impact assessment methodology for heritage assets within the Design Manual for Roads and Bridges (DMRB: HA208/13) published by the Highways Agency, Transport Scotland, the Welsh Assembly Government and the department for Regional Development Northern Ireland. This 'value hierarchy' has been subject to scrutiny in the UK planning system, including Inquiries, and is the only hierarchy to be published by a government department.
- 3.23 The first stage of our approach is to carry out a thoroughly-researched assessment of the significance of the heritage asset, in order to understand its value:

*Table 1 Assessment of Significance*

| SIGNIFICANCE                | EXAMPLES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Very High</b>            | World Heritage Sites, Listed Buildings, Scheduled Monuments and Conservation Areas of outstanding quality, or built assets of acknowledged exceptional or international importance, or assets which can contribute to international research objectives.<br><br>Registered Parks & Gardens, historic landscapes and townscapes of international sensitivity.                                                                                                                                                                                                             |
| <b>High</b>                 | World Heritage Sites, Listed Buildings, Scheduled Monuments, Conservation Areas and built assets of high quality, or assets which can contribute to international and national research objectives.<br><br>Registered Parks & Gardens, historic landscapes and townscapes which are highly preserved with excellent coherence, integrity, time-depth, or other critical factor(s).                                                                                                                                                                                       |
| <b>Good</b>                 | Listed Buildings, Scheduled Monuments, Conservation Areas and built assets (including locally listed buildings and non-designated assets) with a strong character and integrity which can be shown to have good qualities in their fabric or historical association, or assets which can contribute to national research objectives.<br><br>Registered Parks & Gardens, historic landscapes and townscapes of good level of interest, quality and importance, or well preserved and exhibiting considerable coherence, integrity time-depth or other critical factor(s). |
| <b>Medium/<br/>Moderate</b> | Listed Buildings, Scheduled Monuments, Conservation Areas and built assets (including locally listed buildings and non-designated assets) that can be shown to have moderate qualities in their fabric or historical association.                                                                                                                                                                                                                                                                                                                                        |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Registered Parks & Gardens, historic landscapes and townscapes with reasonable coherence, integrity, time-depth or other critical factor(s).                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Low</b>           | Listed Buildings, Scheduled Monuments and built assets (including locally listed buildings and non-designated assets) compromised by poor preservation integrity and/or low original level of quality of low survival of contextual associations but with potential to contribute to local research objectives.<br><br>Registered Parks & Gardens, historic landscapes and townscapes with modest sensitivity or whose sensitivity is limited by poor preservation, historic integrity and/or poor survival of contextual associations. |
| <b>Negligible</b>    | Assets which are of such limited quality in their fabric or historical association that this is not appreciable.<br><br>Historic landscapes and townscapes of limited sensitivity, historic integrity and/or limited survival of contextual associations.                                                                                                                                                                                                                                                                               |
| <b>Neutral/ None</b> | Assets with no surviving cultural heritage interest. Buildings of no architectural or historical note.<br><br>Landscapes and townscapes with no surviving legibility and/or contextual associations, or with no historic interest.                                                                                                                                                                                                                                                                                                      |

- 3.24 Once the value/significance of an asset has been assessed, the next stage is to determine the assets 'sensitivity to change'. Table 2 sets out the levels of sensitivity to change, which is based upon the vulnerability of the asset, in part or as a whole, to loss of value through change. Sensitivity to change can be applied to individual elements of a building, or its setting, and may differ across the asset.
- 3.25 An asset's sensitivity level also relates to its capacity to absorb change, either change affecting the asset itself or change within its setting (remembering that, according to Historic England The Setting of Heritage Assets – Planning Note 3, 'change' does not in itself imply harm, and can be neutral, positive or negative in effect).
- 3.26 Some assets are more robust than others and have a greater capacity for change and therefore, even though substantial changes are proposed, their sensitivity to change or capacity to absorb change may still be assessed as low.

Table 2 Assessment of Sensitivity

| SENSITIVITY     | EXPLANATION OF SENSITIVITY                                                                                                                                                          |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>High</b>     | High Sensitivity to change occurs where a change may pose a major threat to a specific heritage value of the asset which would lead to substantial or total loss of heritage value. |
| <b>Moderate</b> | Moderate sensitivity to change occurs where a change may diminish the heritage value of an asset, or the ability to appreciate the heritage value of an asset.                      |
| <b>Low</b>      | Low sensitivity to change occurs where a change may pose no appreciable threat to the heritage value of an asset.                                                                   |

- 3.27 Once there is an understanding of the sensitivity an asset holds, the next stage is to assess the 'magnitude' of the impact that any proposed works may have. Impacts may be considered to be adverse, beneficial or neutral in effect and can relate to direct physical impacts, impacts on its setting, or both. Impact on setting is measured in terms of the effect that the impact has on the significance of the asset itself – rather than setting itself being considered as the asset.

Table 3 Assessment of Impact

| MAGNITUDE OF IMPACT | TYPICAL CRITERIA DESCRIPTORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Very High</b>    | <p><b>Adverse:</b> Impacts will destroy cultural heritage assets resulting in their total loss or almost complete destruction.</p> <p><b>Beneficial:</b> The proposals would remove or successfully mitigate existing and significant damaging and discordant impacts on assets; allow for the substantial restoration or enhancement of characteristic features.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>High</b>         | <p><b>Adverse:</b> Impacts will damage cultural heritage assets; result in the loss of the asset's quality and integrity; cause severe damage to key characteristic features or elements; almost complete loss of setting and/or context of the asset. The assets integrity or setting is almost wholly destroyed or is severely compromised, such that the resource can no longer be appreciated or understood.</p> <p><b>Beneficial:</b> The proposals would remove or successfully mitigate existing damaging and discordant impacts on assets; allow for the restoration or enhancement of characteristic features; allow the substantial re-establishment of the integrity, understanding and setting for an area or group of features; halt rapid degradation and/or erosion of the heritage resource, safeguarding substantial elements of the heritage resource.</p> |
| <b>Medium</b>       | <p><b>Adverse:</b> Moderate impact on the asset, but only partially affecting the integrity; partial loss of, or damage to, key characteristics, features or elements; substantially intrusive into the setting and/or would adversely impact upon the context of the asset; loss of the asset for community appreciation. The assets integrity or setting is damaged but not destroyed so understanding and appreciation is compromised.</p> <p><b>Beneficial:</b> Benefit to, or partial restoration of, key characteristics, features or elements; improvement of asset quality; degradation of the asset would be halted; the setting and/or context of the asset would be enhanced and understanding and appreciation is substantially improved; the asset would be brought into community use.</p>                                                                     |
| <b>Minor/Low</b>    | <p><b>Adverse:</b> Some measurable change in assets quality or vulnerability; minor loss of or alteration to, one (or maybe more) key characteristics, features or elements; change to the setting would not be overly intrusive or overly diminish the context; community use or understanding would be reduced. The assets integrity or setting is damaged but understanding and appreciation would only be diminished not compromised.</p> <p><b>Beneficial:</b> Minor benefit to, or partial restoration of, one (maybe more) key characteristics, features or elements; some beneficial impact on asset or a stabilisation of negative impacts; slight improvements to the context or setting of the site; community use or understanding and appreciation would be enhanced.</p>                                                                                       |
| <b>Negligible</b>   | Barely discernible effect on baseline conditions but a slight adverse or beneficial impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Neutral</b>      | A change or effect which is neither adverse nor beneficial in impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|     |                                   |
|-----|-----------------------------------|
| Nil | No change in baseline conditions. |
|-----|-----------------------------------|

### Summary of Assessment

- 3.28 Overall, it is a balanced understanding of the foreseeable likely effect of proposals on significance as a result of predicted impacts which is being sought through undertaking this process. It should be clearly understood that the level of detail provided within these assessments is “proportionate to the assets’ importance and no more than is sufficient to understand the potential impact of the proposal on their significance” as set out in Paragraph 194 of the National Planning Policy Framework.

### Recent appeals

- 3.29 A proposed development can have both positive and negative impacts upon a heritage asset. Recent High Court rulings demonstrate the importance on the identification of heritage benefits against the heritage harms of proposals.
- 3.30 In the R (Palmer) v Herefordshire Council ([2016] EWCA Civ 1061 case, Lord Justice Lewison concluded that “the decision maker may legitimately conclude that although each of the effects has an impact, taken together there is no overall adverse effect on the listed building or its setting.”
- 3.31 This approach was confirmed in *City & Country Bramshill Ltd v Secretary of State for Housing, Communities And Local Government & Ors* [2021] EWCA Civ 320. In this case Lord Justice Lindblom concluded that “*the considerable importance and weight to the desirability of preservation [of the special architectural or historic interest of a listed building or its setting], should tip the scales to produce an unequal balance in its favour. However, the SoS should still take account of the actual severity of any change, or scale of change as the Mayoral SPG puts it, and so the extent of impact, as well as the relevance to its significance, and the importance of the asset. The overall weight to be given to any harm, and the conflict with policy, should be a product of these factors*”
- 3.32 In both of these cases, it is clear that, when assessing the impact of a proposal, the heritage benefits and heritage harms do have individual impacts upon an asset’s significance. However, when taken together, the proposals could legitimately be considered not to have an adverse overall impact on the significance of the asset.

### Research Methodology

- 3.33 This Heritage Statement is the result of a robust process which assesses relevant documentary research (including maps, drawings and reports, as well as, archive material where relevant) and professional judgment.

## 4.0 Historic Development of Highgate School

- 4.1 Highgate School has undergone numerous phases of expansion and demolition works, resulting in a complicated built environment that defines a substantial extent of the North Road and Southwood Lane. Despite the lengthy history of the school in this site, the successive building works have resulted in a largely nineteenth century character to the oldest buildings within the North Road grounds. This section will outline the school's architectural history and development, focusing on the evolution of the buildings at the North Road Site, and the Science Building in particular.

### Early History

- 4.2 In 1565 a free school for, "the education of boys and young men in grammar" was founded by Sir Roger Cholmeley, Lord Chief Baron of the Exchequer under King Henry VIII. Known during this early period as 'Cholmeley School', the Bishop of London subsequently granted land on the site of an old gatehouse near the bishop's wood, opposite the Gatehouse Inn. Comprising of a chapel and school house, little is known about the design of the first iteration of the school. In 1576-1578 a new schoolhouse was erected and the chapel rebuilt with further enlargements in 1616 and 1623.
- 4.3 The school chapel was not limited to the staff and pupils, used more widely as the chapel of ease for Highgate. This resulted in the more thorough maintenance of the chapel buildings, to the neglect of the school. Subsequently in 1719-20 the chapel was rebuilt and enlarged, followed by an additional programme of repair in 1772 with money from the school estate.



*Figure 3. Highgate freeschool circa 1800. The school buildings can at this time be seen to be comprised of two separate but adjoining structures, that of the school house and the chapel.*

Nineteenth Century Improvement and Expansion

- 4.4 In 1819 the Brougham committee found the school buildings woefully inadequate, prompting a period of significant expansion alongside structural change within the school's management.
- 4.5 A new school-house was erected in 1819 with accommodation for 120 boys, and the 'Madras' system of education was introduced. By this time the chapel was too small for the growing population of Highgate and a bid to improve the chapel created considerable controversy over where the funds for renovation works should be found. As a result the school was divested from the reasonability of providing a local church and the old chapel was pulled down in 1830, leaving ruins within the school grounds to the north. The materials were sold and the proceeds added to the fund from which a substantial grant was then made for building a new church on a different site for the use of the parish.



*Figure 4. The School showing the rebuilding works of 1819 and chapel in 1830, prior to the chapel's demolition and school hall's extension.*

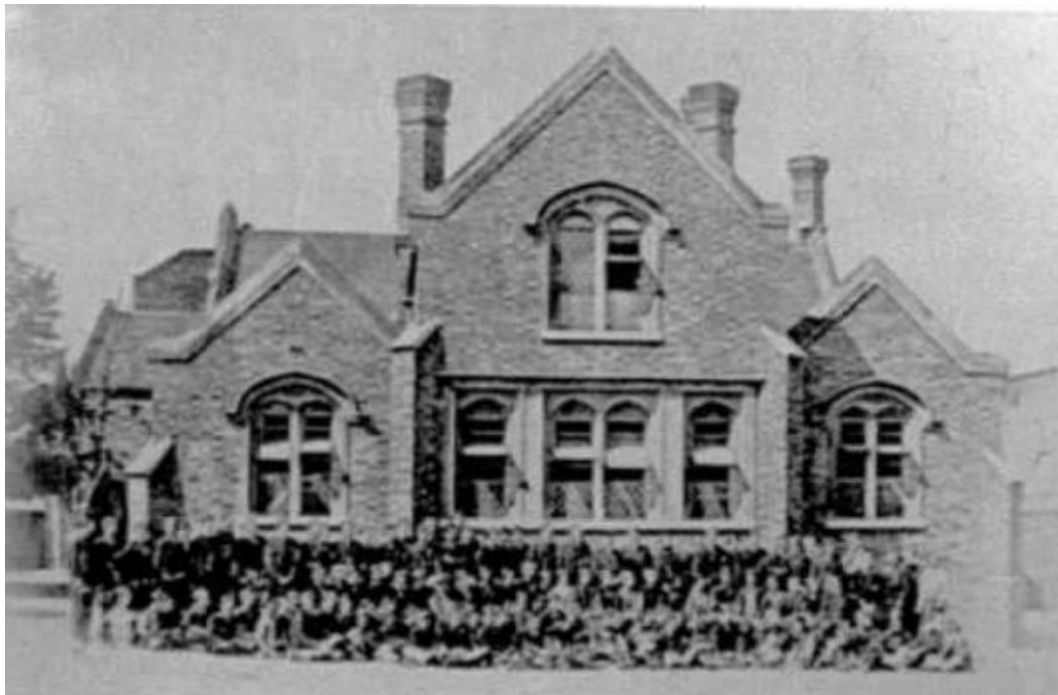


*Figure 5. The Old School in 1833 viewed from Southwood Lane following the demolition of the chapel and prior to the extension works of 1845.*

- 4.6 In 1845 the school was extended, creating a large hall with an additional classroom to the south and library above. The old headmasters house in the grounds was also pulled down, creating a playground, extending into the ruins of the old chapel.



*Figure 6. The School in c. 1850, showing extension works of 1845.*



*Figure 7. The school c. 1860 seen from the south, prior to the redevelopment of 1866-7. This image shows the extended classrooms and window above the library.*

- 4.7 The arrival of a new headmaster, the reverend John Bradley Dyne in 1838, unencumbered by the upkeep of the chapel saw significance improvement works to the school grounds expanding the number of pupils from 19 to 130 by 1865. Dyne's tenure as headmaster coincided with evolving attitudes to education during the Victorian Period. Informed by the findings of the Taunton Commission, the beginnings of the separation of education from the jurisdiction of religious institutions, as well as improved methods of teaching, gave rise to a move away from education taking place within a single 'hall'. Increasingly value was placed on the importance of having separate classes and spaces dedicated to training by subject and ability.
- 4.8 Consequently Dr Dyne commissioned Frederick Pepys Cockerell to re-design Highgate School, influenced by more 'modern' teaching buildings such as Gilbert Scott's Gothic library at Harrow. By 1866-7 the new school-house known as the 'Big School' and adjacent chapel were built, defining the appearance of the junction with Hampstead Lane, Highgate West Hill, Highgate High Street and Southwood Lane. These buildings remain recognisable in the historic form within the site today, both Grade II listed.
- 4.9 This building is completed in the High-Gothic style, featuring a two-storey hall, five bays long (now the library). A surviving elevation drawing and section allow a detailing understanding of the Big School as first built. The interior comprises the following elements, a school hall over classrooms aligned north-south with a library to the northern end. A brick arch separated the northern end with a central screen creating a division between the two uses, resulting in a flexible space. Door openings within the screen allowed access to a terrace and balustrade with steps down to classroom level. The stairs known as 'prefects steps' led to the classrooms in the lower levels, indicating a hierarchy in circulation. Exposed timber trusses and tie-beams are visible

within the roof, with diagonally set brick course below and rendering below the dado rail. A large central fireplace with overmantle was a striking feature within the interior and furthering a sense of division within the space. The four classrooms to the lower levels all feature individual fireplaces and are regularly placed at intervals underneath the hall floor.

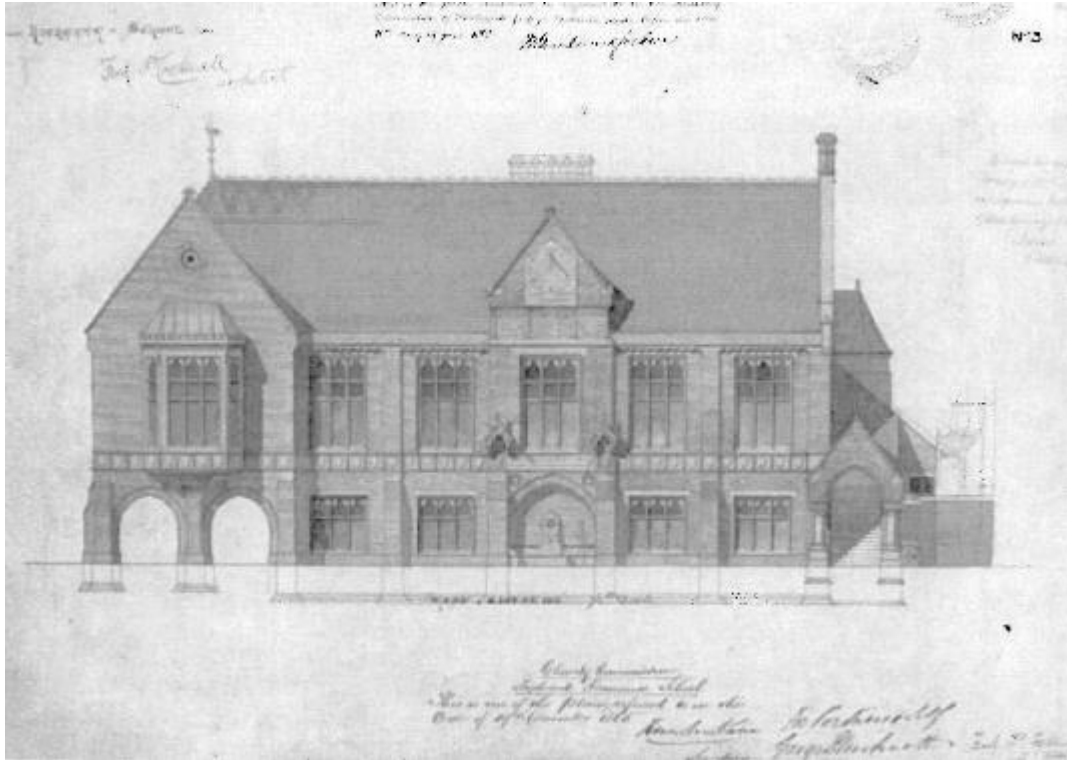


Figure 8. Proposed Elevation of the Big School, Cockerell, 1865. Note small gothic canopies to each side of the central gable. The West front originally had a blind wall at bottom of a central porch.

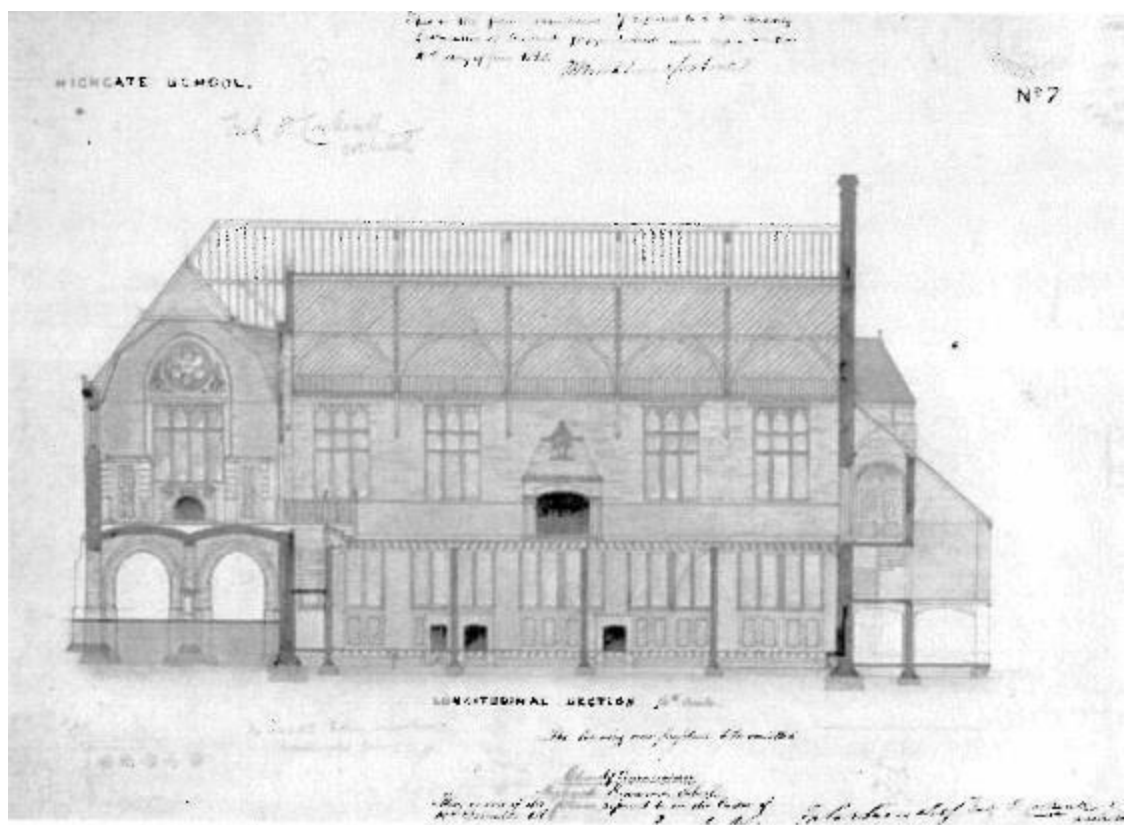


Figure 9. Proposed Section of the Big School, Cockrell, 1865.

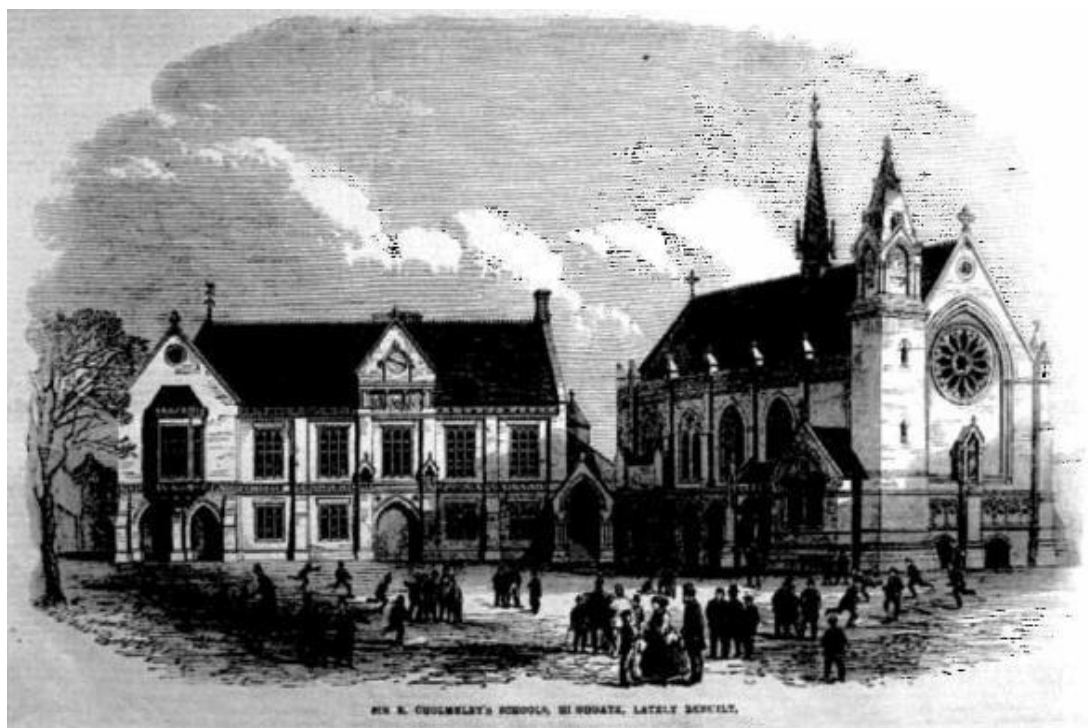


Figure 10. Completed school with adjacent chapel, published in the London Illustrated News 1866.



*Figure 11. Bell Gate to North Road, dated 1870.*



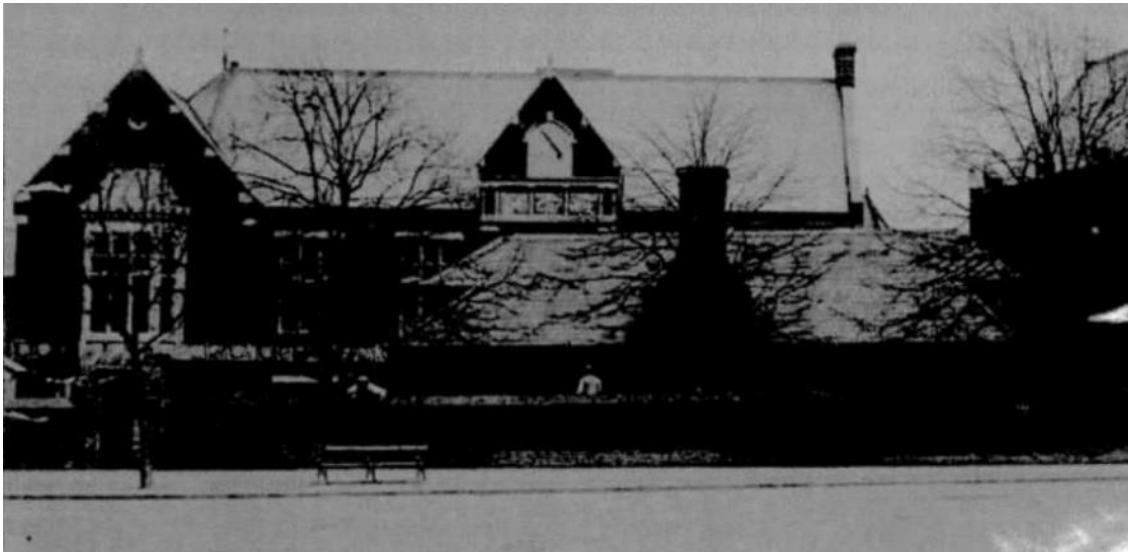
*Figure 12. The 'Big School' 1895.*

- 4.10 At the turn of the century much effort was made to promote the school as a site of excellence in the study of science and technology. Subsequently by 1890 a 'laboratory' had been added to the school rooms, followed by a dedicated building in 1897.

- 4.11 This year also saw an expansion to the 'Big School', creating the Central Hall, design by C.P. Leach. Completed in 1899 the extension joined the northern end of the 'Big School' and recreated its 'Gothic' style albeit in simpler form. This new building contained nine classrooms, a drawing studio, and a dining-room for the day-boys. These rooms were arranged in two storeys around a central hall, which was lighted from the roof, and a basement kitchen below.

Early Twentieth Century

- 4.12 An open cloister-like corridor established a 'quadrangle' character. Following the demolition of the west lodge by 1910 this character was more appreciable from the exterior.



*Figure 13. School circa 1900. Note west lodge building to foreground now demolished.*



*Figure 14. The big school and new school buildings including 'Central Hall' to the left of the image in 1910.*



Figure 15. The big school and new school buildings including 'Central Hall' in 1910, note picture of 'fives' court in top left corner within the ruins of the old school chapel – the future site of the Science Building.

- 4.13 At this time the sciences were taught 'in a ramshackle building to the north of the central hall (presumably the 'laboratory' of 1897) and an art room... its upper floor was connected to the gallery of the central hall by an iron bridge'.

#### Arrival of the Science Building



Figure 16. Demolition of the old chapel buildings to create the new Science Building, under conduction in this image.



Figure 17. Science Building extension seen from Southwood Lane, 1928.

- 4.14 The provision for science was however still deemed inadequate and after many years of lobbying by the head master a new Science Building was built in 1928 to contain physics, chemistry and biology laboratories, as well as facilities for the study of engineering and aeronautics. Designed by A.E. Mumby this architect also saw improvements to the Big School, having gained experience in educational design with the addition to the University of Greenwich's Gymnasium in Woolwich.
- 4.15 The new Science Building was ambitious in scope and scale, effectively doubling the school's North Road complex. The new science wing contained new dedicated spacious laboratories with bespoke workbenches, workshops, a new library, art room and large lecture rooms alongside office space for the headmaster and OTC rooms at ground floor. A specialised 'hanger' to the building's roof, housing the aeronautic department made a widespread impact in the national press, successfully positioning Highgate as a preeminent seat of learning to support the technological ambitions of the empire. The building was completed in a restrained neo-Georgian style contributing a distinctive and contained façade to the North Road as well as a courtyard to Southwood Lane.
- 4.16 The new buildings took two and a half years to build at a cost of £60,000, opened by Sir Samuel Hoare, the secretary of state for Air. A commemorative booklet outlines the substantial time and effort made to procure machinery suitable for the new engineering and aeronautical department. This booklet alongside an article from the Hornsey Journal, provide detailed description of the building, noting bespoke additions to meet the requirements of each physics, chemistry and biology department. In the absence of original plans dating to this period, relevant quotations regarding the design of the building are produced below:

#### General Design

- 4.17 *"There have been many striking advances in the progress of modern education but none more remarkable than in latest departure at Highgate School where the new science and engineering buildings were opened on Saturday by Sir Samuel Hoare."*

*"The whole laboratory benches and technical plumbing were carried out to the architect's designs, built by messers Foster and Dicksee of Rugby and London."*

*"The buildings are compact, all placed upon one site...so there is no loss of time in getting from hour to hour on change of subject. The method layout is entirely new and great elasticity is afforded in the working system of benches."*

*"The new buildings [comprise]... a main block and wing [for] the department of Engineering and Manual Training, Physics, Chemistry and Biology. In addition there is a large art school and on the ground floor extensive quarters are provided for O.T.C. purposes. A science museum on the top floor of the wing is devoted largely to specimens of local interest and adjoining it is a general school library and reading room. A great lecture hall on the ground floor is equipped not only for general purposes but also for use in conjunction with the work of all the departments."*

*"The architect responsible is Mr Alan E. Mumby who must be congratulated on such a splendid [building] which forms a very substantial addition to the old school and architecture of Highgate. Extending from north road, where the frontage is 50 feet, through to Southwood Lane where a new block replaces the old science school and adjoining houses, the ground covered is extensive.*

*"Those who remember the rear school entrance and the adjoining cottages will find a great change in surveying the new quadrangle with its stone paths and garden features linked up to the main classroom block by a terrace which, before the alterations, was a sunk[en] area. A very awkward gap on the North Road, between the hall and the classrooms... has been filled with another bay to harmonise with the existing work."*

*"The elevations are in red brick and Portland Stone...[at the North Road seen] in harmony with the gothic character of the adjoining old buildings [and] terminating in a roof of Westmoreland slates, crowned by a fleche...The facades to the quadrangle and to the Southwood Lane [possess] a more independent treatment... assuming a classical manner more suited to modern institutional buildings."*

*"The upper floors of the Southwood Lane building enjoy magnificent view of the whole of the Lea Valley on the east."*

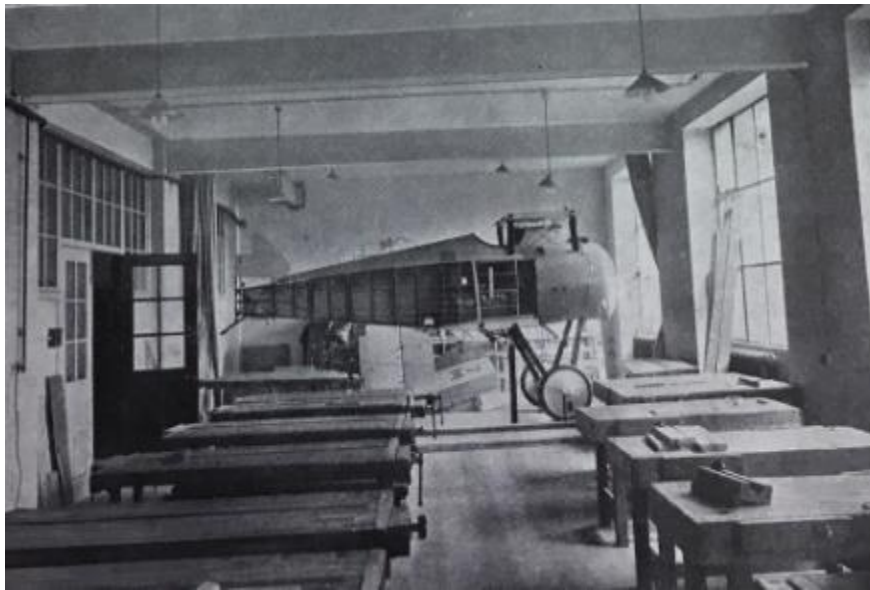
*"The quadrangle is approached in a dignified entrance from Southwood Lane which had been widened and now becomes the maid approach to the school."*

#### Ground Floor

- 4.18 *"Owing to the thirteen feet difference of level between the two roads, the lowest floor on the North Road is a semi-basement but is none of the less well lighted and gives an area of 1,650 feet. It is devoted to engineering, next to it is a carpenter shop of 49 x 21 ft, while on Southwood Lane on this floor [is the] newly equipped OTC centre and a lecture hall."*

*"The ground floor of the main block is devoted entirely to training in the use of wood and metal and laboratory work in the engineering sciences. The metal workshop consists of a small outer shop [including] a hand forge and inner shop with a complete installation of machine tools, 'modern' avro aeroplane and 'snipe' plane, compound steam engine, internal combustion engine and... 325 horse power jaguar engine."*

*"...A bursars room and cloak rooms complete the accommodation of this floor which is entered centrally and also at each end from the quadrangle."*



*Figure 18. The Woodworkshop, Ground floor, North Road wing. The Snipe Airplane can be seen in the image was 'on loan' to the school.*



*Figure 19. Workshop and Laboratory to North Road at Ground/Semi-basement Level.*

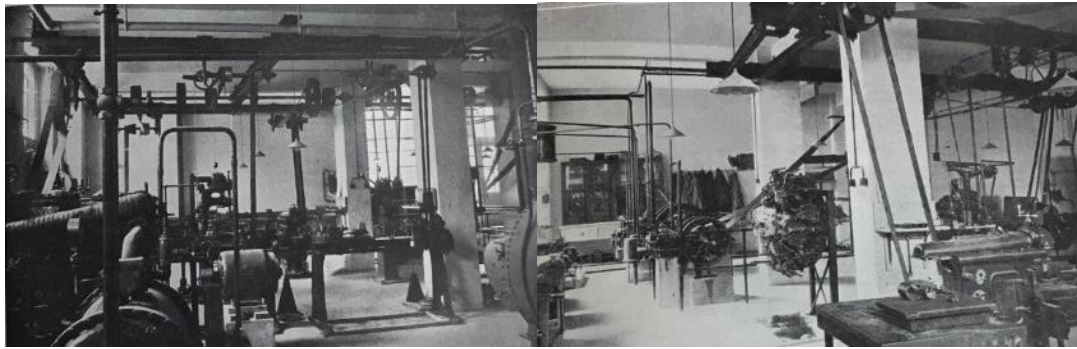


Figure 20. The Engineering workshop and Laboratory to North Road at Ground/Semi-basement Level.

### First Floor

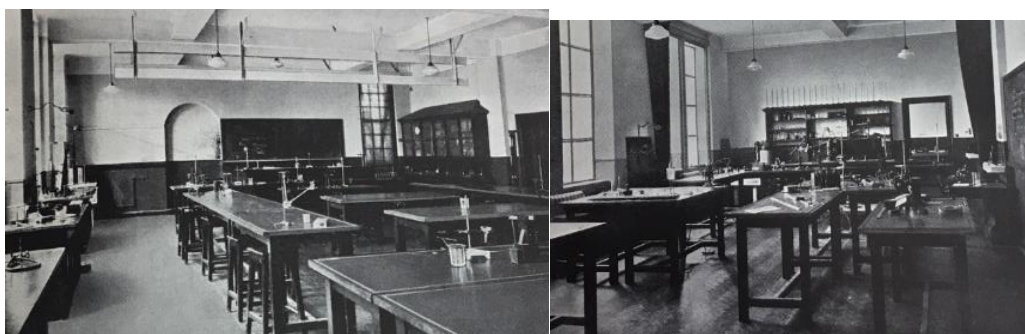
- 4.19 *"The upper floors are approached by three flights of stairs. The first or upper ground floor contains an elementary physical laboratory, 48 feet by 29 feet and to the north is an advanced physical laboratory with a dark room. The Southwood Lane frontage of this floor is devoted to large biological lab and lecture room, combined a prep room and special class room for geography."*

*"[Within the main block] The physics department occupied the whole of the first floor with the exception of the headmasters Room. [The physics department] comprised a mechanics laboratory, a large elementary laboratory... '50 ft x 30 ft', a lab for advanced work, a dark room, a physics store room, workshop and a roomy lecture theatre and lecture hall."*

- 4.20 The booklet notes the mechanics laboratory is 'not actually part of the new buildings' but is noted as located on the same floor as the adjoining elementary physics laboratory. Unique features such as 'heavy wooden beams dependent from the ceiling which are used to carry various appliances' within the theatre and laboratory are also highlighted.

*"The lecture theatre is exactly similar in shape to the corresponding room on the chemistry floor [above] though the fittings somewhat differ."*

*"The biology department...occupies the first floor of the southern end of the wing of the new building... It comprises an unusually large and roomy laboratory of some 46 x 26 ft and there is also a preparation room of some 20 ft x 10 ft. It may be said the arrangements, fittings and equipping of this section of the buildings is in direct proportion to the importance which is attached to the teaching of this subject...The main room is probably the finest and most beautiful of all the working rooms and is flooded with light during the whole of the working hours. More than half of its wall space is occupied by windows and the sun is never out of the room. It is believed that in this room something very nearly approaching ideal conditions have been attained. Round the three walls of the southern half of the room immediately below the windows are arranged working benches... It will therefore be seen that in this department the aim has again been for the elasticity and freedom."*



*Figure 21. The 'Elementary' and 'Advanced' Physics Labs at first floor within the North Road wing. Note central beam within the elementary lab.*



*Figure 22. The Biology Laboratory, at southern end of the north south wing.*



*Figure 23. The Biology Laboratory, at southern end of Wing.*



Figure 24. The Biology Laboratory, at southern end of Wing.

## Second Floor

- 4.21 *"On the next floor on North Road is a large elementary chemical lab with balance room and advance lab with prep room, with lecture and masters rooms over those below."*

*"The chemistry department occupies the top floor of the main block and consists of a lecture theatre, two laboratories, a balance room, a store and preparation room...In both laboratories a great deal of attention has been paid to the conditions under which practical work is performed. The walls are faced throughout with white glazed tiles [to aid cleaning]...Fume cupboards occupy positions in front of the windows, [which] are ventilated by forced draught from an electric fan. The windows which form the backs of the fume cupboards are also capable of being opened to the outside air when the cupboards are not in use. All waste liquids flow from the bench sinks directly into open gully's immediately beneath the floor boards and by raising movable boards placed over these channels... any blockage is at once located."*

*"The balance room is accessible from either laboratory... and also entered from the main corridor."*

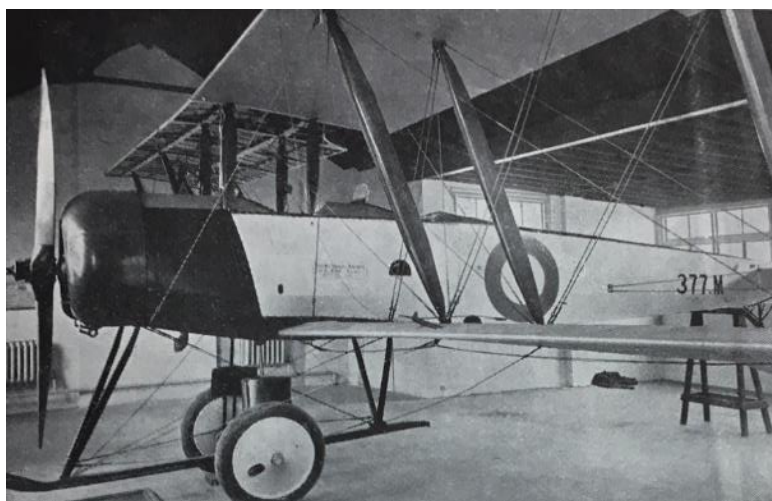
*"The lecture theatre overlooking the new quadrangle...is more or less square, desks are staged on a graduating height...the whole lecture theatre is supplemented by the availability of the large lecture theatre of the ground floor for all kinds of scientific demonstration as well as for general purposes."*

*"On Southwood lane a fine museum 49 by 27 feet is partly devoted to collections of local interest and a reading room for the boys."*



*Figure 25. The 'Elementary' and 'Advanced' Chemistry Labs at second floor within the North Road wing. Note specialised window casements, creating fume cupboards.*

### Roof Level



*Figure 26. Avro Airplane seen within Hangar to the roof.*



*Figure 27. The Art School at third floor to North Road, note round window and curved support beams to roof.*

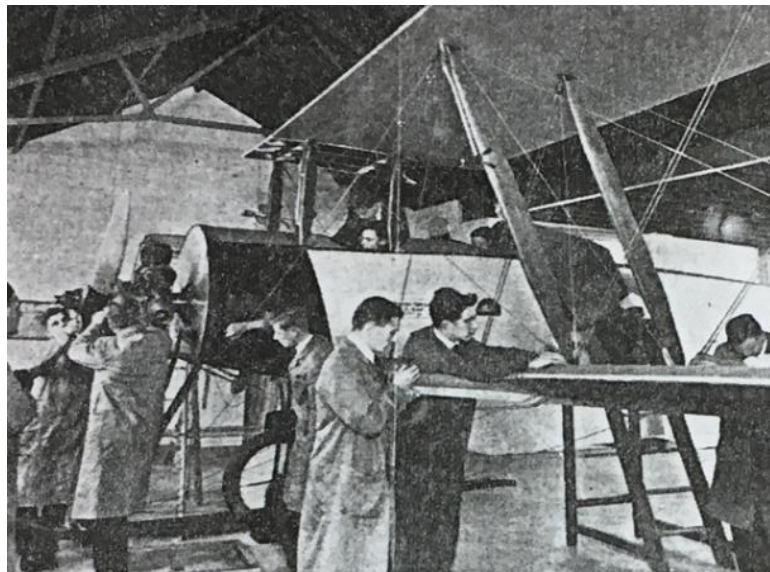


Figure 28. The air hangar in 1929 showing trusses to pitched roof structure with adjacent flat roof extension.

4.22

*“On North Road the buildings rise to another storey to give a large art room 48 feet by 29 feet with access to the flat roofs upon which is a hangar with a floor area of 1150 square feet.”*



Figure 29. Opening Ceremony of the Science Building. Note nine over nine sash windows at first and second floors and just visible roof extension.



*Figure 30. Opening Ceremony of the Science Building. Note geometric railing to raised brick walk way and central entrance.*



*Figure 31. Opening Ceremony of the Science Building. Note entrances into Central Hall block to the left as well central entrance into the East-West wing of the Science Building to the right of the image.*

Mid- Late Twentieth Century



Figure 32. View within Science Building Courtyard, circa 1940s. Note change in fenestration within entrance bay to the right of the image and above entrance bay to the left.



Figure 33. View from Southwood Lane towards Science Building Courtyard. C.1950.



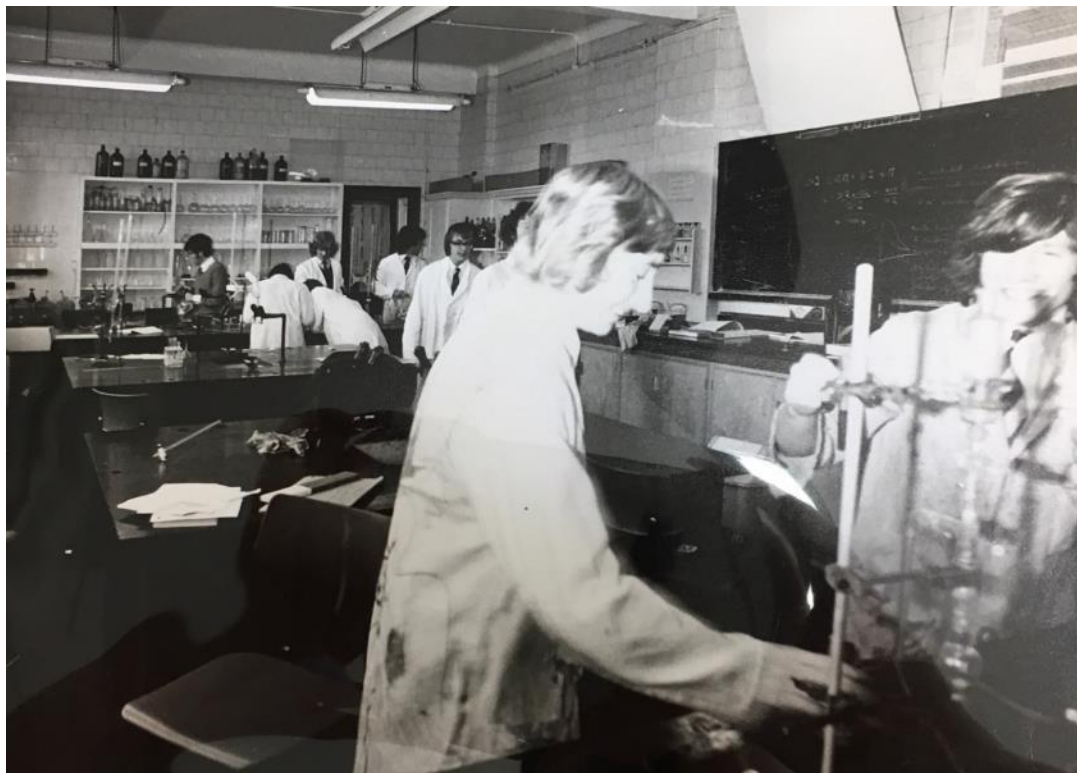
*Figure 34. View within Science Building Courtyard looking south towards Central Hall flank elevation. C. 1950.*

- 4.23 Under the instruction of Mumby, during the 1920s the library was removed from the 'Big School' (i.e. the Grade II listed, Old School Building) to the 'main building' following criticism that it was 'cold, austere and inhospitable'. At this time oak panelling to the Big School interior was introduced to soften its appearance and the large central fireplace removed. This project resulted in significant structural changes to the interior, including the partial demolition of the brick arch which separated the library and teaching areas and the removal of the wooden screen. The arch above was partially infilled with a brick and timber structure and the remaining brick work painted in white.
- 4.24 Further work in the inter-war period included a new library within above the Science Building in 1937 although its exact location is unclear. During the Second World War the government requisitioned the school for military use and the majority of staff and pupils were evacuated, returning only in 1943. During this time it is thought the loaned airplanes were removed from the school and used for scrap to aid the war effort.
- 4.25 Following the end of the war the memorial the 'Shakespeare' steps alongside new gates were added to the west side of the Big School, creating a new entrance in place of a window and drinking fountain. The foundation stone was also re-set within the centre of the steps.

- 4.26 By 1963 the buildings of Highgate School formed a mixed architectural grouping on the top of Highgate Hill. At this time the 'Big School' still contained the library and assembly hall, raised over a semi-basement which was divided into four classrooms.
- 4.27 A late phase of twentieth century expansion took place in the 1960s and 1980s. A new centre for music and the arts known as Dyne House was constructed on the eastern side of Southwood Lane in 1967, connected to the main school grounds via a tunnel. The 'modernisation' of much of the school interior also occurred during this period.
- 4.28 A new mathematics building, the Garner Mathematics Block, was constructed in North Road in 1982, necessitating the break through of the northern façade of the Science Building. At this time the Woodwork shop within the Science Building ground floor was used for 'CDT' and the metal workshop converted to the Middle Common Room.



*Figure 35. Science Building, 1959. Note structure above east-west wing seen centrally and exposed parapet level to Southwood Lane.*



*Figure 36. Chemistry Lab, second floor circa 1970. Note fluorescent strip lighting but retention of ceramic tiling.*



*Figure 37. Chemistry Lab, second floor circa 1970. Note bespoke secondary glazing and fume cupboards seen to the right.*



*Figure 38. Chemistry Lab, circa 1970. Note bespoke glazed tiles and fume cupboards.*



*Figure 39. Biology Lab, circa 1970.*



*Figure 40. Advanced Chemistry Laboratory, circa 1970.*



*Figure 41. External façade of Science Building Seen from the courtyard looking north west c. 1980.*



*Figure 42. External façade of Science Building Seen from the courtyard, c. 1980.*



*Figure 43. Highgate School north road exterior 1980, seen from the north prior to 1980s and twenty first century expansion.*



Figure 44. Highgate School North Road exterior, seen from the West c.1980.



Figure 45. Highgate School North Road exterior, looking north west, c. 1980.



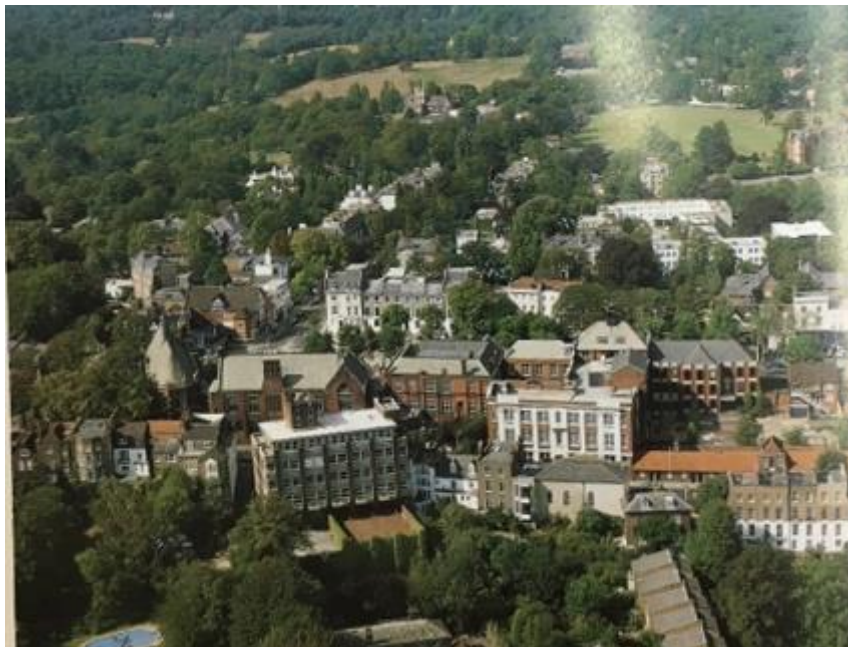
*Figure 46. Highgate School North Road exterior, looking west, 1980. Prior to demolition of attached mixed use building, prior to extension to create the Garner building.*



*Figure 47. Highgate School North Road exterior, looking west towards 1890s extension, c. 1980.*



*Figure 48. The Garner Building, c. 1983. Note rear façade of Science Building northern façade with third floor roof extension.*



*Figure 49. Aerial Photo looking west, c. 1990s. From west of Southwood Lane.*

- 4.29 The rear of Dyne House is visible to the lower left of Figure 49, with the eastern façade of the chapel and 'Big School' partially visible. Late nineteenth century extension can be seen to the

north of these buildings, connecting to the Science Building, easily identifiable from its Portland Stone dressings and pitched roof to North Road. To the north, the rear of the new Garner Building can be seen, with an open yard visible behind the Almshouses to Southwood Lane. Note visible roof of Science Building showing a small pitched roof and flat roofed structure to the northern end of the building.

Late twentieth Century and Modern Improvements.

- 4.30 1998 saw the introduction of glazed screen with doors to the landing of the main stairs of the Central Hall along with the repair, refurbishment and alteration of memorial entrance gates on North Road frontage, approved in 2000.
- 4.31 In 2004 Listed Building Consent was given for alterations to the roof of Science Building and works to permanently reinstate the covering of the cupola. It is noted within this application was also included the partial demolition of chimneys to big school and central hall to be taken down, rebuilt in the summer of 2005.
- 4.32 A separate application in 2004 sought the erection of a new roof extension to the Science Building at third floor to provide a total of nine new classrooms. Consent for the planning application alongside Conservation Area consent was granted in May 2005. (Note: no listed building consent was sought at this time, see detailed Planning History Section for application details).
- 4.33 In 2005 the existing extension to Gatehouse Lodge was demolished. The cloister to the 'Big School' was also enclosed with glazing and a new extension to the gatehouse to create to provide a new reception, administration and security facility for the school. This was granted in August 2005.
- 4.34 In 2008 Listed Building Consent was granted for the replacement of windows throughout the school. Replacements were designed to match the existing, whilst the main roof lantern light was also renovated alongside roof lights.
- 4.35 Delegated report for this application states, "The following buildings within the school site are listed – Old School Building – Grade 2, School Chapel – Grade 2 and War Memorial – Grade 2" Comments from the conservation team within this report clarify:
- 4.36 "Highgate School is situated within the Highgate Conservation Area. The 'Old School' and the school chapel are both Grade II listed; the rest of the school buildings are not listed in themselves, but are considered as 'curtilage' of the listed building."
- 4.37 In 2009 several applications sought the renovation and conversion of the 'Big School' to use as a library. Application HGY/2009/0275 was Refused however it is noted that the accompanying Statement of Significance found the ground floor classrooms to not be of special interest.
- 4.38 In April 2010 the conversion scheme was allowed on appeal (HGY/2009/0276) and included repairs and alterations, a new mezzanine gallery floor, new staircase, escape staircase to hall entrance, glazed screens to form undercroft meeting rooms, draught lobby, and reinstatement of chimney to Southwood Lane gable and renewal of gable copings.

- 4.39 Additional work in 2010 included the demolition of 26 North Road and an adjoining single storey structure and construction of an ancillary medical centre for Highgate School, a roof extension to the Garner Building and the erection of four storey and lower ground School Building and a new entrance into the existing Science Building alongside the relocation of external steps (HGY/2010/1889 Listed Building Consent).
- 4.40 The Design and Access Statement for this application clarified that the improvement of connectivity to the Science Building included:

*“A new corridor route through the west end of the Science Building using a pair of existing double doors in the Garner Quad façade and forming a new double door entrance in place of two windows on the Science Quad façade. Within Science Quad the existing two sets of steps will be removed and replaced by a central set of steps. As well as improving circulation for the increased flow rate of people from one Quad to the other as a result of the new teaching building, the new route will allow full accessibility for those with mobility problems or in wheelchairs from the new main entrance in North Road to the majority of Science Building ground floor as well as Science Quad.”*

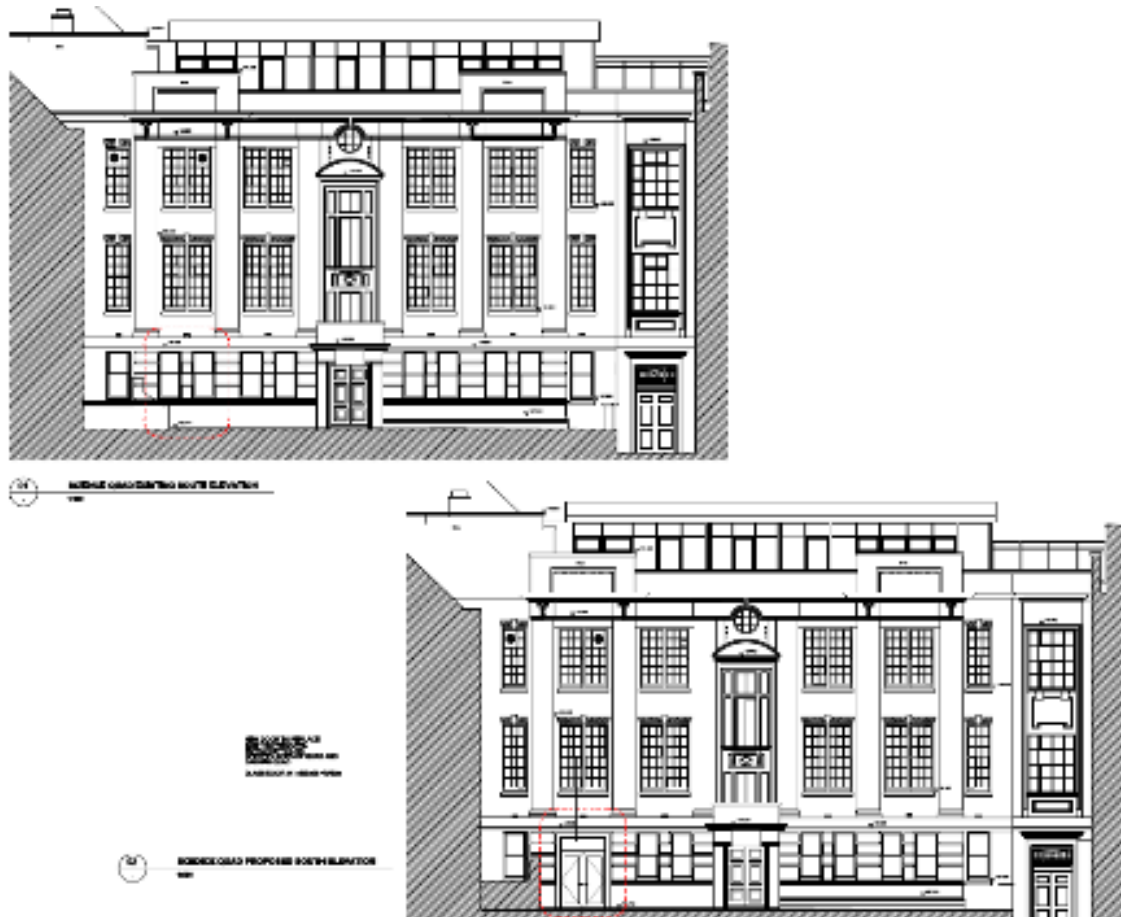


Figure 50. Existing and Proposed drawings for 2010 application shows the replacement of windows at ground floor with a new door.

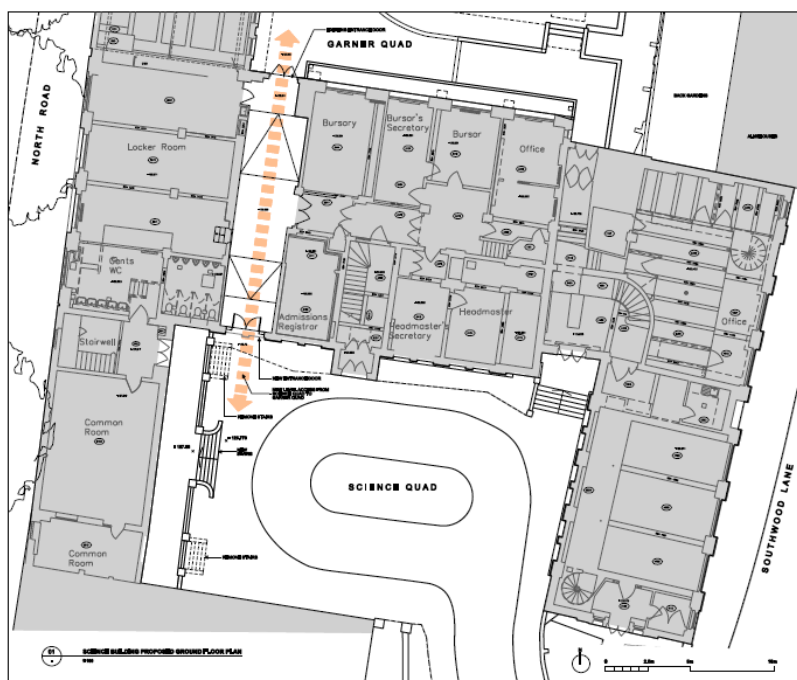


Figure 51. Proposed drawings showing new linking corridor between Garner Quad and Science Quad.

- 4.41 The scheme, including the new building and alterations to the science quad, was considered at Planning committee. The accompany report noted:
- 4.42 “The proposed new building is considered to be acceptable in height and scale having similar bulk and massing to the existing school buildings and as such would not appear out of context. While it is unfortunate that the building has not been recessed back from the adjacent school building, overall the design of the building is considered acceptable. Therefore no significant harm will be caused to the setting of the listed buildings or the character of the conservation area. Overall, the proposed scheme is considered to accord with policy CSV1, CSV2, CSV5 and SPG2.”
- 4.43 Points of concern regarding the impact upon the significance of the building was itemised within the report however the creation of a new link at ground floor within the Science Building was not considered of adequate importance to come under any discussion by the committee or assessed in detail by the conservation team. While the planning committee noted that, “The Science Building of 1928 is the first departure from the Gothic style and its pedimented entrance range provides a handsome feature to the run of buildings along Southwood Lane” the impact of the loss of windows, creation of steps and alteration to the plan form was not considered material to the discussion of impact. This is perhaps indicative of the overall reduced significance of the science building.
- 4.44 In 2011 Listed Building Consent was sought and granted for the removal and relocation of a stone commemoration plaque alongside alterations to a non-listed structure within the curtilage of listed building to form an accessible WC.
- 4.45 In 2011 further minor alteration to the Big School were granted including the installation of new infill metal railings to the arched openings to the crypt; installation of infill glazing to the cloisters together with glazed doors; installation of new cast iron rainwater gutters and down pipes, replacement of the terracotta balustrade panels at parapet level and reinstating same where

missing around the apse end of the Chapel, installation of architectural lighting to the north elevation and relocation of the commemoration plaque.

### Summary

- 4.46 The architectural history of Highgate School is complicated, reflecting the consistent use of the site as a working school and as such regularly updated to reflect contemporary mores in education. As such the built fabric of the school can largely be ascribed to four periods: Mid-Nineteenth Century foundation buildings, Late nineteenth century extension, early twentieth century expansion and contemporary restoration, extension and intervention. This has created a hugely varied appearance to the school, particularly along North Road where the phases of building work are clearly identifiable. While the chapel dominates the view from the junction to the south, views north along Southwood Lane are equally mixed, showing glimpses of the early twentieth century Science Building and courtyard alongside Nineteenth century brickwork combined with contemporary roof extension and steps within the courtyard itself. Overwhelmingly extensions to the school can be seen to have adopted an additive philosophy with modern glazed elements such as reception to North Road, glazed enclosure of the cloister and roof extension to the Science Building clearly appreciable.

### Historic Map Regression

- 1.7 A comprehensive assessment of a selection of available historic maps has been undertaken to assist in the understanding of the site. Although such information cannot be considered to be definitive, experience shows that the mapping is often relatively accurate and reliable, particularly the later Ordnance Survey (OS) Maps, and taken together with written archival data and the physical evidence can help to refine the history of a site.



Figure 52. Map of Highgate 1842. Note T-shaped ground plan to the south of an enclosed area labelled as 'chapel & Frescole' north of the village centre. This enclosure is relatively large, showing the extensive grounds owned by the school during this period.

- 4.47 While Figure 52 shows the majority of the built fabric within the enclosure associated with the school is comprised of a single building to the south, now demolished. The future site of the Science Building is indicated by the red transparency. While the map lacks details on the entirety of the built environment, the rest of the surrounding development is relatively spacious, indicating the village at this time is yet to experience the impact of suburban expansion during the industrial revolution. Note location of the 'Presbyterian Meeting-House' later the Grade II listed Baptist Chapel to the east of the school enclosure.

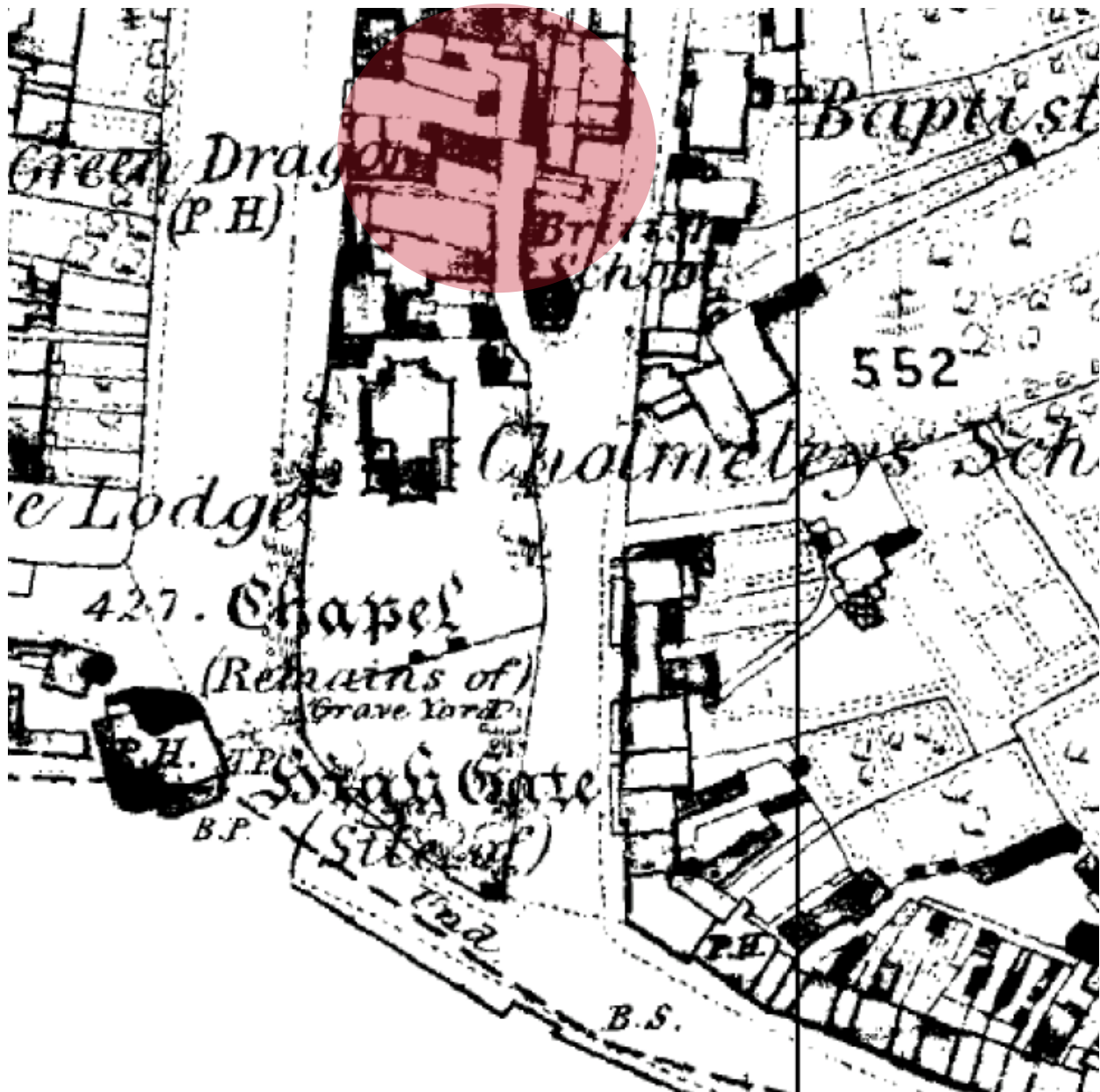


Figure 53. Map of Highgate c. 1865.

- 4.48 Figure 53 shows the site prior to the 1860s rebuilding works. Note the demolished chapel within the grounds of the school. Highgate School at this time appears to have a cruciform shape, located further to the north than the older school buildings. A complicated terrace of the development can be seen to the north, with a small access lane leading into a rear yard, west of the Baptist Chapel.



Figure 54. Map c. 1867.

- 4.49 Figure 54 shows the North Road school estate following the 1860s redevelopment by Cockerell. The termination of the northern elevation of the Big School prior to the 1890s development to create Central Hall is visible. A small lodge house to the north of the school is also visible. The future site of the Science Building is occupied at this time by the rear yards of the terraces north of the school to the west. To the north the Almshouses are clearly distinguishable by virtue of

their regular proportions and tight knit grain, however we know that these have existed on this site in some form since the mid seventeenth century.

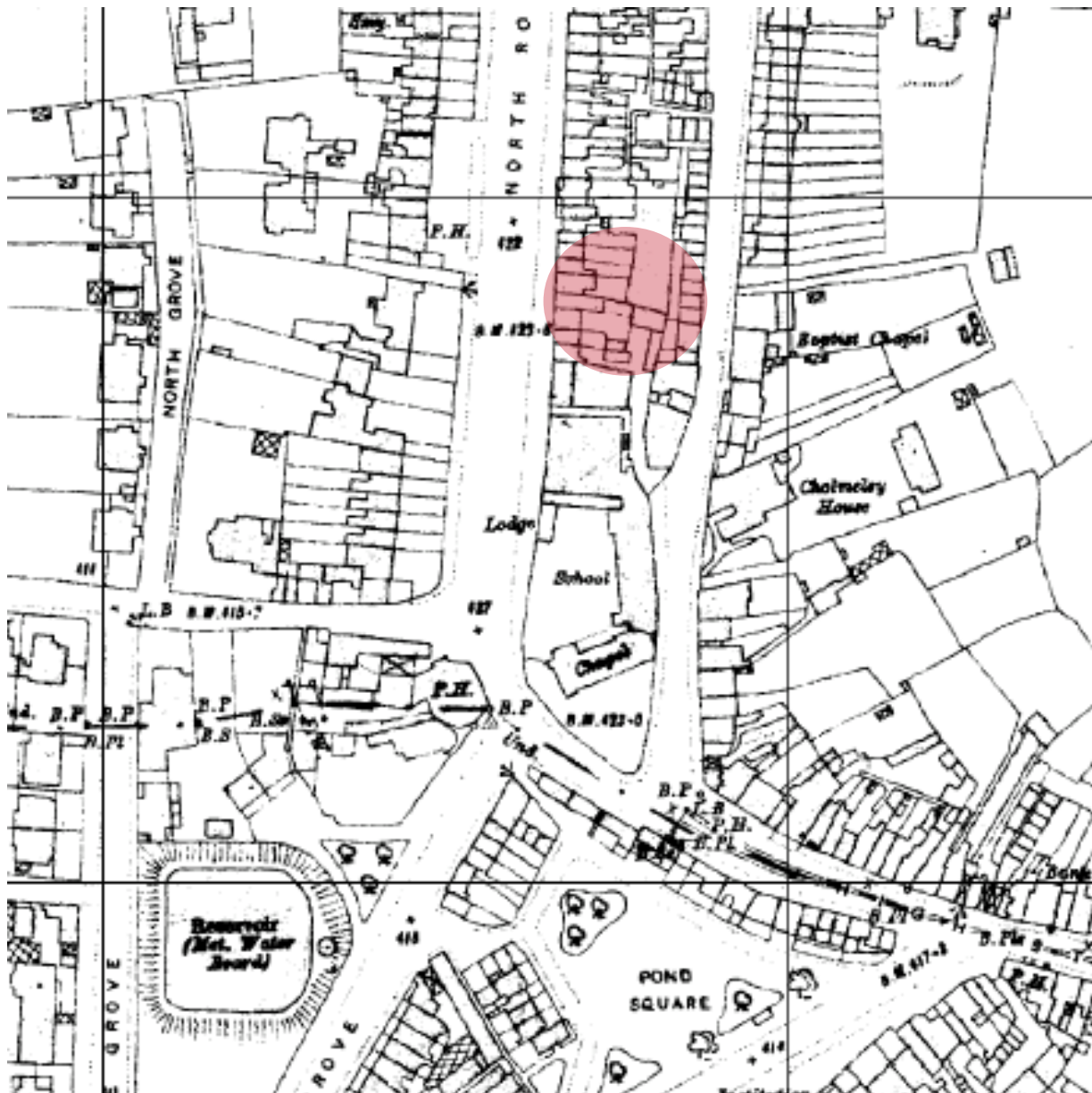


Figure 55. OS map 1915. To the south the 1890s extension to create Central Hall can be seen.

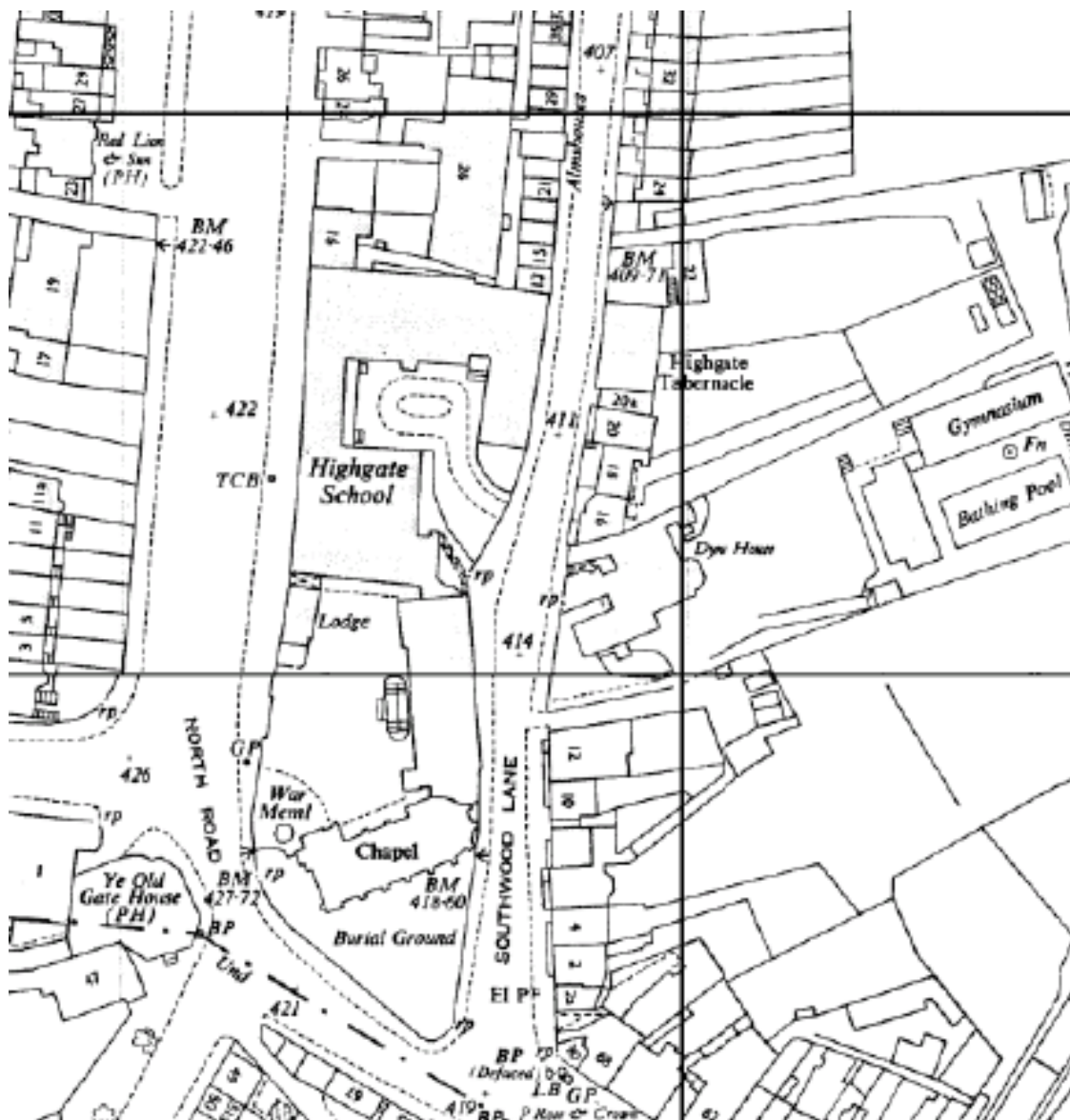


Figure 56. OS map 1951.

- 4.50 Figure 65 shows the arrival of the Science Block in 1928. The addition of the Shakespeare steps to the 'Big School' as a memorial to World War Two can also be seen.



*Figure 57. Aerial photo 1991.*

- 4.51 This map shows the addition of the 1980s Garner building to the north of the Science Building as well as Dyne House to the eastern side of Southwood Lane, redeveloped in the 1960s.



Figure 58. Aerial photo 2006. This map shows the roof extension to the Science Building, added in 2004

#### Planning History

4.52 This section will outline relevant, consented, planning history for Highgate School focusing on alterations to the Science Building. (Please note this is not intended to be a complete planning history of the school):

- HGY/1992/0455 - Removal of timber boarding from two arches and replacement with frameless sheets of toughened glass engraved with coat of arms in Southwood Lane elevation. GRANTED
- HGY/1997/1255 - Erection of temporary security hut at entrance to car park of main school. GRANTED
- HGY/1998/0218 - Introduction of glazed screen with doors on half landing to main stairs of 1st floor hall. Approved 23/06/1998 2.1.4 HGY/1999/1551 - Repair, refurbishment and alteration of memorial entrance gates on North Road frontage. GRANTED
- HGY/1999/155 - Repair, refurbishment and alteration of memorial entrance gates on North Road frontage. GRANTED

- HGY/1999/1552 - Listed Building Consent for dismantling of entrance gates prior to repair, refurbishment and alteration on North Road frontage. GRANTED
- HGY/2004/1269 - Listed Building Consent for alterations to include: protection works to roof of Science Building and works to permanently reinstate the covering of the cupola: partial demolition of chimneys to big school and central hall to be taken down and rebuilt in the summer of 2005.; parapet guarding to chapel; and installation of roof overflow pipes to chapel. GRANTED
- HGY/2004/2561 – Erection of 2 classrooms and erection of new build roof extension at 3rd floor level to provide x 7 classrooms. GRANTED
- HGY/2004/2564 – Conservation Area Consent for the erection of 2 classrooms and erection of new build roof extension at 3rd floor level to provide x 7 classrooms. GRANTED (note no listed building consent was sought)
- HGY/2005/1172 - Conservation Area Consent for the demolition of existing extension to Gatehouse Lodge. Enclosure of existing cloister and new extension to existing gatehouse to create a new reception, administration and security facility for the school. GRANTED
- HGY/2005/1171 - Demolition of existing extension to Gatehouse Lodge. Enclosure of existing cloister and new extension to existing gatehouse to create a new reception, administration and security facility for the school. GRANTED
- HGY/2008/0384 planning and HGY/2008/0385 listed building consent for Replacement of windows to match existing, replacement of glazing to main roof lantern light, replacement of roof lights. GRANTED
- HGY/2009/0276 - Listed Building Consent for repairs and alterations to Big School, including new mezzanine gallery floor with new staircase, escape staircase to hall entrance, glazed screens to form undercroft meeting rooms, draught lobby, and reinstatement of chimney to Southwood Lane gable and renewal of gable copings. –REFUSED 14/05/2009 – Allowed on appeal 9APP/Y5420/E/09/2115675) 20th April 2010.
- HGY/2010/1888 Planning and HGY/2010/1889 Listed Building Consent for Demolition of existing mixed use building (North Road, No.26) and adjoining single storey structure with basement under; change of use (No.28 North Road) from residential building to ancillary medical centre for Highgate School; demolition of existing pitched roof (Garner Building); erection of four storey and lower ground (School Building); erection of roof extension (Garner Building) of 1 storey; forming a new entrance into the existing science building and relocation of external steps. GRANTED
- HGY/2011/1843 - Listed Building Consent for removal and relocation of a stone commemoration plaque. Alterations to a non-listed structure within the curtilage of listed building to form an accessible WC. GRANTED

## 5.0 Site Assessment

- 5.1 The Science Building is easily distinguishable from the majority of the school grounds. Constructed in a restrained red brick Neo-Georgian aesthetic with Portland Stone dressings, the Science Building stands out from both the neighbouring late twentieth century extensions to the north as well as late nineteenth High Gothic architecture of the 'Big School' and central hall.

### External Facades

- 5.2 While there is no direct entrance from North Road, the Science Building is visibly distinct, by virtue of the increased parapet height at roof-level. The four bays of the elevation to North Road provides a unified design, topped with a pitched roof and cupola, originally containing the Art Room when first built.
- 5.3 The two wings of the Science Building are arranged on an east-west and north-south axis, creating a façade to Garner court to the north, a primary façade to the Science Quad to the south, a secondary façade to the Science Quad facing west and two Southwood Lane facades, facing south and east. The two wings are of differing widths, creating a narrower block to Southwood Lane. The east-west wing connects with the older nineteenth century block containing the central hall to the west as well as the modern Garner building to the north.
- 5.4 Within the quad the ground floor is faced in Portland stone, contrasting with the brick above and with a rusticated finish to create the appearance of block work. It is noted that the external geometric balustrade and wall opposite the central hall within the quad has been rebuilt although the balustrade itself appears to be original and the pattern is repeated within internal staircase balustrades.
- 5.5 Other decorative elements include the giant stone pilasters spanning the first and second floors of the facades to the Science Quad with stone architrave over. This motif is repeated on both the eastern and northern facades of the quad. However a hierarchy to the overall design is established with a grand entrance within the central bay of the northern façade to the quad. This bay is distinguished by a projecting stone porch and entablature with a grand sash window with stone mullions above, dropped between the first and second floors. A curved pediment over this window is surmounted by a circular window which sits within the entablature of the main façade scheme.
- 5.6 The brick parapet to both façades rises slightly above the first and fifth bays, decorated by a short run of dentilled cornice. Fenestration is irregular with single nine over nine sash windows within the first bay at first and second floors, and twinned sash windows within the second to fourth bays, creating an emphasis on the central bays. The fifth bay, while recessed, is distinguished by Portland Stone facing to the majority of the bay with stone mullions to the windows. This elevated treatment reflects the location of an entrance and stair within this bay with access at ground floor.
- 5.7 The glazed roof extension is prominent in views of the building from within the quad, indicating the continued evolution of the Science Building as a modern teaching building. Similarly the

removal of the window at ground floor within the first bay of the northern elevation within the quad, and instillation of a modern doorway is easily distinguishable.

- 5.8 While the promotional material at the time of the Science Building's opening indicated that the Southwood Lane entrance would replace that of North Road as the main entry point into the school, the two doors to Southwood Lane are now blocked.
- 5.9 The northern elevation facing the Garner Courtyard to the north is of plainer appearance lacking the giant stone pilasters and key stones of the Science Quad facades. This façade is articulated into two blocks with the eastern most block of two bays and slightly recessed. This recessed area is of a more formal appearance, reflecting its proximity to the publicly accessible Southwood Lane. Here identifiable brick pilasters are visible, with key stones above the windows, and projecting brick parapet at roof level. However to the west, closer to the main body of the school, the decorative appearance of the façade is reduced. Stone coping to small brick projections between each bay are retained however they lack the appearance of pilasters.
- 5.10 At ground floor larger square twelve light windows with stone lintels over terminate each bay, however this system becomes irregular at ground level approaching Southwood Lane. The fenestration also breaks from that of the Science Quad at first and second floors, with two sash windows to each bay at the various floors separated by a small amount of brick work. Site inspection also reveals repair work to the parapet at this at roof level of this façade.
- 5.11 The interior Science Quad is partially visible from the junction to the south, although the buildings are not aligned to create a formal viewpoint when seen from this direction. This contrasts with the direct views of the eastern façade of the Big School as seen from North Road which taken in the complete western façade of the building. The quad itself features a small area of landscaping with a surrounding curved path, a tunnel leading to the Dyner building across Southwood Lane occupies the south eastern corner.
- 5.12 The southern terminating façade of the north-south wing possess a large central bay, faced in Portland stone with flanking ionic pilasters and an arched pediment over breaking through the parapet line. Stone coping at the parapet and first floor level help break-up the massing with brickwork to the ground floor.
- 5.13 The eastern façade to Southwood Lane is the most symmetrical, reflecting its outward appearance facing the public highway. The second, fifth and eighth bays are faced in Portland stone, featuring decorative stone aprons between the first and second floors at the second and eighth bay with ionic capitals to pilasters. The ionic pilasters also feature lotus leaf moulding to their bases with a central fascies, not seen within the internal facades of the courtyard. These decorative elements established a hierarchy to the building as a whole, with the public facing faces adopting an elevated appearance. The ground floor is of rusticated Portland stone, over a stone plinth. Two block doors at ground floor can be seen to the fifth and eighth bay, with emphasised key stone to the fifth bay and fanlight to the eighth bay. Below the fan light, two circular stone motifs above the door opening imbue a strong sense of geometry, peculiar to the classicism of the early twentieth century. Within the central bay, emphasis is created by a

projecting pediment at first floor. Fenestration within this bay is narrower, comprised of a single nine over nine sash. This is mirrored within the first and ninth bay.

#### Interior

- 5.14 The internal spaces of the building are less well preserved. While it was not possible to survey all the rooms, several alterations, particularly at ground floor, have diminished an early twentieth century character. Many of the bespoke details such as the original benches within the laboratories, suspended beam with the physics laboratory, ceramic tiling and fume cupboards within the chemistry labs and pendant lamps throughout have been removed. Notably the large lecture theatre at ground floor is also no longer apparent.
- 5.15 Perhaps the most significant loss is the removal of the hanger and airplane to the roof and engineering workshop to the ground floor, which formed the basis of much of the press attention at the time of the building's opening. Notwithstanding this, in contrast to the external appearance of the building, internally the connections between the nineteenth century fabric and the Science Building appear somewhat confused, resulting in a complicated plan form. This includes the creation of mismatched partition walls of differing lengths and blocked openings. This is exacerbated by the change in floor heights in comparison to the surrounding school buildings. The overall effect is a lack of consistency within the internal appearance of the building.
- 5.16 While the absence of historic plans makes it difficult to state with certainty, at first and second floors several of the laboratories appear to have retained their original volume, albeit with modern décor and fit-outs throughout. Identifiable alterations in plan-form appear to include the loss of the partition wall within the chemistry prep room opposite 'stair 2' at second floor, as well as the awkward 'l-shape' volume of Chemistry Laboratory 2 and the western extension of Chemistry Laboratory 3, beyond the extent of the southern façade. References to matching plan forms at the first and second floors within the historic room descriptions suggest these are later alterations.
- 5.17 The biology labs within the north-south wing is perhaps the best preserved space, retaining the appearance of a stepped 'lecture hall' within one laboratory with a dual aspect to the east and west as well as a large south facing window overlooking the science quad. The timber nine over nine sash window casements appear to be original in this room and lack the modern secondary glazing found throughout.
- 5.18 Later alterations additions include the modern staircase to access the glazed roof extension, secondary glazing throughout, the new linking corridor and door at ground floor and substantial reorganisation at ground floor level. This includes modern office fit-out and partitions to the eastern termination of the east-west wing, creating a mezzanine level. As noted within the historic section the original workshops and OTC quarters have been converted to a common room and CDT lab, altering the volume of space. Additionally, the introduction of fire-doors and secondary glazing throughout partially obscure the appearance of the original plan form.

- 5.19 The impact of these changes on the special-interest of the building is particularly significant given the emphasis placed on spaciousness, bespoke detailing and efficiency of layout when the Science Building was first built.



*Figure 60. Distant view of Science Building from Southwood Lane. Note the clearly visible roof extension and lack of a balanced formal façade when viewed from this direction.*



*Figure 70. Southwood Lane façade, note two blocked entrance doors.*



*Figure 71. Southern façade to Science Quad.*



*Figure 72. Western façade to Science Quad.*



Figure 73. Tunnel to Dyner building from Science Quad.



Figure 74. Refitted common room within ground and below ground floor to east west wing of Science Building. Interiors within this part of the building have undergone extensive renovation works and are of no interest.



*Figure 75. Modern offices within Ground floor of science wing within the north-south wing, featuring modern timber partitions and modern mezzanine level and stairs.*



*Figure 76. Modern offices within Ground floor of science wing within the north-south wing, featuring modern timber partitions and modern mezzanine level and stairs.*



Figure 77. Modern stair leading to Garner Wing.

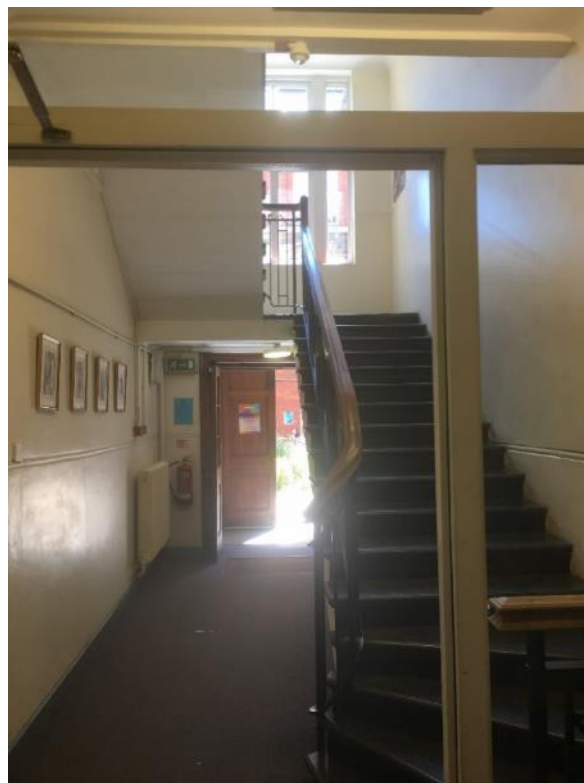


Figure 78. Central stair within east-west wing looking towards the Science Quad.



Figure 79. View of modern linking corridor leading to Garner Quad.

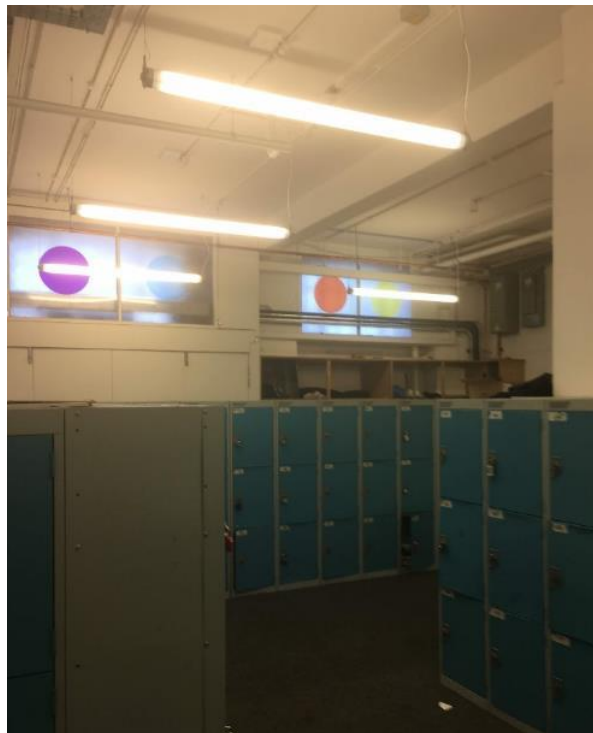


Figure 80. Locker Rooms at lower ground floor within western wing of the Science Building facing onto North Road.



*Figure 81. Modern sliding door within new linking corridor between Science Quad and Garner Building.*



*Figure 82. Northern elevation of nineteenth century central hall block opposite the Science Building.*



*Figure 83. Connection between central hall and the Science Building, note modern alterations at ground floor.*



*Figure 84. Originally ironmongery to balustrade within stair to the north-south wing.*



Figure 85. Modern fire-door within internal corridor of Science Building.



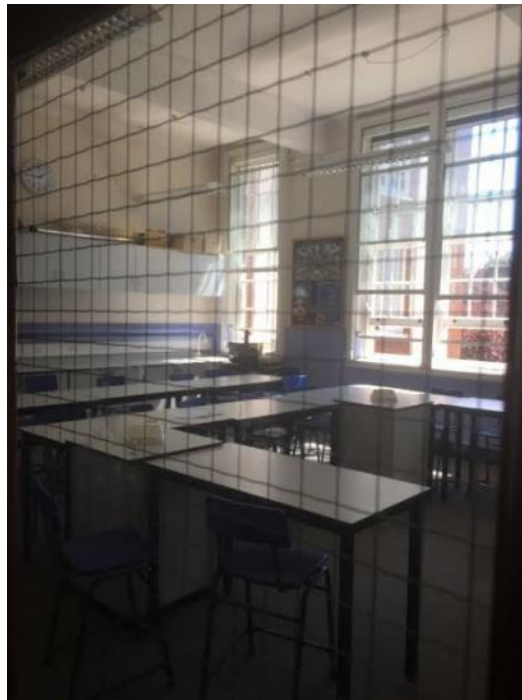
Figure 86. Uncomfortable transition between Science Building and Central Hall. Two adjoining partitions of differing lengths, muddy the plan form within the interior.



*Figure 87. Note unsymmetrical placement of arched moulding, suggesting later alteration.*



*Figure 88. Physics corridor at first floor.*



*Figure 89. Modern desks and fit out within laboratory at first floor.*



*Figure 99. Note secondary glazing and modern fit out to interior including suspended strip lighting.*



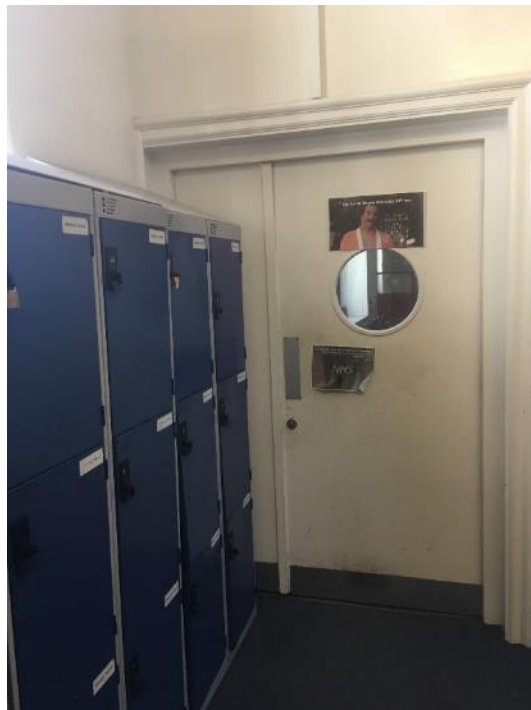
Figure 100. Blocked dumbwaiter within corridor at first floor.



Figure 102. Archway surrounding secondary doorway creating dual access within laboratory.



*Figure 103. Note geometric pattern to balustrade ironmongery repeated within Science Quad railings.*



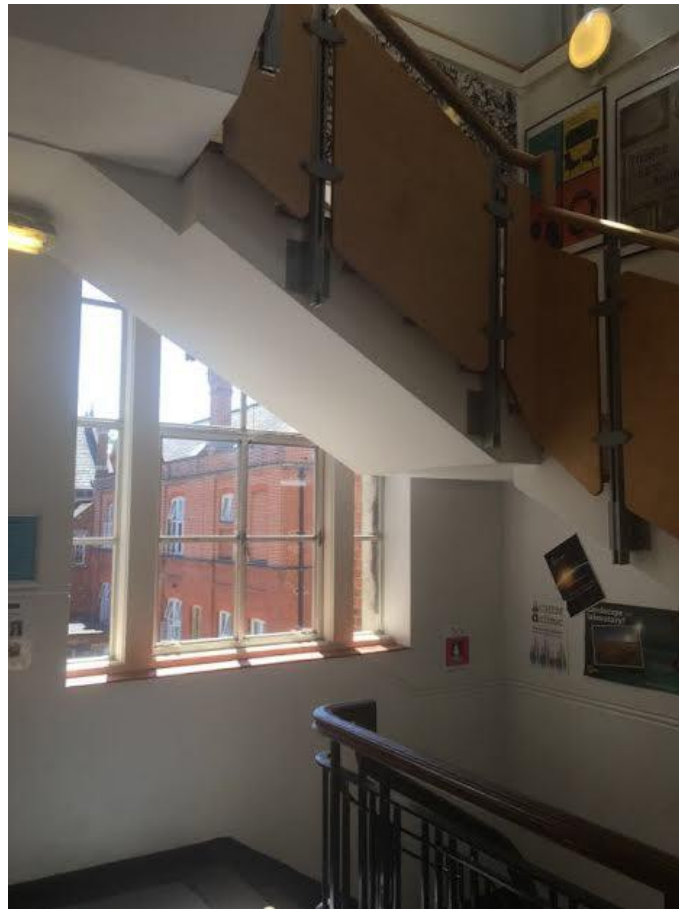
*Figure 104. Note cut-off architrave to modern door surround.*



*Figure 105. Modern décor within connecting corridor to 1980s Garner Wing. Note small steps to indicate adjusted floor height.*



*Figure 106. Secondary glazing to North Road façade.*



*Figure 107. Modern stair-case to access roof extension.*



*Figure 108. Note cross beams to ceiling and retained lecture-seating, albeit with modern fixture and fittings.*



*Figure 109. View at second floor Biology Laboratory within north-south wing south towards Chapel.*



Figure 110. Detailed view of original nine over nine sash window with timber frame.

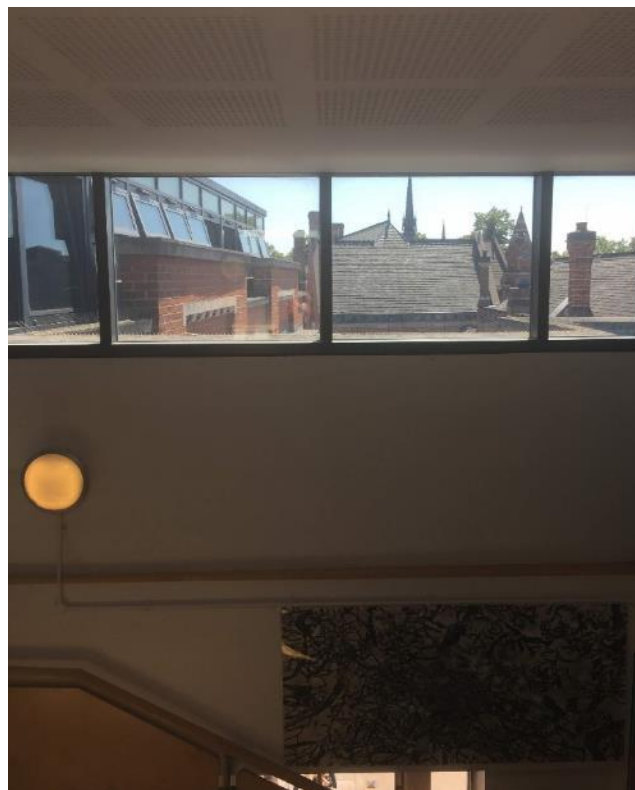


Figure 112. Modern fenestration within roof extension.



*Figure 113. Modern décor within roof extension corridor, of no interest.*



*Figure 114. View of existing parapet looking north west toward cupola.*



Figure 115. Doorway at landing, connecting Science Building to adjacent central hall.



Figure 116. Connecting corridor leading from Science Building to adjacent central hall.



*Figure 117. Arched opening within central hall.*



*Figure 118. Central hall, note gothic detailing including pointed arches, stone mullions to windows and tri-foil ironmongery to balustrade.*



*Figure 119. Timber panelling and tri-foil stone carving to window reveal within central hall classroom.*



*Figure 120. Interior view of the Grade II listed Big School, now the library. Note modern mezzanine and historic timber trusses.*



*Figure 121. External view of Central Hall extension from the Big School.*



*Figure 122. Modern reception extension to North Road*



*Figure 123. 'Big School' or the 'Old School Building' Grade II, to the south of the site seen from North Road. The Chapel is visible to the right and the 1890s extension just visible to the left. The steps are a later addition, added as a memorial post 1945.*

## 6.0 Significance Assessment

- 6.1 This section will assess the significance of those heritage assets potentially impacted by the proposals identified in section one. Due to either a lack of intervisibility, reduced sensitivity and/or distance from the site, the following have been scoped out of assessment. Please note the fabric of the following will be left entirely in-tact.
- Gas Lamp (List Entry Number: 1249712)
  - War Memorial at Highgate School (List Entry Number: 1346210)
  - Tomb of Thomas Causton in Graveyard of Former Highgate Chapel. (List Entry Number: 1084326)
  - Boundary Wall to Graveyard of Former Highgate Chapel (List Entry Number: 1346211)
  - Highgate School Steps & Memorial Gates (Locally Listed)

### Highgate Conservation Area

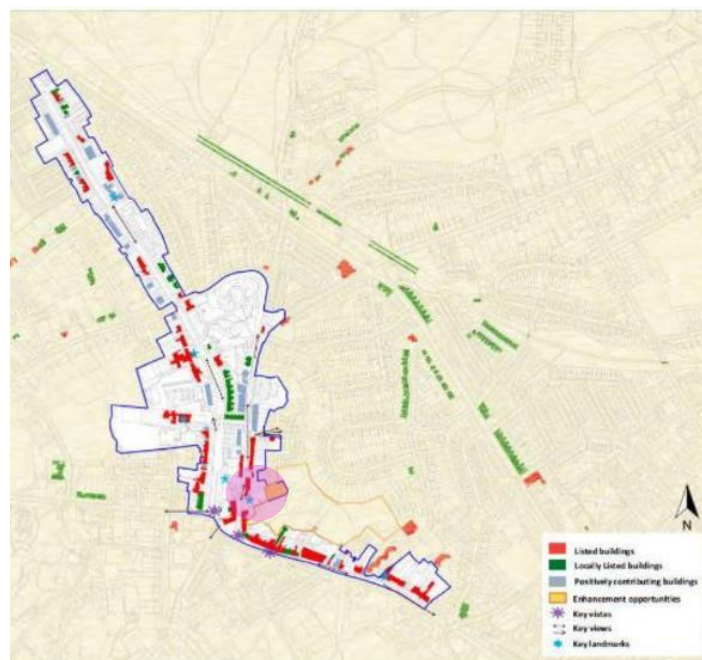


Figure 58. Highgate Conservation Area Plan, Sub-area 1: Village Core. Location of the science building is indicated by the pink transparency

- 6.2 First designated in 1967, the Conservation Area was extended in 1990 and 1994. The schools sites fall largely within two sub-areas of the Conservation Area, identified as 'sub-area 1' reflecting the village core, and sub-area 9, known as 'Bishops'. Sub-area 1 contains the Island Site located as North Road including the Big School, Chapel and Dyne House while sub-area 9 encompasses the Bishopswood Road buildings, sports field and junior school.
- 6.3 The Highgate Conservation Area Appraisal and Management Strategy (2007) (HCAAMS) defines the character of the area and contribution of various spaces and buildings within the area. This document was adopted as Supplementary Planning Guidance on the 4th of October 2007. This

section will summarise the character and appearance of sub-area one which contains the site, using information from the appraisal document as well as informed by a site visit and independent historic analysis.

Sub-area 1: Village Core

- 6.4 The HCAAMS document refers to the essential character of Sub-Area 1 as a close-knit village crowning one of the twin hills to the north of London, with earliest beginnings in about the 14th century. The High Street to the south is characterised by small-scale houses and traditionally fronted shops and businesses. As a fashionable district containing early suburban expansion occurred from the seventeenth century on, resulting in relatively large spacious residences comprising the majority of the development within the Conservation Area, taking full advantage of wide ranging views of London and the Lea Valley.
- 6.5 Primarily created through successive infill development and the gradual intensification of plot sizes, the character of the area is remarkably varied, with large houses as well as civic buildings dating from the 17th to 20th centuries set within landscaped gardens either in terrace groups or spacious individual plots. This is particularly true of Southwood Lane, in which the science building is located. The rise and fall of the land and gentle curve to the road creates unfolding, rather than extensive, views across the sub-area, however the architectural character gradually becomes noticeably more late-twentieth century in appearance as you progress north.
- 6.6 The eastern side of North Road is dominated by the extensive buildings which make up Highgate School. Each addition is readily appreciable through the introduction of varying architectural compositions to the façade, including a contemporary glazed addition to the lodge house extension and the recent addition of the Charter Building. The junction of the Highstreet with Southwood Lane is considered a Key Vista, and views north and south along Southwood Lane take in views of the Chapel and Big School, creating a focal point.
- 6.7 The overall architectural character of the sub-area is therefore defined by the high quality use of brick, eighteenth and nineteenth century terraces and the imposing buildings within the school site which stand out for their use of the Victorian Gothic and modern contemporary glazed interventions.
- 6.8 The overall significance of the conservation area is considered to be **good**.

*Contribution of the site to Highgate Conservation Area*

- 6.9 The science building is not specifically identified within the HCAAMS beyond the contrasting spatial quality afforded by the opening up of views into the courtyard when compared to the relative enclosure along Southwood Lane. Nevertheless by virtue of its clear early twentieth century design and relatively formal decorative detail. The building presently contributes positively to the surroundings, seen as an addition to the tangible institutional use of the 'Big School', 'Central Hall' and chapel identified to the south. This contribution includes views of the modern roof extension, seen in both medium and long views.

## Big School, Grade II

### Historic Value

- 6.10 As the nineteenth century iteration of the longstanding Highgate School, the Big School building has **High** historic value including both its associative value with well known former pupils, as well as the now demolished former school buildings which have occupied the site since the sixteenth century. In addition the building is illustrative of the work of noted architect Frederick Pepys Cockerell.

Born in 1833, Cockerell was the son of an architect and showed a propensity for design from an early age. In 1854 he commenced training with Philip Hardwick and assisted his father in the construction of the Liverpool and London Insurance Building in Liverpool in 1855-57, independently designed the cemetery chapel in Ledbury, and was made an associate of the RIBA in 1860. He is known primarily for his country houses he designed such as Lythe Hill House (1870) and Crawley Court (1875). Stylistically Cockerell was eclectic, utilising a 'modified elizabethan' and Jacobean style for his residential homes as well as a Gothic style such as at St Mark's Church in Saltburn. There are presently twelve buildings with listed status built by Cockerell, including Alterations to John's Church (Grade I) and additions to Coleorton Hall (Grade II\*). Highgate School is therefore a strong example of his eclectic style and confident use of the neo-gothic aesthetic popular during the Victorian period.

### Aesthetic Value

- 6.11 Cockerell's design for Highgate School garnered much contemporary praise in the local press. This included an article within The Builder that noted, 'his school library and chapel at Highgate have been approved by men whose own successes in that style give value to their opinion'. Recent restoration works and conversion to a library have preserved the exterior decorative neo-Gothic scheme as well as the brick interior. The building retains a forceful visual strength at the junction location, its distinctive gothic character created through the use of pointed arched openings at ground floor. The overall impression of a considered and high-quality building, with a richness of decorative detail reflecting the prestige of the historic school resulting in a **high** aesthetic value.

### Evidential Value

- 6.12 The evidential value of the Big School is somewhat diluted by the changes to the partitions within the hall in the twentieth century, removing the central screen and fireplace. This has obscured an understanding of the hall's function and circulation, an important part of how the school reflected contemporary thinking in nineteenth century education reform. Equally its present use as a library, while related, masks the original function of the building as a complete independently functioning school, with the library originally occupying only a portion of the upper levels. The evidential value of the school is therefore **medium**.

### Communal Value

- 6.13 As a functioning school building, the Big School retains a **high** communal value reflecting the school's pivotal historic and existing role within the local community as well as the old pupil's network.

- 6.14 The overall significance of the building is considered to be **good**, with a moderate sensitivity given the layers of later alteration and extension.

Contribution of the Science Building to the listed building's special interest.

- 6.15 The architectural conception of the Science Building has consistently been shown to have possessed an independent character from that of the buildings to the south, including the Big School. Constructed by a different architect in a classical severe Georgian rather than gothic aesthetic, the building does not conform to the decorative scheme or motifs of the listed building. Nor is any attempt made by the architect to 'blend' with the existing nineteenth century frontage to North Road. The building is located to the north of the Big School, separated by the Central Hall and occupies a contrasting alignment. As such the building does not form part of the original or present architectural scheme of the Big School, nor makes an meaningful contribution to an appreciation of the building's main façade when viewed from North Road. The Science Building therefore, while remaining a handsome addition to the school grounds, does not meaningfully contribute to the aesthetic interest of the Big School which retains an independent architectural character.
- 6.16 Added to this is the complicated plan form of the Science Building's interior which includes unsatisfactory connections to the Central Hall. Constructed at differing floor heights, the transition between the various phases of building work from the Science Building to central hall is often haphazard, resulting in adjacent partition walls of different lengths and materials as well as blocked openings. This emphasises the independent architectural character of the Science Building.
- 6.17 Similarly while the creation of the Science Building is of note within the school's development, allowing an expansion of its Science facilities, elements which may have been of historic interest from an educational historic perspective such as the addition of a Hangar to the roof, engineering workshops to the ground floor or bespoke laboratory interior fixtures have now all been removed. It is also noted the significant introduction of a glazed roof extension to the third floor prevents the impression of a completely preserved 1920s addition.
- 6.18 The present interior character is overwhelmingly that of a standard civic or institutional structure dating from the early-mid twentieth century. This contrasts with the decorative gothic detailing to fixtures and fittings seen within the Big School as well as within the central hall, such as the use of timber panelling and tri-foil stone window surrounds. The interior of the much-altered ground floor as well as within the third-floor roof extension is particularly of limited interest.
- 6.19 The historic significance of the Big School as an innovative reflection of nineteenth century educational architecture is therefore not appreciable from within the Science Building and little evidence of the building's ambitious role as a seat of aeronautical learning is retained.
- 6.20 While the extension of the Science Building is undoubtedly a visually appealing addition to the school grounds it occupies a reduced sensitivity in heritage terms and lower overall significance. The special interest of the Big School can be understood to overwhelmingly reside elsewhere within the school grounds, as may be expected due to the intervening fabric of the Central Hall.
- 6.21 This reduced significance is consistently reflected in the consented alterations to the Science Building. These alterations included the creation of an additional third floor in the location of the hangar to the roof which did, not require listed building consent, as well as the loss of a window to the ground floor, allow a linking corridor to cut through the plan form of the building.

*Summary of contribution*

- 6.22 While the Science Building is considered to be 'listed' by virtue of its physical connection to the grade II listed Big School and ancillary use at time of listing, it has been found to provide only a limited contribution to this building's special interest. This is reflected in the 2004 consented application for the roof extension of the Science Building which did not require listed building consent. Within the delegated report for this application the heritage impacts of the proposals were primarily discussed with regards to the impact to the conservation area, rather than that of the listed building Big School.
- 6.23 The overall contribution of the Science Building to listed Big School, is **moderate beneficial** however it is considered the most sensitive fabric of the listed building which reflects its special interest, overwhelmingly resides elsewhere.

**Highgate School Chapel, Grade II**



*Figure 124. Highgate School Chapel, seen from the north west.*

Historic Value

- 6.24 As the school chapel, this building shares the historical significance of the Big School building, forming part of the nineteenth century redevelopment within the school grounds. As such the buildings form an important group with interlinked conservation values. This building represents the development of ecclesiastical architecture within the grounds following the divestment of the responsibility of the school to provide upkeep for a local church. A number of memorials are included within the building's fabric, such as to the First World War and Boer War. The latter is set into the entrance door. Both hold additional historic commemorative value adding to the interest of the building as a whole. In addition, interest resides in the link between Frederick Pepys Cockerell and the architect Gilbert Scott as his one-time tutor. The historic significance of the building is therefore **high**.

Architectural Value

- 6.25 Frederick Pepys Cockerell chapel is replete with high gothic decorative detail. This includes pointed arches, stone tracery and a spire. The building is constructed out of red brick with stone dressings and decorations. Internally the brickwork is polychromatic, alluding to the rise of aestheticism towards the end of the nineteenth century. A prominent clock tower is adjacent the entrance porch creating a strong silhouette and reinforcing the landmark quality to the design, reflecting the building's junction location. As noted within the listed building description, the ensemble of chapel and school hall have group value forming an intentional architectural composition within the village centre. The architectural significance of the building is therefore **high**.

Communal Value

- 6.26 As within the school the building retains a **high** communal value as a place of public worship. As noted the commemorative value of the building is also of importance, reflecting the building as a depository of public memory.

Evidential Value

- 6.27 The evidential value of the building speaks to contemporary construction techniques as well as contemporary fashions for what constituted appropriate design for ecclesiastical buildings. It is noted that there are a high number of nineteenth century churches still extant and this is a strong but not remarkable example of the type, using typical materials and construction techniques. The evidential value of the building is therefore **moderate**.

The overall significance of the building is considered to be **high**, with a high sensitivity.

Setting and contribution of the Science Building.

- 6.28 The immediate setting of the church is a small landscaped church yard to the south, enclosed by railings and shaped by North Road to the west and Southwood Lane to the east, reflecting the junction location. The intermediate setting comprises the group of nineteenth century civic buildings forming the redevelopment of the Highgate School North Road estate from the 1860s-1890s. The definition of the estate boundary is emphasised by iron railings to the south over a small brick plinth, with brick walls to the north west. While the chapel contributes the eastern side of the courtyard surrounding the main entrance into the school from North Road, the building is appreciated from the south as an individual architectural element with distinct roofscape. The purposeful alignment of the building set back within the churchyard creates a high quality, decorative façade to the junction and the building possesses a landmark quality reflecting the location within the heart of the village.
- 6.29 The surrounding residential and commercial buildings to the south, south east and south west retain a historic character, positively contributing to the appreciation of the historic relationship between the chapel and local community, whose educational and spiritual needs the chapel services. Views to and from the surrounding development along the High Street include a mixture of architectural styles, materiality and plot widths. This also includes a contemporary high-quality architecture, such as the development at 69 the High Street directly to the south of the chapel. (consented at appeal in 2013 LPA Ref: APP/X5210/A/13/2200587).

- 6.30 To the rear the chapel is connected to the side elevation of the Big School by a series of small single storey side wings adjoining the apse. The two buildings are clearly related in terms of both materiality and decorative detail. The open space of the Science Quad, creates a break in this development along Southwood Lane, imbuing a sense of separation between the nineteenth century architecture to the south and later additions to the north, including that of the Science Building.
- 6.31 From the junction adjacent to the chapel to the south, views north along Southwood Lane take in glimpsed views of the Science Building. This includes the southern elevation to Southwood Lane, completed in restrained Georgian style with Portland stone dressings as well as the glazed roof extension above. This creates a distinctive character, contrasting with the appreciably gothic decorative detail of the chapel.
- 6.32 As such while the Science Building contributes positively to the wider setting of the chapel, the impact of this contribution is filtered by the break in development created by the Science Quad, the differences in architectural style and later date of construction. As a consequence later additions such as the modern roof extension to the Science Building does not have an harmful impact upon the significance of the chapel and an understanding of the nineteenth century chapel located within its historic community is retained.

#### **Sir John Woolaston's Almshouses, Grade II**



*Figure 125. Sir John Woolaston's Almshouses seen from the north.*

List Entry Number: 1189375  
Grade: II

Date first listed: 19-Mar-1951

Historic Value

- 6.33 The Almshouses were built by Sir John Wollaston, the one-time Lord Mayor of London. Founded in 1658, Sir John built six Almshouses originally under the control of the Free School and kept, "in trust for the use of six poor alms people, men and women, of honest life and conversation, inhabitants of Hornsey and Highgate." In 1722 the Almshouses were expanded and doubled in number with the financial backing of Mr. Edward Pauncefort. The almshouses therefore possess **high** historic value, illustrative of early form of social welfare as well as associative value with Sir John, as well as an example of seventeenth century development in the area.

Architectural value

- 6.34 The buildings presently reflect the early eighteenth century extension works, constructed out of brown brick with red brick dressings and a tile roof over. Single storey long side wings are situated either side of central block, rising to two Storeys. A foundation stone records the original date of the buildings and commemorating the 1722 extension. The whole possesses an unassuming appearance, notable in the street front for their relative small scale. Modern interventions include the addition of unsympathetic porch roofs above windows and doors to the rear. The architectural value is therefore **medium**.

Evidential Value

- 6.35 The building illustrates contemporary building techniques as well as the evolution of social housing, with linked plan form creating a unified terrace of houses. The evidential value of the building is therefore **high**.

Communal Value

- 6.36 The buildings remain in use as a sheltered housing scheme, and as such possesses a **high** communal value, reflecting the charitable role of the property within the local community for the over 300 years.

Setting and contribution of the Science Building

- 6.37 The setting of the Almshouses is the varied residential and civic historic architecture along Southwood Lane. The southern extent of this road is characterised in the main by the flank elevations of Highgate School. Immediately adjacent, the eastern elevation of the Science Building dwarfs the single storey Almshouses. To the north twentieth century residential buildings are set back from the road and are of indifferent quality, in contrast to the Grade II listed 24-48 Southwood Lane directly opposite to the eastern side of the street. The Science Building's contribution is therefore positive, albeit one of extreme contrast, in terms of both scale and decorative detail. Views between the two buildings include glimpses of the contemporary third floor roof extension.

## Highgate Conservation Area



Figure 125. View from the southern termination of Southward Lane looking towards the Science Block.



Figure 125. View Southwood Lane seen adjacent to the flank elevation of the Big School.



Figure 126. View north along North Road adjacent to the modern extension to the entrance lodge. The flank elevation of the Science Building is easily distinguishable through the rise in the parapet level and change in aesthetic. This image shows the considerable variety of style and age to the built fabric along North Road, including several contemporary and late twentieth century additions. The location of the Science Building is indicated by the red arrow.



Figure 127. View east towards the North Road façade of the Science Building. Extent of the façade indicated by the red bracket.

6.38 First designated in 1967, the conservation area was extended in 1990 and 1994. The site falls within Sub-Area 1 of the conservation area, reflecting the village core. Highgate Conservation Area Appraisal and Management Strategy defines the character of the area and contribution of various spaces and buildings within the area. This document was adopted as Supplementary Planning Guidance on the 4th of October 2007. The junction of the Highstreet with Southwood Lane is considered a Key Vista, and views north and south along Southwood Lane a key views.

6.39 The conservation area includes the following heritage assets within the vicinity of the site, not assessed above:

Grade II Listed:

- 22 South wood Lane (List Entry Number: 1079164)
- The Highgate Tabernacle (List Entry Number: 1358876)
- 20A Southwood lane (List Entry Number: 1079163)
- 20 Southwood (List Entry Number: 1079162)
- 18 Southwood Lane (List Entry Number: 1358875)
- 16 Southwood Lane (List Entry Number: 1079161)

Non-designated heritage assets:

- 39-49 Southwood Lane
- 58-64 Southwood Lane

6.40 Due to the location of these assets, positioned close together along Southwood Lane, the contribution of the site to these assets' significance will be considered as part of the contribution to the Conservation Area.

6.41 The special interest of the Highgate Conservation Area is identified in the Council's Appraisal and Management Proposals document (2007). This document refers to its essential character as a close-knit village crowning one of the twin hills to the north of London, with earliest beginnings in about the 14th century. The High Street to the south is characterised by small-scale houses and traditionally fronted shops and businesses. As a fashionable district from the period of early suburban expansion from the seventeenth century on, large residences comprise the majority of the development within the conservation area, taking full advantage of wide ranging views of London and the Lea Valley.

6.42 Primarily created through successive infill development and the gradual intensification of plot sizes, the character of the area is remarkably varied with large houses as well as civic buildings dating from the 17th to 20th centuries set within spacious plots landscaped gardens. This is particularly true of Southwood Lane, in which both Dyne House and The Baptist chapel are located. The former is 1967 six storey brutalist brick and concrete development, constructed within the grounds of the old headmaster's house, and the latter the Baptist Chapel, one of the oldest buildings in the parish, originally founded as a Presbyterian chapel in 1662. While the rise and fall of the land and gentle curve to the road creates unfolding rather than extensive views, the architectural character gradually becomes noticeably more late-twentieth century in appearance as you progress north.

- 6.43 As noted within the site assessment, North Road to the west of the site is dominated by the extensive buildings which make up Highgate School. Each addition is readily appreciable through the introduction of varying architectural compositions to the façade, including a contemporary glazed addition to the lodge house extension and the recent addition to the north of the Garner building.

Contribution of the Science Building to the character and appearance of the Conservation Area

- 6.44 The Science Building contributes a formal courtyard appearance to Southwood Lane, the set back of buildings creating a gap in development which reflects the historic access to a square visible within historic mapping. The severe Georgian aesthetic is the only example of the type along the lane and the building dominates views from the South, reaching substantially above the surrounding buildings within the immediate streetscape.
- 6.45 All views of the Science Building from the east presently take in the glazed roof extension, cementing the variation in materiality, aesthetic, use and massing seen along the street front. In views from North Road, which the building is of a more equal massing, it is distinguished by a variation in roof form and decorative detailing, easily identifiable within the wider school complex. Therefore the building, by virtue of its considered façade which reflects the distant visibility from the south and more intimate views when directly opposite from the east, overall makes a positive addition to the street-front.

## 7.0 Proposals

### Proposals

- 7.1 The proposed alterations to the science block have been produced as part of lengthy discussions with the council regarding appropriate material choice, massing, connection to existing fabric and sensitive view points. This includes assessment and alteration to the scheme following attendance at Design Review Panel.
- 7.2 The proposed alterations to the science block include the extension of the eastern courtyard façade to provide a new elevation, together with a roof extension and new entrance. A new façade is also proposed to the Garner Quad. Both extensions will follow the same principle of composition and evolution of built character currently experienced in the wider school campus. As such the buildings will be seen as part of the same architectural language as the school, but with each rendered with architectural detail relevant to their Quad context.
- 7.3 The proposals to the science block have been drawn from their material context, and organised in reference to the existing fenestration pattern. The overall aesthetic approach is restrained, drawing on the proportions of the neo classical facades surrounding the quad. As such the proposed façade is composed of red brick, with the massing organised around the creation of four large rectangular windows to each floor, set into the façade with an angled brick cill below. The use of the cill detail will create a subtle play of shadow across the façade, enlivening this elevation. Banding to the parapet creates the suggestion of a cornice and ensures the continuation of decorative detail within the adjacent elevation to the west. Within the northernmost bay, a blind window is featured at first and second floors, located above the entrance itself. This opening is rectilinear, and glazed. Housed within a bronze surround, the entrance is subtly emphasised through the change in material and proportion.
- 7.4 On the Garner extension north elevation, this façade is similarly in brick but using a different architectural language to the that of the science building. A series of five windows to the first and second floors sit above an open colonnade at ground floor. The windows are decorated with the suggestions of cills to the first floor and architrave to the second, using alternate brick course approaches, to create a sense of differentiation and interest. The resolution of the colonnade has been amended following comments at the design review panel, in order to maximise the light entering the walkway. As such the colonnade makes use of slim circular columns set in front of an area of glazing. This glazing is set within its on geometric framed pattern, creating an honest contemporary aesthetic. The bay division has been amended to five rather than four, in order that the bay widths match that of the Science Quad.
- 7.5 The approach to the glazing at roof level has been to minimise visibility from the surroundings, sitting within the established contemporary character of roof additions at this level.

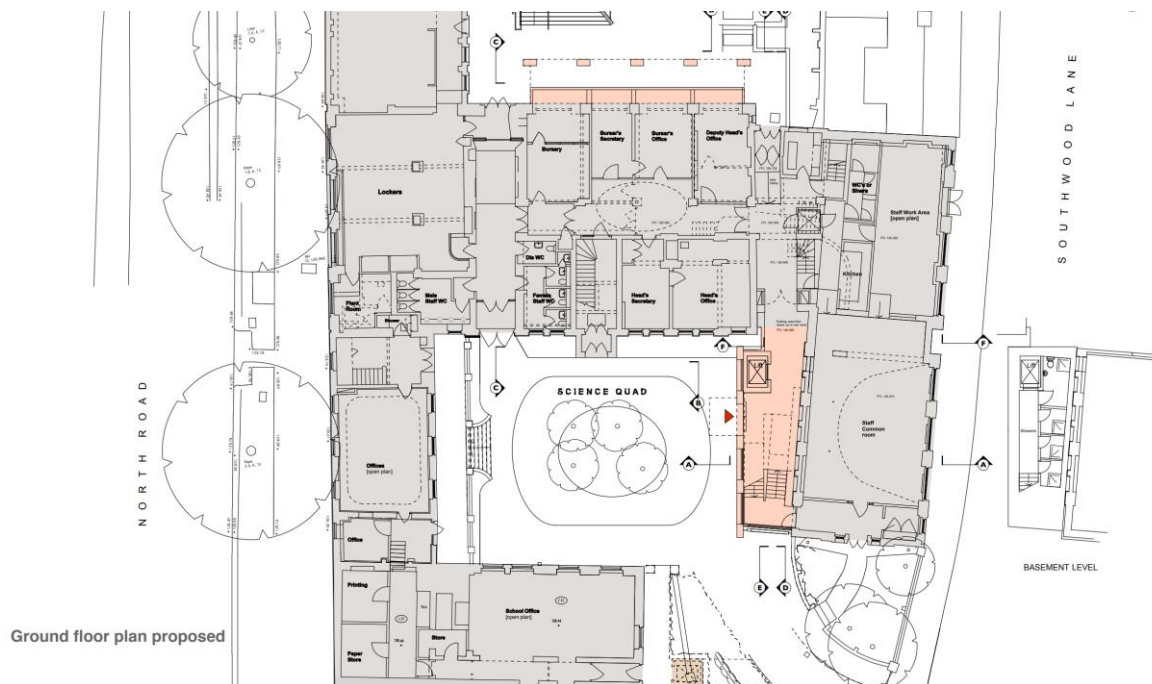


Figure 1. Ground floor plan proposed.

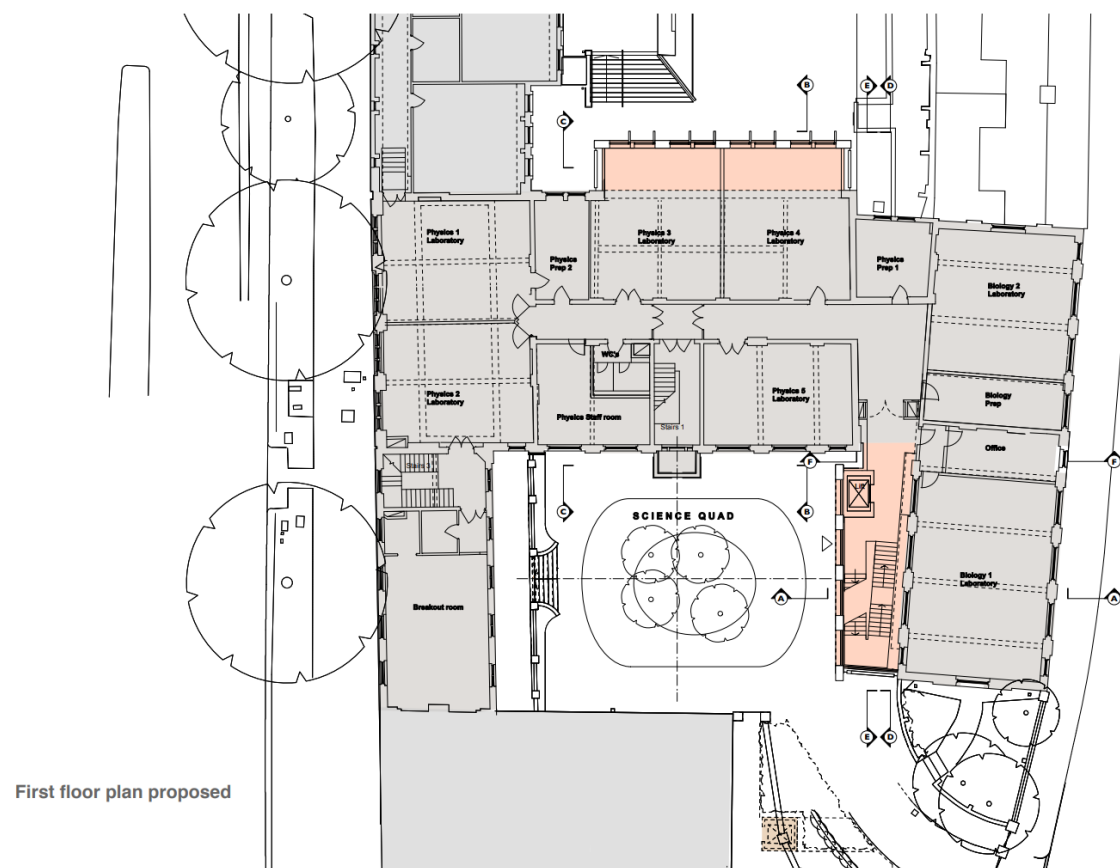


Figure 2. First floor plan as proposed.

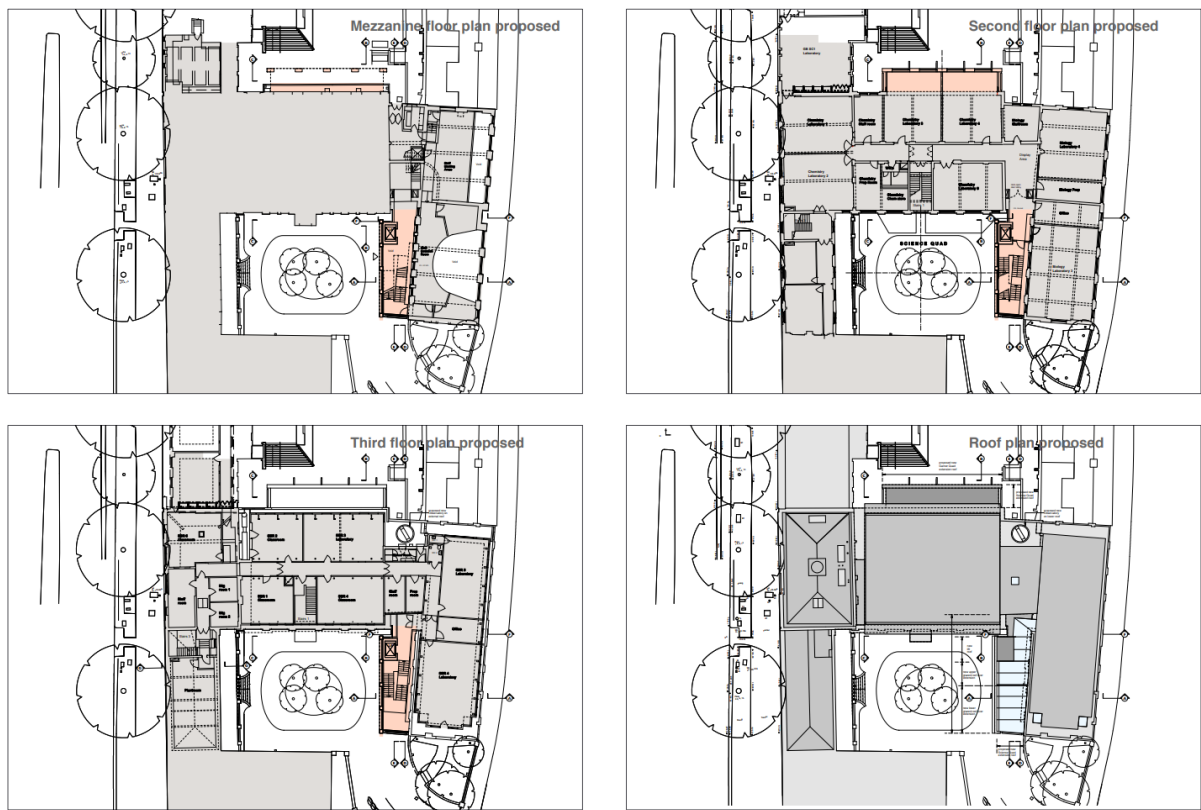


Figure 3. Third floor and roof plans as proposed.



Figure 4. Garner Quad Elevation, proposed.



Figure 5. Science Quad Elevation, as proposed.

## 8.0 Impact Assessment

- 8.1 In order to assess the suitability of the site for the proposed alterations on the significance of the heritage assets and/or their settings, it is necessary to determine the nature and extent of any impacts resulting from the proposals on heritage assets and/ or their settings.
- 8.2 When assessing the impact of a proposed development on individual or groups of heritage assets, it is important to assess both the potential, direct physical impacts of the development scheme as well as the potential impacts on their settings and where effects on setting would result in harm to the significance of the asset. It is equally important to identify benefits to settings, where they result from proposals.
- 8.3 The proposed development is considered below in terms of its impact on the significance of the heritage assets, and the contribution which setting makes to their significance. Assessment of impact levels are made with reference to Table 2 in Section 3.

### **Impact to the Grade II Listed 'Big School'**

- 8.4 It is considered the proposals reflect a sensitively designed extension which remains in keeping within the existing architectural hierarchies of the site. Close attention has been paid to the building's history as well as the provisions of local policy. Particularly relevant is the Haringey Development Management DPD (July 2017) which specifies extensions to heritage assets should be restricted to less significant parts of the building, relate sensitively to the original building and do not adversely affect the internal or external appearance or character of the listed building, curtilage or its setting.
- 8.5 Several examples of contemporary architecture exist within the setting of the Big School. These include 69 Highgate High Street, the extension to the entrance lodge within the school and the new extension north of the Garner Building. As outlined within the detailed historic development section, the Science Building already possesses an altered character, with the existing roof extension appreciable from both distant and intimate views to the southeast and east including within the quad. An additional small scale contemporary addition, while constituting a visual change will therefore remain consistent with the present character.
- 8.6 It is noted that a hierarchy to the facades is appreciable within the Quad, with the southern side elevation of the Central Hall and the eastern elevation of the Science Block reflecting a more subservient appearance, illustrating the lack of public views. Changes within these elevations which retain the subservient character will therefore have a reduced impact. It is noted that glimpsed views through to the grand northern elevation to the quad will be preserved, so that the classical architectural character of the Science Building remains legible.
- 8.7 When considered against the considerable visual strength of the building, the sensitively designed proposals are found to respond to views from the junction to the south, minimise impact on existing fabric and remain within the existing architectural hierarchy. The proposals are therefore considered to not harm the significance of the building, resulting in a **neutral** impact.

### Impact to the Grade II listed Chapel

- 8.8 The existing relationship of the Grade II listed chapel with the wider school campus includes the incremental additions to the school's Southwood campus throughout the nineteenth, twentieth and twenty first centuries. This includes the creation of the Science building itself, which adopted a contemporary interpretation of the classical architectural idiom. The proposals are seen to sit within this varied architectural context, creating a new contemporary addition which upholds the existing material palette, massing and height experienced around the quad. By virtue of the site's location, these proposals will not impact the key views within which the significance of the chapel is currently best appreciated, nor interrupt the how the chapel and wider school campus is perceived. While the proposals result in a change to the chapel's setting, this change is considered to be neutral in terms of impact, creating a **neutral** impact on the building's significance.

### Impact to Grade II listed Almshouses

- 8.9 The setting of the Almshouses has been found to comprise the varied residential and civic historic architecture along Southwood Lane. The eastern elevation of the Science Building is immediately adjacent to the Almshouses, and the Science Building's contribution to the setting of the Almshouses has been found to be positive, albeit one of extreme contrast, in terms of both scale and decorative detail. Existing views between the two buildings include glimpses of the contemporary third floor roof extension. While the proposals will create a change in the wider setting of the Almshouses, this is considered to maintain the existing architectural relationship between the two structures. It is noted that the position of the proposals to the Science Building, facing west onto the quad, ensure that the area of change is predominately perceived from the Almshouses obliquely, limiting the visual impact. It is acknowledged that additional height and areas of glazing will be perceived within the roofline, however, as existing, the differential in height, massing and materials is easily appreciable. It is further noted that the views of the Almshouses from the north, where the significance of these buildings are best appreciated will be unobscured. The overall impact to the setting and significance of the Almshouses is therefore considered to be **neutral**.

### Impact to the conservation area

- 8.10 The Science Building has been found to contribute a formal courtyard appearance to Southwood Lane, adopting a severe Georgian aesthetic which is unique along the street front. Views of the Science Building from the Southwood Lane have been found to take in the glazed roof extension, cementing the variation in materiality, aesthetic, use and massing seen in this location within the conservation area. The proposals have been designed in sympathy with these views in order to provide a new elevation which sits comfortably within its neo-classical context, referencing the proportion of void to built fabric and material palette. It is noted that the wider material character of the science building as a whole, including the western and northern courtyard elevations will be preserved. Furthermore the new facades are sheltered from the direct and full views from the public realm, through their positions facing the interior of the quad. The extension to the science quad will be principally perceived as an increased thickness to the brickwork attached to the return elevation of the science building, where it faces south onto Southwood Lane. This is therefore only a minor alteration in the current perceptible hierarchy and decorative scheme of the building. These views will retain glimpses of the stone and brick detailing to the unaffected elevations, so that the material character and contribution of the quad will still be legible. Similarly the new façade to the Garner block, will be seen in context within an area of late-twentieth century change. While the additional glazed 'observatory' and plant to the roof will be visible within the surroundings, this will be seen context of the recent consented additions to the roof

line, and as such maintain the existing contribution of the roof line. The overall increase in height in mass has been minimised in these views, so that the overall contribution of the site to the conservation area is preserved. The overall impact to the conservation area is considered to be **neutral**.

## 9.0 Conclusion

- 9.1 This Heritage Statement has considered the impact of the proposals on the significance of Highgate Conservation Area and the grade II listed 'Big School', Chapel and Almshouses. This approach to impact-assessment is required in order to satisfy the provisions of Sections 16(2), 66(1) and 72(1) of the Planning (Listed Buildings & Conservation Areas) Act 1990 and the National Planning Policy Framework (NPPF) where the impact of development on heritage assets or their settings is being considered.
- 9.2 The school site and surrounding Conservation Area has been found to contain an exceptionally high-quality built environment, reflecting the full array of architectural movements throughout the eighteenth, nineteenth and twentieth centuries. This includes buildings which fall within the school's estate, which individually express the varying architectural and pedagogical fashions, interests and understanding of their age. This variety and quality adds considerably to the character and appearance of the Conservation Area, and as such the character of the surrounding streetscape is frequently one of contrast. This variety includes several examples of complementary contemporary design and later additions to the estate.
- 9.3 As existing the site has been found to hold a quality of contrast, readily perceived as a part of the twentieth century expansion works to the school grounds. As such it holds an independent architectural character, additional recently altered through a number of consented additions to the roof. The proposals have been shown to remain within this existing hierarchy and character, forming a sympathetic addition to the listed Big School, and setting of the surrounding heritage assets. When considered against the considerable visual strength of the Science Building as a whole, the sensitively designed proposals which respond to views from the junction to the south, minimise impact on existing fabric and remain within the existing architectural hierarchy will not harm the significance of the building and contribution to surrounding heritage assets.
- 9.4 The overall impact to the conservation area is therefore considered to be neutral, while the impact to the setting and significance of the listed group is also considered to be neutral. In terms of the impact on these listed buildings, the proposals are considered to have paid due regard to the desirable objective of preserving the setting and significance of the listed buildings in accordance with Sections 16(2) and 66(1) of the 1990 Act. Additionally, as a result of the assessments made, the proposals are considered to preserve the character and appearance of the Conservation Area and have taken opportunities to enhance it where possible. The proposals are therefore considered to accord with Section 72 of the 1990 Act. in causing no harm to the significance of the heritage assets identified, the relevant policies of the NPPF are satisfied, in addition to local heritage policies.

## APPENDIX 1

# LISTED BUILDING DESCRIPTIONS

HIGHGATE SCHOOL, OLD SCHOOL BUILDING, NORTH ROAD N6

Grade: II

Date first listed: 02-Dec-1994

Public School, now its principal hall, with classrooms underneath. 1865-7 by Frederick Pepys Cockerell for the Reverend Dr. Dyne, headmaster. Red brick with stone dressings and decorations. Slate roof with stacks on end gable and rear elevation. Symmetrical five-bay first-floor hall with projecting dias end, now stage, with oriel-reached via external stairs at opposite end, or via external imperial stairway in centre added as war memorial in 1949. Ground-floor classrooms not of special architectural interest. Main facade with central gable and sundial inscribed 'Vera Loqui aut Silere' over three relief panels. Lead parapet inscribed R S 1565. Mullion and transom windows with leaded lights and trefoil heads under flat arches. A line of shields forms band at first-floor level. Projecting stone oriel supported on single column projects forward of vaulted undercroft originally open, now imaginatively infilled by James Cubitt and Partners. Original entrance steps to south reached under projecting porch with particularly fine foliate carving. North elevation continues first-floor band of shields, with roseate windows over (some blocked) with stained glass. Rear elevation with projecting wing at stage end over undercroft, otherwise a five-bay composition with simplified mullion and transom fenestration dominated by massive central stack flush with elevation and with decorative brick detailing reflecting the fenestration pattern. Projecting buttresses between ground-floor windows. Interior. First-floor hall with exposed timber-truss roof Proscenium and stage formed 1933 with panelling donated 1934 by Edward Jeudwine (commemorated in central panel). The panelling to the body of the hall thought to be 1949, contemporary with central entrance. Highgate School was founded by Sir Roger Cholmely in 1565. This building commemorates its expansion and reform on the original site by the Reverend Dr Dyne from 1845 onwards. Sources: C AEvans and A Pwhite, 'The Story of Highgate School, 1938-1949', c.1950 S W Kitchener, 'Old Highgate, The Story of a London Village', n.d. M Seabourne, 'The English School. Its Architecture and Organisation, 1370-1870', 1971.

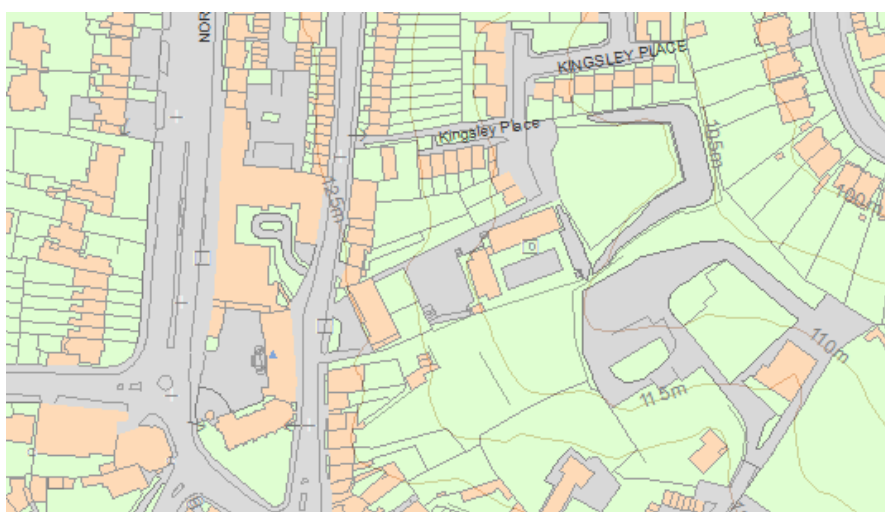


Figure 127. Location map. Source: Historic England. Listed building indicated by the blue triangle.

## HIGHGATE SCHOOL CHAPEL

List entry Number: 1084325

Grade: II

Date first listed: 02-Dec-1994

### GV II

School chapel. 1865-6 by Frederick Pepys Cockerell. Red brick with some stone dressings and decorations, internally polychromatic use of different coloured bricks with stone and tiles. Slate roof Chapel partially raised over open undercroft to north and reached up steps to west under clock tower. Five-bay body with five-light apse set liturgically, central timber fleche. Round-arched lancets with central cusped light set between buttresses under parapet of open stone tracery. To south and apse a blind, round-arched arcade with brick moulding in tympanums and stone banding; to north the undercroft has a virtually round-arched arcade with octagonal columns under unusual Ionic capitals, and moulded brickwork in spandrels. Undercroft has within it a pump (moved there), wooden benches and a First World War Memorial. Steps lead thence past Boer War Memorial to entrance door set within ballflower moulding and pointed arch. Interior retains lavish polychromy to walls and floors. The body of the chapel is panelled to dado height, with many memorials. Open timber truss roof Pews probably early C20, choir stalls probably 1930s. Marble lining to dado height in apse, incorporating stoup; pulpit, lectern and altar rails. Two organs, that at the west end installed 1980s. Good collection of stained glass, including in the apse memorials to Henry Chester, died 1868; Robert Isherwood, 1837; Henry Leak 1863; Thomas Causton 1856; William Bloxan, 1814; all in similar style. Particularly fine are windows on the south side, which are good examples of 1880s Aesthetic Movement style glass, and the west rose window of uncertain date. One window replaced 1953 after war damage. Highgate School chapel forms part of the major rebuilding of the school, founded in 1565, in the mid-nineteenth century. The ensemble of chapel and school hall is of great architectural and historical importance at the centre of Highgate village. Sources: C A Evans and A P White, 'The Story of Highgate School, 1938-1949', c.1950 S W Kitchener, 'Old Highgate, the Story of a London Village', n.d.

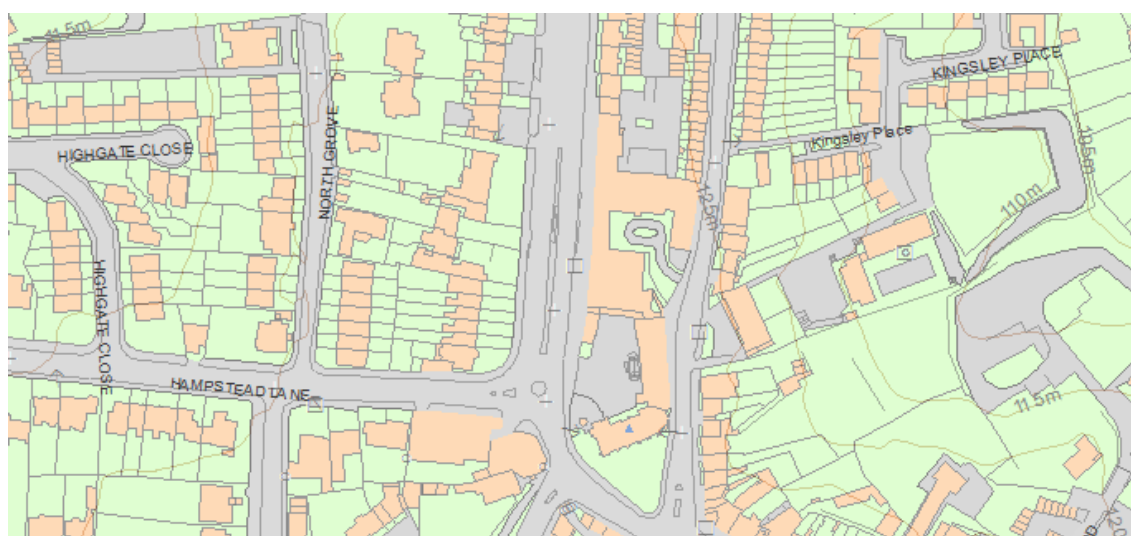


Figure 128. Location map. Source: Historic England. Listed building indicated by the blue triangle.

SIR JOHN WOOLASTON'S ALMSHOUSES, 13-37, SOUTHWOOD LANE N6

List entry Number: 1189375

Grade: II

Date first listed: 19-Mar-1951

2. Early C18 brown brick, red dressings, tile roofs. 1 storey long wings on either side of small 2 storey central block. Centre block, parapet and old tile roof. 2 windows. Central door and round-headed niche on 1st floor above tablet recording foundation of the almshouses by Sir John Woolaston in 1658 and their rebuilding to double the number by Edward Pauncefort in 1722. The almshouses themselves have each 1 window and door under an unsympathetic roof of modern tiles. All openings segment-headed. Graded partly for historical reasons and partly for the sake. of the central block.

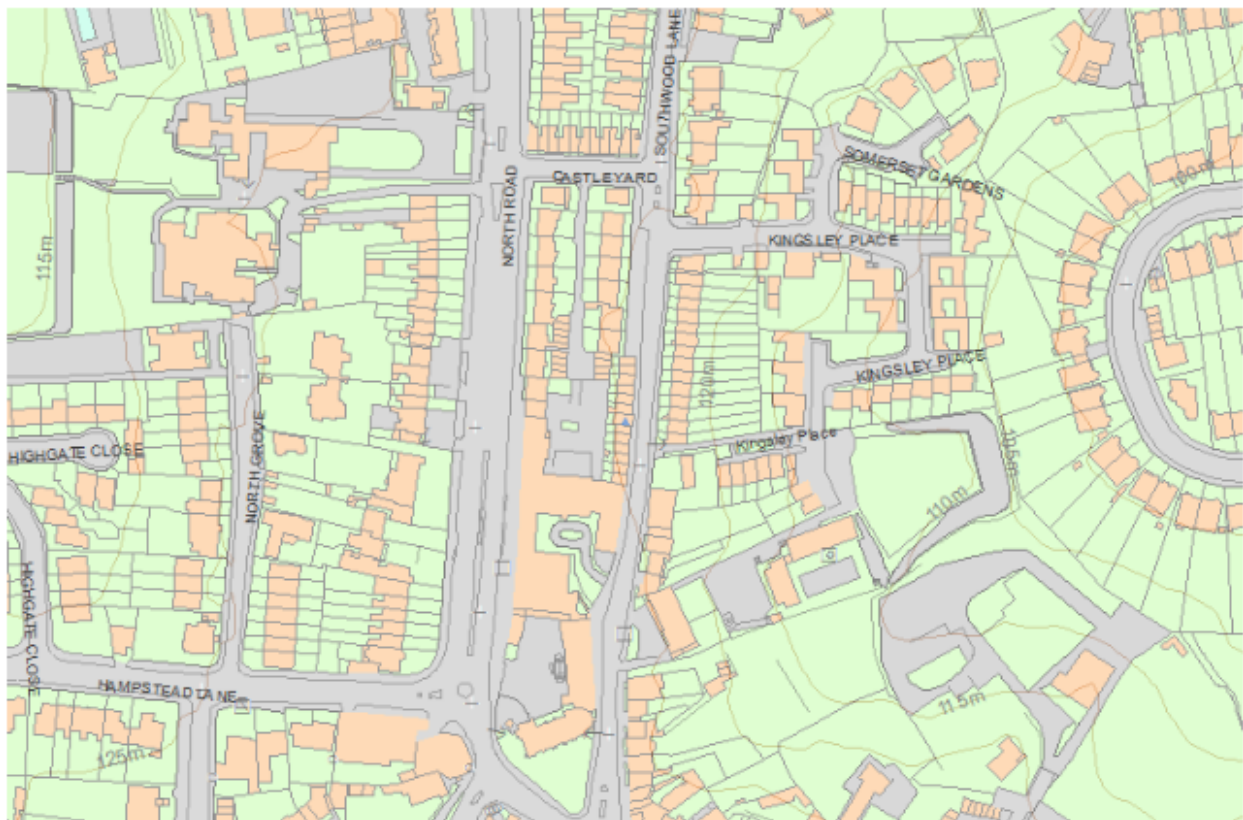


Figure 129. Location map. Source: Historic England. Listed building indicated by the blue triangle.