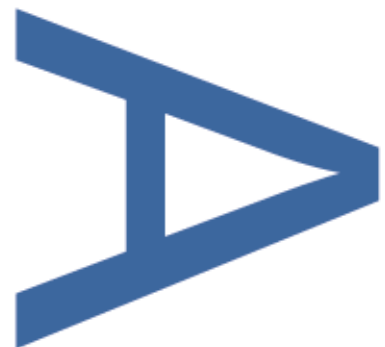


**HISTORIC BUILDING RECORDING
OF THE FORMER
DOWNHILLS CENTRAL SCHOOL,
KESTON ROAD,
LONDON BOROUGH OF HARINGEY,
N17 6PW**



PCA REPORT NO: R13136

JANUARY 2018

PRE-CONSTRUCT ARCHAEOLOGY

**Historic Building Recording of the Former Downhills Central School, Keston Road,
London Borough of Haringey N17 6PW**

Written by Adam Garwood

Site Code: KTO17

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Commissioning Client: Archaeology Collective on behalf of the Overall Client

Central Ordnance Survey National Grid Reference: TQ 32610 89371

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January 2018

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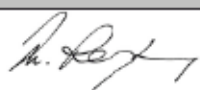
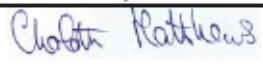
Site Name

Former Downhills Central School,
Keston Road,
London Borough of Haringey
N17 6PW

Type of project

Historic Building Recording

Quality Control

Pre-Construct Archaeology Limited Project Code		K5040	
Pre-Construct Archaeology Limited Report Number		R13136	
	Name & Title	Signature	Date
Text Prepared by:	Adam Garwood		19/01/2018
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Revision No.	Date	Checked	Approved

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1 NON-TECHNICAL SUMMARY

- 1.1.1 Pre-Construct Archaeology Limited was commissioned by The Archaeology Collective on behalf of the Overall Client to carry out historic building recording of the Keston Centre (former Downhills Central School), Keston Road, Haringey, prior to its demolition. The work was carried out in response to planning condition (9) attached to planning permission (Ref. HGY/2016/3309) by the local planning authority (Haringey Council).
- 1.1.2 The former Downhills Central School was erected for the Tottenham Education Committee to the designs of G.E.T. Laurence, a prolific local architect who, working with the London School Board, specialised in the construction of school buildings, particularly in the Tottenham and Edmonton area, at the turn of the 20th century. Architects plans (for drainage) were drawn up in c.1911, although it appears that the school was not completed until some years later, following the passing of the Education Act of 1918, which led to the Tottenham Education Committee opening three selective central schools, namely Downhills, Down Lane and Risley Avenue. Downhills Central School, designed to provide vocational tuition for 400 boys and 400 girls, was opened on Wednesday 1st October, 1919.

2 INTRODUCTION

2.1 Background

- 2.1.1 Pre-Construct Archaeology Limited was commissioned by The Archaeology Collective on behalf of the Overall Client to carry out building recording of the former Downhills Central School (now the Keston Centre), Keston Road, Haringey, prior to its proposed demolition (**Figures 1 and 2**). The work was carried out in response to planning condition (9) attached to planning permission Ref. HGY/2016/3309 by Haringey Council. The Keston Centre is neither statutorily nor locally listed nor does it lie within the boundaries of a conservation area, or near to any listed buildings or other heritage assets which may be affected by its proposed demolition.
- 2.1.2 The historic building recording was undertaken in accordance with a Written Scheme of Investigation (Garwood, 2017). The recording was completed in accordance with National Planning Policy Guidance, specifically National Planning Policy Framework (NPPF) (2012) and the LPA's adopted policy towards built heritage and archaeology.

2.2 Site Location and Description

- 2.2.1 The site lies to the north of the A504 West Green Road and B153 Philip Lane, to the west of the north-south stretch of Keston Road and immediately east and south-east of Downhills Park, at Ordnance Survey NGR TQ 32610 89371 (**Figures 1 and 2**). The school buildings of the late 19th century Harris Primary Academy, built as the Downhills Board School in 1893, lies a short distance to the south and towards Philip Lane and adjacent to the New Testament Assembly Church, formerly St Philip's Church Hall, fronting Philip Lane.
- 2.2.2 The site of the Keston Centre is presently accessed via a spur road in between the houses at the north-east corner of Keston Road. The former school was built in 1918 to the designs of G.E.T. Laurence, a prolific local architect who, working for the LSB (London School Board), specialised in school buildings. He designed a balanced and symmetrical school on an H-shaped plan. It was built over an elevated single storey, incorporating a small basement below the south-eastern part of the eastern (boys) wing. The elevations were constructed using polychromatic brickwork with contrasting red and yellow brickwork. The former was used to accentuate openings and angles. The roofs were all pitched with gabled and hipped profiles, and covered with non-local blue slates. Louvered ridgeline ventilators and tall stacks compliment the roofline.

3 PLANNING BACKGROUND

3.1 Introduction

- 3.1.1 National legislation and guidance relating to the protection of historic buildings and structures within planning regulations is defined by the provisions of the *Town and Country Planning Act 1990*. In addition, local planning authorities are responsible for the protection of the historic environment within the planning system and policies for the historic environment are included in relevant regional and local plans.

3.2 Legislation and Planning Guidance

- 3.2.1 Statutory protection for historically important buildings and structures is derived from the *Planning (Listed and Conservation Areas) Act 1990*. Guidance on the approach of the planning authorities to development and historic buildings, conservation areas, historic parks and gardens and other elements of the historic environment is provided by the National Planning Policy Framework (NPPF), which was adopted on 27 March 2012.
- 3.2.2 The historic environment is protected through the development control system. Historic buildings are protected through the statutory systems for listing historic buildings and designating conservation areas. Listing is undertaken by the Secretary of State; designation of conservation areas and locally listed buildings is the responsibility of local planning authorities.

3.3 The London Plan

- 3.4 Development also falls under the remit of the Mayor of London's London Plan [July 2011, updated January 2017] which addresses Heritage, Conservation Areas, World Heritage Sites and Protected sites. The core intent of the Mayors strategy in the London Plan is expressed as follows:

POLICY 7.8 HERITAGE ASSETS AND ARCHAEOLOGY

- A London's heritage assets and historic environment, including listed buildings, registered historic parks and gardens and other natural and historic landscapes, conservation areas, World Heritage Sites, registered battlefields, scheduled monuments, archaeological remains and memorials should be identified, so that the desirability of sustaining and enhancing their significance and of utilising their positive role in place shaping can be taken into account.
- B Development should incorporate measures that identify, record, interpret, protect and, where appropriate, present the site's archaeology.
- C Development should identify, value, conserve, restore, re-use and incorporate heritage assets, where appropriate.
- D Development affecting heritage assets and their settings should conserve their significance, by being sympathetic to their form, scale, materials and architectural detail.
- E New development should make provision for the protection of archaeological resources, landscapes and significant memorials. The physical assets should, where possible, be made available to the public on-site. Where the archaeological asset or memorial cannot be preserved or managed on-site, provision must be made for the investigation, understanding, recording, dissemination and archiving of that asset.

3.5 Planning Application

- 3.5.1 Planning Permission (Reference HGY/2016/3309) has been granted for the 'Demolition of existing buildings and re-provision of two-storey building to accommodate a nursery (with associated external amenity play space) and community centre (Use Class D1); provision of 126 new residential units (16 x 3-bedroom part two/part three storey townhouses, and 110 units (93 x 1-bedroom and

17 x 2-bedroom) in 4 x blocks of flatted accommodation ranging from three to five storeys in height); associated landscaping; car parking; widening of vehicular access to site; and provision of new pedestrian access routes to Downhills Park'.

3.5.2 Pre-application advice was sought from Haringey Council in July 2016 (LPA Ref: PRE/2016/0277). At this time comments were made on design and planning matters relating to the building and no objection to the removal of the Keston Centre building was made. During the application process Haringey advised that justification would be needed for the demolition of the building to ensure that its potential contribution to the historic environment could be fully considered.

3.5.3 The Greater London Authority was invited to comment on the proposals and responded on 19 December 2016 (GLA Ref: D&P4153/01), raising no objection to the demolition of the building.

3.5.4 As part of the granting of planning permission an archaeological condition (9) was attached to the consent. It reads:

9: Prior to the commencement of demolition, a Level 3 recording based on Historic Building's guidance given in *'Understanding Historic Buildings: A Guide to Good Recording Practice'* (May 2016), shall be undertaken, and be submitted to and approved in writing by the Local Planning Authority.

Reason: To ensure the building's historic and communal value can be illustrated for future generations.

4 METHODOLOGY

4.1 Aims and Objectives

4.1.1 The aim of the building recording was to provide a detailed record of the former Downhills Central School (Keston Centre), which will be demolished as part of the redevelopment. The purpose of the project was to clarify the development of the building. This record of the former school building of 1918 was to be in accordance with that defined by a Historic England Level 3 survey. The aim was to provide a better understanding of the building's historic and structural development, to compile a lasting record, to analyse the results and to disseminate these results.

4.2 Documentary Research

4.2.1 A search of relevant primary sources was carried out at the Haringey Archive and Local History Centre to supplement existing background material published in the Heritage Statement (Heritage Collective, 2017). The results of historical research are provided in Section 5 of this report.

4.3 On-Site Recording

4.3.1 The historic building recording was carried out during the week ending 15th December 2017. Copies of the original architects plans of the building, provided by the client, were checked on site for accuracy, amended where appropriate and used as a basis for the illustrations in this report.

4.3.2 A photographic survey comprising high resolution digital images was completed to record key vistas, architectural features and interior spaces. The photographic survey also recorded external elevations and nearby buildings to place the school in context with its immediate environs. A selection of photographs (**Plates 1 to 52**) has been included in this report and **Figures 2, 7 and 8** show the location and direction of these photographs.

4.4 Project Archive

4.4.1 The project archive is currently held at the offices of Pre-Construct Archaeology Limited in Brockley, London, under the site code KTO17. It is anticipated that the archive (copies of the report, drawings and photographs) will be lodged with the LAARC (London Archaeological Archive and Research Centre). The report will be prepared as soon as possible after completion of the on-site work and will be submitted to the client, the GLHER (Greater London Historic Environment Record) and Haringey Council.

4.5 Guidance

4.5.1 All works were undertaken in accordance with standards set out in:

- Historic England (2015) *Guidelines for Archaeological Projects in Greater London* Greater London Archaeological Advisory Service
- English Heritage (now Historic England) (2005) *The presentation of historic building survey in CAD*
- Historic England (2016) *Understanding Historic Buildings: A Guide to Good Recording Practice*
- ClifA (2014) *Standards and guidance for the archaeological investigation and recording of standing buildings or structures*

5 HISTORICAL BACKGROUND

5.1 Introduction

- 5.1.1 The following background material is mainly drawn from H. C. Davies, (1955) *Three Dozen Years: A History of Downhills Selective Central School Tottenham 1919-55*.

5.2 The Development of Central Schools

- 5.2.1 The Elementary Education Act of 1870 set up School Boards to provide elementary education for all children between the ages of five and thirteen. At first, attendance was not compulsory but the Boards had the power to frame by-laws making it so. By two further Acts of 1876 and 1891 elementary education was made compulsory and free.
- 5.2.2 When the School Boards had solved the problem of accommodating all children up to thirteen years of age, a demand arose for the provision of higher elementary education beyond the age of thirteen (or Standard VII) and the Boards turned their attention to this problem. In many districts all the children whose parents wished them to remain beyond Standard VII were gathered together in one central school known as a Higher Grade School. In 1900 a ruling of the High Court made these schools illegal, because the School Boards were not empowered to use rates for this purpose, but an emergency Act of Parliament rectified the position.
- 5.2.3 The Education Act of 1902 abolished the School Boards and handed over their duties to the County Councils, who were empowered to delegate their powers in respect of elementary education to the Councils of Urban and Rural Districts of a certain size. Tottenham became one of these Part III Authorities, as they were called. This Act also established state secondary schools to be administered by the County Councils, usually known as County Schools, which grew up side by side with, and acquired status comparable with, the older independent foundations known as Grammar Schools and High Schools.
- 5.2.4 In April 1911, the London County Council introduced the Central School system. The Central Schools were intended to give advanced elementary education and, as the name implies, they served an area, the children coming from other schools at the age of eleven plus and following a four-year course whose curriculum was to have an industrial or commercial bias.
- 5.2.5 The Education Act of 1918 which, in Section 2 (1), stipulated that "It shall be the duty of a Local Education Authority so to exercise their power under Part III of the Education Act of 1902 as to make or otherwise to secure adequate and suitable provision by means of central schools, central or special classes or otherwise (1) for including in the curriculum of public elementary schools, at appropriate stages, practical instruction suitable to the ages, abilities, and requirements of the children; and (2) for organising in public elementary schools courses of advanced instruction for the older or more intelligent children in attendance at such schools, including children who stay at such schools beyond the age of fourteen."
- 5.2.6 It was as a direct result of this Act that the Tottenham Education Committee opened three Selective Central Schools on 1 October 1919, namely Downhills, Down Lane and Risley Avenue. Downhills Central School occupied part of the old Downhills board school's buildings in Philip Lane and all three Central Schools continued, until 1944, to provide an advanced education for many who, today, receive instruction in the Grammar Schools but who, in those days, could not obtain one of the limited number of free places.
- ### 5.3 The London School Board; Design
- 5.3.1 Downhills Central School was originally built c.1918 to the designs of G.E.T. Laurence, a prolific local architect who, working for the London School Board (LSB), specialised in school buildings (**Historic Plate 3**). Pevsner writes: 'The most active

School Boards further out were in those areas already densely built up by the 1890s. Here private architects who specialised in schools were employed, and, though influenced by the LSB, put their own stamp on their buildings. Among the most prolific and accomplished was G.E.T. Laurence, active in both Tottenham and Edmonton and responsible for Bush Hill Park, Edmonton, 1896 and Woodlands Park, Tottenham, and Alexandra, Wood Green, both 1897 (Cherry & Pevsner 2001).

- 5.3.2 The London School Board built around 400 schools in the thirty years of its existence. The work of the LSB was influenced by the man appointed as its architect in 1871, Edward Robert Robson, who built or supervised 289 new board schools in London between 1871 and 1884. In an architectural context there had already been a reaction against the florid neo-Gothic styling of the high-Victorian era and a move towards the Arts and Crafts movement. Robson believed that the new schools were 'henceforth to take rank as public buildings, and should be planned and built in a manner befitting their new dignity.' He also required that the architecture of the Board Schools be secular, stating; 'whether we like it or not, the education of the people is now governed by the lawyer rather than the clergyman'. Robson sought a precedent rooted in English craft and a 'simple brick style'. Here lay the origins of the so-called Queen Anne style of which the Board Schools are renowned, although strictly they could be judged as an eclectic style incorporating Classical, Flemish and French Renaissance influences. Internally, there was far less attention to decorative treatment (Anon, 2013; Municipal Dreams). The early schools were designed with large segregated classrooms in which several groups could be taught simultaneously. However, over time and against initial resistance to this 'Prussian' model, smaller, separate gender specific classrooms, each with their own teacher became the norm.

5.4 Downhills Central School

- 5.4.1 Downhills Central School was opened on Wednesday morning, 1 October, 1919, with the following staff:- Headmaster, Mr. F. O. Pinchbeck, B.A., Miss F. A. Wilson, Miss M. L. Mandall, Mr. W. M. Roberts, Mr. W. W. Semmons. 78 scholars presented themselves for admission, consisting of 42 boys and 36 girls (**Historic Plate 1**). The school was founded by the Tottenham Urban District Council Education Committee who, in February 1919, followed the recommendations of its Central Schools Sub-committee by establishing three Central Schools, a mixed school at Downhills, a girls' school at Down Lane, and a boys' school at Risley Avenue.
- 5.4.2 Scholars in elementary schools who were over eleven and under twelve years of age on 1st August and who had reached a class equivalent to the fifth standard should be eligible for admission. In submitting these recommendations, the Sub-Committee said that the purpose of these schools was "to provide for suitable and specially selected pupils an extended course of instruction having a definite bias towards some kind of industrial or commercial work.
- 5.4.3 They differ from Secondary Schools in their earlier leaving age and less academic curriculum and from Trade Schools in their earlier age of admission and in not aiming at providing training for a particular trade or business." It appeared that, in London, pupils were admitted to Central Schools between the ages of eleven and twelve years and were expected to remain for a four-year course, but they could stay, with the approval of the Board of Education, for five years. The Report of the Sub-Committee was adopted by the Education Committee on 17 February 1919.
- 5.4.4 At the outset, Downhills Central School shared the building with the Senior Boys' and Senior Girls' Schools which it gradually displaced although until at least the end of the Easter term 1921, there also seem to have been some provision for elementary classes. The number of pupils on the roll in 1920 was 158 (**Historic Plate 2**), two more classrooms had been taken over from the Senior Boys' School and four additional members of staff had been engaged. By September 1921, a further two classes were formed, the number on roll increasing to 237 and the staff was enlarged by five new members.
- 5.4.5 At the end of the Easter term of 1921 Mr Massie, the Headmaster of the Senior Boys'

School, retired, and Mr Pinchbeck was put in charge of the elementary classes still in the building and, in the following December, the 200 scholars of the Senior Boys' School were transferred to Bruce Grove and Belmont. Except for some classrooms on the west side of the Hall, the Central School then had the whole of the building, and these classrooms were still occupied by the Senior Girls' School in July, 1923. In September 1922, two more classes were formed, bringing up the numbers to 304.

- 5.4.6 In March 1925, one of the class-rooms in the north-western wing was converted into a housewifery centre at a cost of £24. It was remodelled in 1936 at the cost of £95, when the two classrooms in the wing were knocked into one (**Rooms 25 and 26 on Figure 8**). The conversion of the staff room and cloakroom into a domestic flat was completed in February 1937 (**Rooms 22 to 24 on Figure 8**). The flat, which cost £633, comprised a bedroom, sitting-room, bathroom and pantry.
- 5.4.7 A principal feature of the post-war educational world was the passing of the Education Act of 1944, which raised the school leaving age to 15 and laid down the principle of "Secondary Education for all." For the first time the Central Schools attained the status of Secondary school. The Act of 1944 has had an important effect upon Downhills Central School, with the raising of the school leaving age and the regulation that the new General Certificate of Education could not be taken until the age of 16, increased the tendency for children to stay at school for a fifth year. This development had a marked influence upon the standard of the school, with the standing of the fifth form at Downhills Central School comparable with that of the sixth form of a Grammar School.
- 5.4.8 In 1949 a H.O.R.S.A. building (huts on raising school age), latterly in use as the Geography room and referred to as the 'Hut', was erected in the playground.
- 5.4.9 Downhills Central School was 'redesigned as a secondary modern establishment' between 1957 and 1963.

6 BUILDING DESCRIPTIONS

6.1 General External Descriptions

- 6.1.1 The school is a largely balanced and symmetrical building (**Historic Plate 1; Plate 1**). It is laid out in an H-shaped floor plan of single storey ranges, enclosing on four sides, a slightly taller full height central Assembly Hall (36) (**Figures 4, 7 and 10**). It also incorporates a small basement, built below the south-easternmost part of the eastern (Boys) wing (**Figure 3**). The longer, northern and southern ranges each terminate with an off-set canted room with a fully hipped roof (**Figures 4, 7 and 10**) and entrance. The eastern canted rooms originally accommodated the Boys Head and Assistant Head Teacher Rooms (**Figure 3; Plates 6 and 8a**). The corresponding canted rooms to the west side similarly accommodated the equivalent Head and Assistant Head Teacher for Girls (**Figure 3; Plates 10 and 11**). Six classrooms were aligned in-series along the north and south ranges as well as a further three to the east and west sides of the central Assembly Hall (36). The classrooms were lit by large window openings built into their external (outward facing) elevations (**Historic Plate 1; Plates 1 to 4b, 6 to 8a, 9 to 11**) and in some cases by borrowed light via lanterns built into a pair of corridors (16 and 37), which flanked the central Assembly Hall (36).
- 6.1.2 The elevations were constructed using polychromatic brickwork with contrasting red and yellow stock brickwork. The former was typically used to accentuate openings, angles (as quoining), pilasters and plinths, while the latter formed the main constituent of the external elevations. Oversailing, red brick mouldings are used along the eaves-line while fine, gauged brick voussoirs, with prominent keystones, embellish the taller windows openings to each gabled elevation, along both principal north and southern elevations (**Plate 3**). Simple half round terracotta mouldings are used to decorate the four main entrances into school building (**Plate 11**). Plain grid-like in-wall ventilators punctuate the elevations. The external brickwork is laid in English bond and incorporates queen closers to pilasters and to some openings and 'special' bricks to form the angles of the canted bays.
- 6.1.3 The roofs are all pitched and comprise a mix of both gable ended and hipped profiles (**Figures 4, 7 and 10**). The roof over the main north and south ranges are pitched in-line but each include a series of four cross gables or dormers (**Historic Plate 1; Plates 1 to 4b**). The end bays to these ranges are fully hipped as return (north and south) over the four entrance bays and the semi-octagonal roofs of the Head and Assistant Head Teacher's Rooms (**Figures 3, 4, 7 and 10**). The central Assembly Hall has a pitched roof with gable ends facing north and south and incorporates a series of six, flat-headed dormer windows, built at eaves level along each side (**Figures 4, 7 and 10**). The roofs are covered with non-local blue (Welsh) slate, whilst the apexes and hips are accentuated using contrasting red terracotta ridge tiles. Louvered ridgeline ventilators, with decorative verdegriis ogee roofs and a central finial are present, in pairs, over the classrooms of the north and south ranges (**Plates 4a and 5**) and as a single larger unit above the hall. Tall chimneystacks, with contrasting brickwork and over-sailing courses rise from fireplaces within the four corner offices (**Plates 6 and 8a**).
- 6.1.4 The fenestration mainly comprises a mixture of tall, part casement, part sash windows, with small panes and glazing bars, to the classrooms and smaller four-over-four horned sashes (**Historic Plate 1; Plates 1 to 4c, 6 to 11**). The gabled bays of the north and south ranges incorporate a trinity of window openings, formed by a wider central mullioned window, with horned sashes comprising the lower two thirds and a casement above, flanked on each side side by narrower openings of a corresponding design (**Historic Plate 1; Plates 1 to 4b**). The fenestration between the gables and along the eastern and western ranges are the same in design as the larger openings within the gabled bays and are grouped in pairs (**Plates 8a and 9**). Generally, these original windows have survived well, with most retaining their carpentry, architraves, glazing bars and some glazing. The windows are all set back a half brick from the

wall line and typically use plain concrete/fake stone sills. Where brick voussiors have not been used, the openings are built up to the level of the eaves with the moulded eaves band providing the appearance of continuous lintel. The four main entrances into the school, the two Boys entrances to the east and the corresponding two Girls entrances to the west, are flanked by brick pilasters with terracotta mouldings at impost level (**Plates 8b** and **11**). One original doorway remained at the north Girls Entrance (**Figure 8**; **Plate 11**). This had double doors, each with the upper part glazed and two panels timber panels below and four transom lights above and the original steps. The other three doorways had been altered for disabled access (**Figure 8**) with a part-glazed door flanked to one side by a narrow part glazed side light and below a fully glazed three-light transom (**Plate 8b**). These were all approached by disabled ramps (**Figure 8**; **Plates 6, 8a** to **10**).

6.2 Internal Descriptions

- 6.2.1 For ease of reference each of the main internal spaces or rooms within the school has been given an identifying number (1-38; **Figure 8**). These ID numbers do not correspond with the pre-existing room numbers latterly used by the school.
- 6.2.2 On entry into the school it is clear that the original internal spatial layout of the building had not been drastically compromised by modern alteration. Where alteration had occurred it mainly took the form of sub-division, within classrooms to form either small offices or an in-house kitchen/server and the remodelling and improvements to existing toilet provision (**Figure 9**). More notable, was the creation of a new corridor within the south range, to facilitate internal access between the Boys and Girls halves of the building, which when first built, due to gender segregation, was not possible.

Girls Classrooms (west side)

- 6.2.3 The Girls classrooms, sanitary provision, cloak room and the Girls Head and Assistant Head Teacher's Offices, were, when first built, grouped together in the western half of the building and to the west of the central Assembly Hall (**Figure 3**).

Classroom 8

- 6.2.4 The original layout of Classroom (8) had been altered and decreased in area due to the creation of corridor (9), latterly inserted to connect the two halves of the building along the south side of the central Assembly Hall (**Figure 9**). This entailed the construction of a full height and lightweight partition wall into this classroom (**Plate 13**) and the adjacent classroom (7) to the east, and the removal of the former intervening wall within the area of the corridor. Girls classroom (8) and Boys Classroom (7) were both larger classrooms capable of accommodating up to 50 pupils.
- 6.2.5 Despite these changes the classroom still retained some original features, although the standard fitted chalk board and cupboard had been lost (**Figure 9**). The lower wall still retained the tile dado on all walls, only partly present on the west wall due the former presence of the chalk board. The dado, originally built of tan coloured glazed tiles with a matching moulded rail, had been latterly over-painted. A step down in the height of a skirting seen along the base of the south wall, suggests that a raised terrace or stage for pupil desks/seating, was present along the east side of the room and opposite the chalk board (**Plate 14**). Such a structure appears on the original plans (**Figure 3**). The classroom was adequately naturally lit by a trinity of tall windows in the south wall. These comprised 4 over 4 top hung sash windows (on chords) in the lower two thirds and below a smaller four light casement at the head. The glazing bars used a lambs tongue detail and 12 inch glass panes. The window architraves were plain, but the boxes were beaded and the window openings incorporated bull-nosed jambs and an over-sailing, moulded sill and apron. A cast-iron radiator, fed by large diameter water piping, was mounted onto the wall directly below the window.
- 6.2.6 Whilst the present door was a modern replacement the original architrave with a cavetto-type detail remained. An ovolo wall cornice and a plaster picture rail extended

around three walls of the room (not on the later inserted wall). The floor was covered in carpet tiles that appeared to have been laid directly onto a screed floor.

Classroom 10

- 6.2.7 Classroom 10, located to the south side of Girls corridor (16 and 16A) was relatively untouched by later alterations, retaining its original size designed for 45 pupils (**Figures 3 and 8**). Being a slightly smaller classroom, it was lit by two pairs of tall sash/casement windows (**Plate 15**) and not the three openings as in (8; **Plate 13**). The floor was laid using 9-inch herringbone parquet, although a band along the east side was hardwood parquet and the rest softwood, suggesting a later relaying of the floor in this room (**Plate 15**). Typical features included the tile dado and rail to all walls, heater radiator, ovolo wall cornice and picture rail, apron to the window sill (**Plate 18**) and a mesh-type ventilator hatch central to the ceiling and opening into the roof void (**Plate 19**). The original chalk board and supporting cupboard structure remained along the western wall (**Plate 16**). The chalk board comprised two boards separated by a central division, resting on top of the cupboard structure, whose height coincided with the dado. The cupboard had lost its original doors, but still retained its backing, comprised of beaded upright match-boarding.
- 6.2.8 An original part-glazed door and part-glazed side panel, the former a four-light door over two recessed panels and the latter, similarly glazed above a fixed timber panel with a single match boarded panel, survived within the north wall to the Girls corridor (16A; **Plate 17**). The door, though extant, had latterly been sealed up and now sole entry was via the door opening to the east (**Figure 9**). It retained both its part glazed door and door architrave with a cyma-reversa moulding.

Classroom 11

- 6.2.9 Classroom 11 was identical in size (for 45 pupils) as the adjoining classroom (10; **Figures 3 and 8**). It however had been more altered, principally with the insertion of a small office into its north-eastern corner (**Figure 9; Plate 20**). The office was a lightweight construction of timber walling and plasterboard, built to the full height of the room and with fixed glazed windows in two walls. The original parquet floor had been removed as had the chalk board construction, door and architrave. Some of the sashes had been re-glazed using a large single pane as opposed to four smaller panes, but otherwise the room retained most of the 'typical' features already described.

Girls Head Teachers Room 13

- 6.2.10 Located at the western end of the Girls Corridor (16A) and adjacent to one of two Girls entrances, lies the Girls Head Teachers Room (13; **Figures 3 and 8**). It is a small room with a canted end to the west (**Plate 21**) and an adjoining WC (**Plate 24**) and store along its south wall. The office is lit by three, small four over four horned sash windows, which retain their original cyma-reversa architraves, while the lower walls are clad, up to the level of the window sills, using a tiled dado and moulded rail (**Plate 21**). The floor retains its hard wood herringbone parquet and a brown glazed tile hearth to a corner fireplace (**Plate 22**). The latter was a cast-iron surround with a simple stylised floral decoration set in relief below the mantle shelf. Original outer and inner four panel doors (with integral towel rails; **Plate 24**), architraves and a coat rail remained within the WC as well as door furniture, in the form of elegant brass fittings with integral keyhole and latch lifter (**Plate 23**). The door to the adjacent store (east) had been replaced with a modern steel security door (**Plate 21**), although internal shelving survived.

WCs 14 & 15

- 6.2.11 A former Girls Cloakroom and Girls Lavatories adjacent to the Girls Lobby (12) had in recent years been remodelled and subdivided to form a single disabled toilet and a male WC.

Corridor 16

- 6.2.12 Corridor (16; **Plate 25**) lies to the west of the central Assembly Hall (36) and articulates with shorter corridors (16A) and (20), which connect with the Head and Assistant Head Teacher's Rooms (**Figures 3 and 8**). The corridor was originally top lit by three light wells, although only one opening survives (**Figure 10**), albeit with a replacement fibre-glass lantern (**Plate 26**). The three classrooms to the west of the corridor (17 to 19) were each entered via a typical part-glazed door with adjoining part-glazed side panel. They were additionally naturally lit using borrowed light from the corridor and the central Assembly Hall, via large recessed part glazed timber panels built along the west side of the corridor (**Plate 27**). These large recesses, one to each of the three classrooms, in some instances also accommodated a freestanding heater radiator (to the corridor; **Plate 28**). The parquet floor remained and incorporated a linear band, to enable access to the sub-floor pipe-work for the heating system (**Plate 25**).

Classroom 17 (No access)

Classroom 18

- 6.2.13 Classroom 18 lay central to the three western classrooms (**Figure 8**). It retained many of the typical decorative features and fittings such as the tile dado, cornice and picture rail, stepped skirting, central ceiling ventilator and cast-iron heater radiator (**Plate 29**). The composite sash/casement windows were original as was the part-glazed entrance door and its architrave and the herringbone parquet. A typical chalk board and cupboard built central to the north wall, still retained a pair of its original softwood panelled doors (to one side; **Plates 29 and 30**).

Classroom 19

- 6.2.14 A crudely built mezzanine floor, just above the level of the door to the corridor, had been inserted along the eastern side of Girls Class Room 19 (**Figure 8; Plate 31**). It was accessed using a simple straight flight of steps and appears to have later been enlarged to enclose the space around the entrance. Many typical features remained intact in this classroom, most notably the chalkboard and its cupboard was almost entirely complete, missing only one of its panelled cupboard doors, representing the best example of a chalk board in its original appearance (**Plate 32**).

Girls Assistant Teachers Room 21

- 6.2.15 The Girls Assistant Teachers room was built as a direct mirror image to the Girls Head Teachers Room (13) within the southern range (**Figure 8**). However later alterations had removed the window fenestration (now blocked in) and all internal decoration, including the cast-iron surround to the corner fireplace, tiled dado and parquet floor (**Plate 33**). A pair of door openings in the north wall (formerly to a WC and store) had also been blocked up following the remodelling of the Girls Cloak Room and Gils Lavatories (now 22 to 24; **Figure 9**).

WCs 22 to 24

- 6.2.16 This area was originally in use as the Girls Cloak Room and Girls Lavatories (**Figure 8**). They were remodelled and sub-divided in 1937 to form a domestic flat. It was at this time that the partitions were inserted to create Rooms 22 to 24 and the windows altered (**Figure 8**). The central window of three in the north wall of (23 and 24) was blocked (**Figure 8; Historic Plate 3; Plate 4b**). In addition, a window was inserted in the west wall of (24) and the pair of windows in the west wall of (22) was enlarged to create one larger window (**Figure 8; Plate 4c**). John Cunningham, who remembers the school from 1952 to 1957 says that at that time 'The Flat was used by the Domestic Science teacher as a model for studies in home care, or put another way 'housework'!' (www.downhillscentral.co.uk).

- 6.2.17 At the time of recording, (22) was an area of toilet cubicles (**Figure 8; Plate 34**), with (23) accommodating a pair of staff shower cubicles and (24) a staff bathroom (**Plate 35**). All evidence of original decorative treatments in these rooms had been removed.

Classroom 25

- 6.2.18 Classroom 25 had in recent years been sub-divided, by the insertion of a lightweight full height partition (**Figure 8**). This former classroom was one of the larger classrooms for 50 pupils and accordingly was lit by a trinity of windows. The partition was built up against the 'mullion' between the wider central window and the eastern window to form two asymmetric spaces. The larger space to the west was converted into a school kitchen (**Plate 36**) and included stainless food preparation surfaces, ovens, fridges and extractors. For reasons of hygiene the walls had been tiled and the floors re-laid with a commercial easy-clean synthetic floor surface. Evidence of a wall cornice did remain as did a short length of tile dado, trapped within a larder added (c.1937) into the south-western corner. The partition wall included a pair of double doors at the southern end and a central serving hatch.

Classroom 26

- 6.2.19 The lower half of the dividing wall between (25 and 26) was a modern timber and plasterboard insertion as these two classrooms (25 and 26) had previously been amalgamated into one space during 1936, but clearly re-divided back into two distinct rooms in recent years, forming the kitchen/server (**Plate 36**) and a staff rest room (**Plate 37**). The latter, incorporating a modern 'flat pack' kitchen unit and washing facilities, retained the tile dado, cornice, picture rail and ceiling vent, but had lost the fitted chalk board and the original floor surface, the present parquet a later poorly executed addition. The window joinery was original and the part-glazed timber panel to the corridor also survived intact.

Classroom 27

- 6.2.20 Classroom 27 was one of the larger (gable fronted) classrooms for 50 pupils accessed directly from corridor (16; **Figures 3 and 8**). The classroom retained most of the 'typical' fixtures including the cast-iron radiator, dado, parquet floor, cornice and picture rail window fenestration but also a near complete example of the chalk board and cupboard assembly, the latter just missing a pair of its panelled doors (**Plate 38**). Later modifications included the insertion of a small room, used for storage into the north-western corner of the classroom and a double 'butler' sink along the east wall (**Figure 9**).

Boys Classrooms (east side)

- 6.2.21 The Boys classrooms, sanitary provision, cloak room and the Boys Head and Assistant Head Teachers Rooms, were originally grouped together in the eastern half of the building and to the east of the central Assembly Hall (**Figure 3**). When built internal access, other than via the central hall, was not possible between the two halves of the building.

Boys Head Teachers Room 1

- 6.2.22 Situated at the eastern end of Boys corridor (6) and adjacent to the Boys Lobby is the Boys Head Teachers Room (1), a small office with a canted end to the east (**Plate 39**) and an adjoining WC and store along its south wall. It is lit by three, small four over four horned sash windows, one per facet and each retaining their original cyma-reversa moulded architraves. The lower walls, up to the level of the window sills are clad using a tiled dado with moulded rail and the floor retains its hard wood herringbone parquet. The walls are decorated using the typical ovolo moulded cornice with picture rail below. The cast-iron corner fireplace surround had been removed although the tile hearth survived intact. Original outer and inner four panel doors and architraves remained within the adjoining WC. The door to the adjacent store (east) had been however (like 13) been replaced with a modern steel security door, although internal shelving also survived.

Former Cloak Room and WC 2 and 3

- 6.2.23 The former Boys Cloak Room (2) and the adjoining Boys Lavatories retain very few original decorative treatments and both no longer retain any original fittings (**Figure 8; Plate 40**). The window joinery does survive as does an over-painted tile dado, but without the moulded rail. One of the two door openings into the Boys Lavatories (3)

had been blocked (**Figure 8; Plate 40**). The floors are covered with modern carpet tiles, while the heater radiator is a modern replacement. A cupboard had been added to the north-west corner of Room 2 (**Figure 8**).

Classroom 4

- 6.2.24 Classroom 4 lies adjacent to Boys Corridor (6) and close to the Boys Entrance and was one of the smaller classrooms designed for 45 pupils (**Figures 3 and 8**). This classroom had latterly been sub-divided to create a single smaller classroom and an adjoining office (**Figure 9**). The latter was accessed from a small lobby area off Corridor (6), formed by removing the original part glazed door and side panel. A fully glazed partition wall was inserted between the lobby and the office. The rear (south) wall of this office and the dividing wall to the classroom was a modern lightweight timber wall. Due to this sub-division the original chalk board assembly had been removed (from the west wall) although typical features, such as the tile dado, cornice, picture rail and cast-iron radiator were still intact, along with the fenestration (**Plate 41**).

Classroom 5

- 6.2.25 Similar to Classroom (4), Classroom (5) had been sub-divided, using the same construction methods, to form a smaller classroom of identical size to Classroom (4) (**Figures 8 and 9; Plate 43**). A similar glazed partition was also inserted, which formed the western wall to a small office accessed from Corridor (6) after removing one of the original part glazed partitions (**Plate 42**). Beyond the new glazed partition, the new lobby formed part of the connection, along with a new doorway cut through the east wall of former classroom (7), into the newly created corridor (9).
- 6.2.26 Boys Corridor (37) was also blocked using a lightweight timber framed wall, close to these 'improvements' in internal circulation (**Figure 9**).

Classroom 7

- 6.2.27 In common with the adjacent Classroom (8) the original layout of Classroom (7) had been altered and decreased in size following to the creation of Corridor (9; **Figure 9**). This entailed the insertion of a full height, lightweight dividing wall into Classroom (7) and the adjacent Classroom (8). Originally this classroom was one of the larger classrooms, capable of accommodating up to 50 pupils (**Figures 3 and 8**). Despite these changes the internal walls still retained a tile dado, wall cornice and picture rail, while the original sash and casement windows and window sills also remained intact (**Plate 44**). The chalk board assembly had however been removed and the floor, covered by modern carpet.

Classroom 28

- 6.2.28 Classroom 28 was not access because it was being used for storing furniture at the time of recording (**Figure 8; Plate 45**).

Classroom 29

- 6.2.29 Lying to the north of Corridor (38), this was one of the smaller classrooms, built for 40 pupils (**Figures 3 and 8**). It was lit by two of the larger windows, with four over four sashes and casements above, in its northern elevation (**Plate 46**). The room typically retained its tile dado, although this had been obscured by the addition of modern low 'flat pack' style kitchen units along the western and northern walls. The wall cornice, picture rail and central ventilator remained but the chalk board/cupboard assembly had been lost.

Classroom 30

- 6.2.30 This larger classroom (for 50) was lit by a trinity of window openings in its northern wall (**Figures 3 and 8; Plate 47**). The central wider window had a lower part glazed double door which is shown as original on the c.1911 plan (**Figure 3**). The double doors had most recently been used as a fire escape and for wheelchair access. Tile dado and rail present on all walls with plain plastered walls, cornice and picture rail

above. The parquet floor remained intact along with the chalk board/cupboard assembly central to the east wall.

Boys Assistant Head Teachers Room 31

- 6.2.31 Situated at the eastern end of Boys Corridor (38) was a small cant ended office (31) originally used by the Boys Assistant Head Teacher's Room (**Figures 3, 8 and 9**). Levels of internal decoration broadly corresponded with that used throughout the building, with typically a tile dado and rail, but a simpler picture rail and no cornice (**Plate 48**). The room was lit by three four-over-four horned sashes, one central to each of the three elevations of the canted end. They retained their architraves and sills. The original softwood four panel doors to the 'en-suite' WC and the adjacent store cupboard and their architraves remained. The corner fireplace remained but had latterly been blocked whilst the parquet was still present below lino tiles.

Former Boys Cloak Room and WCs 32

- 6.2.32 Access into this area was obstructed by refuse and significant, on-going water ingress (**Figures 3 and 8**).

Classroom 33

- 6.2.33 Classroom (33) formed one of three identical sized classrooms (for 40 pupils) to the east of the central Assembly Hall (36) and Corridor (37; **Figures 3 and 8**). The original part-glazed door and side panel entry had been removed and replaced by a modern door with glazed surround and the adjacent part glazed panel (to the north) removed and the opening blocked (**Plate 49**). The window joinery, architrave, tile dado and rail and wall cornice and remained intact, although the chalk board had been removed.

Classroom 34

- 6.2.34 Classroom (34) was identical in size to Classroom (33; **Figures 3 and 8**) but had latterly been sub-divided, with the insertion of full height glass and timber partition walls, to create three smaller spaces, including a small lobby from Corridor (37) and a small adjoining office (**Figure 9; Plate 50**). The remaining classroom to the east of the partitioning, retained typical features, including the tile dado, fenestration, heater radiator and wall cornice, but had lost its chalk board/cupboard assembly.

Classroom 35 (No access)

Boys and Girls Joint Assembly Hall 36

- 6.2.35 The central Boys and Girls Joint Assembly Hall (36) was flanked on each side (east and west) by Corridors (16) and (37) from which access into this central shared spaced was possible via double doors set into the northern and southern bays, to each side (**Figures 3, 8 and 9**). The hall was open to its full height (**Plate 51**) and laid out over six equally sized bays, defined by the positions of five roof trusses (**Figures 3, 8 and 9**). Natural light levels within the hall were bolstered by the use of twelve dormer windows, six per side, acting as a clerestory. The windows were casements with a single central transom and mullion forming a cross window design (**Plate 56**). Further light was provided by long, low openings in the gable walls (below collar level; **Plates 51 and 53**) and as a borrowed light through part glazed panels along the flanking corridors. The upper roof structure, above the level of the collars, was enclosed by an original ceiling, although below the collar the trusses were left exposed. The trusses sprang from shaped stone corbels built into the internal pilasters (**Plate 56**) and adopted a modern adaptation of a hammer-beam, open arch braced collar truss, with a deep, cruck-like arch brace rising up to the collar (**Plate 51**). Each truss was held in tension both axially and vertically by conjoined wrought-iron tie bars. The upper walls, at the level of the hammer-beams, was decorated with a prominent moulded cornice, and above a lesser moulded band set level with the top of the corbels (**Plate 56**). The lower walls were typically covered decorated/protected using a tile dado and the floor, hard wood parquet (**Plate 54**). A platform or stage shown on the architect's plans and in the school photographs (**Historic Plates 1 and**

2) had been removed, although a scar of it was visible as a rectangular area without parquet flooring (**Plate 54**), but otherwise the hall survived pretty much as built, retaining two original fitted shelving units (**Plates 52 and 53**), built into two of four recesses along the side walls of the hall (**Figures 8 and 9**). A fire hydrant was located near the south-west corner of the hall (**Plate 55**).

Basement (No Access)

- 6.2.36 A small basement was built below the south-easternmost part of the eastern (Boys) wing (**Figure 3**). Three basement windows are visible at the east end of the south elevation (**Plate 1**). The railings around the access to the basement and further basement windows are also visible on the east side of the basement (**Plate 7**), as well as a coal chute (**Figure 8**).

7 DISCUSSION AND CONCLUSIONS

- 7.1.1 The historic building survey and documentary research focusing upon the former Downhills Central School (latterly the Keston Centre) has revealed that the school was erected for the Tottenham Education Committee, by G.E.T. Laurence, a prolific local architect who, working with the London School Board, specialised in the construction of school buildings, particularly in the Tottenham and Edmonton area, at the turn of the 20th century. Architects plans (for drainage) were first drawn up in c.1911, although it appears that the school was not completed until after the First World War and following the passing of the Education Act of 1918, which saw the Tottenham Education Committee open three new selective central schools, namely Downhills, Down Lane and Risley Avenue. Downhills Central School, designed to provide vocational tuition for 400 boys and 400 girls, was opened on Wednesday 1st October, 1919.
- 7.1.2 The school was laid out to a balanced, symmetrical H-shaped design, with gender segregated classroom wings set on each side of a central Joint Boys and Girls Assembly Hall. The architectural treatment of the building was typical of the period, less ostentatious than the florid neo-Gothic or neo-classical architecture of the previous century and influenced by the work of London School Board architect Edward Robert Robson who espoused a 'simple brick style' and in whose influence lay the origins of the so-called Queen Anne style to which many Board Schools were built. Early schools were designed with large segregated classrooms in which several groups could be taught simultaneously. However, over time smaller, separate gender specific classrooms, each with their own teacher became the norm, and it appears it is this later model that Laurence adopted for Downhills. Inspection of the original plans, to which the present building still closely complies, shows that it was divided into two gender segregated halves, with Boys to the east of the Joint Boys and Girls Assembly Hall and Girls to the west. There was no possible internal access between the two halves of the building other than through the central Assembly Hall. These restrictions in permeability led to the insertion of a new corridor (9), to the south of the hall, to connect the two halves of the school together (**Figure 9**). Gender division also persisted outside the building and is recognisable within school playground, as shown by a central 'division' on the 1936 Ordnance Survey map (**Figure 6**). Otherwise the two sides of the building are mirror images of each other, with only later, modern adaptations distorting its symmetry.
- 7.1.3 Whilst these adaptations have altered the original internal spatial layout, they are principally lightweight in character, allied to room sub-division or the creation of corridors. Accordingly, the original floor plan is still legible and unusually, given the age and re-use of the building, it still retains a good many original fixtures and fittings. The fenestration is almost entirely original, and many classrooms still retain all or part of their ceramic tile dados, cornices, picture rails and part glazed doors/panels. Of particular note, within some of the classrooms, are the original fitted chalk board and cupboard assemblies, the brass door furniture and the cast-iron heater radiators. The latter fitted within the classrooms from the outset. The Head and Assistant Head Teachers Rooms, though slightly elevated in decoration and provided with 'en-suite' facilities, were simply heated by open fires. Possibly the areas which have been subjected to most change are the former pupils cloak rooms and WCs, which have mainly been remodelled to meet current day standards for sanitary provision.
- 7.1.4 Until its closure, Downhills had survived as a good example of an early 20th century Central School, but now is beginning to show the signs of a lack of care and maintenance. In places the roofs are no longer weather-tight, to the extent that water ingress and damp has caused considerable damage to both roof and floor structures.

8 ACKNOWLEDGEMENTS

- 8.1.1 Pre-Construct Archaeology Limited would like to thank the Archaeology Collective on behalf of the Overall Client for commissioning the project.
- 8.1.2 The project was managed for Pre-Construct Archaeology by Charlotte Mathews. The historic building recording was completed by Adam Garwood and Alfred Hawkins. The report was written by Adam Garwood. Hayley Baxter compiled the illustrations

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Historic Cartographic Sources

Ordnance Survey map of 1911-15

Ordnance Survey map of 1935

APPENDIX 1: OASIS FORM

OASIS ID: preconst1-304361

Project details

Project name	The Keston Centre (Former Downhills Central School), Keston Road, London Borough of Haringey
Short description of the project	Pre-Construct Archaeology Limited was commissioned to undertake a programme of historic building recording at the Keston Centre (former Downhills Central School), Keston Road, Haringey, prior to its demolition. The former Downhills Central School was erected for the Tottenham Education Committee to the designs of G.E.T. Laurence, a prolific local architect who, working with the London School Board, specialised in the construction of school buildings, particularly in the Tottenham and Edmonton area, at the turn of the 20th century. Architects plans (for drainage) were drawn up in c.1911, although it appears that the school was not completed until some years later, following the passing of the Education Act of 1918, which led to the Tottenham Education Committee opening three selective central schools, namely Downhills, Down Lane and Risley Avenue. Downhills Central School, designed to provide vocational tuition for 400 boys and 400 girls, was opened on Wednesday 1st October, 1919
Project dates	Start: 11-12-2017 End: 12-12-2017
Previous/future work	No / No
Any associated project reference codes	KTO17 - Sitecode
Any associated project reference codes	HGY/2016/3309 - Planning Application No.
Type of project	Building Recording
Site status	None
Monument type	SCHOOL Modern
Methods & techniques	""Measured Survey"", ""Photographic Survey"", ""Survey/Recording Of Fabric/Structure""
Prompt	Planning condition

Project location

Country	England
Site location	GREATER LONDON HARINGEY TOTTENHAM The Keston Centre, Keston Road, London Borough of Haringey
Postcode	N17 6PW
Study area	0 Square metres
Site coordinates	TQ 32610 89371 51.587078659125 -0.085627976585 51 35 13 N 000 05 08 W Point

Project creators

Name of Organisation	Pre-Construct Archaeology Limited
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Project brief originator	NA
Project design originator	Adam Garwood
Project director/manager	Charlotte Matthews
Project supervisor	Adam Garwood
Type of sponsor/funding body	Developer
Name of sponsor/funding body	Pocket Living (2013) LLP

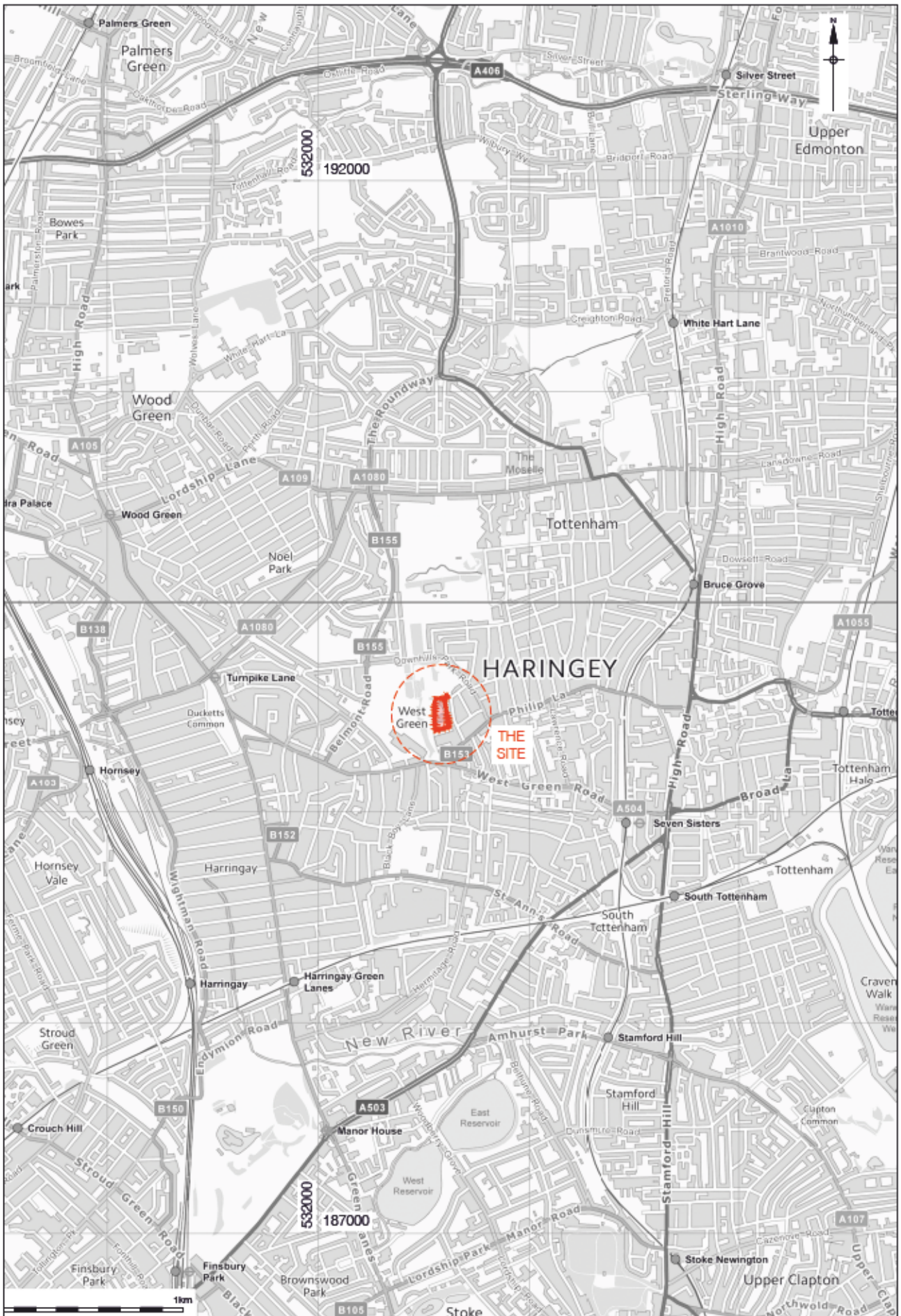
Project archives

Physical Archive Exists?	No
Digital Archive recipient	LAARC
Digital Media available	"Images raster / digital photography", "Text"
Paper Archive Exists?	No

Project bibliography 1

Publication type	Grey literature (unpublished document/manuscript)
Title	Historic Building Recording of the Former Downhills Central School, Keston Road, London Borough of Haringey N17 6PW
Author(s)/Editor(s)	Garwood, A
Other bibliographic details	PCA Report No. R13136
Date	2018
Issuer or publisher	Pre-Construct Archaeology Limited
Place of issue or publication	London Office
Description	A4 pdf

Entered by	Charlotte Matthews (cmatthews@pre-construct.com)
Entered on	9 January 2018



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Figure 1
 Site Location
 1:25,000 at A4

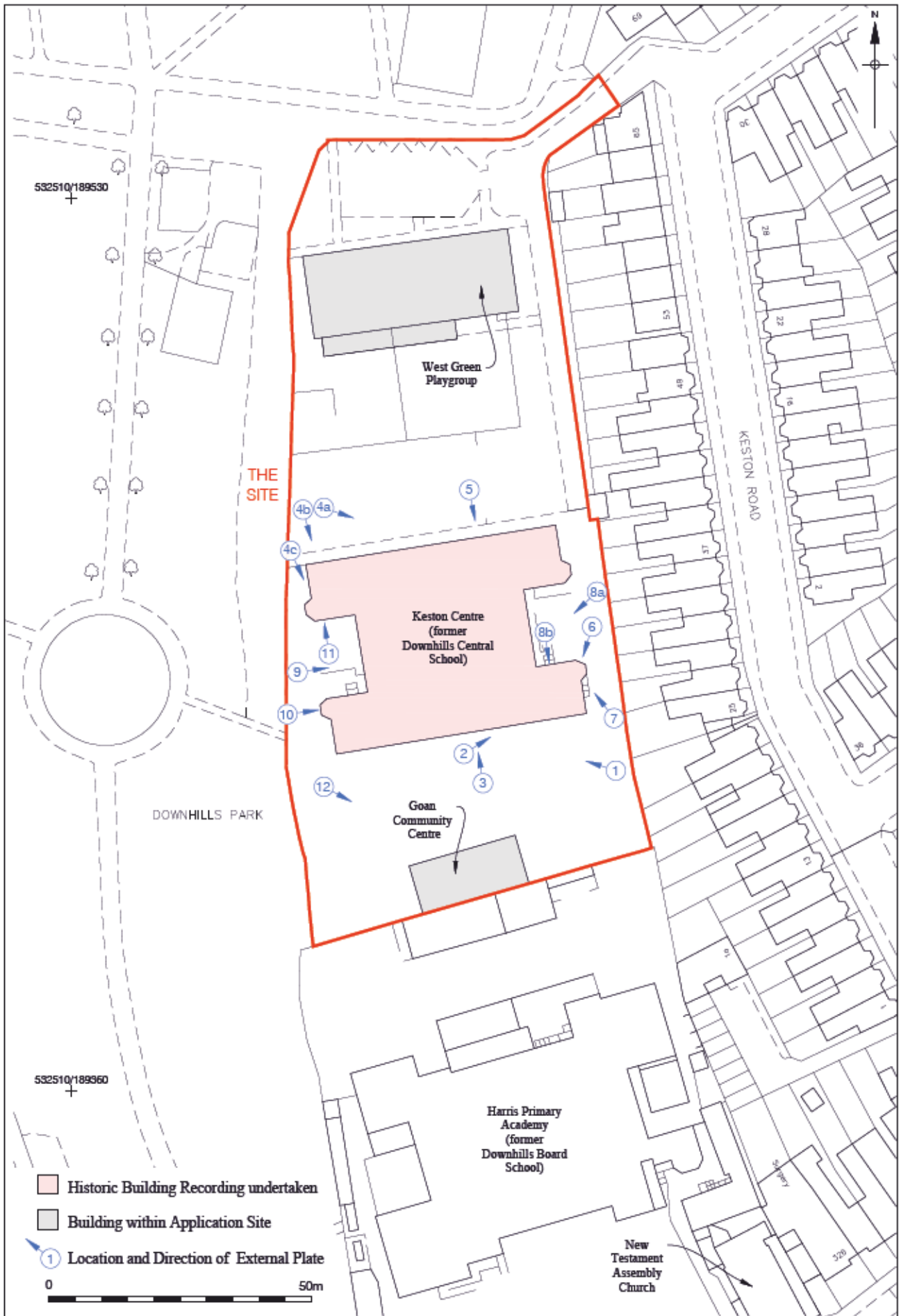


Figure 2
 Detailed Site Location
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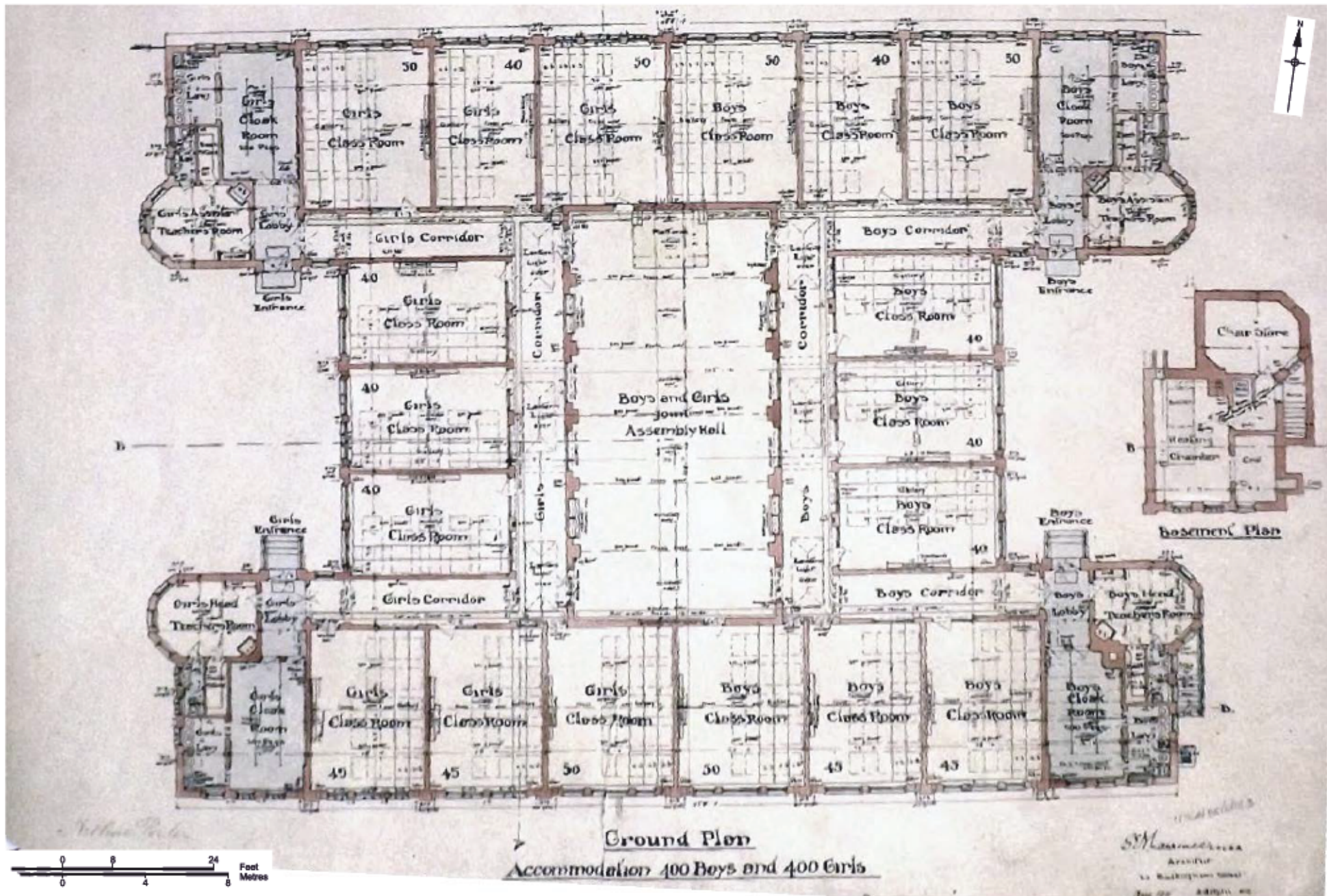


Figure 3
Architects Plans for the Tottenham Education Committee (c. 1911)
Ground Floor Plan
1:250 at A4

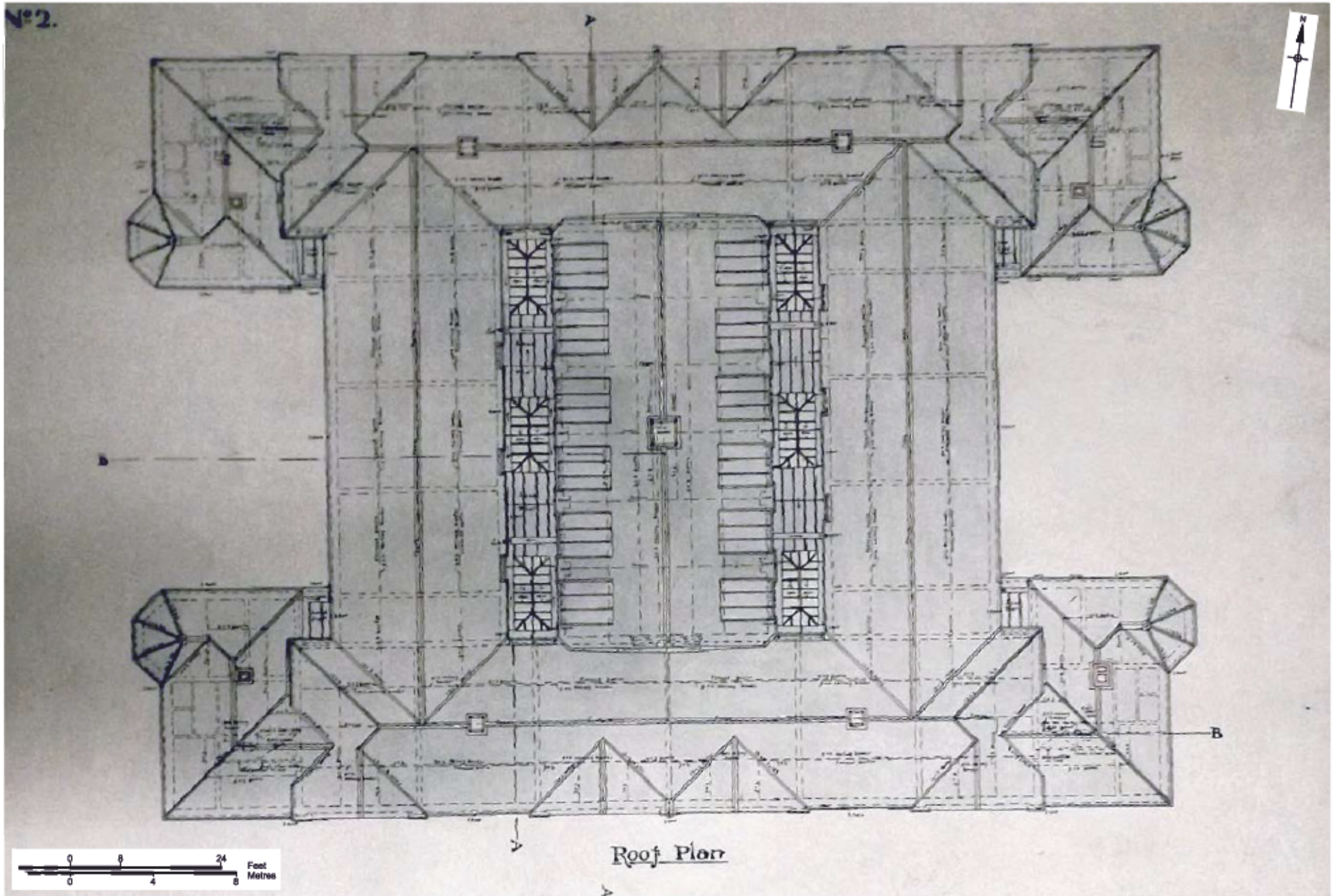
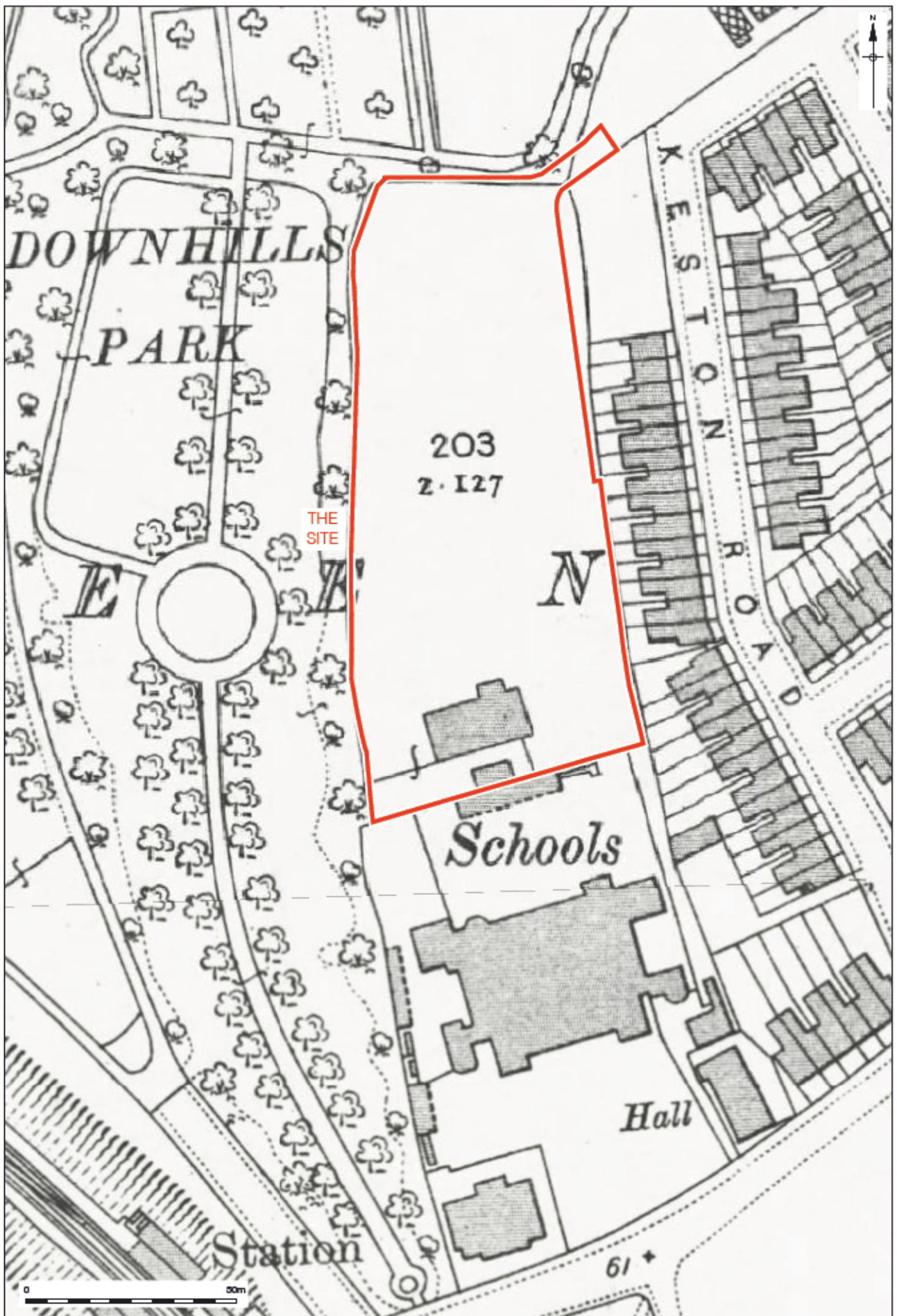
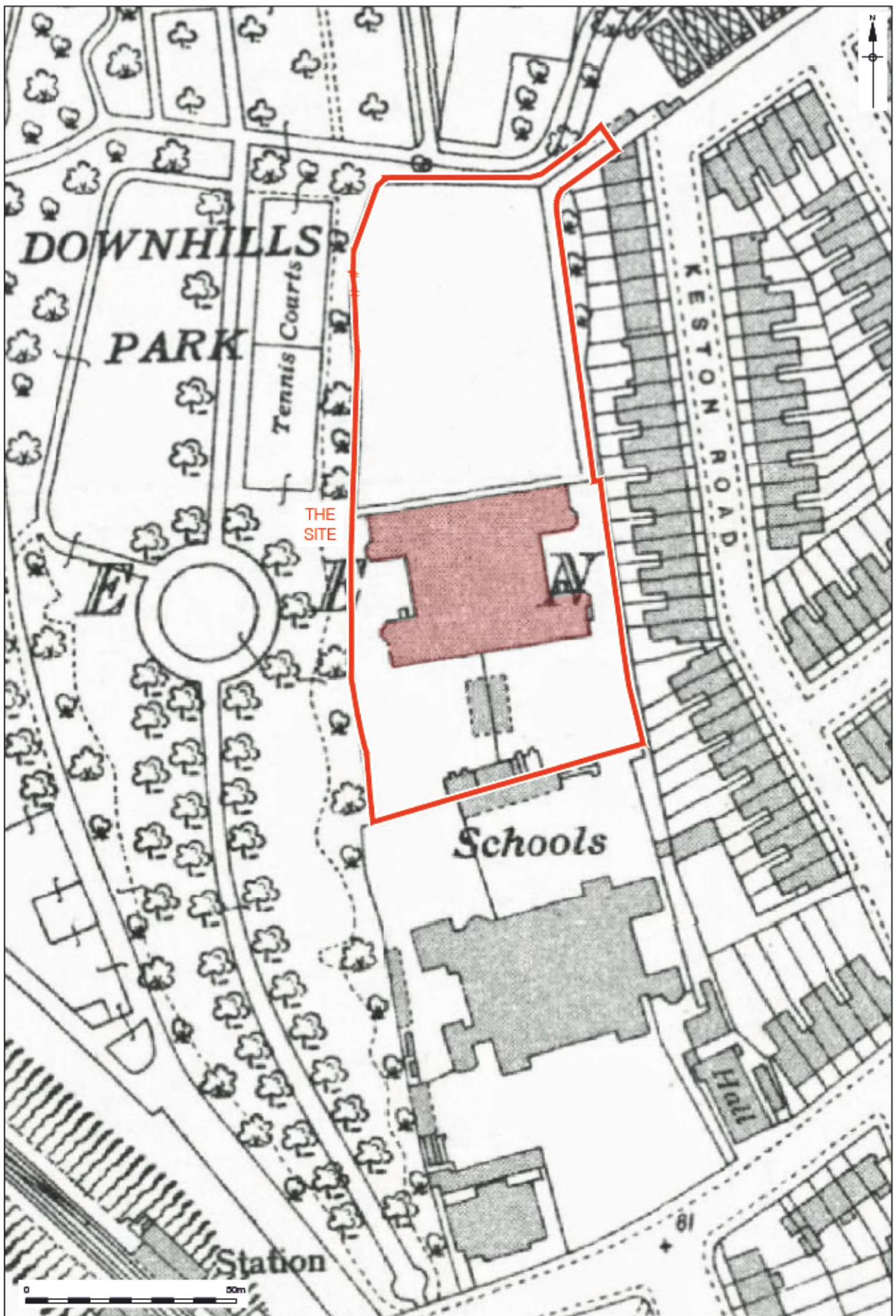
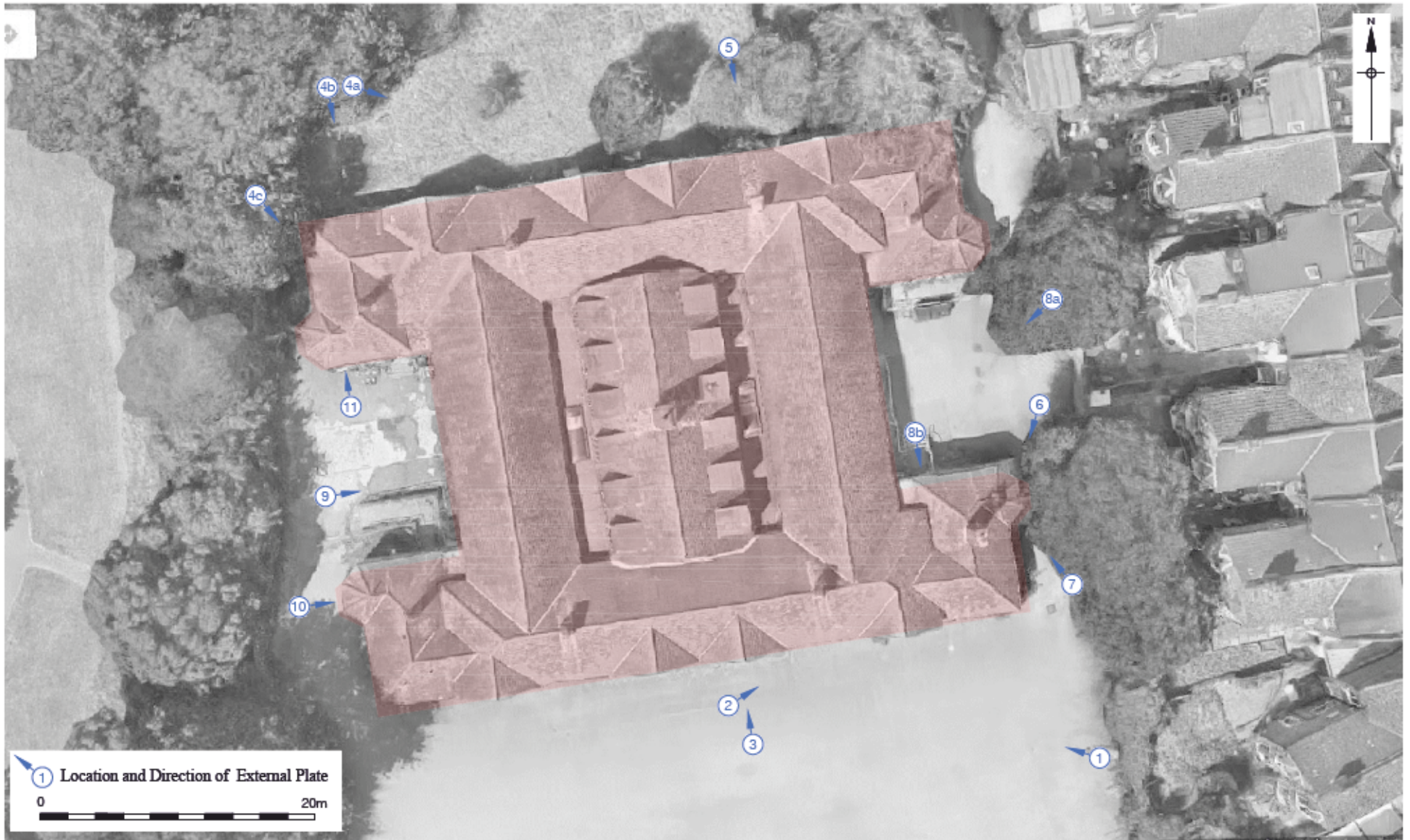


Figure 4
Architects Plans for the Tottenham Education Committee (c. 1911)
Roof Plan
1:250 at A4



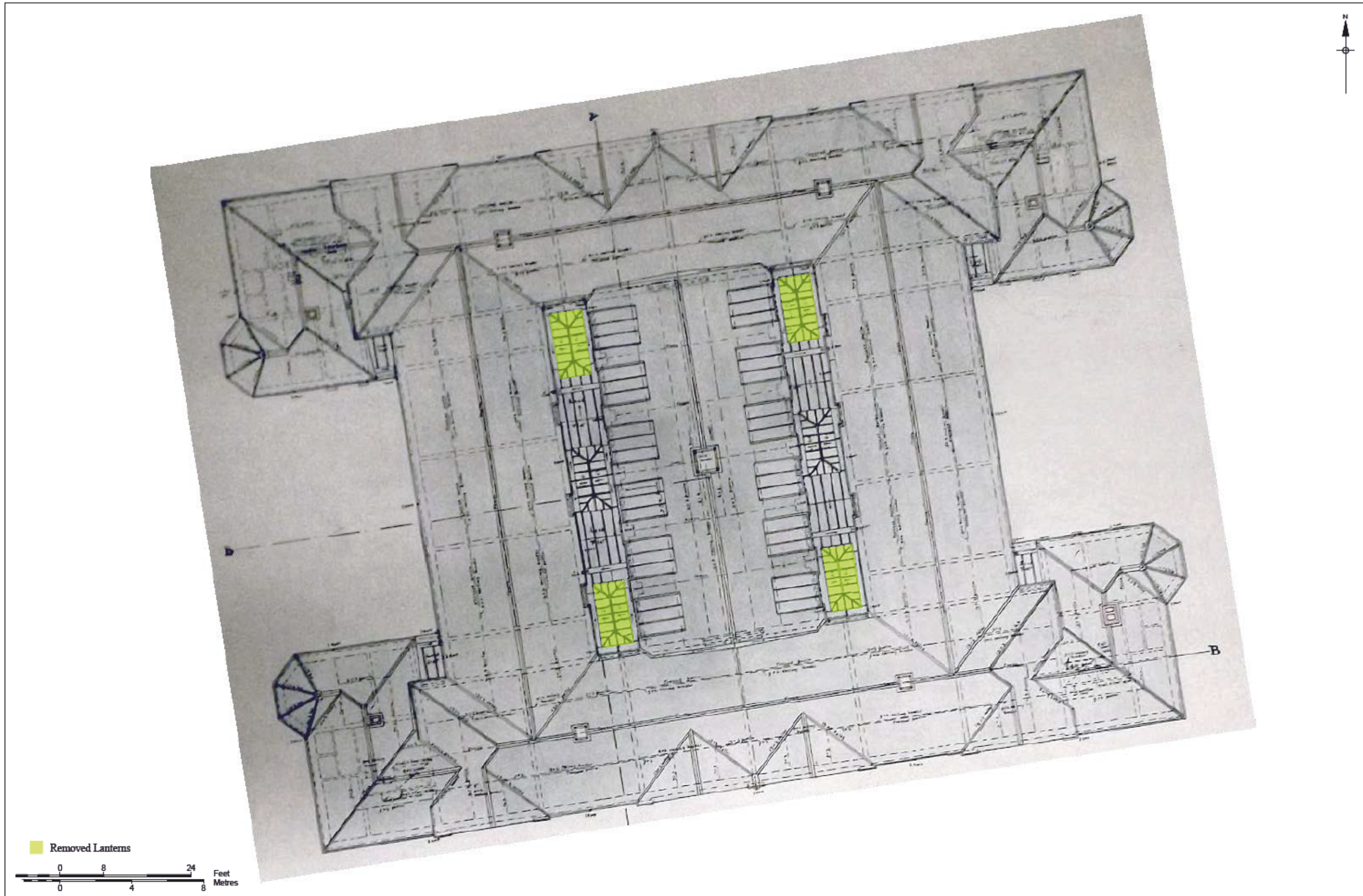


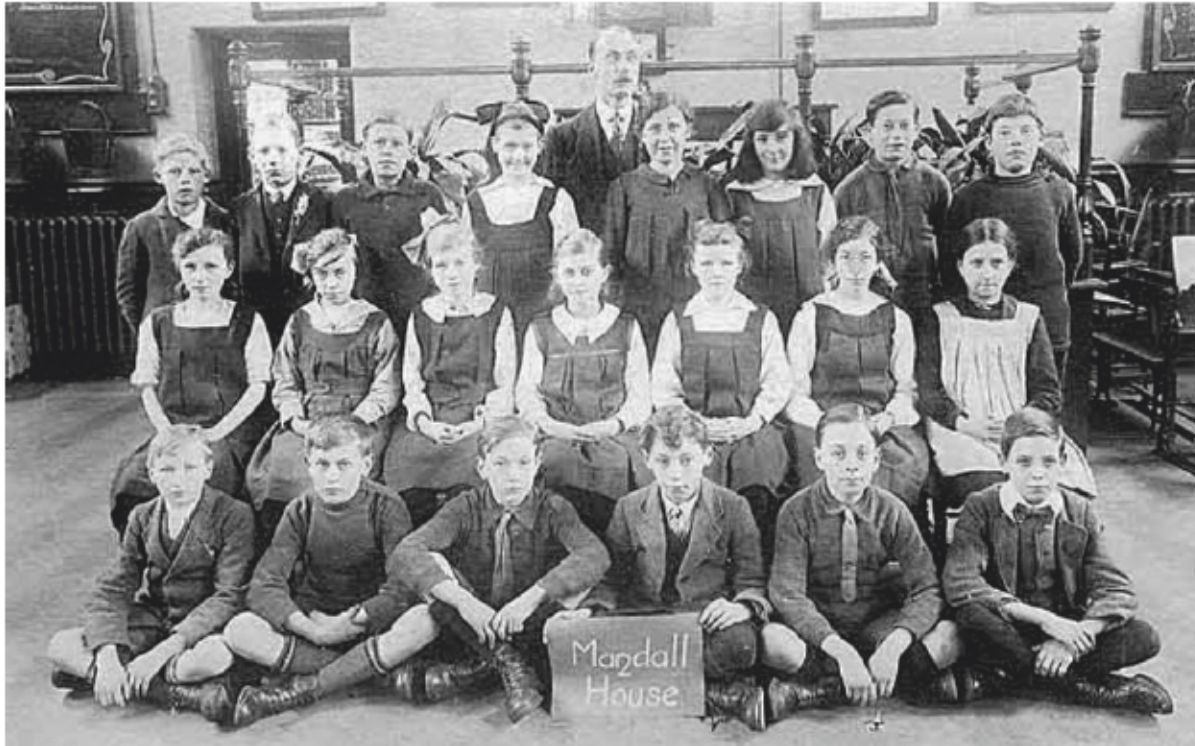


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Figure 7
 External Plate Locations
 overlain onto Aerial Photograph
 1:400 at A4







Historic Plate 1: Photograph taken in 1919 of 1st Year of Downhills Central School showing stage/platform in Assembly Hall (36) behind the school children and teacher, looking north



Historic Plate 2: Photograph taken in 1920 2nd Year of Downhills Central School showing stage/platform in Assembly Hall (36) behind the school children and teacher, looking north



Historic Plate 3: Photograph taken after 1937 of the northern elevation of Downhills Central School, looking south



Plate 1 Southern Elevation, looking north-west



Plate 2 Southern Elevation, looking north-east



Plate 3 Detail of decorative brickwork, gaugework and fenestration



Plate 4a Northern elevation looking south-east



Plate 4b Northern elevation facing south



Plate 4c Western and Northern elevations facing south east



Plate 5 Detail of ventilation cupola with verdigris cap



Plate 6 Former Boys Head Teachers Room, looking south-west



Plate 7 Railings around external access to basement, looking north-west



Plate 8a Eastern (Boys) classrooms, looking west



Plate 8b Eastern (Boys) entrance, facing south



Plate 9 Western (Girls) classrooms, looking east



Plate 10 Girls Head Teachers Office, looking east



Plate 11 Girls Assistant Head Office and Girls Entrance, looking north



Plate 12 View south-east across former playground



Plate 13 Classroom (8) looking south-east



Plate 14 Stepped tile dado in corridor (9)



Plate 15 Classroom (10) looking south-west



Plate 16 Detail of original chalk board and cupboard in Classroom (10) looking west



Plate 17 Detail of 'blocked' part-glazed door and side panel (10)



Plate 18 Detail of window sill and moulded apron (10)



Plate 19 Ventilated ceiling hatch (10)



Plate 20 Classroom (11) looking north-east



Plate 21 Girls Head Teacher's Room (13), looking west



Plate 22 Cast-iron fire surround (13)

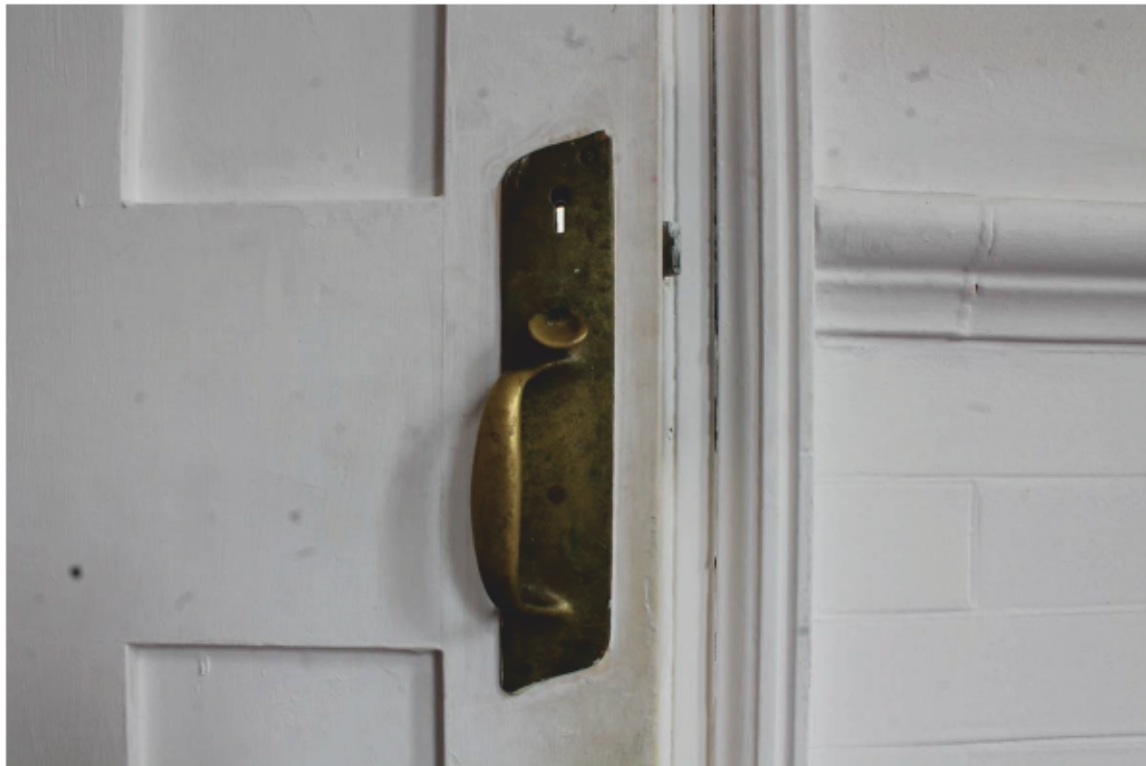


Plate 23 Detail of typical door furniture



Plate 24 Head Teachers WC (adjacent to 13)



Plate 25 Girls Corridor (16), looking north



Plate 26 Lantern over corridor (16)



Plate 27 Part glazed timber partition in (16)



Plate 28 Typical floor mounted heater radiator (16)



Plate 29 Classroom (18) looking west



Plate 30 Original chalk board and cupboard (18)



Plate 31 Classroom (19) with inserted mezzanine floor



Plate 32 Near complete chalk board assembly (19)



Plate 33 Girls Assistant Head Teachers Office (21), looking west



Plate 34 Former Cloak Room (22) now WCs



Plate 35 Staff bathroom (24)



Plate 36 School kitchen (25) looking north



Plate 37 Classroom (26), latterly staff room



Plate 38 Classroom (27) looking south-east



Plate 39 Boys Head Teachers Room (1), looking east



Plate 40 Former Boys Cloak Room (2), looking south-east



Plate 41 Classroom (4) looking south-east



Plate 42 View into Classroom (5) from Corridor (6)



Plate 43 Classroom (5), looking south



Plate 44 Classroom (7) looking south-east



Plate 45 View toward classroom (28)



Plate 46 Classroom (29) looking north



Plate 47 Classroom (30) Looking north



Plate 48 Boys Assistant Head Teachers Office (31), looking east



Plate 49 View to classroom (33) from corridor (37)



Plate 50 View to classroom (34) looking east



Plate 51 Assembly Hall (36) looking south



Plate 52 Built-in cupboard/shelving unit in Assembly Hall (36) looking south-west



Plate 53: Built-in cupboard/shelving unit in Assembly Hall (36) looking north-west



Plate 54: Floor in Assembly Hall (36) showing scar of stage/platform, looking north-west



Plate 55: Fire hydrant in Assembly Hall (36), looking north-west



Plate 56: Dormer windows in Assembly Hall (36), looking south-east

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