

**Kenmont Primary
School, Valliere Road,
Hammersmith
Heritage Statement**

Client: 3BM EDUCATION PARTNERS

AB Heritage Project No:60080

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Kenmont Primary School, Valliere Road, Hammersmith Heritage Statement

Client **3BM Education Partners**
Project Number **60080**
Prepared By **Kerry Kerr-Peterson**
Illustrated By **Pighill Illustrations**
Approved By **Daniel Dodds**
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Enquiries To:

AB Heritage Limited (Head Office)
Jarrow Business Centre, Rolling Mill Road
Jarrow, South Tyneside, NE32 3DT
Email: info@abheritage.co.uk
Tel: 03333 440 206



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1. INTRODUCTION

1.1 Project Background

- 1.1.1 AB Heritage has been commissioned by 3BM Education Partners to produce a Heritage Statement to cover the replacement of the windows at the Grade II Listed Kenmont Primary School, Valliere Road, Hammersmith, NW10 6AL (National Heritage List for England (NHLE) List Entry ref. 1079825).
- 1.1.2 The proposal is for the replacement of the existing windows throughout the school. This report covers the main school building only.
- 1.1.3 The London Borough of Hammersmith & Fulham (hereinafter LBHF) has committed to a Schools Capital Programme to replace life expired single glazed Victorian School windows in the Borough maintained Schools for which LBHF is the responsible body (3BM Education Partners, n.d).

1.2 Statutory Designations

- 1.2.1 Kenmont Primary School was first listed as Grade II on 6th June 1984. The listing was amended on 9th April 2014. The full listing details can be found in Appendix 2.
- 1.2.2 The school was listed partly for its architectural interest, as 'a particularly impressive and well-preserved example of a Robson board school' which has an 'unusual plan and dramatic, fortress-like composition'. The school was also listed for its historic interest, as an example of the work of the School Board for London, who were responsible for laying the 'foundations of London's state education system' (NHLE, 2017).

1.3 Site Location & Description

- 1.3.1 Centred on National Grid Reference (NGR) TQ 225 282, Kenmont Primary School faces east onto Kenmont Gardens, with Valliere Road to the north and Rigeley Road to the south (Figure 1). The school building is a three-storey, multiple bay London Board School of yellow stock brick construction, with red brick detailing. A more in-depth description of the building can be found in Section 3.2 below.
- 1.3.2 The school is located within a tarmac playground, which has several stock brick and modern constructed ancillary buildings located adjacent to the stock brick boundary wall, which encloses the site. These buildings include a school keeper's house in the north-west corner of the site and a school room adjacent to the western boundary.
- 1.3.3 The site is largely surrounded by a grid of streets of Victorian terraces. The main London Overground railway line is located c. 130m to the south of the site, with the large open space of St Mary's Cemetery, also a Conservation Area beyond, c. 170m to the south of the site.

1.4 Proposed Development

- 1.4.1 The current windows largely comprise original timber sashes, fixed and opening casements, with some 20th century replacements and repairs. Some glazing has been replaced, particularly at ground floor level due to breakages, as well as within the northern stair turret as

well as the insertion of vents, grills and extractor fans (3BM Education Partners, n.d). The existing window types comprise:

- Double-hung window sashes with top or centre pivot over lights;
- Single-hung sashes in secondary locations at high level;
- Fixed and opening casements in secondary storage areas and
- Feature windows with curved arch heads.

1.4.2 Although the details of the conditions of the windows were not available at the time of writing (July 2017), in line with the Schools Capital Programme, the lifespan of the single glazed windows, is considered to have expired.

1.4.3 The project will comprise the replacement of the existing single glazed timber windows with new timber double glazed windows, with traditional weights and pulleys with matching period profiles and proportions. The windows are to be traditionally fixed within existing brickwork, retaining the existing depth of reveal (3BM Education Partners, n.d & 2017).

1.4.4 There will be no internal alterations to the building as part of the proposal.

2. AIMS & METHODOLOGY

2.1 Aims

2.1.1 National Planning Policy Framework paragraph 128 requires local planning authorities to request descriptions on the significance of any heritage assets affected by a proposal, including any contribution made by their setting. This states that:

'The level of detail should be proportionate to the assets' importance and no more than is sufficient to understand the potential impact of the proposal on their significance.'

2.1.2 The aim of this report is to facilitate such a process by understanding the historical development of the application site and the likely impact upon any surviving heritage assets resulting from the proposed development, devising appropriate mitigation responses where necessary.

2.2 Data Collation

2.2.1 The assessment has been carried out, in regard to the collation of baseline information, in line with the Chartered Institute for Archaeologists' Standard and Guidance for Historic Environment Desk-Based Assessment (December 2014) and the Archaeological Investigation and Recording of Standing Buildings and Structures (December 2014).

2.2.2 This assessment includes relevant information contained in various statutory requirements, national, regional and local planning policies and professional good practice guidance, including:

- Ancient Monuments and Archaeological Areas Act, 1979
- Planning (Listed Buildings and Conservation Areas) Act, 1990
- The National Planning Policy Framework, 2012

2.2.3 The Greater London Historic Environment Record (GLHER) is the primary source of information concerning the current state of archaeological and architectural knowledge in this area. The HER Commercial dataset search reference number for this project is 13369. For reporting purposes, the GLHER reference number has been used.

2.2.4 This information was supported by examination of data from a wide range of other sources, principally:

- Heritage Gateway for information from the Historic England National Monuments Record;
- Pastscape and other research resources, including the Access to Archives (A2A);
- The Historic England website professional pages, particularly the National Heritage List for England;
- A site visit was undertaken on 26th June 2017. During the site visit, an inspection of the building was made and principal areas of the building, significant architectural details,

fixtures and fittings were noted and digitally photographed using a DSLR Nikon D3300 24.2 Megapixel, 18-55mm lens camera, with tripod where necessary. A selective capture method with single shot image capture using a 23.5 x 15.6mm CMOS sensor was used. The images included a photographic scale where appropriate.

- Additional relevant documentary resources at the Hammersmith and Fulham Local Studies Library & Archives were accessed on the 27th June 2017, and online historic sources;

2.2.5 Information from these sources was used to understand:

- Information on statutory and non-statutory designated sites
- Readily accessible information on the proposed development site's history from readily available historic maps and photographs
- Any information on the proposed development site contained in published and unpublished archaeological and historical sources, including any previous archaeological investigations undertaken within the study area
- A greater understanding of key cultural heritage issues of the proposed development site and surrounding area, developed through the onsite walkover, including information on areas of past impact within the proposed development site boundary
- The impact of the proposed development on the known and potential cultural heritage resource, resulting in the formulation of a mitigation strategy, where required, which appropriately targets any future works to those required to gain planning consent.

2.3 Assessment of the Cultural Heritage Resource

- #### 2.3.1
- The importance of identified cultural heritage resources is determined by reference to existing designations (Table 1, below).

Table 1: Assessing the Importance of a Cultural Heritage Site

SCALE OF SITE IMPORTANCE	
NATIONAL	The highest status of site, e.g. Scheduled Monuments (or undesignated assets of schedulable quality and importance). Grade I and Grade II* Listed Buildings. Other listed buildings that can be shown to have exceptional qualities in their fabric or historical associations not adequately reflected in the listing grade. Conservation Areas containing very important buildings. Undesignated structures of clear national importance. Extremely well preserved historic landscape, whether inscribed or not, with exceptional coherence, time depth, or other critical factor(s).
REGIONAL	Grade II Listed Buildings or other designated or undesignated archaeological sites (in addition to those listed above), or assets of a reasonably defined extent and significance, or reasonable evidence of occupation / settlement, ritual, industrial activity etc. Examples may include areas containing buildings that contribute significantly to its historic character, burial sites, deserted medieval villages, Roman roads and dense scatter of finds.
LOCAL	Evidence of human activity more limited in historic value than the examples above, or compromised by poor preservation and/or survival of context associations, though which still have the potential to contribute to local research objectives. Examples include sites such as 'locally designated' buildings or undesignated structures / buildings of limited historic merit, out-of-situ archaeological findspots / ephemeral archaeological evidence and historic field systems and boundaries etc.
NEGLIGIBLE	Assets with very little or no surviving archaeological interest. Examples include destroyed antiquities, structures of almost no architectural / historic merit, buildings of an intrusive character or relatively modern / common landscape features such as quarries, drains and ponds etc.
UNKNOWN	Insufficient information exists to assess the importance of a feature (e.g. unidentified features on aerial photographs).

- 2.3.2 For some types of finds or remains there is no consistent value and the importance may vary, for example Grade II Listed Buildings and Conservation Areas. For this reason, adjustments are occasionally made, where appropriate, based on professional judgement.

2.4 Impact Assessment Criteria

- 2.4.1 The magnitude of impact upon the archaeological and heritage resource, which can be considered in terms of direct and indirect impacts, is determined by identifying the level of effect from the proposed development upon the baseline conditions of the site and the cultural heritage resource identified. The criteria for assessing the magnitude of impact are set out in Table 2 (below).
- 2.4.2 In certain cases, it is not possible to confirm the magnitude of impact upon a cultural heritage resource, especially where anticipated buried deposits exist. Where possible a professional judgement as to the scale of such impacts is applied to enable the likely 'Significance of Effects' to be established; however, a magnitude level of 'uncertain' is included for situations where it is simply not appropriate to make such a judgement at this stage of works.

Table 2: Criteria for Determining Magnitude of Impact

IMPACT LEVEL	DEFINITION
HIGH	Changes to most or all of the key archaeological or key heritage baseline elements, or comprehensive changes to the setting of such key features that lead to total or almost complete alteration of a features physical structure, dramatic visual alteration to the setting of a heritage asset, or almost comprehensive variation to aspects such as noise, access, or visual amenity of the historic landscape.
MEDIUM	Changes to many key archaeological materials/historic elements, or their setting, such that the baseline resource is clearly modified. This includes considerable visual change to many key aspects of the historic landscape, noticeable differences in noise or sound quality, and considerable changes to use or access changes to key historic landscape elements
LOW	Detectable impacts which alter the baseline condition of an archaeological or heritage receptor to a slight degree – e.g. a small proportion of the surviving heritage resource is altered; slight alterations to the setting or structure, or limited changes to aspects such as noise levels, use or access that results in limited changes to historic landscape character.
NEGLIGIBLE	Barely distinguishable change from baseline conditions, where there would be very little appreciable effect on a known site, possibly because of distance from the development, method of construction or landscape or ecological planting, that are thought to have no long term effect on the historic value of a resource.
UNCERTAIN	Extent / nature of the resource is unknown and the magnitude of change cannot be ascertained.

- 2.4.3 The overall Significance of Effects from the proposed development upon the Cultural Heritage Resource is determined by correlating the magnitude of Impact against value of the Cultural Heritage resource. Table 3 highlights the criteria for assessing the overall Significance of Effects. Where effects are moderate or above these are classified as significant.

Table 3: Significance of Effects

IMPORTANCE	MAGNITUDE			
	HIGH	MED	LOW	NEG
NATIONAL	Severe	Major	Mod	Minor
REGIONAL	Major	Mod	Minor	Not Sig.
LOCAL	Mod	Minor	Minor	Not Sig.
NEGLIGIBLE	Minor	Not Sig.	Not Sig.	Nt.

Not Sig. = Not Significant; Nt. = Neutral; Mod = Moderate; Ext. = Extensive

2.5 Limitations

- 2.5.1 It should be noted that the report has been prepared under the express instruction and solely for the use of 3BM Education Partners, and any associated parties they elect to share this information with. Measurements and distances referred to in the report should be taken as approximations only and should not be used for detailed design purposes.

- 2.5.2 All the work carried out in this report is based upon the professional knowledge and understanding of AB Heritage, on current (July 2017) and relevant United Kingdom standards and codes, technology and legislation. Changes in these areas may occur in the future and cause changes to the conclusions, advice, recommendations or design given. AB Heritage does not accept responsibility for advising the client's or associated parties of the facts or implications of any such changes in the future.
- 2.5.3 This report has been prepared utilising factual information obtained from third party sources. AB Heritage takes no responsibility for the accuracy of such information. It should also be noted that this report represents an early stage of a phased approach to assessing the archaeological and cultural heritage resource of the application site to allow the development of an appropriate mitigation strategy, should this be required. It does not comprise mitigation of impacts in itself.
- 2.5.4 No intrusive investigation of the historic fabric of the building was undertaken by AB Heritage as part of this report.

3. HERITAGE REVIEW OF KENMONT PRIMARY SCHOOL

3.1 Historic Development of Kenmont Primary School & Environs

- 3.1.1 The land on which the site is located, was held by All Soul's College, Oxford and remained agricultural in nature until the middle of the 19th century, when construction of the cemeteries and railway lines in the region, sparked an acceleration in the development of the area, predominantly during the late 19th century (Grange Museum of Community History and Brent Archive, n.d, Hidden London, 2017 & Old-Maps, 2017).
- 3.1.2 Kenmont Primary School was built as Kenmont Gardens School in 1883-4 by the School Board for London, as a response to the rapid growth of the population in the region during the late 19th century. The school was a late design by the Board's chief architect, Edward Robert Robson, who was replaced as T. J. Bailey, who was in post from 1884 (Cherry *et al*, 1991).
- 3.1.3 In the 30-year existence of the Board it was responsible for the construction of c. 400 schools across London. The origins of the Board lay with the 1870 Education Area, which sought to provide an education for working class children between the ages of 5 and 13. The years preceding the Act saw the greatest change in the British education system when the state replaced the church as the principal source of elementary education (Cherry *et al*, 1991 & Historic England, 2010).
- 3.1.4 Edward Robson understood that the design of the buildings was linked to their purpose. He saw the new schools as public buildings that should reflect their status as such but be secular at the same time. He advocated the Gothic style initially but later the Queen Ann style, with simple brick at its heart. This combined a mixture of classical, Flemish and French Renaissance elements as well as hints of the increasingly popular Arts & Crafts style. The resulting school buildings were intended to enlighten and enrich the lives of the pupils who attended them (Municipal Dreams, 2013).
- 3.1.5 The Board schools had a typical three storey layout, known as 'three-deckers', with rows of gables. This layout was intended to create a division of the pupils, with infants on the ground floor and older children on the second and third floors, with girls and boys taught separately on each of the upper floors which were accessed via their own separate lobbies and staircases. Large central classrooms were included as part of the designs, where several groups would be taught simultaneously. The large windows and high ceilings were designed at allow maximum light and air circulation within the classrooms.
- 3.1.6 The 1st edition of the 25⁷ OS map (Plate 1), dated 1893, is the earliest available detailed depiction of the school. The map shows that the school did not include the northern part of the current building. Sets of steps were shown either side of the playground dividing wall, entering the western stair turret on both sides. Buildings lined the central dividing playground wall, likely to be external toilet blocks. Additional buildings were shown at the western end of the playground, including the extant school keeper's house in the north-west corner. A small yard was present on the eastern side of the building.
- 3.1.7 Within the wider area, a gird of streets of terraces occupies most of the surrounding area, although some undeveloped gaps remained.



Plate 1: 1st edition of the 25" OS map, 1893 (LBHF Archives)

- 3.1.8 The 1915 edition of the OS map (available online), shows the main section of the northern part of the building had been added after 1893. The eastern end of the playground dividing wall had been diverted to the north. Within the wider area, the gaps in the surrounding streets of terraced houses, had largely been infilled (Old-Maps, 2017).
- 3.1.9 The 1935 edition of the OS map (Plate 2), depicts the site much as it was in 1915, with the addition of a small building adjacent to the south-west corner of the school. A set of steps was shown at the northern end of the building. Several of the outbuildings had been extended and an additional building is shown in the south-west corner of the playground. Within the wider area, any remaining gaps have been infilled with housing or commercial buildings.



Plate 2: OS map, 1935 (LBHF Archives)

- 3.1.10 During World War Two, several high explosive bombs landed in the area, the closest of which was between Scrubs Land and Letchfords Gardens, c. 120m to the west of the site. However, the school building itself survived unscathed (Ward, 2015 & Bomb Sight, 2017).
- 3.1.11 The 1955 edition of the OS map (available online), shows the site to be unchanged from the 1935 edition. However, by the mid - 1970s, the additional northern extension and another small addition on the western elevation are depicted to show the building much as it is at present. The surrounding area had changed little since 1935. The level of change between the mid – 1970s to the present, both to the footprint of the building and within the surrounding area is limited (Old-Maps, 2017).
- 3.1.12 Photographs taken in 1972 (not reproduced) (LBHF Archives ref. 372. 973) of the western and northern elevations, show that these elevations and the boundary wall have undergone

limited alterations since 1972. Those that are evident include the addition of the spire and weathervane to the top of the cupola and that some of the glazing bars in the windows in the semi-circular stair turret on the north elevation have been repaired.

3.2 Current Condition of Kenmont Primary School

3.2.1 The school building is three storeys, predominantly of yellow stock brick with red brick ground storey, window surrounds, and pilasters and buttresses, which separate the bays. It has an unusual crenelated parapet. The chimneys are broad and ridged and one of which would have housed the bell. The roofs are covered with slate and a cupola with spire and weathervane are present on the west elevation. The timber sash or casement fenestration has square or segmented heads and are predominantly arranged in pairs on the lower floors and triples at second-floor level (Photo 1) (NHLE, 2017).



Photo 1: The west elevation, from the south-west

3.2.2 The west elevation faces out onto the main playground and comprises a central polygonal projecting turret, topped by the cupola. The central tower is flanked by two lower stair towers. The south stair tower is the original boys entrance, which has a moulded stone door surround and relief lettering above the door (Photo 2). The apertures in the northern addition to the west elevation are largely blind, apart from the ground floor. This has gable with louvred ocular ventilation shaft (Photo 1).



Photo 2: Boys entrance on the west elevation



Photo 3: The south and east elevations, from the south-east

3.2.3 The eastern and southern elevations are flat fronted. A stone plaque on the south elevation has 'Kenmont Gardens School 1883' in relief lettering (Photo 3). The northern elevation has a central projecting semi-circular stair turret. The girls entrance is present on the north elevation, with the same details as the others.



Photo 4: The north elevation, from the north-east

- 3.2.4 The interior has an unusual plan, probably because of the addition of the late 19th century northern part of the building after 1893. However, the typical layout elements are present, with each floor comprising a large hall within the projecting northern hall block. A series of classrooms are present along the eastern side and southern end of the building, which open out onto central corridors. The three main stair towers connect the floors, with offices occupying the mezzanine floors between (Figures 3 - 6).
- 3.2.5 The original planform of the building survives well, with minimal modern partitioning which is largely concentrated in the WC and kitchen areas.
- 3.2.6 In relation to architectural details and fixtures, a large number of the original internal timber glazed partitions survive, comprising multi - light arched doorways with side lights. Several later parquet floors (Photo 5) are present throughout as well as an original geometric encaustic tile floor at second-floor level (Photo 6).



Photo 5: Internal partitions and parquet flooring in the ground floor corridor



Photo 6: Encaustic tile floor on the 2nd floor

- 3.2.7 As well as corridor partitions, several original sliding classroom partitions are also present, which are an unusual survival.



Photo 7: Sliding classroom partition on the 2nd floor

- 3.2.8 Incised moulded dado rail is present throughout the principal rooms as well as high picture rail and moulded corncing. Several fireplaces also survive with a variety of moulded surrounds (Photo 8). Several of the ceilings have exposed main beams. Throughout the building, some original glazed doorways and internal windows have been blocked but the reveals remain present.



Photo 8: Decorative fire surround on the 3rd floor

- 3.2.9 The northern semi-circular stair turret has a white glazed brick interior, with the bricks fitting the concave surface of the turret. The other main staircases appear to have unglazed surfaces although they have been painted over (Ward. G, 2017, *pers comm*, 26th June). The original railings survive within the upper storeys of the stair towers.



Photo 9: Glazed bricks on the interior of the northern stair turret

3.2.10 Most of the windows appear to be the original timber units, although some have been modified with vents, grills and extractor fans or repaired. Most of the windows are single or double hung sashes with top or central pivot lights which open inwards. The higher-level windows are opened on a rod mechanism which is operated from floor level. Most of the windows associated with the storage or circulations areas of the building are fixed or opening casements (Photo 10).



Photo 10: Example of single hung sash with top pivot light

3.3 Current Setting of Kenmont Primary School

3.3.1 The immediate setting of the school building comprises the main tarmac playground to the west of the main school building (Photo 1). This is now mostly one large playground, although modern metal fences separate small areas within the main playground. Two stock brick ancillary buildings are present adjacent to the western boundary. These comprise a single storey school room and a two-storey school keeper's house.



Photo 11: The ancillary buildings in the playground, from the south-east

- 3.3.2 A small paved yard with vegetation is present on the east side of the building and a small garden with a pond has been created on the north side. Several large trees are present along the boundaries of the school and within the surrounding streets, providing an element of leafy suburban character.



Photo 12: Garden on the north side of the building

- 3.3.3 The site is surrounded by a stock brick boundary wall, with red brick detailing. The wall has been altered to a medium degree, with the rebuilding of the eastern side in red brick and the southern side has been topped with a metal fence (Photo 3 & 4).
- 3.3.4 The wider area is characterised by a grid of streets of terrace houses, the rooflines of which have a close knit and symmetrical form. These are predominantly stock brick two-storey buildings with canted ground floor bays, with a variety of front elevation treatments. They lack a basement level and are accessed directly from the pavement level. Small gardens, mostly paved, are present at the front of the buildings with variety of the front boundary forms.



Photo 13: View along Kenmont Gardens, towards the south

- 3.3.5 To the north-east of the school building is a pedestrianised area which creates a break in the close-knit nature of the streets of terraces (Photo 15). A former red brick Presbyterian chapel forms a focal point at the northern end of Kenmont Gardens (Photo 14).



Photo 14: Presbyterian chapel at the north end of Kenmont Gardens, looking towards the south



Photo 15: The pedestrianised area at the north end of Kenmont Gardens, looking towards the north

- 3.3.6 The school building dominates the school grounds and forms a prominent element of the surrounding streetscape, viewed along the linear streets of Kenmont Gardens, Rigeley Road and Valliere Road (Photo 16). The quantity and symmetrical nature of the fenestration, forms an integral part of the prominent nature of the school building.
- 3.3.7 The close-knit nature of the terraces however, has resulted in only glimpses of the school from the small gaps between the terraces, from Ponsard Road to the east. The three-storey

form of the terraces on Scrubs Lane to the west, obscures views of the school from this direction.



Photo 16: View from Waldo Road, along Kenmont Gardens towards the north

- 3.3.8 Overall, the setting of Kenmont Primary School has altered to a limited degree since the school was built. This change can be seen in the alteration to the site boundary and in the infilling of the gaps in the development of the terraces through the 20th century, as well as the infilling following the bomb damage on Scrubs Lane during World War Two.
- 3.3.9 The setting of Kenmont Primary School is thought to make a Medium positive contribution to the significance of the building. This is because the school was established in this area to provide for the educational needs of the growing population of the region during the late 19th century, and continues to service that purpose to the present day
- 3.4 Significance of Kenmont Primary School**
- 3.4.1 As a Grade II Listed building, an example of an unusual form and composition of a London Board School and a late design by E. R. Robson, Kenmont Primary School is considered to be a heritage asset of Regional Importance (in line with Table 1).
- 3.4.2 As discussed in Section 3.2 above, the school retains a large amount of the original unusual layout and circulation areas, as well as the original architectural detail such as the boys and girls doorways and later parquet floors. Most of the original fixtures survive such as the windows and internal partitions, including the unusual survival of sliding classroom partitions.
- 3.4.3 As outlined in Section 3.3 above, the setting is thought to make a Medium positive contribution towards the significance of the building, due to its function in serving the educational needs to the local population since 1883.
- 3.4.4 The significance of Kenmont Primary School is considered to relate to the evidential and historical heritage values, both illustrative and associative, to a High degree. This relates to the unusual surviving layout and composition of the building, architectural details and fixtures and the information that they can provide about London Board Schools and the development of the education system.
- 3.4.5 The building is also thought to have a Medium degree of aesthetic heritage value, as it forms an attractive and prominent element of the surrounding streetscape. Although altered to a low degree, the varied and symmetrical nature of the windows of the building are thought to form an integral part of the aesthetic value. The school may also be considered to have a Medium

degree of communal heritage value, both commemorative and symbolic, as a place that many children and staff have passed through during its existence.

4. IMPACT ASSESSMENT & RECOMMENDATIONS

4.1 Predicted Impact of Proposed Development

- 4.1.1 The lifespan of the current single glazed windows is considered to have expired, in line with the Schools Capital Programme. The project will comprise the replacement of the existing single glazed timber windows with new timber double glazed windows, with traditional weights and pulleys with matching period profiles and proportions. The windows are to be traditionally fixed within existing brickwork, retaining the existing depth of reveal.
- 4.1.2 There will be no internal alterations to the building as part of the proposal.
- 4.1.3 The removal of the original windows would comprise the removal of part of the original fabric of the building, however these elements are no longer fit for purpose, which detracts from the overall aesthetics and significance of the building. The proposed replacement windows, being like for like timber units with traditional sash mechanisms and fixed to the historic fabric in a traditional manner, are thought to be sympathetic replacements and would preserve and even enhance the significance of the building.
- 4.1.4 Therefore, the proposed sympathetic replacement of the windows is considered to be a High Direct Beneficial impact upon the school building.

4.2 Outline Recommendations

- 4.2.1 The recording of the existing windows, via a photographic survey is recommended prior to their removal. This recommendation would need to be approved by the local planning authority.

4.3 Conclusion

- The surviving unusual layout and composition as well as surviving sliding classroom partitions forming the evidential and illustrative historical value, have a High positive contribution to the building's significance;
- The prominent position and nature of the building, forming the aesthetic heritage value, along with the communal value, are thought to make a Medium positive contribution to the significance of the building;
- The setting a Medium positive contribution and
- The proposed window replacement will have a High Direct Beneficial impact upon the school building.

5. REFERENCES

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- 25" OS London Map Sheet 6:35 surveyed 1982 & published 1935 (LBHF Archives)
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5.2 Online Sources

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Appendices

Appendix 1 Planning Policy

Introduction

The following section highlights the key planning and legislative framework relevant to this project, including legislative framework, national planning policy and relevant sector guidance.

Statutory Protection for Heritage Assets

Current legislation, in the form of the Ancient Monuments and Archaeological Areas Act 1979, provides for the legal protection of important and well-preserved archaeological sites and monuments through their addition to a list, or 'schedule' of archaeological monuments by the Secretary of State for Culture, Media and Sport. This necessitates the granting of formal Scheduled Monument Consent for any work undertaken within the designated area of a Scheduled Ancient Monument.

Likewise, structures are afforded legal protection in the form of their addition to 'lists' of buildings of special architectural or historical interest. The listing of buildings is carried out by the Department of Culture, Media and Sport under the Planning (Listed Buildings and Conservation Areas) Act, 1990. The main purpose of the legislation is to protect buildings and their surroundings from changes that would materially alter the special historic or architectural value of the building or its setting. This necessitates the granting of formal Listed Building Consent for all works undertaken to or within the designated curtilage of a Listed Building. This legislation also allows for the creation and protection of Conservation Areas by local planning authorities to protect areas and groupings of historical significance.

The categories of assets with some form of legal protection have been extended in recent years, and now include Registered Parks and Gardens, and Historic Battlefields. While designation as a UNESCO World Heritage Site is not a statutory designation under English planning law, such a designation is regarded as a material consideration in planning decisions, and World Heritage Sites are in practice protected from development that could affect any aspect of their significance including settings within the Site and a buffer zone around it.

National Planning Policy

The NPPF sets out government policy on the historic environment, which covers all elements, whether designated or not, that are identified as 'having a degree of significance meriting consideration in planning decisions, because of its heritage interest'.

One of the over-arching aims is to 'Conserve heritage assets in a manner appropriate to their significance, so that they can be enjoyed for their contribution to the quality of life of this and future generations'. To achieve this, local planning authorities can request that the applicant describe "the significance of any heritage assets affected, including any contribution made by their setting". The level of detail required in the assessment should be "proportionate to the assets' importance and no more than is sufficient to understand the potential impact of the proposal on their significance". It goes on to say that "where a site on which development is proposed includes or has the potential to include heritage assets with archaeological interest, local planning authorities should require developers to submit an appropriate desk based assessment and, where necessary, a field evaluation."

A key policy within the NPPF is 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. The more important the asset, the greater the weight should be.

With regard to non-designated heritage assets specific policy is provided in that a balanced judgement will be required having due regard to the scale of any harm or loss and the significance of the heritage asset affected.

Paragraph 132 states that ‘Significance can be harmed or lost through alteration or destruction of a heritage asset or development within its setting. Substantial harm to or loss of a Grade II listed building, park or garden should be exceptional, while substantial harm to or loss of designated heritage assets of the highest significance, should be wholly exceptional’.

Paragraphs 133 & 134 explain that ‘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 loss is necessary to achieve substantial public benefits that outweigh that harm or loss.

It also advises that where a proposal involve less than substantial harm to the significance of a designated heritage asset, this harm should be weighed against the public benefits of the proposal, including securing its optimum viable use. In weighing applications that affect directly or indirectly non designated heritage assets, a balanced judgement will be required having regard to the scale of any harm or loss and the significance of the heritage asset.

The London Plan 2011 with 2016 alterations

Policy 7.8: Heritage Assets and Archaeology

This policy states that development should incorporate measures that identify, record, interpret, protect, and where possible, present the site’s heritage assets, whether designated or non-designated.

Based on this policy, planning decisions involving heritage assets will be assessed on the level of identification, value, conservation, restoration, re-use and incorporation of the asset in the proposed plans. The significance of heritage assets and their settings should be conserved by proposals which are sympathetic to the form, scale, materials and architectural detail of the asset.

Any development which will cause substantial harm or loss of a designated heritage asset will only be accepted in exceptional circumstances. The importance of the development will be assessed proportionately in terms of public benefit against the impact on, and the importance of the asset.

Proposals showing potential modifications to heritage assets which will reduce carbon emissions and secure sustainable development are favourable where it is on balance with potential harm to the heritage asset or its setting.

Hammersmith and Fulham Local Plan

On 28th February 2017, the Council submitted the Proposed Submission Local Plan and supporting documents to the Secretary of State for Communities and Local Government. The Proposed Submission Local Plan is anticipated to be subject to Examination in Public in Spring 2017.

Hammersmith and Fulham Local Development Framework

Core Strategy (adopted October 2011)

The Core Strategy was adopted on 19th October 2011. Together with the Development Management Local Plan and the London Plan it forms the basis for planning policy in the borough.

Borough Wide Strategic Policy - BE1- Built Environment

All development within the borough, including in the regeneration areas should create a high quality urban environment that respects and enhances its townscape context and heritage assets. There should be an approach to accessible and inclusive urban design that considers how good design, quality public realm, landscaping and land use can be integrated to help regenerate places.

In particular, development throughout the borough should amongst other things:

- Be of the highest standard of design that respects local context and character and, in particular, reflects and extends where appropriate the urban grain of the historic street based pattern and scale of development, especially in residential areas of consistent townscape character;
- Protect and enhance the character, appearance and setting of the borough's conservation areas and its historic environment, including listed buildings, historic parks and gardens, buildings and artefacts of local importance and interest and
- Be attractive, durable, adaptable and accessible in order to achieve good sustainable and inclusive design.

Borough Wide Strategic Policy - CF1 - Supporting Community Facilities and Services

The council will work with its strategic partners to provide boroughwide high quality accessible and inclusive facilities and services for the community by, amongst other things:

- Seeking the improvement of school provision, including:
- Improvement and/or expansion of primary schools (through the primary school capital programme).

Development Management Local Plan (adopted July 2013)

This document sets out development management policies to be used in determining individual planning applications in conjunction with the policies included in the adopted Core Strategy.

Policy - DM G5 - Replacement Windows

Replacement windows should respect the architectural character of the building and its surroundings. In this respect it will be important that the design of replacement windows matches the original windows in terms of material, type and size, method of opening, profile and section, and sub-division.

Policy - DM G7 - Heritage and Conservation

The council will aim to protect, restore or enhance the quality, character, appearance and setting of the borough's conservation areas and its historic environment, including listed buildings, historic parks and gardens, buildings and artefacts of local importance and interest, archaeological priority areas and the scheduled ancient monument. When determining applications for development affecting heritage assets, the council will apply the following principles:

- The presumption will be in favour of the conservation and restoration of heritage assets, and proposals should secure the long term future of heritage assets. The more significant the designated heritage asset, the greater the presumption should be in favour of its conservation;
- Proposals which involve substantial harm to, or loss of, any designated heritage asset will be refused unless it can be demonstrated that they meet the criteria specified in paragraph 133 of the National Planning Policy Framework;
- Development affecting designated heritage assets, including alterations and extensions to buildings will only be permitted if the significance of the heritage asset is preserved or enhanced or if there is clear and convincing justification. Where measures to mitigate the effects of climate change are proposed, the benefits in meeting climate change objectives should be balanced against any harm to the significance of the heritage asset and its setting;
- Applications for development affecting heritage assets (buildings and artefacts of local importance and interest) will be determined having regard to the scale and impact of any harm or loss and the significance of the heritage asset;
- Development should preserve the setting of, make a positive contribution to, or better reveal the significance of the heritage asset. The presence of heritage assets should inform high quality design within its setting;
- Particular regard will be given to matters of scale, height, massing, alignment, materials and use;
- Applications should include a description of the significance of the asset concerned and an assessment of the impact of the proposed development upon it or its setting. The extent of the requirement should be proportionate to the nature and level of the asset's significance and
- It respects the principles of accessible and inclusive design.

Planning Guidance Supplementary Planning Document (adopted July 2013)

SPD Design Policy 37 - Windows and Original Features

Original architectural features such as timber sash windows timber or metal casement windows, panelled doors, decorative stucco, moulded window surrounds and door cases, and historic shopfronts should be maintained and repaired wherever possible.

SPD Design Policy 60 - Information requirements for applications for consent affecting heritage assets

The council will require an applicant to provide a description of the significance of the heritage assets affected and the contribution of their setting to that significance.

SPD Design Policy 61 - Policies guiding the determination of applications for consent relating to all heritage assets

In decision-making the council will seek to identify and assess the particular significance of any element of the historic environment that may be affected by the relevant proposal (including by development affecting the setting of a heritage asset) taking account of:

- (i) Evidence provided with the application;
- (ii) Any designation records;
- (iii) The historic environment record and similar sources of information;
- (iv) The heritage assets themselves;
- (v) The outcome of the usual consultations with interested parties; and
- (vi) Where appropriate and when the need to understand the significance of the heritage asset demands it, expert advice (from in-house experts, experts available through agreement with other authorities, or consultants, and complemented as appropriate by advice from heritage amenity societies).

SPD Design Policy 63 - Policies guiding the recording of information related to heritage assets

Where the loss of the whole or a material part of a heritage asset's significance is justified, the council will require the developer to record and advance understanding of the significance of the heritage asset before it is lost, using planning conditions or obligations as appropriate.

Appendix 2 National Heritage for England Listing Entry

Name: Kenmont Primary School

List entry Number: 1079825

Location:

Valliere Road, London, NW10

County: Greater London Authority

District: Hammersmith and Fulham

District Type: London Borough

Grade: II

Date first listed: 06-Jun-1984

Date of most recent amendment: 09-Apr-2014

UID: 201818

List entry Description:

Summary of Building:

Board school, 1883-4 by ER Robson for the School Board for London (SBL), completed after 1894.

Reasons for Designation:

Kenmont Primary School, of 1883 and after by the School Board for London (architect ER Robson), is listed at Grade II for the following principal reasons: * Architectural interest: a particularly impressive and well-preserved example of a Robson board school, remarkable for its unusual plan and dramatic, fortress-like composition; *Historic interest: an exemplary instance of the work of the School Board for London, whose great building programme in the wake of the 1870 Education Act transformed elementary schooling in the capital and laid the foundations of London's state education system.

History:

The main part of Kenmont Primary School was built in 1883-4 by the School Board for London (SBL), to designs by the Board's architect Edward Robert Robson (1836-1917). Map evidence indicates that the northern part of the building, including the hall block and north staircase, was not completed until after 1894.

The Elementary Education Act of 1870, steered through Parliament by the Liberal MP William Forster and thus known as 'Forster's Act', established for the first time a system of national, secular, non-charitable education for children between the ages of 5 and 13. A driving force behind the new legislation was the need for a literate and numerate workforce to ensure that Britain remained at the forefront of manufacturing and commerce. Moreover, the extension of the franchise to the urban working classes under the 1867 Reform Act also alerted politicians to the need - in words attributed to the then Chancellor - to 'educate our masters'. The Act required public elementary schools, managed by elected school boards and funded through local rates, to be established in areas where existing provision was inadequate. The SBL, founded within months of the passage of the Act, was the first such board to be constituted, and the most influential. It was one of the first fully democratic bodies in Britain, with a franchise that included both women and the working class. Its 49 initial members - under the chairmanship of Lord Lawrence, a former Viceroy of India - included five MPs, eleven clergymen, the scientist Thomas Huxley, the pioneering woman doctor Elizabeth Garrett Anderson, the educationalist and suffragist Emily Davies and the master cabinet-maker and working-class radical Benjamin Lucraft. The Board's ambitious and progressive policies were epitomised in a by-law of 1871 compelling parents to send their children to school; attendance was not enforced nationally until 1880.

Such was the achievement of the SBL in the last quarter of the C19 that by the Edwardian period few neighbourhoods in inner London were without a red-brick, three-storey school designed by the Board's architect ER Robson or his successor TJ Bailey. Around 500 SBL schools were ultimately built, many in poor and densely-populated areas where they were (and often remain) the most striking buildings in their locality. Robson's adoption of the newly-fashionable Queen Anne style was a significant departure from the Gothicism that had prevailed in earlier school design, creating a distinctive aesthetic that underlined the Board's commitment to secularism in education. This commitment exposed the SBL to much criticism, especially from Anglican traditionalists whose grip on elementary schooling was decisively weakened by the Act, while the high cost of the new buildings, and the consequent expense to ratepayers, was likewise a subject of bitter controversy. But the Board's supporters were unapologetic. In the words of Charles Booth, justifying the expense of more elaborate schools in the East End: 'It was necessary to strike the eye and hold the imagination. It was worth much to carry high the flag of education, and this is what has been done. Each school stands up from its playground like a church in God's acre, ringing its bell.' Sir Arthur Conan Doyle, in his short story 'The Naval Treaty' (1894), has Sherlock Holmes echo the reformers' confidence in the transformative power of universal education, hailing the new metropolitan landmarks as 'Lighthouses, my boy!... Capsules with hundreds of bright little seeds in each, out of which will spring the wiser, better England of the future'.

Details:

Board school, 1883-4 by ER Robson for the School Board for London (SBL), completed after 1894.

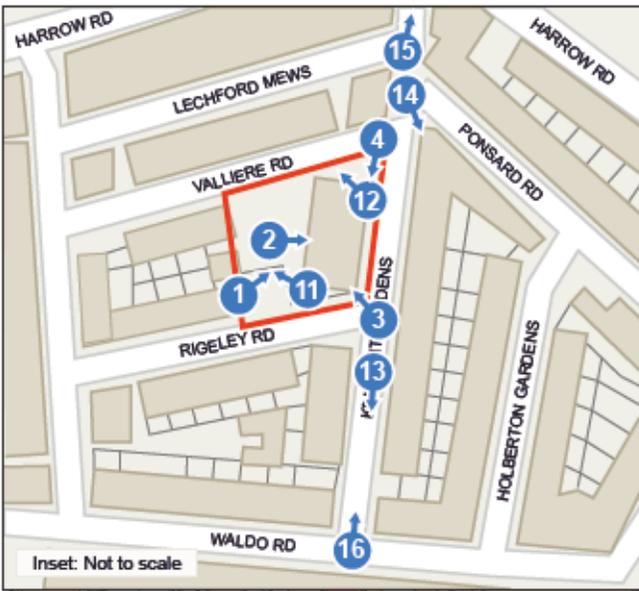
MATERIALS: stock brick with red brick and some Portland stone dressings; slate roof.

PLAN: Kenmont School is a three-storey building, originally comprising an infants' department on the ground floor with girls' and boys' departments on the floors above. As usual in the later SBL schools, each floor includes a large assembly hall and a series of smaller classrooms opening onto a corridor; staircase towers connect the main floors and give access to mezzanine offices in between. Perhaps because of the constricted site or the two-phase construction sequence, the school has a somewhat unusual plan, with the hall block projecting from the north-west corner of the building rather than in the centre as was normal.

EXTERIOR: the exterior displays Robson's trademark Queen Anne Revival style, though the profusion of shaped gables seen in many of his other designs here gives way to a crenellated parapet. Windows are large multi-pane timber sashes or casements, square- or segment-headed, paired in the lower two storeys and tripled above. Chimneys are broad ridged slabs. The bottom storey is wholly faced in red brick, and red-brick pilasters and buttresses mark the bay divisions. The symmetrical, flat-fronted east elevation to Kenmont Gardens contrasts with the dramatic and asymmetrical west elevation, where unequal projecting wings to right (classrooms) and left (hall block) frame a massive polygonal tower (six mezzanine floors of cloakrooms and office mezzanines) topped by a spire, cupola and weathervane, and flanked by two lower stair-towers. On the short south elevation is a stone plaque inscribed '1883 KENMONT GARDENS SCHOOL'. The north elevation is dominated by a tall semicircular projection that is the third stair-tower. The three stair-towers contain the entrances to the three departments, with stone lintels inscribed INFANTS, BOYS and GIRLS respectively.

INTERIORS: these are utilitarian, though well preserved. The internal doors and windows to classrooms, corridors, stairwells and halls largely survive, as do herringbone wood-block floors and classroom fireplaces with a variety of moulded surrounds. Unusually, some of the sliding timber partitions that allowed adjoining classrooms to be split or combined also survive. The north stairwell is faced with glazed white tiles, carefully fitted to its curving outer wall. The second-floor corridor is floored in coloured quarry tiles rather than the usual hardwood blocks. Another unusual survival is a panelled timber enclosure containing a dumb-waiter.

SUBSIDIARY FEATURES: on the western side of the playground are two small ancillary buildings, formerly a cookery and laundry classroom and a school keeper's cottage. There are also brick boundary walls to Valliere Road, Kenmont Gardens and Ridgeley Road. These buildings and structures are all excluded from the listing.



KEY

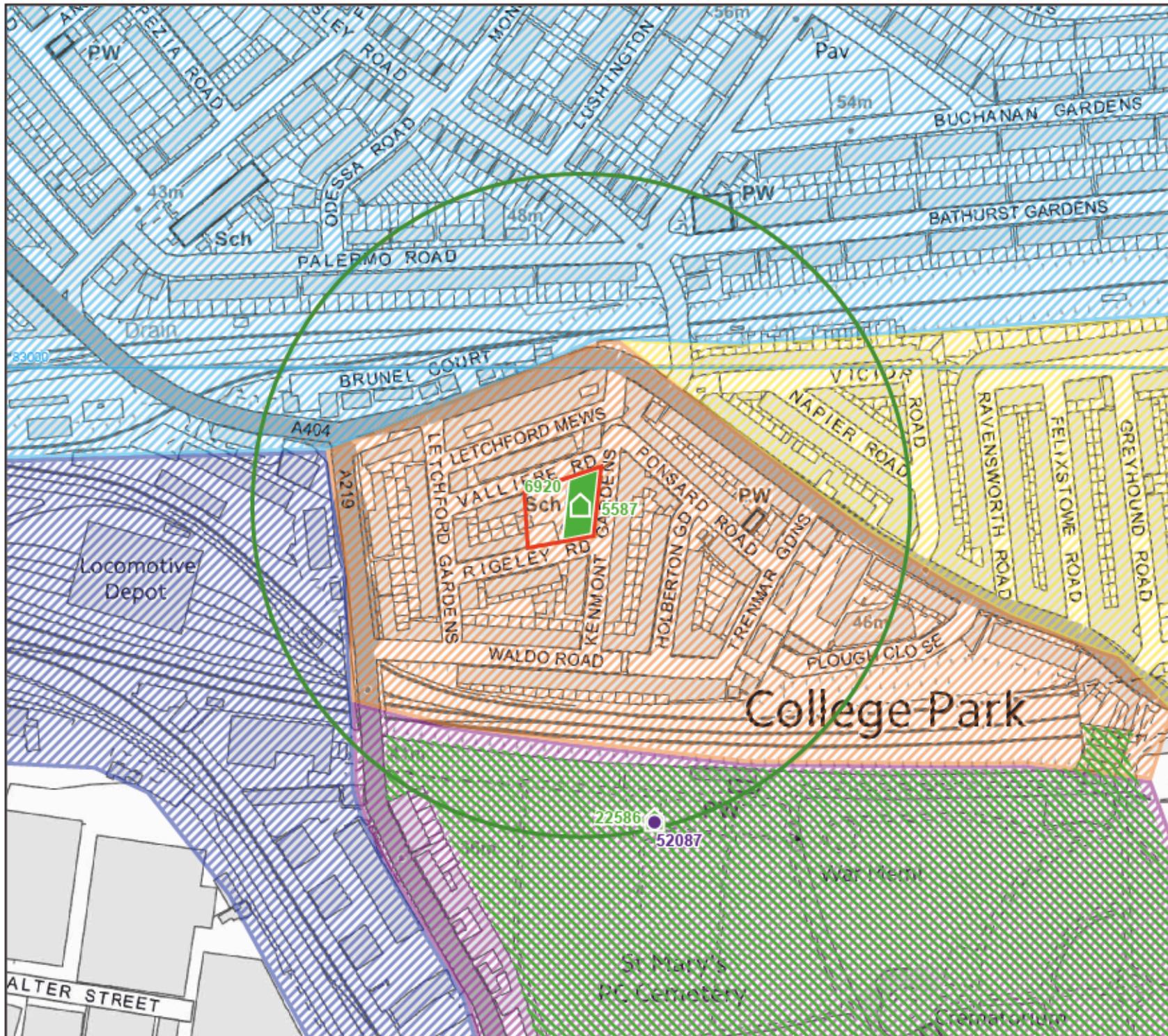
- Site Boundary
- 10 Photograph Location

0 200m

1:5000

Figure 1: Site Location
(inset shows location of photos)

Project: Kenmont Primary School	
Date: 07/06/17	Job No: 60080
Drawn by: PL	Approved by: KKP



KEY

-  Site Boundary
-  Search Area (250m)
-  Monument
-  Listed Building
-  Waldo Road
Historic Landscape Characterisation
-  Willesden Explodes
Historic Landscape Characterisation
-  Kensal Rise
Historic Landscape Characterisation
-  Kensal Green Cemetery
Historic Landscape Characterisation
-  Old Oak Sidings
Historic Landscape Characterisation
-  St Mary's Cemetery
Conservation Area



Figure 2: Map of Cultural Heritage Features

Project: Kenmont Primary School

Date: 07/06/17 Job No: 60080

Drawn by: PL Approved by: KKP



KEY

10 Photograph Location



Figure 3: Ground Floor Plan

Project: Kenmont Primary School

Date: 07/06/17

Job No: 60080

Drawn by: PL

Approved by: KKP



Main Building
 Block Ref = A
 GEA = 648.96
 GBA = 594.66
 TRA = 558.19



KEY

10 Photograph Location



Figure 4: First Floor Plan

Project: Kenmont Primary School

Date: 07/06/17

Job No: 60080

Drawn by: PL

Approved by: KKP



Main Building
 Block Ref = A
 GEA = 648.89
 GBA = 594.66
 TRA = 556.90



KEY

10 Photograph Location

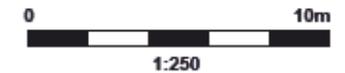


Figure 5: Second Floor Plan

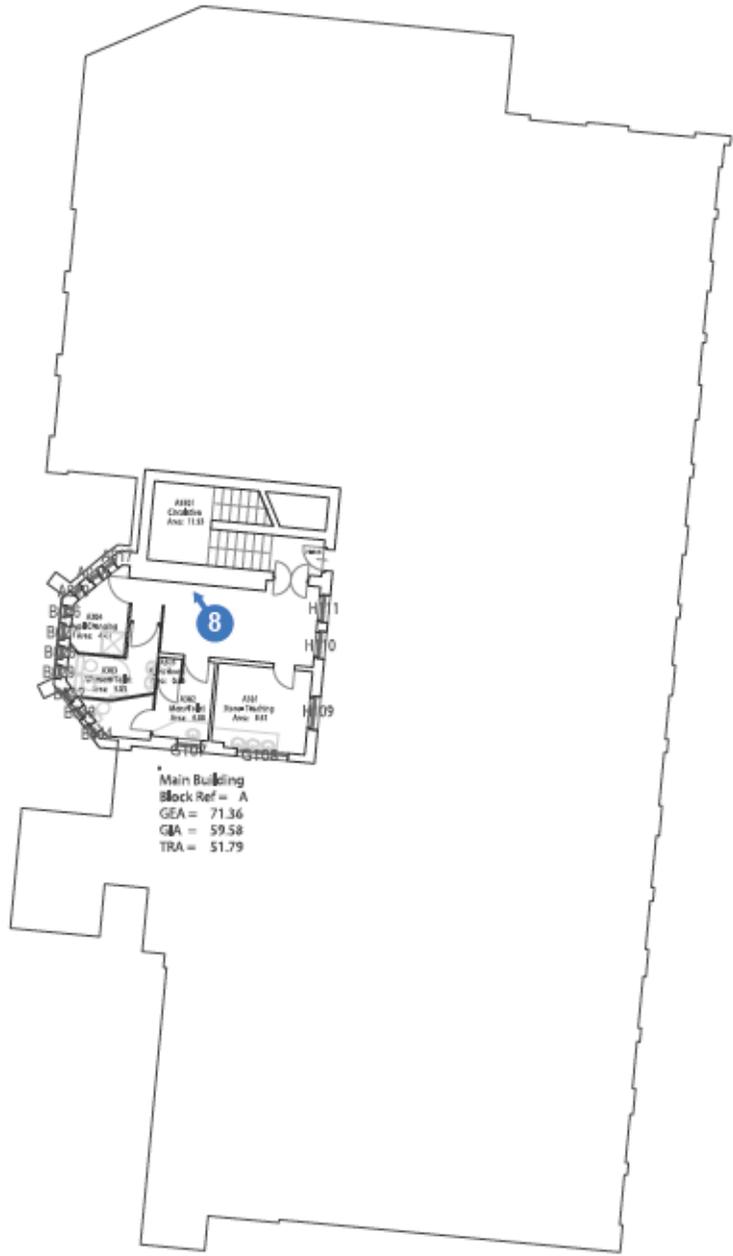
Project: Kenmont Primary School

Date: 07/06/17

Job No: 60080

Drawn by: PL

Approved by: KKP



KEY

10 Photograph Location



Figure 6: Third Floor Plan

Project: Kenmont Primary School

Date: 07/06/17 Job No: 60080

Drawn by: PL Approved by: KKP



AB Heritage Limited (Head Office)
Jarrow Business Centre, Jarrow,
South Tyneside, NE32 3DT
Tel: 03333 440 206
e-mail: info@abheritage.co.uk