

**Staffordshire Historic School
Building Study:
Pre-1920 Schools**

2007 and 2010

Checked by

Supervisor..... date.....

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Project No. 1566 & 1926
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Staffordshire Historic School Building Study
2007 & 2010

By

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Staffordshire Historic School Building Study

Pre-1920 Schools

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Staffordshire Historic School Building Study

Pre-1920 Schools

SUMMARY

In 2007 (Phase 1) and 2010 (Phase 2) Birmingham Archaeology carried out a Historic School Building Study of pre-1920 schools in Staffordshire for Staffordshire County Council. The work was commissioned in advance of a proposed programme of remodelling or demolition and rebuilding of a number of Staffordshire Schools as part of the now cancelled Government and Local Education Authorities' Building Schools for the Future initiative. The principal objective of the study was to provide a broad brush appraisal of all of the schools within Staffordshire County Council's ownership so that the information could then be integrated with other social, economic and environmental data to shape and inform the emerging renewal strategy. This understanding of the evolution and development of Staffordshire's historic school buildings has to an extent helped identify those buildings or building types requiring further detailed intensive assessment and assisted in formulating recording priorities for historic school buildings in Staffordshire. In order to do this, a distinct methodology combining desk-based assessment and on site visits to each of the schools was devised. The study revealed a county with a diverse and interesting stock of historic school buildings, which help demonstrate the evolution of school design and form in Staffordshire from the late 18th-century. The study included schools of varying architectural styles, such as vernacular, neo-Jacobean, neo-Tudor, neo-gothic, board school, and the innovative veranda type school which was initially developed in Staffordshire. In addition to providing this historic development, the report also highlights distinct recording priorities for Staffordshire's historic school building stock. The study also highlighted issues such as the significance and condition of each school, and provided some advice on the future management and development of each school building where deemed necessary.

Staffordshire Historic School Building Study

Pre-1920 Schools

1 INTRODUCTION

1.1 Background to the Project

- 1.1.1 In 2007 (Phase 1) and 2010 (Phase 2) Birmingham Archaeology carried out a Historic School Building Study of pre-1920 schools in Staffordshire for Staffordshire County Council. The work was commissioned in advance of a proposed programme of remodelling or demolition and rebuilding of a number of Staffordshire Schools, which was in part brought about by the now cancelled Government and Local Education Authorities' Building Schools for the Future initiative¹. Despite the cancellation of this initiative, the results of this study will be used by English Heritage to inform the development of the national strategy for the recording and assessment of historic school buildings.
- 1.1.2 The project will also contribute to English Heritage objectives as enshrined in *SHAPE 2008: A Strategic Framework for Historic Environment Activities and Programmes in English Heritage*, namely corporate objective 3B: ensure that the condition of the most significant parts of the historic environment is recorded and monitored to enable their better protection, research programme D2: measuring threat: studying the reasons for risk and devising responses.
- 1.1.3 Staffordshire County Council's portfolio of school buildings includes several listed buildings and many more that are of architectural and historical interest, which are not listed. In order to inform the planning process this study documents any pre-1920 school buildings of historical or architectural interest (listed or unlisted) in order to assess the importance of such buildings and briefly record their details.
- 1.1.4 The current study concerns itself with school buildings that have been identified as possibly containing elements constructed prior to 1920. Buildings of potential architectural or historic interest constructed after 1920 will be subject of a future study.
- 1.1.5 120 school buildings were initially identified as containing pre-1920 structures or elements, the 2007 study (Phase 1) selected 40 of these schools to be subject of a site survey. The remainder of the school buildings were visited during the 2010 scheme of work (Phase 2).
- 1.1.6 This report outlines the amalgamated results of both studies, which were carried out between the 16th of February and the 26th of March 2007 and 29th of January and 19th of March 2010, and were prepared in accordance with the Institute for Archaeologists' *Standard and Guidance for Archaeological Desk-Based Assessment* (IfA 2008) and with *Understanding Historic Buildings: A Guide to Good Practice* (English Heritage 2006).

¹ In July 2010 Building Schools for the Future was cancelled by the recently elected Conservative/Liberal Democrat coalition government as part of cost cutting measures announced in their first budget.

- 1.1.7 The study conformed to two separate briefs produced by Staffordshire County Council for Phase 1 and Phase 2, which were informed by English Heritage's "The Future of Historic School Buildings Model Brief" (2005b)

2 LOCATION

- 2.1.1 The schools chosen to be included in this study have been identified through Staffordshire County Council records as containing elements that were constructed prior to 1920. The data was provided by Joint Schools Property Division from data stored on their schools maintenance database (AMP Database).
- 2.1.2 Out of a Staffordshire County Council list of 133 schools which possibly were built before 1920 or contained elements of pre-1920 construction, it was found that 13 of these entries were actually detached playing fields (Appendix 1). Therefore, approximately 120 schools were initially identified as containing pre-1920 elements. Of these, the majority, 104, are primary schools² (including infants schools, and first schools), 8 of these are special/specialist schools, 5 are secondary schools (including middle schools and high schools), and 3 are colleges. Subsequent fieldwork has brought to light that 6 of these schools did not contain any pre-1920 elements. It was also found that 3 of the entries have ceased operating as schools, and there were no plans to revert to an educational function in the foreseeable future. A further 3 schools were found to have been demolished.
- 2.1.3 The schools are located in the current administrative county of Staffordshire (Fig 1), ranging in location from the urban areas of the county such as Stafford, Stoke-on-Trent, Burton-on-Trent, Tamworth, and Lichfield, to rural areas such as Quarnford in the Peak district, Mayfield on the border with Derbyshire, and Colton near Rugeley.
- 2.1.4 There are numerous factors that determine the form, function, and fabric of school buildings. One of the most important of these factors is the location. This is particularly true when it comes to the size and scale of the building. On a very simplified level urban schools are generally larger than rural schools, and very often are more innovative and architecturally *en vogue* than their rural counterparts. This dichotomy is particularly pronounced in Staffordshire, a county which is largely rural in character. Staffordshire has a diverse range of urban and rural schools, each of which is essentially a product of its immediate environment and socio-economic factors such as upland farming and large estates in rural areas, and in the vicinity of coal mining and other industries in urban contexts.

3 PURPOSE OF WORK

3.1 The Renewal Programme

- 3.1.1 At the time both phases of this project were commissioned the government was committed, over the next ten years, to devolve significant funds, about £10 billion over the life of the programme, to local authorities and schools to spend on maintaining and improving their school buildings. Building Schools for the Future represented the biggest investment programme in school buildings for the last half-century, which would leave the country with "a stock of new and refurbished school

² Building Schools for the Future concentrated on Secondary Schools; however, BSF was to be followed by a capital programme for primary schools, which is why they were included in this study.

buildings that are likely to remain in use for another fifty years” (English Heritage 2005a, 1). The vision being to “create world-class 21st century schools-environments which will “inspire learning for decades to come and provide exceptional assets for the whole community” <http://www.bsf.gov.uk/>. It was also considered that the initiative will promote a step-change in the quality of provision, which will be the focus of “Building Schools for the Future”.

- 3.1.2 Under Building Schools for the Future each local authority was expected to bid for funding based on a programme of refurbishment, adaptation or demolition and renewal of their stock of schools. Planning applications for development affecting schools administered by the education authority within Staffordshire were to be assessed by the planning department at the County Council.
- 3.1.3 In Staffordshire there are approximately 413 schools, 114 or so of which were in part constructed prior to 1920, therefore it was important to have a distinct strategic plan for school buildings of a historic nature.
- 3.1.4 The present study seems to be consistent with the guidance provided in the recently adopted Planning Policy Statement 5 (PPS5) Planning for the Historic Environment, which has replaced both Planning Policy Guidance Note 16 (PPG 16) Archaeology and Planning (1990) and Planning Policy Guidance Note 15 (PPG15) Planning and the Historic Environment (1994). Policies HE10 and HE11 clearly layout guidelines that should enable local planning authorities to balance the interests of heritage conservation and economic development, the emphasis is that development should be both beneficial and sympathetic to ‘heritage assets’ whilst having no or minimal physical impact. Where change or loss is unavoidable Policy HE12 provides guidance on the recording of heritage assets.

3.2 Historic School Buildings

- 3.2.1 In response to *Building Schools for the Future*, English Heritage produced The Future of Historic School Buildings (English Heritage 2005a). This is a position statement urging that any future decisions regarding existing school buildings “are not only the most sustainable solutions, but are based on an understanding of their importance and the way in which they are valued by the local community” (English Heritage 2005a, 1). This position statement is accompanied by a model brief (English Heritage 2005b) which provides guidance to local education authorities and others on how to “undertake, commission and administer work to determine the historical significance of schools where a programme of upgrading and renewal is planned” (English Heritage 2005b, 1). The model brief provides a template for the undertaking and commissioning of work to assess the historical significance of schools. This recommends a two-pronged approach of extensive and intensive assessment. The aim of the extensive assessment is to provide a “broad brush appraisal” of all schools within an authority’s remit “so that the information can be integrated with other social, economic, and environmental data to shape and inform an emerging renewal strategy” (English Heritage 2005b, i). This extensive assessment is to be subsequently used to inform an intensive assessment of those schools identified as being of historical significance, particularly where a scheme of refurbishment, extension or disposal is being considered.
- 3.2.2 This model brief was adapted and amended by Staffordshire County Council for use in the present study with the intention of producing a modified version of the brief for a programme of extensive assessment.
- 3.2.3 In 2010, English Heritage produced “England’s Schools- History, architecture and adaptation” (English Heritage 2010) which provides an outline of the development

of England's historic schools and provides specific guidance and criteria for the listing of historic school buildings. A summary of these guidelines and criteria will be provided in Section §4.5 below.

3.3 Research Aims and Objectives

3.3.1 The principal research aims of this extensive study were:

- To broadly establish the historical and architectural significance of all of pre-1920 the schools in Staffordshire County Council's ownership.
- To distinguish those schools and buildings which are of special importance from those that are of limited value.
- To establish the extent of survival of original features in each school.
- To identify the need for further detailed assessment and recording of historic schools.
- To assess the effectiveness of the survey methodology as described in English Heritage's model brief and to make recommendations for amendments to the methodology.

4 METHODOLOGY

4.1 Introduction

4.1.1 There were two distinct methodologies utilised during the study. The first was with regard to the Desk-based Study, and the other involved the Site Survey.

4.2 Desk-based Study

4.2.1 A desk-based study was carried out for each of the schools. Various sources of information were utilised in order to inform the historical understanding. These sources included:

- Primary Sources on historic school buildings such as Robson (1871), and Clay (1902).
- Secondary sources on schools and school architecture such as Seaborne (1971), Seaborne and Lowe (1977), Girouard (1977), Dixon and Muthesius (1978), Markus (1993) and English Heritage (2010).
- The relevant historic Ordnance Survey maps were consulted for each school in the study.
- The Staffordshire Historic Environment Record was consulted in order to shed further light on those school buildings that are listed or lie in conservation areas.
- www.imagesofengland.org.uk also proved a valuable resource for researching the listed school buildings.
- A search was made for relevant primary and secondary sources at Stafford Record Office and William Salt Library, Stafford.

- www.amp.staffordshire.gov.uk; which is a property management database for Staffordshire schools documenting building phases and condition, whilst also containing useful information such as building plans and photographs for each school.
- Phase 2 also made use of Google Earth's recently upgraded higher resolution aerial photographs in order to assist in identifying the historic plan of each school building by comparing and contrasting with the historic map evidence and matching with the evidence from the built fabric (the resolution of aerial photographs on Google Earth was found to be inadequate for this purpose during Phase 1).

4.2.2 In addition, a number of other relevant sources were interrogated and consulted in order to attain further information on each school, these included:

- Pevsner (1974), Victoria County History, commercial directories, local histories, www.staffspasttrack.org.uk (web based historic image archive for Staffordshire), and other available sources such as Cockin (2000).
- Each of the various conservation officers and their assistants from the various local councils and borough councils of Staffordshire were consulted regarding historic schools in their respective areas.
- Alan Taylor of English Heritage was consulted regarding a photographic survey of pre-1920 schools he carried out whilst working for Staffordshire County Council in the 1980s.
- A detailed online search was carried out for each school.
- Oral narratives, and both published, and unpublished sources proffered by various head teachers, teachers, and secretaries, whilst carrying out the survey.

4.2.3 This element of work was undertaken according to the standards as identified in the Institute for Archaeologists *Standards and Guidance for Desk Based Assessment* (IfA 2008).

4.3 Site Survey

4.3.1 In Phase 1, in order to inform the desk based assessment and the understanding of the development of school buildings in Staffordshire, 40 of the schools were selected to be the subject of a site survey. The remaining schools were visited during Phase 2 (See Appendix 1 for details of each school)

4.3.2 The selection process for the Phase 1 schools was partially influenced by the lack of information regarding certain schools on the AMP Staffordshire database. However, they were mainly chosen to be a representative sample, which would help provide a good overall understanding of the evolution of schools and school buildings in Staffordshire prior to 1920.

4.3.3 As the site survey was an extensive assessment, site work was a fairly rapid exercise, and in most cases it was not necessary to enter individual buildings. The fieldwork itself was essentially a modified version of a level 1 building recording

survey as outlined by the English Heritage volume entitled *Understanding Historic Buildings: A Guide to Good Practice* (2006).

4.3.4 The results of the field survey (Appendix 2) were used to inform the desk based assessment and analytical report, and relevant details were incorporated into an existing database provided by Staffordshire County Council.

4.3.5 In order to ensure that the survey was as consistent, rapid, and systematic as possible a *pro forma* Historic School Record sheet was devised (Appendix 3). Each record sheet contained pertinent information such as:

- Historic Environment Record/Sites and Monuments Record number- where they exist.
- National Monument Record number- if it exists.
- Statutory Status- any existing statutory and non-statutory designations relating to the school including local listing.
- Date- the date of construction and key phases of alteration.
- Description- an analysis of the site and how the different elements related to each other, its layout, architectural style, materials, the range of building types and dates of alteration. It was also necessary to consider the relationship of the school to its grounds and wider landscape setting. The presence of any below-ground archaeological remains will also be noted here.
- Completeness and condition- the coherence or integrity of the site and how it has been affected by subsequent loss and change.
- Significance- what is important about the school as a whole and its individual parts, and how does it compare with similar buildings of this type, date, and function? Those features that detract from its overall significance were also noted as well as those which enhance its value.
- Association with named architect.
- Association with a notable former pupil.
- Location of reference material regarding individual schools (such as original architect's drawings).
- In Phase 2 a further database field: further management observations, was included in order to flag up issues such as areas of historic sensitivity, capacity to accommodate change, and key issues to be addressed when considering future works to specific historic schools. It is intended that the information provided in this field would be used in conjunction with the information in the completeness and condition, and significance fields, along with the building description, will assist in making decisions about any future development of any of the schools in this study.

4.3.6 School ground plans provided on the AMP database and historic OS maps retrieved from the EDINA mapping service proved an essential resource on site. These helped to rapidly identify the historic fabric of each building, and each plan was phased accordingly. A copy of the Ordnance Survey map that each school first appears on has been included on a CD ROM which accompanies this report.

4.3.7 In addition, high resolution digital photographs were taken of each of the visited schools. These photographs featured the principal school buildings and significant elements of architectural detailing. Each of these digital photographs has been compiled onto a series of CD ROMs which accompany this report.

4.4 AMP Database

4.4.1 The results of the field study and additional research were compiled and inputted into the existing excel database provided by Staffordshire County Council. New fields were created within the database to reflect this information. These new fields included amongst others, statutory status, site description, SMR number, key dates and phases, completeness and condition, significance, and further observations on future management and development (Appendix 4).

4.5 Significance Criteria

4.5.1 In order to assess the significance of each school visited it was important to define a distinct criterion for significance in school buildings. A number of the pre-1920 schools have already been deemed significant enough for inclusion on the statutory list, and therefore considered nationally important. These have been assessed under strict criteria set out by PPG 15³ (1994) for deciding which buildings merit inclusion on the statutory lists:

- **architectural interest:** the lists are meant to include all buildings which are of importance to the nation for the interest of their architectural design, decoration and craftsmanship; also important examples of particular building types and techniques (e.g. buildings displaying technological innovation or virtuosity) and significant plan forms;
- **historic interest:** this includes buildings which illustrate important aspects of the nation's social, economic, cultural or military history;
- **close historical associations** with nationally important people or events;
- **group value:** especially where buildings comprise an important architectural or historic unity or a fine example of planning (e.g. squares, terraces or model villages);

4.5.2 Not all these criteria will be relevant to every case, but a particular building may qualify under more than one of them.

4.5.3 It is quite obvious that not all of the buildings in the current study could or should merit inclusion on the national lists. Despite this, many of them display significance on a local or even regional level. It was for this reason why a distinct set of criteria were devised:

³ PPG 15 has recently been superseded by **PPS 5**.

- form and plan;
- fabric;
- architectural quality;
- architectural distinction;
- association with important past pupil;
- completeness and condition;
- date;
- landscape context.

4.5.4 English Heritage's *England's Schools- History, architecture and adaptation* (English Heritage 2010) was published after the above significance criteria for Staffordshire's historic school buildings was devised and utilised. However, it was decided that it would be useful at this point to provide a summary of the listing criteria for historic school buildings that this outlines, especially as it will be under these criteria and PPS 5 that any future decisions on listing historic school buildings will be based.

4.5.5 The guidance for selection for listing (English Heritage 2010, 83-86) notes that for:

Schools built prior to 1870

- All school buildings built before 1870 should be considered, but examples have to be well preserved and of good quality to be listed. The most innovative schools of this period will be eligible for high grades, as will the architecturally sophisticated and many of those designed by architects of national repute. Nevertheless, even the humblest school is worthy of consideration if it retains its original form, and especially if it retains its internal fittings.

Schools built during the Board School Era 1870-1902

- Far greater care is needed in assessing the vast number of board schools erected after 1870. Two main factors determine listability, the quality of the external architecture and the degree of completeness. A careful assessment has to be made to see if the building was completed as intended, that its original form remains recognisable, and that any extensions are not detrimental. Internal plans are likely to have been altered, though glazed sliding screens may indicate traditional arrangements. Internal components tend to be simple but attractive, with bold roof trusses to achieve the wide roof spans, strong joinery and glazed brickwork. A decision to list is unlikely to be dependent on such elements but they are always worthy of retention. It is important that external characteristics survive intact, since chimneys and gable copings that are reduced or simplified in the name of economy debase architectural quality. Schools that are imaginatively designed will inevitably be chosen over plain utilitarian examples. Early Gothic style schools will usually be asymmetrical, even picturesque, compositions while later board schools were generally intended to be symmetrical, but were sometimes not completed.

Schools from the Local Education Authority Era

- Later schools may be very large and repetitive, and need to be carefully considered in comparison with other examples. Though often prominent landmarks-especially when set amidst small terraced houses-these buildings should always be assessed in a national context. Ancillary buildings should always be looked for: high-quality walls, railings and gates may contribute significantly to the architectural impact of a school group, as can buildings for domestic science, covered playgrounds, toilet blocks and a master's house. When complete, these complexes can support the case for listing.

5 HISTORICAL DEVELOPMENT & CONTEXT OF SCHOOLS IN STAFFORDSHIRE

5.1 Introduction

5.1.1 Karl Otto wrote that 'schools are not only institutions for instruction, but at the same time visible symbols of educational conceptions of their time' (q. Seaborne and Lowe 1977, i). In this sense, each individual school building is a product of the educational *milieu* and society that created it. Its architectural style, plan form, and size, help provide an understanding of its place in educational history and assists in contributing to our understanding of the evolution of school design.

5.1.2 This evolution of school design and development prior to 1920 can be divided into three distinct periods:

1. Those schools constructed prior to 1870.
2. The School Board Era (1870-1902).
3. The Local Education Authority Era (1902 onwards).

5.1.3 Each period developed its own distinct attitude to education and the formation of character. These differing conceptions are nowhere more pronounced than in the school buildings that were constructed as visual symbols of these attitudes.

5.1.4 Staffordshire has an excellent survival of school buildings from each of these periods. The following sections will attempt to analyse the evolution of school buildings in Staffordshire within the context of the educational conceptions of the time. The overall intention being to help provide an overview of the nature and significance, and evolution of the pre-1920 buildings utilised in Staffordshire to provide educational instruction.

5.2 Pre-1870 Schools

5.2.1 It is quite fitting that the oldest building in this study, **Loxley Hall**, 1607 (although more likely to be early 1700s) (AMP 1) (Plate 1), (like a number of other schools in the study: **The Richard Crosse School** 1815 (AMP 5) (Plate 5), **Clayton Hall** 1840 (AMP 10) (Plate 10), **Walton Hall** 1848 (AMP 14) (Plate 14), **Abbot Beyne** 1850 (AMP 16) (Plate 16), **Westwood College** 1850 (AMP 21) (Plate 21), **Cicely Haughton School** 1851 (AMP 22) (Plate 22), **St. John the Baptist** 1855 (AMP 27) (Plate 27), **Wightwick Hall School** 1880 (AMP 70) (Plate 70), **CEDARS** 1890 (AMP 83), and **Horton Lodge** 1890 (AMP 84)(Plate 84) was not constructed as a school building, this former country house has been converted for use as a school in more recent times. This situation is reminiscent of many of earliest English elementary schools which were not located in purpose-built school buildings, but

often in converted domestic or even farm buildings. When purpose-built school buildings were constructed in the 17th, 18th, and early 19th centuries they often took the form of the earliest purpose-built school building in this study. The first phase of building at **Rushton Spencer** 1772 (AMP 2) (Fig 2, Plate 2) consisted simply of one room, which was likely to have been built by local craftsmen, who constructed it in a vernacular style without pretension, the building having been financed by the charitable subscriptions of the local people (VCH Vol VII 223). This type of charity subscription had its roots at the beginning of the 18th century where a 'movement' for the wider diffusion of elementary education was gathering pace. The 'Charity School Movement' arose out of what was to become known as the 'Age of Benevolence', where the plight of the poor and needy and was of great concern to the upper, and increasingly powerful and influential middle classes. The philanthropic and humanitarian tendencies of these men and women were particularly seen in their support for the charity school, which became their "favourite form of benevolence" (Jones 1964, 3). The chief aim of the charity school was to "inculcate religious and social discipline to the children of the lower classes during the formative years of their childhood, and thus create a God fearing population with a sense of duty, discipline, and order" (Kelleher 2005, 11).

- 5.2.2 The rate of school building soared between 1800 and 1870; this was largely precipitated by competition between the dissenting and Anglican churches. In the early 19th century increased provisions for day-schooling were made. A system of voluntary schools, which came under the control of religious bodies, began to emerge. This 'voluntary' school movement was associated with the British and Foreign School Society, which was established in 1810 by Joseph Lancaster's Lancasterian Society, and the National Society, founded in 1811 by Andrew Bell as the National Society for the Promotion of the Education of the Poor in the Principles of the Established Church. Bell's National School system was adopted by the established church, whilst the non-conformists embraced the British School system. The voluntary schools that were established at this time were neither owned nor managed by these British and National societies. The societies were 'in union' with the schools and provided funds and advice on setting up, and with regard to education instruction (Stephens 1998, 6). Both societies experimented with different systems of schooling; Bell developed the 'Madras system', which utilised older pupils as student teachers, who were supervised by assistant teachers, who were in turn being watched by three schoolmasters. This whole process was consequently under the surveillance of a superintendent (Markus 1993, 56). Lancaster developed the 'mutual' or 'monitorial' system, which relied on the "individual and successive instruction of each child by a monitor" (Markus 1993, 57). In both systems pupils were ranked by performance. Both survived in modified forms until the late 19th century. Despite these variations on curriculum and methods, limited budgets "kept schools modest and they rarely comprised more than a single classroom" (English Heritage 2007, 3).
- 5.2.3 Despite much opinion on educational systems, no one specific type of school or plan form was prevalent. This is true of Staffordshire where it would appear that the individual requirements of the school largely influenced the plan type prior to 1870. These plans varied from the single room building seen at **Rushton Spencer** 1772 (AMP 2) (Fig 2, Plate 2), to the cruciform shape of **Howard Primary School** 1856 (AMP 29) (Fig 3, Plate 29), to the rectangular shaped schools with single or double classrooms with further smaller classrooms to the side as offshoots such as those at **The Richard Clarke First School 1870** (AMP 46) (Fig 5, Plate 46).

- 5.2.4 The vernacular or “simple Georgian style” (English Heritage 2007, 4) like the lightly decorated schools seen at **Rushton Spencer** 1772 (AMP 2) (Fig 2, Plate 2), **Flash** 1814 (AMP 4) (Plate 4), continued to be utilised up until and beyond the 1820s when the medieval/religious Tudor and Gothic styles became synonymous with a school design that strove to be the “prettiest building in the village next to the church” (Dixon and Muthesius 1978, 236). These were not the only styles experimented with in Staffordshire at this time, **Colwich Primary School** 1827 (AMP 6) (Plate 6) is a rather fine example of the neo-Jacobean style, whilst some schools such as those at **Needwood** 1850 (AMP 17) (Plate 17) and the earliest phase of the **Henry Prince School** 1850 (AMP 20) (Plate 20) continued to be constructed in the vernacular style. In Staffordshire the Tudor style, with its doors with four-centred arches, and mullioned windows with square hood moulds, seen at **Great Wood Primary School** 1855 (AMP 26) (Plate 26), **All Saints, Church Leigh** 1857 (AMP 28) (Plate 28), **St. Peter’s Primary** 1861 (AMP 37) (Plate 27) was largely overshadowed by the more elaborate and religious gothic style from the late 1830s. Where previously schools were designed in a haphazard way by the local builder/bricklayer, now “the most celebrated architects undertook to design these buildings” (Seaborne 1971, 216). This adoption of the gothic style, with buttresses, spires, tracery windows, and pointed arches, for school design was being driven by the church and the particular architectural fashion of the time. This was greatly influenced by A.W.N. Pugin whose neo-gothic schools had a great effect on school designs for the rest of the period up until the Board School era. The first adoption of the gothic style for a school building in Staffordshire was by Pugin at **St. Giles School** in Cheadle 1838 (AMP 8) (Plate 5), this was followed by **Bishop Rawle School** 1843 (AMP 11) (Plate 11), and numerous others over the period. Some of these such as **St. Filumena’s School** 1854 (AMP 24) (Plate 24), **Howard Primary School** 1856 (AMP 29) (Fig 3, Plate 29), and **St. Mary’s School** 1862 (AMP 39) (Plate 39), utilising gothic elements, whilst others such as **St. Paul’s Primary School** 1850 (AMP 19) (Plate 19), and **St. Michael’s Primary School** 1859 (AMP 34) (Plate 34), and **St. Margaret’s Annexe** (AMP 44) (Fig 4, Plate 44) were constructed in the fully blown gothic style.
- 5.2.5 The gothic style continued to be *en-vogue* for school buildings until the formation of School Boards in 1870. These board schools were designed to reflect a sectarian or civil rather than ecclesiastical character, and therefore the highly ecclesiastical gothic style soon became obsolete. Forster’s Elementary Education Act of 1870 effectively spelled the end of the use of the gothic style in the construction and design of school buildings.

5.3 Board School Era 1870-1902

- 5.3.1 It is widely believed that the disputes between the established church and the non-conformist or free churches over the form of religious instruction to be administered in schools “hindered educational progress throughout the mid 19th-century (Clark and Seaborne 1995, 10). This situation continued until Forster’s Elementary Education Act in 1870, which assumed that the voluntary schools had insufficient resources to provide an adequate network of elementary schools. This act initiated a local survey to establish numbers of untaught children. Non-sectarian Local School Boards were set up to provide elementary schools for poor children in areas deemed not to be adequately provided for by the voluntary schools. These school boards represented central government’s first attempt at a nationwide system of schooling. The ‘board schools’, as they became known;

through the influence of E.R. Robson, architect to the London School Board; acquired a distinctive architecture in the Queen Anne Style.

- 5.3.2 The board schools that arose out of this Act “define an architectural era” (Saint 1995, 34). The schools of the London School Board, which was the largest and most powerful, became symbols of the enlightenment. They were much publicised, and became highly influential in schools built throughout the country. Despite initial attempts in the Neo-Gothic, Neo-Classical, and Queen Anne Styles, the London board schools were almost exclusively built in the latter after the appointment of E.R. Robson as architect to the London School Board in 1872. Robson’s choice of Queen Anne reflects his wish to adopt a style that expressed a “*civil* rather than ecclesiastical character” (Robson 1972, 321), hence the dismissal of classical and gothic styles. Robson was also adamant that a school should be easily recognisable and identifiable as a school; “if a church should at once be recognised as a church by the character of its architecture, and a prison as a prison, so should a schoolhouse be immediately known as a home of education” (Robson 1972, 321). The Queen Anne Style satisfied both of these pre-requisites, “it was non-dogmatic, it was not associated with ecclesiastical buildings, and it did not as yet have any association with any particular type of building” (Kelleher 2005, 49). In addition to this, buildings in this style were relatively cheap, attractive, and were adaptable to most locations regardless of limitations of space. The positive connotations associated with it “reflected his [Robson’s] belief that architecture could have a positive influence on the working classes” (Harkrader 2000, 13).
- 5.3.3 Robson took the Queen Anne Style and adapted it to suit the needs and requirements of each school, and of course the budgetary constraints applied on him by the School Board (Fig 59). The Queen Anne Style was “modified, cleaned up, and simplified to reduce costs (Nuttgens 1984, 18). His schools are characterised by their innovative plans, meticulous attention to detail, partly covered playgrounds, central schoolrooms, and well lit and ventilated classrooms with windows at both sides for ‘cross-ventilation’. Externally they were usually three storeys high, they had a “high gabled silhouette, big chimney stacks, dormer windows, Flemish gables, and many-paned sash or casement windows” (Girouard 1977, 66). They were also distinguished by the colour contrasts between the use of brown stock bricks with red brick dressings, and the white woodwork of the fenestration. Some schools had occasional embellishments in terracotta or brick panelling. This “bold, sensible, picturesque, and adaptable” (Girouard 1977, 70) “board school style”, as it was termed by Goodhart-Rendel (1953, 163), became synonymous with buildings of education throughout the closing decades of the 19th century.
- 5.3.4 Despite **St. Peter’s School, Yoxall** 1869 (AMP 43) (Plate 43) being an early example or forerunner to the board school style with its decorated gables, high segmental and flat arch windows, and large hall, many if not all of the schools built in Staffordshire in the 1870s and 1880s were built in different styles. A number of these such as **All Saints Primary School** 1873 (AMP 48) (Plate 48), **Victoria** 1874 (AMP 54) (Plate 54), **Talbot First School** 1877 (AMP 61) (Plate 61), **Gentleshaw Primary School** 1878 (AMP 62) (Plate 62), and **Ilam Primary School** 1880 (AMP 69) (Plate 69), continued to be built in or contained elements of the gothic style. Whilst others such as **St. Margaret’s Junior School** 1870 (AMP 44) (Plate 44), **The Richard Clarke School** 1870 (AMP 46) (Plate 46), **Hutchinson Memorial First School** 1874 (AMP 51) (Plate 51), and the **Valley Primary School** 1875 (AMP 58) (Plate 58) contain Tudor elements of style.

5.3.5 In spite of this slow adoption of the 'Queen Anne' or board school style, many of these schools were being constructed in the standard board school plan, with a central assembly hall and classrooms to three sides (Figs 6 to 9). The first true board schools in Staffordshire were urban phenomena, this is presumably where the school boards had most influence. The earliest phase of **Lansdowne Infants School** 1881 (AMP 72) (Fig 6, Plate 72) appears to be the first true board school constructed in Staffordshire, this was followed by **Dosthill Primary** 1887 (AMP 77) (Fig 7, Plate 77) which is similar in style and plan. Many of the schools built in the 1890s were constructed in this style, many of which have a distinct urban character. The vast majority of these such as **Huntington Primary School** 1890 (AMP 85), **Ellison Primary School** 1894 (AMP 86) (Fig 8, Plate 86), **Moorgate Primary School** 1894 (AMP 88) (Plate 88), and **Churchfields Primary School** 1901 (AMP 96) (Plate 96) had reduced the Queen Anne Style to the simple goodness that Robson had advocated" (Nuttgens 1984, 18).

5.4 Local Education Authority Era 1902-1920

5.4.1 The highly influential School Boards continued until 1902 when Local Education Authorities replaced them. The Education Act saw the abolition of the School Boards, the replacement of County and County Borough Councils by Local Education Authorities 1902, and that any remaining voluntary schools were given to state aid. These Local Education Authorities were responsible for the provision of state elementary and secondary education. They also had the responsibility for the establishment and maintenance of their own schools, and for the provision of grants to existing grammar schools. Staffordshire was to play a key role in the creation of a new 'type' of school building.

5.4.2 By the turn of the century, due in-part to limited funds, the light and airy 'Queen Anne' board school style was being replaced by a "more austere and formulaic" style (English Heritage 2007, 4). A great debate took place as to the suitability of the 'central hall' schools much espoused by the School Boards and by Felix Clay, the Chief Architectural advisor to the Local Education Authorities. In his book "Modern School Buildings" Clay notes "it seems difficult to see how this plan can be much improved upon" (1902, 170). It was at this stage that doctors became more and more involved in the design and planning of school buildings. This medical involvement was pioneered in Staffordshire. From 1902 all plans for new school buildings in the county were submitted to the County Medical Officer of Health, George Reid, who, along with John Hutchings, the Architect to the Education Committee of Staffordshire, influenced by recent developments in hospital design and planning, advocated the move from a central hall with no through ventilation and light admittance from one side only, to a pavilion plan of classrooms, opening from well lit corridors with through ventilation. This departure was widely criticised by Felix Clay and the Board of Education. However, Reid's crusade for a complete revolution in the planning of school buildings was gathering apace. In concert, Hutchings' counterpart in Derbyshire, George Widdows "campaigns vigorously to win round the National Board of Education to his way of thinking for improving daylighting, ventilation and heating for the greater health and well-being of children rather than the constructional economics or the convenience of the teaching and supervisory staff" (DCC 2004, 1). The government finally relented and in 1907 allowed Reid and Hutchings to build two 'pavilion' schools as an experiment, (unfortunately the first of these at Darlaston now stands outside the

current study area, the other is possibly at **Chase Terrace** 1906 (AMP 108) (Fig 12, Plate 108). The opening of Dorsett Road School in Darlaston "marked the death knell of central halls and was deemed so successful in reducing coughs and colds that the plan was widely adopted, both in Staffordshire and beyond" (English Heritage 2010, 52). These and further 'experiments' by Widdows in Derbyshire proved to be a success, and Widdows was eventually able to boast "that as a result of the work of medical officers of health (and George Reid in particular), by 1914 'our English schools had maintained a distinctive character which was known the world over'" (Seaborne and Lowe 1977, 76). Widdows was later to improve on Reid's veranda or pavilion plan, and create his own 'marching corridor' plan which encouraged exercise. The Board of Education had at last acknowledged the replacement of the central hall by "single storied groups of rooms, arranged to let the sun and air into every corner" (Seaborne and Lowe 1977, 77). After 1914 the more spacious and airy pavilion school was widely adapted and was continued to be utilised up until the Second World War.

- 5.4.3 Staffordshire was at the forefront of this 'revolution' in school design. The move away from the central hall type school is quite apparent in the post 1902 school buildings. The schools constructed prior to 1906 such as at **Chadsmoor** 1903 (AMP 99) (Plate 99) **William Amory** 1903 (AMP 102) (Fig 10, Plate 102), **May Bank** 1904 (AMP 105) (Plate 105), and **St. Leonard's** 1905 (AMP 106) (Fig 11, Plate 106) which was constructed in the Arts and Crafts Style, harked back to the board school period for their plan forms. From 1906 onwards the newly constructed schools were displaying a new distinct plan form, the 'veranda' type.
- 5.4.4 It is unfortunate that George Reid's and John Hutchings' initial attempt at this new 'style' now lies outside the current administrative county of Staffordshire, however a number of early examples remain in existence. The style of architecture used in these buildings could be described as neo-vernacular; each of these was constructed in red brick, was single storey, with high windows on either side of the classroom, and corridors in between each classroom, which were arranged linearly to achieve even levels of light and ventilation. Each also appears to have had open verandas or corridors to one side. What is striking about these schools is the regularity of the plan form from one school to another. Four of the best examples of this type of school at **Chase Terrace** 1906 (AMP 108) (Fig 12, Plate 108), **St. Mary's** 1907 (AMP 110) (Fig 13, Plate 110), **Kingsfield** 1908 (AMP 112) (Fig 14, Plate 112), and **Chase Terrace Technology College** 1911 (AMP 123) (Fig 15) display great similarities in their plan form, and in the form of decoration used. These were so distinctive that they were to be coined the 'Staffordshire Schools'. As with the Board Schools, a new type of school was being created, this time Staffordshire was of the forefront of this innovation.

5.5 Grammar Schools

- 5.5.1 The vast majority of the historic schools assessed in this study, are primary/elementary schools, and are single storey buildings. Those secondary schools included in the study tended to be former Grammar Schools. It is likely that this is due to the fact that secondary education was not available for all until the early/mid 20th-century. As it appears that none of the elementary schools was converted for secondary school usage, it can be concurred that the schools display a continuity of a function that has continued on into the 21st-century.

5.5.2 The former Staffordshire Grammar Schools have a rich history, and have been constructed to the highest quality, in the *en vogue* architectural style of the day, and with the best quality materials. These are on the whole multi-storey buildings (unlike the vast majority of the primary/elementary schools surveyed), and now occupy prominent positions on campus-like grounds. The oldest surviving Grammar School building is at **Thomas Alleyne's High School** 1784 (AMP 3) (Plate 3), which was constructed in the Georgian style on a school site which was founded in 1558. **Brewood Middle School** 1857 (AMP 32) (Plate 32) which is an excellent example of a mid 19th-century grammar school can trace its foundations back to the early 18th-century. **The Chetwynd Centre** 1866 (AMP 40) (Plate 40), **Queen Elizabeth's Mercian School** 1860s (AMP 41) (Plate 41), and **Alleyne's High School** (AMP 72) (Plate 72) are three fine expositions of the Victorian gothic style, whilst **King Edward VI School** 1902 (AMP 98) (Plate 98) is an interesting composition of Edwardian style and design.

6 FURTHER ASSESSMENT

- 6.1.1 The overriding aim of this extensive assessment was to provide a broad brush appraisal of all of the schools within Staffordshire County Council's ownership so that the information can then be integrated with other social, economic and environmental data to shape and inform the emerging renewal strategy. This understanding of the evolution and development of Staffordshire's historic school buildings has to an extent helped identify those buildings or building types requiring further detailed intensive assessment and assisted in formulating recording priorities for historic school buildings in Staffordshire.
- 6.1.2 Any recommendations for future intensive assessment must be qualified by noting that each school building is a 'visible symbol' of the educational conceptions of its time, and that just as when they were constructed they form a highly significant part of the local fabric and landscape, and are "frequently the most important buildings after the parish church" (English Heritage 2005a, 1).
- 6.1.3 It is also important to note that any further recording should be site specific and relative to the scale of the scheme of works proposed to the Planning Department for that particular school. On assessing the impact of the scale of works to the historic building and by utilising the understanding of the building/building type provided here and in the future phases of this study, the Historic Buildings Officer or Archaeological Officer should be able to recommend what level of recording is appropriate. These levels of recording have been outlined in English Heritage 2006 *Understanding Historic Buildings, A Guide to Good Recording Practice*. These levels are Level 1, which is essentially a 'basic visual record' of the building; Level 2 which is a 'descriptive record'; Level 3, which is an 'analytical record'; and Level 4, which is a 'comprehensive analytical record'. Where questions regarding the significance of a building or elements of a building arise, the significance criteria noted in Section §4.5 above should be adhered to.
- 6.1.4 With regard to recording priorities for individual school buildings and school types, it was difficult to pinpoint specific schools for further intensive recording without knowing the individual mitigating reasons that would necessitate recording, *i.e.* the future proposed scheme of works for each building. However some distinct issues have arisen (See Sections 6.2 to 6.4 below).

6.2 A Case for Listing.

- 6.2.1 Of the 116 pre-1920 school buildings still being used for educational purposes in Staffordshire 18 are included on the statutory list of listed buildings. Of these, 2 have Grade II* status, whilst the remainder have Grade II status. 12 of these school buildings were constructed prior to 1870, 5 were built during the Board School Era, whilst 1 was erected after 1902. In addition, 38 of the schools included in this study were found to be located within conservation areas, whilst a further 5 were found to be in close proximity to a conservation area.
- 6.2.2 Whilst the majority of the early, *i.e.* pre-1850 historic school buildings in Staffordshire have been listed, and therefore are statutorily protected, some of the pre-1850 schools such as **Flash** (AMP 4) (Plate 4), and **Bishop Rawle** (AMP 11) (Plate 11) do not have this statutory protection, yet appear to be in a good state of completion and condition externally. A number of schools built between 1850 and 1870 could perhaps be considered for listed status on grounds of architectural merit and completeness. These include: **Great Wood, Tean** (AMP 26) (Plate 26), **All Saints, Bednall** (AMP 28) (Plate 28), **Howard Primary** (AMP 29) (Plate 29), **All Saints, Church Leigh** (AMP 30) (Plate 30), **St. Michael's Annex, Sturgeon's Hill** (AMP 34) (Plate 34), **St. Bartholomew's** (AMP 102) (Plate 102), and **St. Werburgh's** (AMP 114) (Plate 114) all of which are relatively intact and well preserved and interesting examples of Gothic or Tudor styled pre-1870 schools.
- 6.2.3 It is quite clear from English Heritage's recent publication of guidelines and criteria for listing historic school buildings (English Heritage 2010), that in order for schools from the Board School Era onwards to be listed they must be of an exceptional standard, of architectural merit, and be in a very good state of completion on both the exterior and interior. With this in mind, it must be said that the extensive and broad brush appraisal nature of this study, combined with the fact that very few of the schools were examined in any detail internally, that further assessment is needed before any of the post-1870 schools is recommended for listing. However, it is possible to highlight some interesting schools from this period which may warrant listing in the future following further assessment including documentary research and visual analysis: **Victoria Community Special School** (AMP 54) (Plate 54), **Valley Primary School** (AMP 58) (Plate 58), **Talbot First School** (AMP 61) (Plate 61), **Hassell Community Primary School** (AMP 71) (Plate 1), **Thomas Russell** (AMP 75) (Plate 75), **Alleyne's High School** (AMP 79) (Plate 79), **Chase Terrace Primary School** (AMP 108) (Plate 108), **Kingsfield First School** (AMP 112) (Plate 112).
- 6.2.4 Under PPS5 it would seem that each of Staffordshire County Council's pre-1920 school buildings, whether statutory listed or not, should be considered to be a 'Heritage Asset' and should be dealt with as such in advance of development proposals. In addition to this, it would seem appropriate that each of the unlisted pre-1920 schools identified in this study in included in a local list of historic buildings/structures, where such a list exists or is proposed.

6.3 Thematic Survey

- 6.3.1 Staffordshire has some fine examples of buildings constructed in different architectural styles such as neo-gothic, neo-Tudor, and in the Board School style. It may be a worthwhile exercise to carry out more in-depth thematic surveys of the development of these styles in a Staffordshire context. This holistic approach would

help provide an even better understanding of these school types, and would greatly assist in apportioning significance at the planning stage.

6.4 Reid's 'Staffordshire Schools'.

- 6.4.1 Staffordshire played an extremely important role in the formulation of a new type of school building that was to prevail for much of the first half of the last century. George Reid's and John Hutchings' veranda, or 'Staffordshire Schools' were extremely innovative and were in essence a sea change in the provision of education premises in this country and throughout much of the western world. The current assessment has found that very little previous work, neither academic nor recording, has been carried out on these schools. Many of these have already been altered and added in the course of their lifetime, and it should be made a priority to put in place a scheme of recording for at least the earliest or best surviving examples of this type. An integrated thematic survey of these buildings put in their national context would be a very useful resource, and a case could be put for the listing of some of these structures before they are further altered and changed.

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8 SOURCES

(a) Cartographic Sources

The relevant historic Ordnance Survey maps were consulted with regard to each school.

(b) Primary Sources

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(d) *Internet Resources*

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<http://imagesofengland.org.uk>

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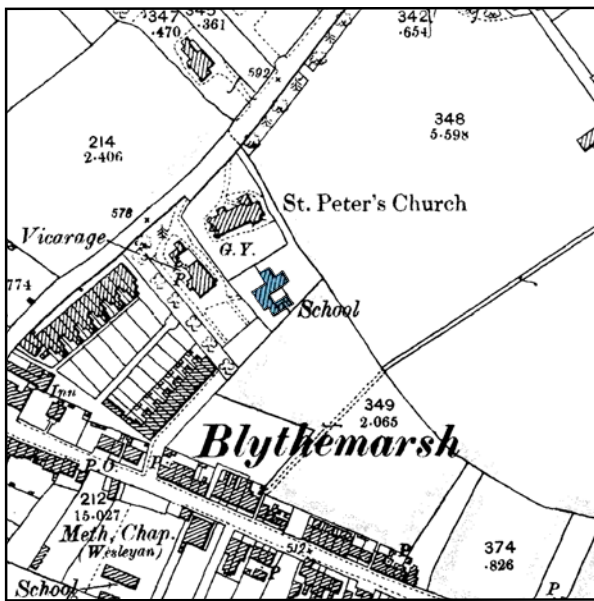


Fig.10: William Amory Primary (1903)

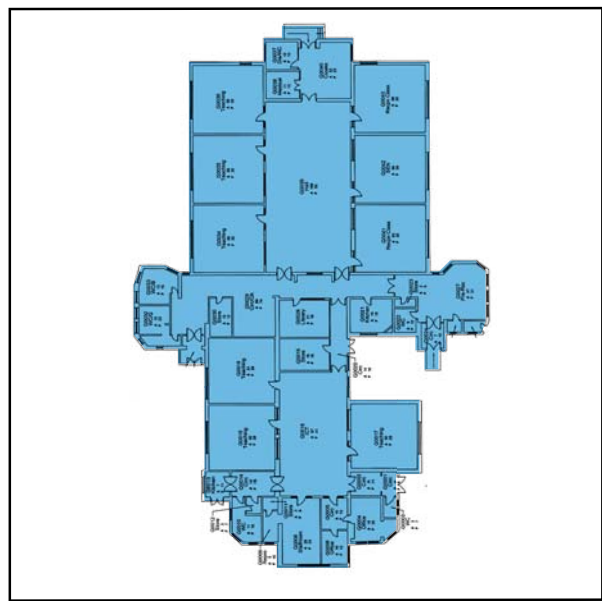


Fig.11: St. Leonard's Primary, Stafford (1905)

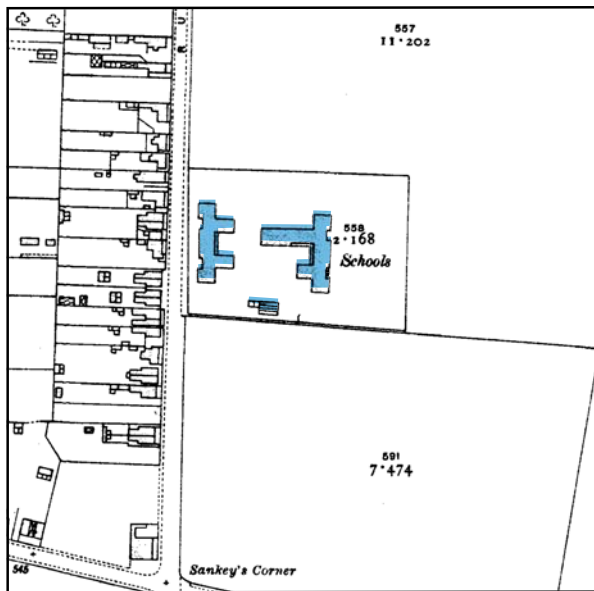


Fig.12: Chase Terrace Primary (1906)

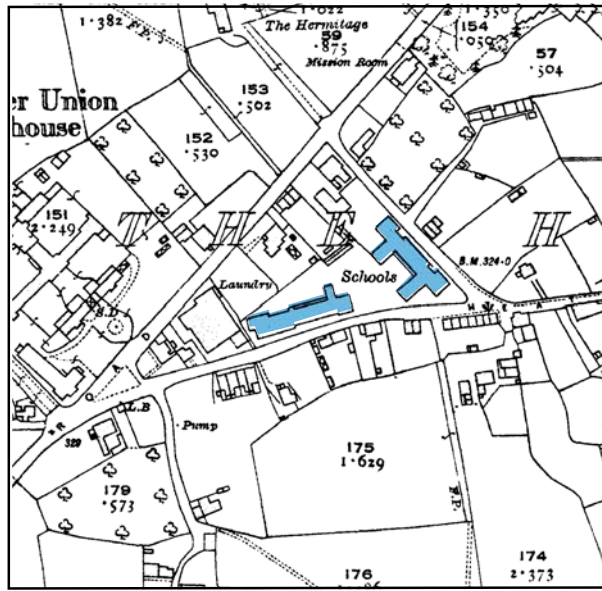


Fig.13: St. Mary's CE (VA) First School (1907)



Fig.14: Kingsfield First School (1908)

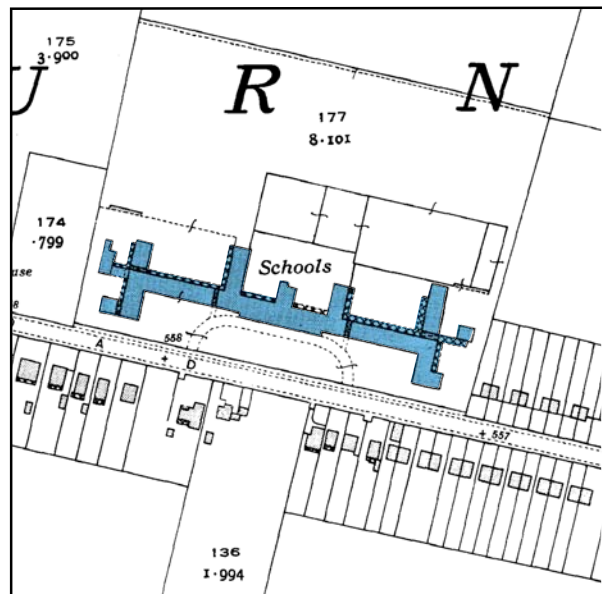


Fig.15: Chase Terrace Technology College (1911)



PN: 1926

Staffordshire Historic School Building Study
Pre-1920 Schools

Figure 1 : Map of the current administrative county of Staffordshire

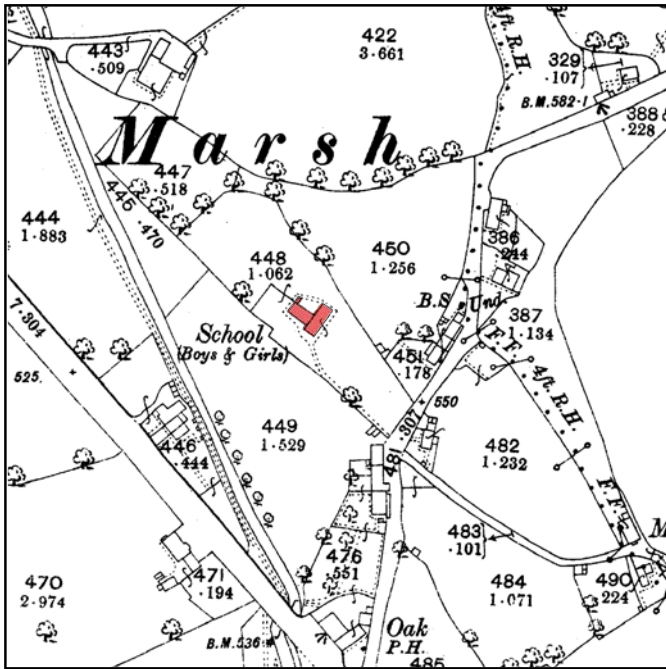


Fig.2: Rushton CE (VC) Primary (1772)

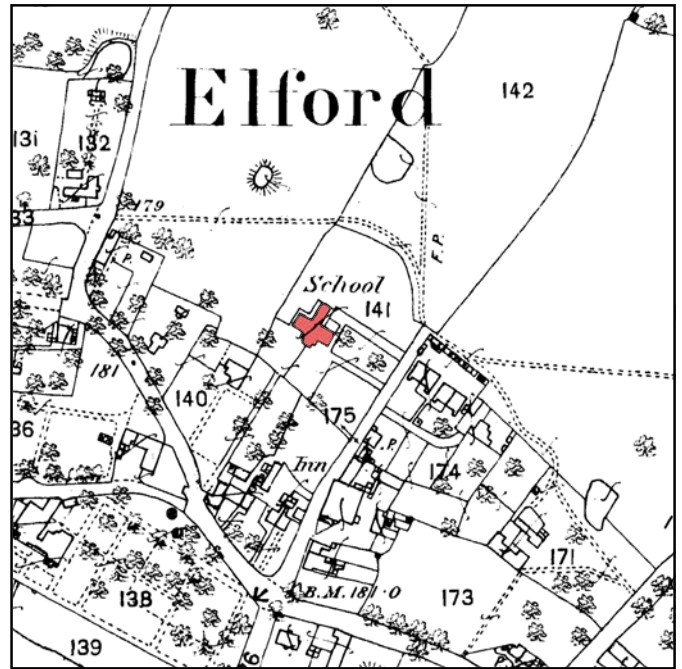


Fig.3: Howard Primary School (1856)



Fig.4: St. Margaret's Junior School Annexe (1870)

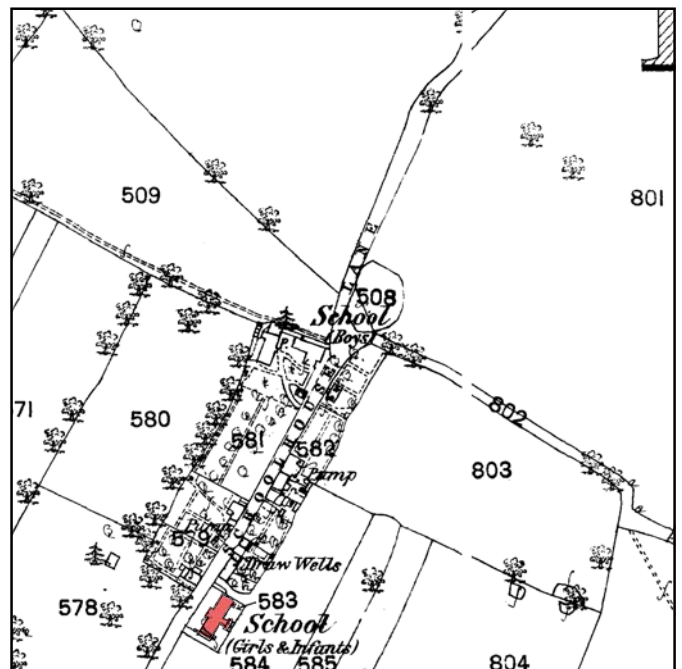


Fig.5: Richard Clarke First School (1870)



Fig.6: Lansdowne Infants School (1881)

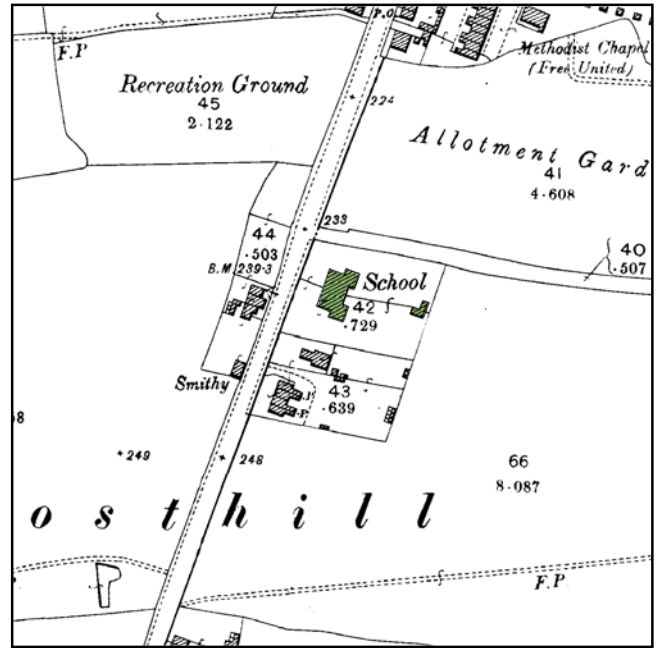


Fig.7: Dosthill Primary School (1887)

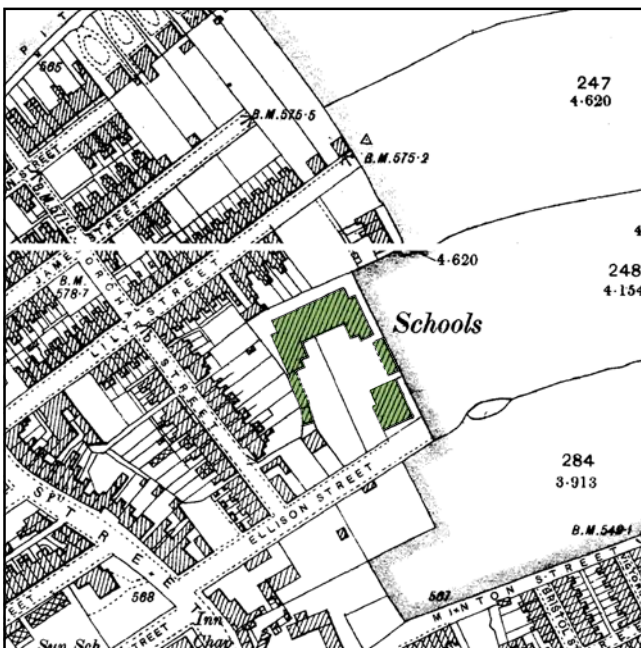


Fig.8: Ellison Primary School (1894)

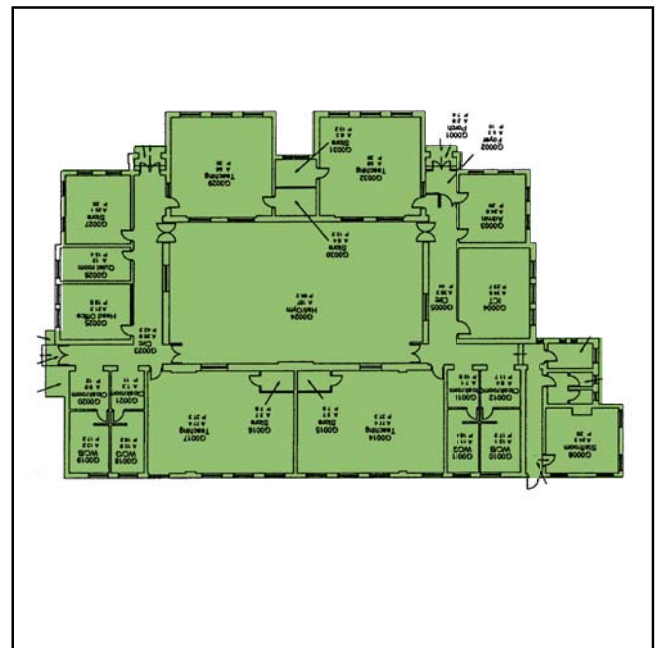


Fig.9: Moorgate Community Primary (1894)



School 1: Loxley Hall School, Stafford Road, Loxley, Uttoxeter (1607).



School 2: Rushton CE (VC) Primary School, Rushton Spencer, Macclesfield (1772).



School 3: Thomas Alleyne's High School, Dove Bank, Uttoxeter (1784).



School 4: Flash CE (VC) Primary School, Quarnford, Buxton (1814).



School 5: The Richard Cross CE (VA) Primary School, Lichfield Road, Kings Bromley (1815).



School 6: Colwich CE(VC) Primary School, Main Road, Colwich, Stafford (1827).



School 7: Ravensmead Primary School, Chapel Street, Bignall End, Stoke-on-Trent (1838).



School 8: St. Giles Catholic Primary School, Charles Street, Cheadle, Stoke-on-Trent (1838).



School 9: The Richard Heathcote Community Primary School, The Drive, Alsagers Bank, Stoke-on-Trent (1839).



School 9: The Richard Heathcote Community Primary School, The Drive, Alsagers Bank, Stoke-on-Trent (1839).



School 10: Clayton Hall Business and Language College, Clayton Lane, Newcastle (1840).



School 11: Bishop Rawle CE (VA) Primary School, Royal Walk, Cheadle, Stoke-on-Trent (1843).



School 13: The Faber Catholic Primary School, Cotton Lane, Cotton, Stoke-on-Trent (1847).



School 14: Walton Hall Community Special School, Walton Hall, Eccleshall, Stafford (1848).



School 15: Abbot Beyne School-Evershed, Osborne Street, Burton-on-Trent (1950s).



School 16: Abbot Beyne School-Linnell, Osborne Street, Burton-on-Trent (1850).



School 17: Needwood CE (VA) Primary School, Yoxall Road, Needborough, Burton-on-Trent (1850).



School 19: St. Paul's CE (VC) Primary School, Garden Street, Stafford (1850).



School 20: The Henry Prince CE (C) First School, Main Road, Mayfield, Ashbourne (1850).



School 21: Westwood College, Westwood Park, Leek (1850).



School 22: Cicely Houghton Community Special School, Westwood Manor, Wetley Rocks, Stoke-on-Trent (1851).



School 23: Betley CE(VC) Primary School, Church Lane, Betley, Crewe (1854).



School 24: St. Filumena's Catholic Primary School, Caverswall, Blythe Bridge, Stoke-on-Trent (1854).



School 26: Great Wood Primary School, Tean – Upper, Vicarage Road, Upper Tean, Stoke-on-Trent (1855).



School 27: St. John the Baptist Catholic Primary (A) School, Castle Hill, Alton, Stoke-on-Trent (1855).



School 28: All Saints CE (VA) Primary School, School Lane, Bednall, Stafford (1856).



School 29: Howard Primary School, The Square, Elford, Tamworth (1856).



School 30: All Saints CE(VC) First School, Church Leigh, Leigh, Stoke-on-Trent (1857).



School 32: Brewwood CE (VC) Middle School, School Road, Brewwood, Stafford (1857).



School 33: St. Michael's CE (VC) Primary School, Sturgeon's Hill, Lichfield (1960s).



School 34: St. Michael's CE (VC) Primary School Annex, Sturgeon's Hill, Lichfield (1859).



School 36: Holy Trinity CE (C) Primary School. Wetmore Road, Burton-on-Trent (1876).



School 37: St. Peter's CE(VA) Primary School, School Lane, Caverswall (1861).



School 38: St. Leonard's CE(VC) First School, School Lane, Dunston, Stafford (1862).



School 39: St. Mary's CE (VA) Primary School, Bellamour Way, Colton, Rugeley (1862).



School 40: Chetwynd Centre, Newport Road, Stafford (1866).



School 41: Queen Elizabeth's Mercian School, Ashby Road, Tamworth (1867).



School 42: Anson CE(VA) Primary School, Main Road, Great Haywood (1868).



School 43: Yoxall St. Peter's CE (VC) Primary School, King Street, Yoxall (1869).



School 44: St. Margaret's CE(C) Junior School - Annexe, Knutton Road, Wolstanton, Newcastle (1870).



School 45: St. Saviour's CE(VC) Primary School, Congleton Road, Talke, Stoke-on-Trent (1870).



School 46: The Richard Clarke First School, School House Lane, Abbots Bromley, Rugeley (1870).



School 47: Havergal CE(VC) Primary School, School Lane, Shareshill, Wolverhampton (1872).



School 48: All Saints CE(C) Primary School, Tatenhill Lane, Rangemore, Burton-on-Trent (1873).



School 49: Castle Primary School, Mow Cop Road, Mow Cop, Stoke-on-Trent (1874).



School 50: Cooper Perry Primary School, Seighford, Stafford (1874).



School 51: Hutchinson Memorial CE (A) First School, Uttoxeter Road, Checkley (1879).



School 52: Mary Howard CE (VC) Primary School, School Lane, Edingale, Tamworth (1874).



School 53: St. Chad's CE (VC) Primary School, Westbeech, Pattingham, Wolverhampton (1874).



School 54: Victoria Community Special School, Victoria Road, Burton-on-Trent (1874).



School 56: Thomas Barnes Primary School, School Lane, Hopwas, Tamworth (1875).



School 58: Valley Primary School, School Drive, Oakamoor, Stoke-on-Trent (1875).



School 59: Heath Hayes Primary School, Wimblebury Road, Heath Hayes, Cannock (1876).



School 60: Sir John Offley CE(VC) Primary School, Izaak Walton Way, Madeley, Crewe (1876).



School 61: Talbot First School, Church Lane, Kingstone, Uttoxeter (1877).



School 62: Gentleshaw Primary School, Darlings Lane, Rugeley (1878).



School 65: Thursfield Primary School, Chapel Lane, Harriseahead, Stoke-on-Trent (1879).



School 66a: Blackfriars Special School - Main Site, Priory Road, Newcastle (1880).



School 66b: Blackfriars Special School - Main Site, Priory Road, Newcastle (1880).



School 67: Blackfriars Special School; Post 16 Site, Priory Road, Newcastle (C20th).



School 68: Dilhorne Endowed CE(CA) Primary School, Godley Lane, Stoke-on-Trent (1880).



School 69: Ilam CE(VA) Primary School, Ilam, Ashbourne (1880).



School 70: Wightwick Hall School, Tinacre Hill, Wightwick, Wolverhampton (1880).



School 71: Hassell Community Primary School, Barracks Road, Newcastle (late 1870s).



School 72: Lansdowne Infants School, Goodman Street, Burton-on-Trent (1881).



School 73: St. Michael's CE(VA) First School, Market Place, Penkridge, Stafford (1909)



School 73: St. Michael's CE(VA) First School, Market Place, Penkridge, Stafford (1889)



School 74: Leek First School, East Street, Leek (1902+).



School 75: Thomas Russell Infants School, Station Road, Barton under Needwood, Burton-on-Trent (1885).



School 76: Christ Church CE(VC) First School, Northesk Street, Stone (1887).



School 77: Dosthill Primary, High Street, Dosthill, Tamworth (1887).



School 78: Horninglow Infants School, Horninglow Road North, Burton-on-Trent (1876).



School 79: Alleynes High School, Oulton Road, Stone (1888).



School 80: Shobnall Primary School, Shobnall Road, Burton-on-Trent (1888).



School 81: West Hill Primary, High Mount Street, Hednesford, Cannock (1888).



School 82: Short Street Community Infants School, Short Street, Stapenhill, Burton-on-Trent (1889).



School 83: CEDARS Pupil Referral Centre, Wall Lane, Cheddleton, Leek (1890).



School 84: Horton Lodge Comm. Spec. Sch. & Key Learning Cent., Rudyard, Leek (1890).



School 85: Huntington Primary School, Stafford Road, Huntington, Cannock (1890).



School 86: Ellison Primary School, Ellison Street, Wolstanton, Newcastle (1894).



School 88: Moorgate Community Primary School, Hospital Street, Tamworth (1894).



School 89: St. Peter's CE (A) First School, Town Head, Alton, Stoke-on-Trent (1894).



School 90: All Saints CE (VC) Primary School, School Road, Trysull, Wolverhampton. (1895).



School 91: John Wheeldon Primary School, Corporation Street, Stafford (1895).



School 93: St. Joseph's Catholic Primary School, Hilltop, Hednesford, Cannock (1897).



School 94: Manor Primary School, Drayton Lane, Drayton Bassett, Tamworth (1898)



School 95: Church Eaton Endowed (VA) Primary School, High Street, Church Eaton, Stafford (1899).



School 96: Churchfields Primary School, School Street, Chesterton, Newcastle (1901).



School 97: Millfield Primary School, Coleshill Street, Fazeley, Tamworth (1901).



School 98: King Edward VI School, Upper John Street, Lichfield (1902).



School 99: Chadsmoor CE (VC) Junior School, Burns Street, Chadsmoor, Cannock (1908).



School 102: St. Bartholomew's CE (VC) Primary School, Buxton Road, Longnor, Buxton (mid 1800s).



School 103: The Meadows Primary School, Madeley Heath, Crewe (1877).



School 104: The William Amory Primary School, Stallington Road, Blythe Bridge, Stoke-on-Trent (1903).



School 105: May Bank Infants School, Basford Park Road, Newcastle (1904).



School 106: St. Leonard's Primary School, St. Leonard's Avenue, Stafford (1906).



School 108: Chase Terrace Primary School, Rugeley Road, Chase Terrace, Burntwood (1906).



School 110: St. Mary's CE (VA) First School, Heath Road, Uttoxeter (1907).



School 111: Hilltop Primary School, Coalpit Hill, Talke, Stoke-on-Trent (1908).



School 112: Kingsfield First School, Gunn Street, Biddulph, Stoke-on-Trent (1908).



School 113: Moor First School, School Lane, Biddulph Moor, Stoke-on-Trent (1908).



School 114: St. Werburgh's CE(VA) Primary School, Holt Lane, Kingsley, Stoke-on-Trent (1818).



School 116: John of Rolleston Primary School-Sherbourne site, School Lane, Rolleston-on-Dove, Burton-on-Trent (1909).



School 117: Reginald Mitchell Primary School, Congleton Road, Butt Lane, Stoke-on-Trent (1909).



School 118: Richard Wakefield CE (VC) Primary School, Burton Street, Tutbury (1909).



School 119: Wood Lane Primary School, Apedale Road, Bignall End, Stoke-on-Trent (1909).



School 120: Christ Church CE (VC) Primary School, Christ Church Lane, Lichfield (1910).



School 121: St. Anne's CE(VC) Primary School, St. Anne's Vale, Brown Edge, Stoke-on-Trent (1910).



School 123: Chase Terrace Technology College, Bridge Cross Road, Chase Terrace, Walsall (1911).



School 124: Chasetown Community School (Special School), Church Street, Chasetown, Burntwood (1911).



School 125: Knypersley First School, Newpool Road, Biddulph (1911).



School 126: Dove First School, Dove Lane, Rocester, Uttoxeter (1913).



School 127: Cheadle Primary School, The Avenue, Cheadle, Stoke on Trent (1914).



School 128: Henry Chadwick Community School, School Lane, Hill Ridware, Rugeley (1914).



School 129: Sir Thomas Boughey High School, Station Road, Halmerend, Stoke-on-Trent (1914).



School 130: The Croft Primary School, Rugeley Road, Armitage, Rugeley (1914).



School 131: St. Joseph & St. Teresa Catholic Primary School, High Street, Chasetown, Burntwood (1918).



School 132: Great Wood Primary School, Tean- Lower, Vicarage Road, Upper Tean, Stoke-on-Trent (1970s +).



School 133: Edgecliff High School, Kinver, Stourbridge (1920s +).