

# Appleby Grammar School

Statement of Significance

July 2022

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# Appleby Grammar School

## Statement of Significance

July 2022

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## Executive summary

This Statement of Significance (SoS) has been produced by Mott MacDonald on behalf of the Department for Education (DfE). It has been produced to better understand the significance of Appleby Grammar School and its site, and to establish consents required for any works. The site, situated in Appleby-in-Westmorland, comprises the grade II listed Main Building (National Heritage List Entry (NHLE): 1312225, hereafter referred to as the Original School Building), and a range of substantial 20<sup>th</sup> century extensions to the site. The works are likely to comprise a combination of refurbishment, demolition of modern blocks, and new construction, intended to improve the school's facilities (hereafter referred to as the 'Scheme'). The full extent of the proposed Scheme is yet to be determined and will be informed by ongoing surveys and assessments, including the findings of this SoS.

The Original School Building was constructed between 1886-1888, though the school dates to 1286 when two chantry bequests funded the teaching of a school in Appleby. The school was historically located within Appleby but relocated to its current site on the town edge in the late 19<sup>th</sup> century. The Original School Building comprises an approximately T-shaped two-storey structure, which incorporated the Headmaster's House, Boarding House, and classrooms. The site was extended throughout the 20<sup>th</sup> century, with detached Science Blocks dating to 1927 and 1935-7; and a range of buildings referred to as the 'Modern School Buildings': a detached Arts and Crafts Building in 1955; several 1960s buildings and linking circulation spaces which connected all of the detached blocks together and to the Original School Building; a 1970s extension and some more recent 21<sup>st</sup> century alterations.

The significance of Appleby Grammar School and the site is derived from its historic and architectural interest. Its historic interest is as a long-standing educational institution with medieval origins, still within the town it was established. Historic interest is also related to former pupils including the brothers of George Washington. It's continuous change and adaption to reflect changing educational needs since it was established also contributes to its historic interest. Architectural interest is confined to the Original School Building and the 1927 and 1935-7 Science Buildings. The high-quality design of the Original School Building and preservation of a range of decorative features contributes to the building's architectural interest. The internal and external appearance of the 1927 Science Building and the exterior of the 1935-7 Science Building also contributes to the site's architectural interest. Modern linking circulation spaces diminishes this interest somewhat, as it limits the ability to understand the buildings as originally separate, detached blocks.

The Modern School Buildings are part of the historic interest of the site related to the ongoing adaption of the school, however they do not hold any intrinsic architectural or historic interest. The Modern Buildings are considered to harm the significance of the Original School Buildings and the 1927 Science Building and 1935-7 Science Building by visually and physically dominating the site, removing the ability to understand the Original School Building as the historic focal point of the site, and its relationship with the science buildings as ancillary buildings.

Due to the complexity of the site is not clear what elements of redevelopment would require listed building consent. There are two issues, firstly the extent of listing and secondly whether buildings meet the special interest affecting the character of the building. In regard to the extent of listing, this is defined by whether a structure is attached or whether it could be considered in the curtilage as of 1<sup>st</sup> January 1969. The Original School Building is clearly listed as the Principal Building. The 1927 Science Building and 1935-7 Science Building are considered to be curtilage listed by virtue of their age and historic relationship with the Original School Building

at the time of listing. The Modern Buildings are constructed as separate and defined blocks joined to the Original School Building via single-storey linking circulation spaces, and as such not considered listed by virtue of being attached. The Modern School Buildings are also not considered curtilage listed, as they cannot be considered ancillary to the Original School Building at the time of construction or at present. The single storey circulation space directly attached to the Original School Building may be considered part of the extent of the listing.

In regard to whether the buildings meet the special interest affecting the character of the building, the assessment of significance suggests that the Modern School Buildings do not meet this test. They do not of themselves contribute to the special historic and architectural character of the Original School Building, and are considered to detract from the architectural interest of the building by removing the ability to understand it as the historic focal point of the site. It should be noted that listed building consent will be needed if removing any structures attached to the Original School Building and the 1927 and 1935-7 Science Buildings as this work has the potential to damage historic fabric.

It is recommended that the information in this SoS is used to inform the development of the Scheme. Particular regard should be given to protecting those elements identified as having high or very high significance in the plans in Appendix A and those specifically mentioned in section 4. Once the design of the proposed Scheme is finalised, a heritage impact assessment should be produced to understand the impact of the proposals on the significance of Appleby Grammar School and its site. Consultation with the local conservation officer should be undertaken in order to discuss and clarify the extent of listing. Ongoing consultation with the conservation officer should also be undertaken as part of the design and consents process. As the site includes a grade II listed asset, consultation with Historic England or the relevant National Amenity Society (in this instance, The Victorian Society) is not statutorily required unless they include an element of demolition.



# 1 Introduction

## 1.1 Background

This Statement of Significance (SoS) has been produced by Mott MacDonald on behalf of the Department for Education (DfE) to better understand the heritage significance of Appleby Grammar School, Appleby-in-Westmorland. It provides a detailed assessment of the site's history, current appearance, and the significance of its elements. This will inform the design for the redevelopment of the site to ensure that there is minimal impact to the significance of the school.

The site as it is currently laid out is not considered fit for purpose for modern educational needs, as such redevelopment (referred to in this report as "the Scheme") is proposed to create;

- A cohesive overall site plan that arranges the elements of the site and accommodation in a clear, logical and accessible sequence that permits the school to operate in an efficient, safe and effective manner.
- A campus development that is fit for purpose, easily maintained and managed. The pupil social, play and sports areas will be in clear distinct locations that can be managed and supervised to minimise behavioural and safeguarding issues.
- A site that matches the school's educational requirements and aspirations.
- A site that manages access and entry points to the school and buildings for pupils, staff and visitors alike. This additionally deals with a level of segregation for 3rd party users of the Sports Centre located to the south of the school site.

Appleby Grammar School is an historic educational establishment which today comprises several buildings constructed over a 120-year period. Within this report 'the site' refers to the current Appleby Grammar School site and 'school buildings' refers to the group of buildings on the site. 'Appleby Grammar School' and 'the school' refers to the function of the school as an educational establishment. Where individual buildings are discussed they are named separately.

Appleby Grammar School was initially constructed on this site between 1886-1888 and was extended throughout the 20<sup>th</sup> century. The 1886-1888 building was grade II listed in 1951 (National Heritage List for England (NHLE): 1312225) and is hereafter referred to as the 'Original School Building'. The list description does not mention any other buildings on the site. However, section 1, paragraph 5 of the Planning (Listed Building and Conservation Areas Act) (1990) states that buildings affixed to a listed building or buildings constructed before 1<sup>st</sup> July 1948 situated within its curtilage can also be considered part of the listed building.<sup>1</sup> The issue of the extent of listing is often complex. As such this report addresses the extent of the listing on the site, noting where this may be open to challenge, to help inform the design and consenting process.

## 1.2 Site location and description

Appleby Grammar School is located on a large site on Battlebarrow, Appleby-in-Westmorland, CA16 6XU, centred at National Grid Reference (NGR) NY 68104 21037. The site is situated on

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<sup>1</sup> Planning (Listed Building and Conservation Areas Act) (1990) Section 1: Listing of buildings of special architectural or historic interest, paragraph 5.

the northern edge of Appleby-in-Westmorland, within the Eden District of Cumbria, approximately 20km south-east of Penrith.

**Figure 1.1: Appleby Grammar School site, outlined in red.**



Source: Mott MacDonald (2022).

The site is bounded to the north and east by Battlebarrow, B6542, with the Settle-Carlisle railway line located on a steep, high embankment immediately to the north-east beyond the road. Part of Appleby Grammar School is visible from Battlebarrow, an historic route out of Battlebarrow to the north, but much of the site is hidden due to the density of vegetation along its boundary. The A66, which runs east-west across the north of England, is situated beyond the railway line to the north-east. A short terrace of houses is located at the eastern edge of the site, adjacent to Battlebarrow. To the south of the site are sports fields, with the River Eden, which meanders in a north-westerly direction, beyond. To the west of the site is a landscape of enclosed arable and pasture fields.

### 1.3 Scheme Overview

The Scheme will likely seek to demolish some of the 20<sup>th</sup> century buildings on the site, with the goal of constructing new blocks which will create a more cohesive and accessible school. A preliminary heritage survey has been produced by Mott MacDonald to highlight high-level heritage considerations for this Scheme.<sup>2</sup> That report provides an overview of the history of the site and the surrounding area, including nearby heritage assets. It also identified likely heritage constraints and opportunities relating to the Scheme and recommended the production of this SoS in order to explore the significance of Appleby Grammar School, the site and individual significance of the different buildings on the site. This report does not replicate the information

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<sup>2</sup> Mott MacDonald *Appleby Grammar School: Preliminary Heritage Survey* (2022).

relating to assets in the surrounding area, which, based on the findings of the preliminary heritage survey, are considered unlikely to be impacted by any Scheme at Appleby Grammar School. This SoS should be read in conjunction with the preliminary heritage survey report.

## 2 Methodology

This SoS has been produced in order to better understand the heritage significance of Appleby Grammar School and its site. It provides a history of the school, a detailed description of its present appearance, and an assessment of significance. The assessment of significance details the type and level of interest, as defined in this methodology, of the school, the site and individual buildings within the site. The contribution that setting makes to this significance is also explored.

### 2.1 Site Survey

A site survey was undertaken by heritage consultants from Mott MacDonald between 24-26<sup>th</sup> May 2022 to:

- Inform understanding of the current condition of the site and its individual elements;
- Inform understanding of the setting of the site and its individual elements;
- Inform understanding of heritage assets within the site and their settings;
- Identify any additional non-designated heritage assets of relevance within the site;
- Inform understanding of the site conditions, such as topography and vegetation cover; and
- Inform the assessment contained within this report.

### 2.2 Consultation

Whilst Mott MacDonald have contacted the Local Planning Authority (LPA) to make them aware of the studies being undertaken at the site to inform a Scheme in the future, no formal consultation has been undertaken to date. This SoS and the Preliminary Heritage Survey will be used to facilitate discussions as part of formal pre-application consultation. As the Scheme proposes some demolition of buildings attached to or immediately adjacent to the grade II listed Original School Building, consultation with Historic England or the relevant National Amenity Society (in this instance, The Victorian Society) may also be recommended.

### 2.3 Resources

The following resources have been consulted for the compilation of this SoS:

- National Heritage List for England (NHLE);<sup>3</sup>
- Cumbria Historic Environment Record (CHER);<sup>4</sup>
- Materials available online and those digitised by the Cumbria Archive Service<sup>5</sup>;
- A search of the Eden District Council website for conservation areas within the school site and surrounding area;<sup>6</sup>

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<sup>3</sup> Historic England, *National Heritage List for England (NHLE)*. Available online at: <https://historicengland.org.uk/listing/the-list/> (accessed June 2022).

<sup>4</sup> Cumbria County Council, 'Historic Environment Service'. Available online at: <https://www.cumbria.gov.uk/planning-environment/countryside/historic-environment/her.asp> (accessed June 2022).

<sup>5</sup> Cumbria Archive Service Online Catalogue. Available online at: <https://www.cumbria.gov.uk/archives/> (accessed June 2022).

<sup>6</sup> Eden District Council *Conservation* (2022). Available online at: <https://www.eden.gov.uk/planning-and-building/conservation/> (accessed June 2022).

- An examination of the relevant published and unpublished archaeological and historic sources e.g. journals and historic records;
- The results of ongoing surveys for the Scheme and relevant documents produced by contractors within the Scheme team; and
- Additional resources available online.

## 2.4 Assessment of Significance

Assessment of significance in this SoS is primarily based on Historic England's 2019 guidance *Technical Advice Note 12. Statements of Heritage Significance: Analysing Significance in Heritage Assets*.<sup>7</sup> In accordance with this guidance significance has been assessed in relation to the following interests:

- **Archaeological interest** - *There will be archaeological interest in a heritage asset if it holds, or potentially holds, evidence of past human activity worthy of expert investigation at some point.*
- **Architectural and artistic interest** - *These are interests in the design and general aesthetics of a place. They can arise from conscious design or fortuitously from the way the heritage asset has evolved. More specifically, architectural interest is an interest in the art or science of the design, construction, craftsmanship and decoration of buildings and structures of all types. Artistic interest is an interest in other human creative skills, like sculpture.*
- **Historic Interest** - *An interest in past lives and events (including pre-historic). Heritage assets can illustrate or be associated with them. Heritage assets with historic interest not only provide a material record of our nation's history, but can also provide meaning for communities derived from their collective experience of a place and can symbolise wider values such as faith and cultural identity.*

In relation to this guidance, this SoS provides an overall assessment of the significance of Appleby Grammar School and the site. It assesses the level of the general significance of all the buildings on the site, the particular contribution made by important features, and features with the potential to be impacted by the proposals.

This SoS also provides an assessment of the contribution made to the significance of Appleby Grammar School and the site by its setting.

## 2.5 Listing

As discussed in Section 1.1, the NHLE listing for the site refers to the 'Main Building' alone, in this case, the 1886-8 Original School Building. This Statement of Significance will explore if other buildings on the site should also be included in this listing. This will be undertaken using the following resources;

- The Planning (Listed Building and Conservation Areas Act) (1990)<sup>8</sup>;
- Historic England's *Listed Buildings and Curtilage Advice Note 10*<sup>9</sup>;

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<sup>7</sup> Historic England (2019) *Technical Advice Note 12. Statements of Heritage Significance: Analysing Significance in Heritage Assets*. Available online via: <https://historicengland.org.uk/images-books/publications/statements-heritage-significance-advice-note-12/heag279-statements-heritage-significance/> (accessed June 2022)

<sup>8</sup> Planning (Listed Building and Conservation Areas Act) (1990) Section 1: Listing of buildings of special architectural or historic interest, paragraph 5.

<sup>9</sup> Historic England (2018) *Listed Buildings and Curtilage Historic England Advice Note 10* Available online via: <https://historicengland.org.uk/images-books/publications/listed-buildings-and-curtilage-advice-note-10/heag125-listed-buildings-and-curtilage/> (accessed July 2022).

- Historic England's *Listed Buildings Identification and Extent*<sup>10</sup>;
- IHBC *Advice Note on the Curtilage Rule – An interpretation of the Taunton Deane judgment*<sup>11</sup> and
- A search of case law examples for any relevant decisions.

## 2.6 Assumptions and Limitations

Information provided by the HER can be limited because it depends on previous opportunities for research, fieldwork and discovery. Where nothing of historic interest is shown in a particular area, this can be down to lack of targeted research or investigation rather than the genuine absence of sub-surface archaeological deposits.

Documentary sources are rare before the medieval period, and many historic documents are inherently biased. Older primary sources often fail to accurately locate sites and interpretation can be subjective. Historic maps provide a glimpse of land-use at a specific moment. It is therefore possible that short-term structures or areas of land-use are not shown and therefore not recorded within this assessment.

Due to the substantial amount of information relating to this building that was available in books and online, as well as recorded on site, and the digitisation service offered by Cumbria Archive Service, a visit to the local archive was not considered necessary for the production of this report.

This report focuses on built heritage. The archaeological potential of the site, including the potential to impact unknown archaeology, is not considered in this report. An archaeological assessment should be considered as part of the planning application submission.

While the vast majority of spaces within the buildings were accessed during the site survey, there were some exceptions where safe access was not possible, or where the school, being in operation, prevented full access to or detailed inspection of some spaces. These have been marked on the Schedule of Significance in Appendix B.

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<sup>10</sup> Historic England, *Listed Buildings Identification and Extent*. Available online via: <https://historicengland.org.uk/advice/hpg/has/listed-buildings/> (accessed July 2022).

<sup>11</sup> IHBC, *Advice Note on the Curtilage Rule – An interpretation of the Taunton Deane judgment* (2019). Available online via: [https://ihbc.org.uk/toolbox/guidance\\_notes/curtilage.html](https://ihbc.org.uk/toolbox/guidance_notes/curtilage.html) (accessed July 2022).



## 3 Legislation, Policy and Guidance

This section outlines the legislation, policy and guidance that is of relevance to the Scheme at Appleby Grammar School.

### 3.1 Overarching Legislation

#### 3.1.1 Planning (Listed Building and Conservation Areas) Act (1990)

This Act sets out the protection given to buildings of special architectural or historic interest through listing. It defines what is considered a listed building. It also sets out the process for designation of conservation areas, which are recognised as areas of special architectural or historic interest, the character or appearance of which it is desirable to preserve or enhance.

### 3.2 National Planning Policy

#### 3.2.1 National Planning Policy Framework (NPPF)

The National Planning Policy Framework (NPPF) was published on 27th March 2012, revised on the 24th July 2018 and updated on the 19th February 2019 and 20 July 2021, replacing all previous national planning policy documents. Chapter 16 of the NPPF address the conservation and enhancement of the historic environment; these set out the local planning authority's responsibilities when dealing with planning proposals which have the potential to impact on cultural heritage assets. These policies emphasise the importance of balancing the need for the conservation of heritage assets with the desirability of new development. Those relative to this Scheme are as follows. The National Planning Policy Framework (NPPF) sets out the Government's planning policies for England and how these are expected to be applied.<sup>12</sup> Of particular relevance to Appleby Grammar School are the following paragraphs:

*Paragraph 189: Heritage assets range from sites and buildings of local historic value to those of the highest significance, such as World Heritage Sites which are internationally recognised to be of Outstanding Universal Value. These assets are an irreplaceable resource, and should be conserved in a manner appropriate to their significance, so that they can be enjoyed for their contribution to the quality of life of existing and future generations.*

*Paragraph 194: In determining applications, local planning authorities should require an applicant to describe the significance of any heritage assets affected, including any contribution made by their setting. 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. As a minimum the relevant historic environment record should have been consulted and the heritage assets assessed using appropriate expertise where necessary. 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;*

*Paragraph 197: In determining applications, local planning authorities should take account of:*

- a. the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation;*

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<sup>12</sup> Ministry of Housing, Communities & Local Government, National Planning Policy Framework (July 2021). Available via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1005759/NPPF\\_July\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1005759/NPPF_July_2021.pdf) (Accessed June 2022).

- b. the positive contribution that conservation of heritage assets can make to sustainable communities including their economic vitality; and*
- c. the desirability of new development making a positive contribution to local character and distinctiveness.*

*Paragraph 198: In considering any applications to remove or alter a historic statue, plaque, memorial or monument (whether listed or not), local planning authorities should have regard to the importance of their retention in situ and, where appropriate, of explaining their historic and social context rather than removal.*

*Paragraph 199: When considering the impact of a proposed development on the significance of a designated heritage asset, great weight should be given to the asset's conservation (and the more important the asset, the greater the weight should be). This is irrespective of whether any potential harm amounts to substantial harm, total loss or less than substantial harm to its significance.*

*Paragraph 200: Any harm to, or loss of, the significance of a designated heritage asset (from its alteration or destruction, or from development within its setting), should require clear and convincing justification. Substantial harm to or loss of:*

- a) grade II listed buildings, or grade II registered parks or gardens, should be exceptional;*
- b) assets of the highest significance, notably scheduled monuments, protected wreck sites, registered battlefields, grade I and II\* listed buildings, grade I and II\* registered parks and gardens, and World Heritage Sites, should be wholly exceptional.*

*Paragraph 201: Where a proposed development will lead to substantial harm to (or total loss of significance of) a designated heritage asset, local planning authorities should refuse consent, unless it can be demonstrated that the substantial harm or total loss is necessary to achieve substantial public benefits that outweigh that harm or loss, or all of the following apply:*

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

*Paragraph 202: Where a development proposal will lead to less than substantial harm to the significance of a designated heritage asset, this harm should be weighed against the public benefits of the proposal including, where appropriate, securing its optimum viable use.*

*Paragraph 204: Local planning authorities should not permit the loss of the whole or part of a heritage asset without taking all reasonable steps to ensure the new development will proceed after the loss has occurred*

*Paragraph 205: Local planning authorities should require developers to record and advance understanding of the significance of any heritage assets to be lost (wholly or in part) in a manner proportionate to their importance and the impact, and to make this evidence (and any archive generated) publicly accessible<sup>69</sup>. However, the ability to record evidence of our past should not be a factor in deciding whether such loss should be permitted.*

*Paragraph 206: Local planning authorities should look for opportunities for new development within Conservation Areas and World Heritage Sites, and within the setting of heritage assets, to*



*enhance or better reveal their significance. Proposals that preserve those elements of the setting that make a positive contribution to the asset (or which better reveal its significance) should be treated favourably.*

*Paragraph 207: Not all elements of a Conservation Area or World Heritage Site will necessarily contribute to its significance. Loss of a building (or other element) which makes a positive contribution to the significance of the Conservation Area or World Heritage Site should be treated either as substantial harm under paragraph 201 or less than substantial harm under paragraph 202, as appropriate, taking into account the relative significance of the element affected and its contribution to the significance of the Conservation Area or World Heritage Site as a whole.*

### 3.3 Local Planning Policy

#### 3.3.1 Eden Local Plan (2014 – 2032)

The Eden Local Plan was adopted on 11 October 2018, replacing all previous local plans.<sup>13</sup> It sets out the spatial planning strategy for the area up to 2032. Policy ENV10 relates to the Historic Environment.

##### Policy ENV10

*The Council will attach great weight to the conservation and enhancement of the historic environment, heritage assets and their setting, which help to make Eden a distinctive place.*

*The Council will require all proposals for development to conserve and where appropriate, enhance the significance of Eden's heritage assets and their setting. The Council will support proposals that would better reveal the significance of the asset, in particular those heritage assets identified as being most at risk. Opportunities for promotion, interpretation and increasing understanding should also be explored.*

*Development proposals that would result in substantial harm to or total loss of significance of a designated heritage asset or its setting will only be permitted where it can be clearly demonstrated that the public benefits of the proposal would outweigh the harm or loss, and that the harm or loss is necessary to achieve those benefits.*

*The Council will require proposals to protect and where appropriate, enhance the significance and setting of Eden's non-designated heritage assets, including buildings, archaeological sites, parks, landscapes and gardens. Where the harm is outweighed by the public benefits of the proposals, the Council will require an appropriate level of survey and recording, the results of which should be deposited with the Cumbria Historic Environment Record.*

*Where a development proposal affecting an archaeological site is acceptable in principle, the Council will ensure preservation of the remains in situ as a preferred solution. Where in situ preservation is not justified, the development will be required to make adequate provision for excavation and recording before or during development. All development proposals affecting the historic environment, heritage assets and their settings (including where there is the potential of unknown archaeological assets) will need to be accompanied by an assessment of the significance of the asset and its setting and how it will be affected by the proposed development.*

*The level of information required will be proportionate to the significance of the asset and to the scale of impact of the proposal. For archaeological assets, this may where necessary include*

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<sup>13</sup> Eden District Council (2021) *Eden Local Plan Adoption*. Available online via: <https://www.eden.gov.uk/media/5032/edenlocalplan2014-2032finalwithoutforeword.pdf> (Accessed May 2022).

*archaeological desk-based assessment and field evaluation. The effect of an application on the significance of a non-designated heritage asset should be taken into account in determining the application. In weighing applications that directly or indirectly affect 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.*

### 3.4 Guidance

The following guidance has been used for this assessment:

- Historic Environment Good Practice Advice in Planning Note 2: Managing Significance in Decision Taking;<sup>14</sup>
- Historic Environment Good Practice Advice in Planning Note 3: The Setting of Heritage Assets;<sup>15</sup>
- Statements of Heritage Significance: Analysing Significance in Heritage Assets;<sup>16</sup>
- Standard and Guidance for Historic Environmental Desk-based Assessment;<sup>17</sup>
- Advice Note on the Curtilage Rule;<sup>18</sup>
- Listed Buildings Identification and Extent;<sup>19</sup>
- Listed Buildings and Curtilage Advice Note 10<sup>20</sup>;
- England's Schools: History, architecture and adaption;<sup>21</sup> and
- Education Buildings: Listing Selection Guide.<sup>22</sup>

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<sup>14</sup> Historic England, *Historic Environment good practice advice in planning* (Swindon, 2015): 2.. Available online at: [www.historicengland.org.uk/images-books/publications/gpa2-managing-significance-in-decision-taking](http://www.historicengland.org.uk/images-books/publications/gpa2-managing-significance-in-decision-taking) (accessed June 2022).

<sup>15</sup> Historic England, *Historic Environment good practice advice in planning* (Swindon, 2017): 3 (Swindon: Historic England) [online]. Available online at: [www.historicengland.org.uk/images-books/publications/gpa3-setting-of-heritage-assets](http://www.historicengland.org.uk/images-books/publications/gpa3-setting-of-heritage-assets) (accessed June 2022).

<sup>16</sup> Historic England, 'Statements of Heritage Significance: Analysing Significance in Heritage Assets' *Historic England Advice Note 12* (Swindon, 2019). Available online at: <https://historicengland.org.uk/images-books/publications/statements-heritage-significance-advice-note-12/heag279-statements-heritage-significance/> (accessed June 2022).

<sup>17</sup> Chartered Institute for Archaeologists (CIfA) *Standard and Guidance for Historic Environmental Desk-based Assessment*. (2014, updated 2020). Available online at: [www.archaeologists.net/sites/default/files/CIfAS&GDBA\\_2.pdf](http://www.archaeologists.net/sites/default/files/CIfAS&GDBA_2.pdf) (accessed June 2022).

<sup>18</sup> IHBC, Advice Note on the Curtilage Rule – An interpretation of the Taunton Deane judgment (2019). Available via: [https://ihbc.org.uk/toolbox/guidance\\_notes/curtilage.html](https://ihbc.org.uk/toolbox/guidance_notes/curtilage.html) (accessed June 2022).

<sup>19</sup> Historic England, *Listed Buildings Identification and Extent* Available online via: <https://historicengland.org.uk/advice/hpg/has/listed-buildings/> (accessed June 2022)

<sup>20</sup> Historic England (2018) *Listed Buildings and Curtilage Historic England Advice Note 10* Available online via: <https://historicengland.org.uk/images-books/publications/listed-buildings-and-curtilage-advice-note-10/heag125-listed-buildings-and-curtilage/> (accessed July 2022).

<sup>21</sup> English Heritage *England's Schools: History, architecture and adaption* [online] (Swindon, 2010). Available at: <https://historicengland.org.uk/images-books/publications/englands-schools/englands-schools/> (Accessed June 2022).

<sup>22</sup> Historic England, *Education Buildings: Listing Selection Guide* (Swindon, 2011): 7. Available online via: <https://historicengland.org.uk/images-books/publications/dlsq-education-buildings/heag111-education-lsq/> (accessed June 2022).

## 4 Baseline

This section sets out the historic environment baseline for Appleby Grammar School and the site. This includes an overview of the development of the area surrounding the site, and a detailed history of the school itself. This facilitates an understanding of the appearance of the school today and how it has changed over time, which feeds into an understanding of the significance of the various buildings across the site.

### 4.1 Appleby Grammar School

#### 4.1.1 Early History

The origins of Appleby Grammar School are thought to date to two chantry bequests in 1286, which provided funds for a chantry priest to teach a free school as part of his role.<sup>29</sup> Chantry schools were likely the most common type of school in England prior to the Reformation, and were ran by chantry priests, whose principal occupation was to pray for the soul of the chantry's founder, but who also were often responsible for teaching poor boys.<sup>30</sup> It is likely that teaching took place within the church initially. The first references to a specific school building in the town date to 1452, when the sale of a house references the location 'Schoolhouse Gate', thus denoting the presence of the school in the town.<sup>31</sup> Schoolhouse Gate was located approximately in the location of the modern Broad Close in Appleby on the western side of Chapel Street.

The Dissolution of the Chantries in 1548 allowed the Crown to take control of all properties and funds belonging to chantries across England. An inventory taken of each of the chantries at the time of their Dissolution described Appleby Grammar School as a 'Fre gramer scole', with a single mass-book.<sup>32</sup> While many schools were substantially impacted financially or closed by the Dissolution of the Chantries, exceptions were made for certain long-standing Grammar Schools. As such, the funding previously granted to the school by the chantry was replaced by funding from the government, supplemented by individual bequests.<sup>33</sup> The school applied for and was granted a Royal Charter in 1574.<sup>34</sup>

Following two bequests for the purpose, the Headmaster at the time, Reginald Bainbridge, oversaw the construction of a new school building utilising materials from Appleby Castle.<sup>35</sup> The school was completed shortly after his death in 1607, located opposite the previous school on Pear Tree Garth, approximately where Low Wiend is located today.<sup>36</sup> It comprised a square stone structure, approximately 40 feet long and wide, located close to St Lawrence's Church on

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<sup>29</sup> Edgar Hinchcliffe, *Appleby Grammar School: Chantry to Comprehensive* (Whitehead & Son, 1974):

<sup>30</sup> Foster Watson *English Grammar Schools to 1660* (London, 1968). Available online via: [https://books.google.co.uk/books?id=YuM5fXrwVqEC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=#v=onepage&q=chantry&f=false](https://books.google.co.uk/books?id=YuM5fXrwVqEC&printsec=frontcover&source=gbs_ge_summary_r&cad=#v=onepage&q=chantry&f=false) (accessed May 2022).

<sup>31</sup> Richard Ferguson (ed), *Transactions of the Cumberland and Westmorland Antiquarian and Archaeological Society Volume VIII*. (Kendal, 1886). Available online via: [https://www.google.co.uk/books/edition/Transactions\\_of\\_the\\_Cumberland\\_Westmorla/fdg4AQAAMAAJ?hl=en&qbpv=1&dq=appleby+grammar+school&pg=PA405&printsec=frontcover](https://www.google.co.uk/books/edition/Transactions_of_the_Cumberland_Westmorla/fdg4AQAAMAAJ?hl=en&qbpv=1&dq=appleby+grammar+school&pg=PA405&printsec=frontcover) (accessed May 2022).

<sup>32</sup> Arthur Leach, *English schools at the Reformation, 1546-8*  
<https://archive.org/details/englishschoolsat00leacuoft/page/342/mode/2up?view=theater>

<sup>33</sup> Cumbria Archive Service Catalogue, Appleby Grammar School - 1490-1989 Reference: WDS 46

<sup>34</sup> Miller, *Education: Grammar Schools of England* (Tasmania, 1860): 4.

<sup>35</sup> Hinchcliffe, *Appleby Grammar School*: 33.

<sup>36</sup> Ibid: 32.

what is now called Chapel Street in Appleby town centre.<sup>37</sup> Bainbridge had a keen interest in Roman antiquities and inscribed two large sandstone tablets with pseudo-Roman text, likely originally used for teaching (CHER: 1663). These survive within the present school grounds.

A Headmaster's House adjoining the school was completed in 1671, at a cost of £40 (Figure 4.1).<sup>38</sup> The central doorway from the Headmaster's House is the only surviving part of this building, as it was relocated to the present school site and incorporated into the Original School Building during 1880s. It features a pair of squared pilasters decorated with Jacobean strapwork ornamentation flanking the door. A moulded plaque with a pediment above is located above the door. The level of grandeur in this surviving doorway demonstrates that there was substantial investment in the school during the 17<sup>th</sup> century.

Notable school pupils during this period include the father and two elder half-brothers of George Washington, first president of the United States. The half-brothers travelled across from Virginia to England as was customary for the children of wealthy plantation owners at the time.<sup>39</sup> It is likely George Washington would have also attended, were it not for the death of his father in 1743, just as he reached the age to attend.

In 1812, a map of the New Hall Estate, Cumbria noted that it was owned by the Appleby Free Grammar School.<sup>40</sup> This reveals one of the school's sources of funding during the 19<sup>th</sup> century was through leasing farmland.

A photograph from the mid-19<sup>th</sup> century shows the Headmaster's House and boarding accommodation, which was completed in 1826 to accommodate pupils within the school site for the first time: prior to this, boys had lodged with families in the town (Figure 4.1).<sup>41</sup>

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<sup>37</sup> William Bulman, *Anglian Enlightenment: Orientalism, Religion and Politics in England and Its Empire: 1648-1715*. (Cambridge: 2015). Available online via: [https://www.google.co.uk/books/edition/Anglican\\_Enlightenment/BlutCAAQBAJ?hl=en&gbpv=1&dq=appleby+grammar+school&pg=PA17&printsec=frontcover](https://www.google.co.uk/books/edition/Anglican_Enlightenment/BlutCAAQBAJ?hl=en&gbpv=1&dq=appleby+grammar+school&pg=PA17&printsec=frontcover) [accessed April 2022].

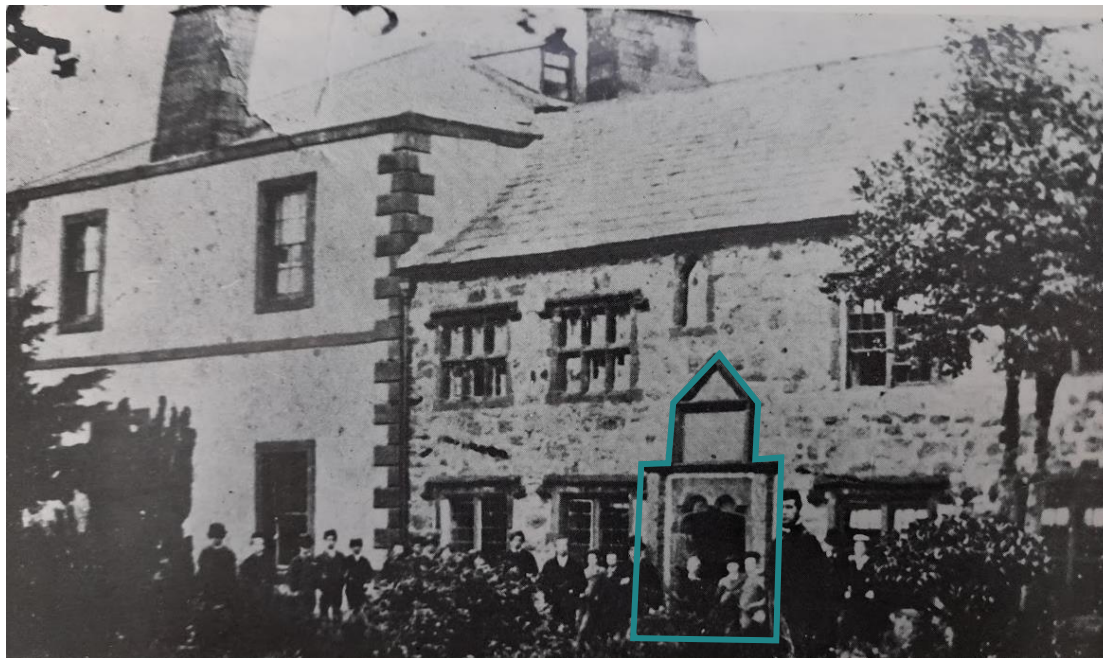
<sup>38</sup> Hinchcliffe, *Appleby Grammar School*: 38.

<sup>39</sup> T. Pape, "Appleby Grammar School and Its Washington Pupils." *The William and Mary Quarterly* 20, no. 4 (1940): 498–501. Available online via: <https://doi.org/10.2307/1919932> (accessed May 2022).

<sup>40</sup> Cumbria Archive Service Catalogue, 'Appleby maps and plans - 1754-1905'. Reference: DLONS/L/5/3/1/1/9.

<sup>41</sup> Hinchcliffe, *Appleby Grammar School*: 58.

**Figure 4.1: The Headmaster's House (right) and boarding accommodation (left) at Appleby Grammar School, mid-19<sup>th</sup> century. The doorway of the Headmaster's House is outlined in blue.**



Source: Reproduced in Hinchcliffe, *Appleby Grammar School*: 60.

In the 1860s, grammar schools across the country were investigated by the Schools Inquiry Commission to assess teaching standards and pupil numbers. A report to the Schools Inquiry Commission in 1864 noted that the number of pupils at Appleby Grammar School was in decline, with the high standard of teaching and add-on costs for additional tuition, discouraging poor local boys from attending. Local boys were also at a disadvantage to boarders, who received ad-hoc homework tutoring from the headmaster in the evenings. The report warned that the school was:

*At the risk, however, of depriving the town to a great extent of the benefits of a good education, the governors are inclined to cling to the traditions of the school as a purely classical seminary, and express no desire to see it adapted more completely to the requirements of the majority of the tradesmen and farmers in the district.<sup>42</sup>*

The Schools Inquiry Commission found grammar school education to be inconsistent across the country, and the Endowed Schools Act 1869 was passed to restructure the endowments of these schools for modern purposes.

In 1880, a report from the Endowed Schools Commissioners, part of the Charity Commission, noted that there was demand for a grade one establishment in the area.<sup>43</sup> Grade one meant a school with a leaving age of 18 or 19 that taught Latin and Greek and prepared boys for university, in contrast to grade two and three schools which had lower leaving ages. The report encouraged the construction of extensions on the existing site to provide additional boarding accommodation and teaching space.

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<sup>42</sup> D. C. Richmond report to the Schools Inquiry Commission (1864), quoted in Hinchcliffe, *Appleby Grammar School*: 60-62

<sup>43</sup> Quoted in Hinchcliffe, *Appleby Grammar School*: 70



However, the school governors favoured the construction of a new school building on the edge of the town, where a larger site would give the school more flexibility. Two sites on the edge of Appleby were considered, with the Governors preferring land on Battlebarrow, to the north-east of the town. The Battlebarrow site was chosen after Lord Hothfield, the owner of Appleby Castle, offered to gift just under an acre of the site for a new school.<sup>44</sup> An additional acre was purchased from St Anne's Hospital, and an inspection of the new site noted that "this area though most ample for the buildings, yards, garden and extensive playgrounds, would not, of course comprise a cricket ground, which would have to be purchased from, or rented in the adjoining fields."<sup>45</sup>

#### 4.1.2 Construction of the new Grammar School

The new school building (the Original School Building) was designed by George Watson of Penrith and constructed between 1886-1888 by contractor James Bland, of Appleby.<sup>46</sup> It was funded by pupil subscriptions, the sale of the old site and of investments, and a fundraising performance by the school.<sup>47</sup>

The new school building comprised an approximately T-shaped structure of predominantly two storeys. It was composed in grey and red stone, executed in a vernacular style similar to large villas in the surrounding area. It provided a boarding house for 35 boys (outlined in green in Figure 4.2 below), a large dining room, kitchens and ancillary spaces, three classrooms of different sizes, and a large fifth form room on the first floor.<sup>48</sup> A large room with a four-light Perpendicular style window in the eastern gable was built in a cross-wing at the northern end of the building (outlined in blue in Figure 4.2). Historic England and *The Buildings of England: Cumbria* Pevsner Guide note that this was a chapel, likely because of the Perpendicular window, but other references refer to it as a big classroom.<sup>49</sup>

The new school building also incorporated a two-storey Headmaster's House on the western end.<sup>50</sup> The doorway from the former 1671 Headmaster's House, as shown in Figure 4.1 above, was incorporated into an entrance porch, situated in the south-western corner of the western elevation (Figures 4.2-4.5 below). This was a contentious decision, with some arguing it would contribute confused interpretations of the school's history.<sup>51</sup> It is unknown why it was incorporated into an unusually angled porch entrance, as opposed to being used as the main entrance further along the elevation; possibly in an attempt to avoid confusion relating to the age of the building.

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<sup>44</sup> Hinchcliffe, *Appleby Grammar School*: 72.

<sup>45</sup> Quoted in Hinchcliffe, *Appleby Grammar School*: 71.

<sup>46</sup> Matthew Hyde, Nikolaus Pevsner, *Buildings of England – Cumbria* (New Haven, 1967, revised 2010); 'Appleby Grammar School' *Lakes Chronicle and Reporter* 21 May (1886): 5. Available online via: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002299/18860521/077/0005> (accessed June 2022).

<sup>47</sup> Ibid.

<sup>48</sup> Hinchcliffe, *Appleby Grammar School*: 76.

<sup>49</sup> Historic England, 'Original School Building at Appleby Grammar School' NHLE: 1312225. Available online via: <https://historicengland.org.uk/listing/the-list/list-entry/1312225?section=official-list-entry> (accessed May 2022); Hyde and Pevsner *Buildings of England – Cumbria*: 109; Hinchcliffe, *Appleby Grammar School*: 94

<sup>50</sup> Historic England, 'Original School Building at Appleby Grammar School' NHLE: 1312225. Available online via: <https://historicengland.org.uk/listing/the-list/list-entry/1312225?section=official-list-entry> (accessed May 2022).

<sup>51</sup> Hinchcliffe, *Appleby Grammar School*: 75.

**Figure 4.2: Ground floorplan of the Original School Building as it appears today, with shading relating to the original use of the building as follows:**

**Turquoise:** big classroom or chapel;

**Yellow:** classroom;

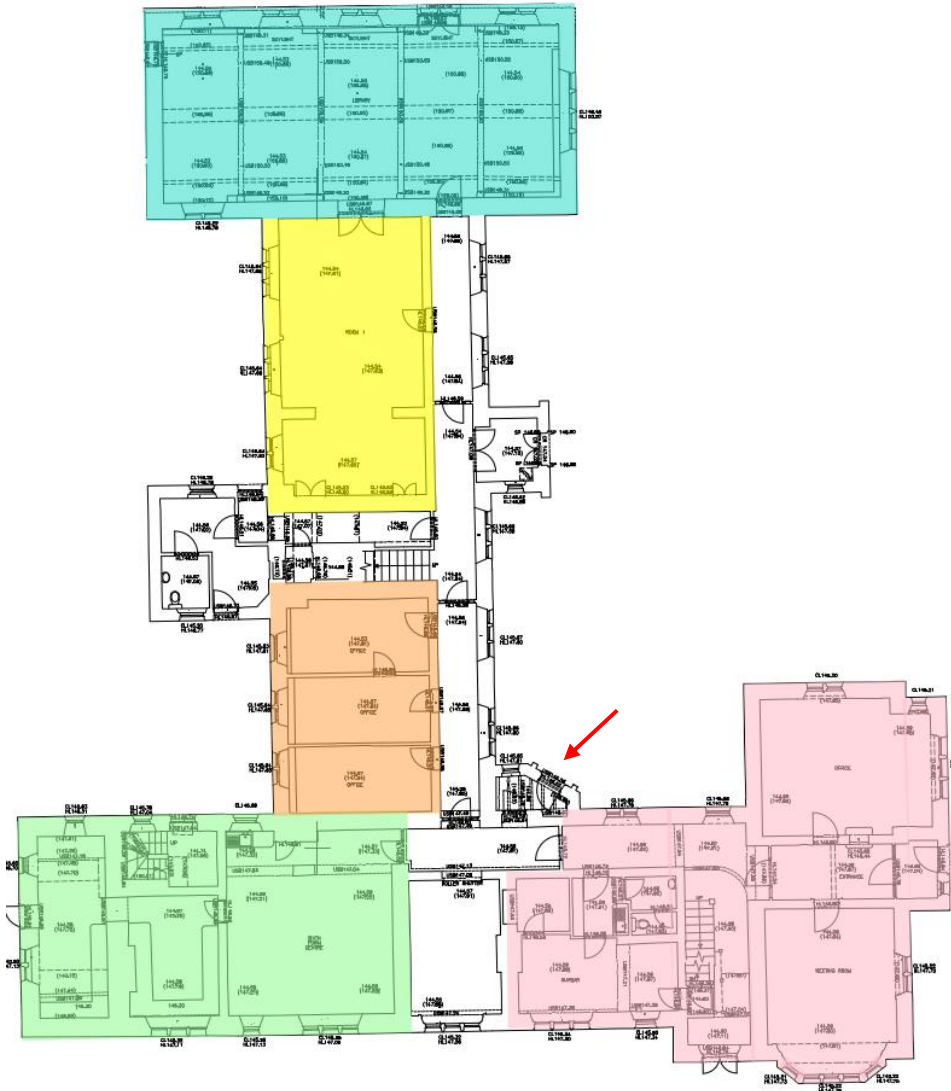
**Orange:** classroom or dining room;

**Green:** boarding house, possibly incorporating the kitchens and other ancillary spaces;

**Pink:** headmaster's house; and

A red arrow denotes the location of the former headmaster's house doorway.

Areas that are not shaded are either circulation space or the original use is unknown.



Source: Survey Operations (2022), with markup by Mott MacDonald (2022)

**Figure 4.3: Appleby Grammar School facing west. The Headmaster’s House is to the left, outlined in pink; the location of the door relocated from the former Headmaster’s House is outlined in red; and the chapel or classroom outlined in turquoise. The range in between likely housed classrooms and possibly the dining hall, as outlined above.**



Source: Mott MacDonald (2022)

**Figure 4.4: Door from the former Headmaster’s House**



Source: Mott MacDonald (2022)

**Figure 4.5: Plaques above the door from the former Headmaster’s House**



Source: Mott MacDonald (2022)



**Figure 4.6: Appleby Grammar School from the south.**



Source: Mott MacDonald (2022)

**Figure 4.7: Appleby Grammar School from the west. The central protruding bay (outlined in blue) accommodates the main staircase.**



Source: Mott MacDonald (2022)

Despite the Endowed Schools Commissioners' report of 1880 which stated that there was demand for a grade one school, it quickly became apparent that there was tough competition

from other schools in the surrounding area, and by 1890, the new school building was only operating at half capacity.<sup>52</sup> It was decided that the school's curriculum must expand to include modern subjects such as modern foreign languages, natural science, drawing and vocal music in order to attract more pupils. A physical laboratory was fitted in an unused classroom on the first floor, which was latterly converted into a chemistry classroom.<sup>53</sup>

Following the First World War, a barrack hut was purchased and used as a woodwork and drawing classroom, and later a gymnasium.<sup>54</sup> A more permanent addition was made to the site with the construction of a detached science building to the north of the Original School Building, completed in 1927 (Figure 4.8 below, hereafter referred to as the 1927 block). It comprised a detached T-shaped building composed of local stone with red sandstone dressings, which accommodated a large laboratory, with ancillary rooms to the east.<sup>55</sup> A swimming pool was dug out by school pupils to the west of this block during the late 1920s and early 1930s, opening in 1931.<sup>56</sup>

Pupil numbers rose from 26 to 98 between 1901 and 1932 and additional classrooms were soon required.<sup>57</sup> In 1936, a new building housing three classrooms and one smaller room, designed by A. Knewstubb, was opened (Figure 4.9, hereafter referred to as the 1935-7 Science Building, reflecting its present use). It was composed of Lazonby white sandstone with red sandstone dressings and located to the north of the Original School Building and 1927 Science Building.<sup>58</sup> Stylistically it drew from the Original School Building, though clearly also was inspired by vernacular agricultural buildings in the surrounding area. One of the classrooms was earmarked for geography, the others being for general use.<sup>59</sup>

**Figure 4.8: 1927 Science Building, from the south**



Source: Mott MacDonald (2022)

**Figure 4.9: 1935-7 Science Building, from the east**



Source: Mott MacDonald (2022)

<sup>52</sup> Hinchcliffe, *Appleby Grammar School*: 78.

<sup>53</sup> Hinchcliffe, *Appleby Grammar School*: 83-5.

<sup>54</sup> *Ibid*: 90

<sup>55</sup> Penrith Observer 'Appleby Grammar School Extension Opened' Tuesday 22 December 1936. Available online via: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002296/19361222/048/0007> (accessed May 2022).

<sup>56</sup> Hinchcliffe, *Appleby Grammar School*: 92.

<sup>57</sup> *Ibid*: 88.

<sup>58</sup> *Ibid*.

<sup>59</sup> *Ibid*: 95.

Following the completion of the 1935-7 Science Building, the big classroom within the Original School Building was no longer required for teaching, so a stage and timber panelling were added to convert it into an assembly hall.<sup>60</sup>

Two dormer windows were likely installed in the roof of the Original School Building around this time to improve the boarding facilities on the second floor.<sup>61</sup> One window was located on the eastern elevation, above the entrance to the Headmaster's House; the other was located at the western end of the southern façade.

During the Second World War, over 50 boys were evacuated to Appleby Grammar School, though only 43 children could be accommodated within the school itself; 10 were billeted into houses nearby.<sup>62</sup> The school canteen was accommodated in the former United Methodist Chapel on Chapel Street within Appleby town centre.

A series of aerial photographs from 1949 show the extent of the school, which comprised the original 1886-1888 range, with some small extensions and a lean-to greenhouse on the southern elevation. The open-air swimming pool is evident to the north of the assembly hall (Figure 4.10 below). The 1927 and 1935-7 Science Buildings are evident, the 1935-7 Science Building adjoined by a new, prefabricated block which was completed in 1945. This prefabricated block accommodated three classrooms, one of which was used as a library, but due to its lack of heating was not used during winter.<sup>63</sup>

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<sup>60</sup> Penrith Observer 'Appleby Grammar School Extension Opened' Tuesday 22 December 1936. Available online via: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002296/19361222/048/0007> (accessed May 2022).

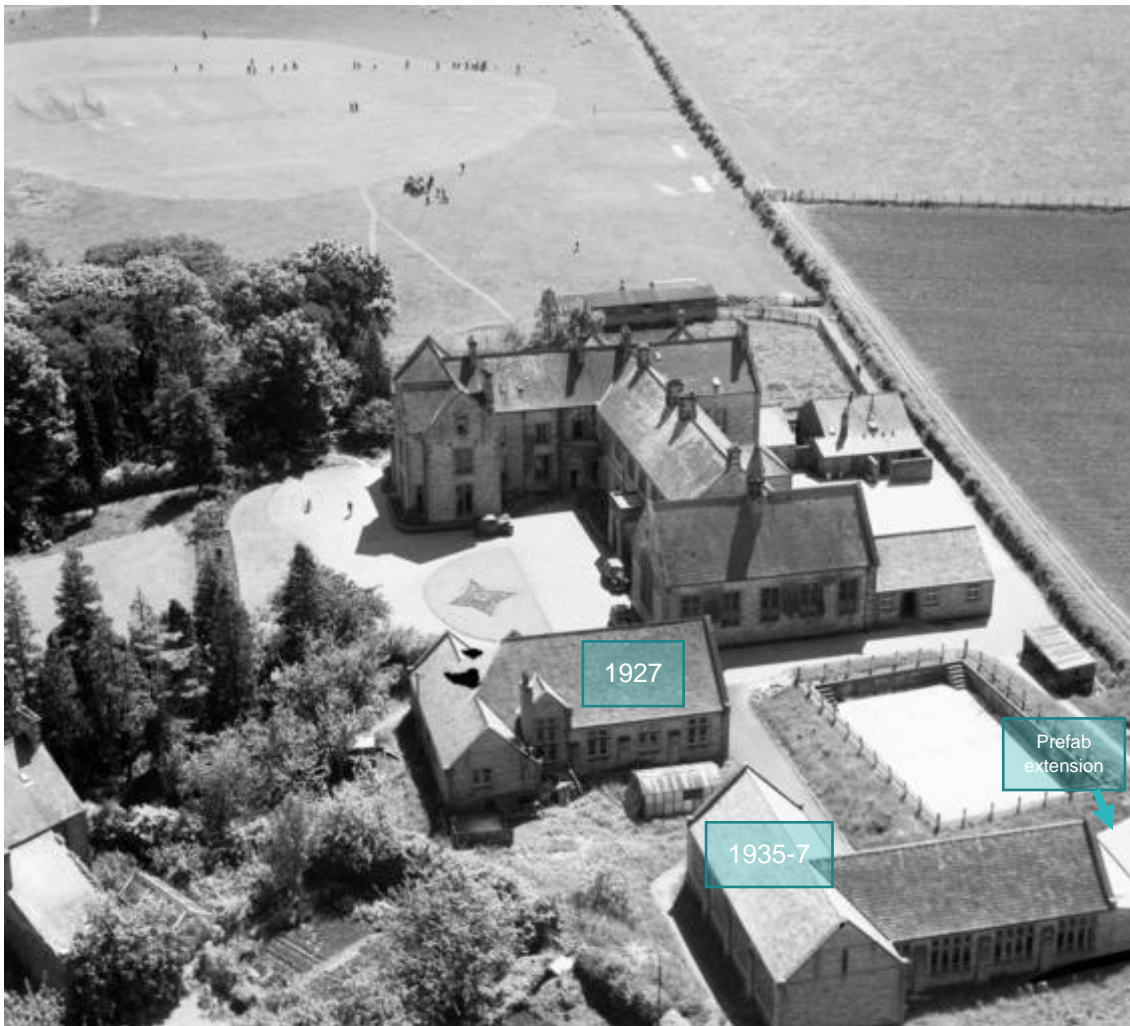
<sup>61</sup> The dormer windows are not depicted on a photograph of the school in c. 1900 (Cumbria Archive Service, ref: WDS 46/7/9), but are in situ on the aerial photographs from 1949. The increase in pupil numbers during the 1930s would justify their construction.

<sup>62</sup> Hinchcliffe, *Appleby Grammar School*: 97.

<sup>63</sup> Ibid: 99.



**Figure 4.10: 1949 aerial photograph from the north**



Source: © Historic England, labels by Mott MacDonald (2022).

### 4.1.3 Co-educational School

In 1944, the Education Act (also known as the 'Butler Act') mandated that all children should have a secondary education, provided by Local Education Authorities (LEAs). North Westmorland had only two secondary schools at this time: Kirkby Stephen Grammar School which was girls-only, and Appleby Grammar School, which was boys-only. Kirkby Stephen's school was in very poor condition and would be unable to accommodate the influx of pupils the new Act would create.<sup>64</sup> North Westmorland LEA decided that both Grammar Schools should become co-educational, providing grammar, modern and technical subjects on one site, following a programme of construction works. This reflects a key turning point in the school's history and all buildings constructed after this date are collectively referred to as the 'Modern School Buildings'.

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<sup>64</sup> Hinchcliffe, *Appleby Grammar School*: 100.

The Original School Building was designated as a grade II listed asset in 1951, listed as 'Main Building at Appleby Grammar School'.<sup>65</sup> Shortly afterwards, in 1952, the Ministry of Education sanctioned £20,000 for the construction of additional classrooms on the site to provide for the increasing number of students, additional subjects, and arrival of female pupils.<sup>66</sup> This suggests that the Original School Building was possibly listed to protect it during this phase of works. The new classrooms would provide new arts and crafts rooms, a biology classroom, a domestic science room and girls' cloakrooms. 0.84 acres of land adjacent to the school to the west were purchased in 1953 to provide the additional required space for a new block, which was completed in 1955 (hereafter referred to as the 'Arts and Crafts Building') (Figures 4.11, 4.12).<sup>67</sup>

**Figure 4.11: Arts and Crafts Building, facing west**



Source: Mott MacDonald (2022)

**Figure 4.12: Arts and Crafts Building, facing east**



Source: Mott MacDonald (2022)

At this time, an original bell tower on the assembly hall was dismantled due to safety concerns.<sup>68</sup> Boarding was phased out in the new co-educational school, leaving these spaces to be converted for new use. The ground floor of the boarding house within the Original School Building was converted into a flat for the caretaker. The first floor of the southern side of the Original School Building, including the former Headmaster's House, and some of the second-floor dormitories were converted into two flats, which were let out to staff (Figure 4.13, Figure 4.14 below).<sup>69</sup> One flat was accessed by the grand staircase within the former Headmaster's House, which was partitioned off to allow the ground floor to remain within school use.

<sup>65</sup> Historic England, 'Main Building at Appleby Grammar School', NHLE: 1312225 (1951). Available online via: <https://historicengland.org.uk/listing/the-list/list-entry/1312225?section=official-list-entry> (accessed June 2022).

<sup>66</sup> Penrith Observer 'Grammer [sic] School changes foreshadowed: Appleby Headmaster's Plea to Parents' 14 October 1952. Available online via: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002296/19521014/070/0006> [accessed May 2022].

<sup>67</sup> Hinchcliffe, *Appleby Grammar School*: 102.

<sup>68</sup> Ibid.

<sup>69</sup> Penrith Observer 'Grammer [sic] School changes foreshadowed: Appleby Headmaster's Plea to Parents' 14 October 1952. Available online via: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002296/19521014/070/0006> [accessed May 2022]; Cumbria Archive Service Catalogue, 'Flats at Appleby Grammar School for Miss M E Knewstubb' Reference: WDB 34/1/6/25



**Figure 4.13: Former second floor flat kitchen in the south-western corner of the Original School Building.**



Source: Mott MacDonald (2022)

**Figure 4.14: Former second floor flat bedroom, facing south.**



Source: Mott MacDonald (2022)

In 1955, new gates were given to the school by the Old Applebians' Society in memory of the 52 school alumni who had died during the First and Second World Wars.<sup>70</sup> These were located at the main entrance to the school on Battlebarrow, at the east of the school site. They feature the school logo, a deer.

**Figure 4.15: Left-hand gate**



Source: Mott MacDonald (2022)

**Figure 4.16: Right-hand gate**



Source: Mott MacDonald (2022)

<sup>70</sup> Hinchcliffe, *Appleby Grammar School*: 109.

#### 4.1.4 Bilateral School

In autumn 1957, it was determined that Appleby Grammar School would become bilateral, meaning it would take all pupils, as opposed to only those who had passed the 11+ entrance exam.<sup>71</sup> This was part of a wider reorganisation of education within Westmorland following the 1944 Education Act. Despite the change to being non-selective, the school retained its original name. This change necessitated a further expansion of the school's teaching facilities, and in 1961, construction works to create additional classrooms and improve existing facilities began. The works included two new laboratories adjoining the 1927 Science Building (Figure 4.17), a new main hall (Figure 4.18), classrooms for art, needlework, rural science, and music, as well as additional general-use classrooms located in a new three-storey block (Figure 4.19, hereafter referred to as the 1962 block). A gymnasium (Figure 4.20), canteen and new linking circulation spaces were also constructed.<sup>72</sup> Following the completion of the new main hall by January 1963, the previous assembly hall within the Original School Building was converted into a library. A new student entrance was added to the school between the Library and the 1927 Science Building, with single-storey circulation spaces linking the buildings (Figure 5.18, Figure 4.21). The circulation space abutting the new Library truncated the formerly tall windows, necessitating the addition of rooflights to maintain light levels (Figure 4.17). The swimming pool was filled in during these construction works, and the new buildings were in use from May 1962.<sup>73</sup> A bungalow for the caretaker was constructed in 1966, and the previous caretaker accommodation on the ground floor of the former boarding house in the Original School Building was converted for general use.<sup>74</sup> The works undertaken during this period represent the most extensive change to the school site since the construction of the Original School Building in 1888.

The combination of single storey blocks, connecting circulation spaces, the three-storey Arts and Crafts Building and 1962 Block is typical of schools of the period, which often included a 'tower' of multi-use classrooms, surrounded by single-storey vocational or practical classrooms.<sup>75</sup>

A small building Air Training Corps (ATC) hut was added at the western side of the site in 1966.<sup>76</sup> (Figure 4.22). Figure 4.23 shows the site in 1968. The eastern side of the site at the bottom of the image shows a densely vegetated area adjacent to two tennis courts. Garden plots are visible adjacent to the rural science building at the western edge of the site, with a large playground marked up with three tennis courts slightly to the north. Areas of grass are located around the edge of the site.

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<sup>71</sup> Hinchcliffe, *Appleby Grammar School*: 110.

<sup>72</sup> Ibid: 116

<sup>73</sup> Cumbria Archive Service Catalogue, 'Opening of new school buildings, Appleby Grammar School' Reference: WC/C/3/38/Box 2

<sup>74</sup> Hinchcliffe, *Appleby Grammar School*: 127.

<sup>75</sup> Elain Harwood for English Heritage, *England's Schools: History, Architecture and Adaption* (Swindon, 2010): 76. Available online via: <https://historicensland.org.uk/images-books/publications/englands-schools/englands-schools/> (accessed June 2022).

<sup>76</sup> Hinchcliffe, *Appleby Grammar School*: 123.



**Figure 4.17: 1962 science labs (left), with the Library roof evident behind**



Source: Mott MacDonald (2022)

**Figure 4.18: Main Hall to the right with the 1962 block behind and linking circulation spaces in front**



Source: Mott MacDonald (2022)

**Figure 4.19: 1962 block, facing north**



Source: Mott MacDonald (2022)

**Figure 4.20: Gym, facing west**



Source: Mott MacDonald (2022)

**Figure 4.21: New main student entrance, facing west**



Source: Mott MacDonald (2022)

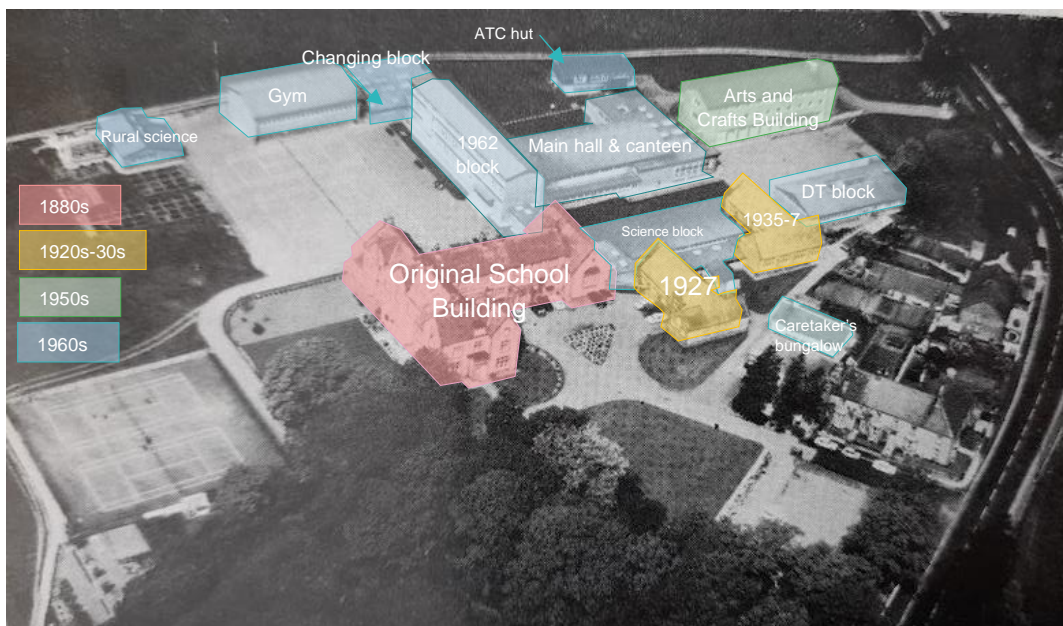
**Figure 4.22: ATC hut, facing south.**



Source: Mott MacDonald (2022)



**Figure 4.23: Appleby Grammar School in 1968, showing the phases of the buildings on the site**



Source: Aerial photograph (1968) Reproduced in Hinchcliffe *Appleby Grammar School*. Markup by Mott MacDonald (2022)

The site has been further altered since the completion of these blocks, including the construction of an Intake Centre and Learning Support Building, which was opened in 1972 (Figure 4.24), located to the north of the 1962 block and west of the Main Hall. This building was intended to offer a semi-open-plan teaching space for 120 pupils, as part of an attempt to improve the transition from primary to secondary school.<sup>77</sup> The former caretakers' flat in the Original School Building was converted into a centre for the Sixth Form, completed in 1973.<sup>78</sup>

The 1935-7 Science Building was extended to the north and internally altered to be used as additional science labs in 1994 (planning ref 94/0238, Figure 4.25 below). The rural science block was converted into a music department and extended in 2002 (planning ref 02/9010).

In 2003, permission was granted for the construction of a sports hall to the south of the gym, a joint project between the local council, Appleby Grammar School and the local community.<sup>79</sup> It is a large modern brick building comprising a large hall with a large mono-pitched entrance adjoining. A modern fence between the school buildings and the sports hall creates a sense of separation between the two areas of the site.

<sup>77</sup> Hinchcliffe, *Appleby Grammar School*: 126.

<sup>78</sup> Ibid: 127.

<sup>79</sup> 'Buy-a-brick sports hall campaign' *The Westmorland Gazette* (2003) Available online via: <https://www.thewestmorlandgazette.co.uk/news/6924228.buy-a-brick-sports-hall-campaign/> (accessed June 2022).

**Figure 4.24: The Intake Centre and Learning Support Building (1972), facing north.**



Source: Mott MacDonald (2022)

**Figure 4.25: 1935-7 Science Building with mono-pitched extension to the north**



Source: Mott MacDonald (2022)

**Figure 4.26: Sports Centre entrance, facing south**



Source: Mott MacDonald (2022)

**Figure 4.27: View of Sports Centre from the 1962 block, facing south**



Source: Mott MacDonald (2022)

In 2010, the flat located within the former Headmaster's House and the one at the south-western end of the second floor in the Original School Building were converted into a mixture of offices, staff spaces, and storage (planning ref: 10/0419, Figure 4.28 below). This followed some safeguarding concerns relating to residential flats being within the school buildings with potential access to children.<sup>80</sup> The second floor is in generally poor condition and some areas have been disused since the last boarding pupils left in the 1950s. The partition wall that had separated the staircase in the former Headmaster's House from the rest of the Original School Building was removed (Figure 4.29). A number of windows within the Original School Building and 1927 Science Building were replaced in 2013 with double glazed units (planning ref: 12/1049, Figure 4.30). A single panel of stained glass was added in the canteen (part of the modern buildings) to commemorate a student (Figure 4.31).

The 1927 Science Building has been recently refurbished, and some fittings replaced like-for-like.<sup>81</sup>

<sup>80</sup> Pers. comms with school staff on site, 25/05/22.

<sup>81</sup> Pers. comms with school staff on site, 25/05/22.



**Figure 4.28: Second floor room now used for storage within the former Boarding House within the Original School Building**



Source: Mott MacDonald (2022)

**Figure 4.29: Downstand beam from the former partition between school and flats within the Original School Building**



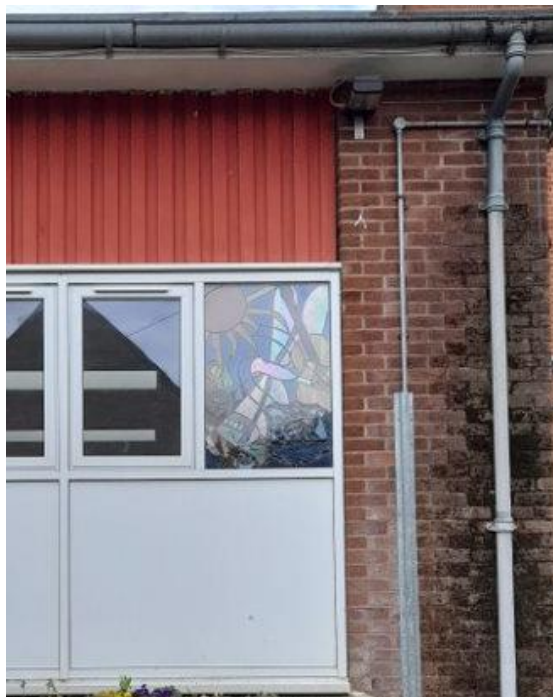
Source: Mott MacDonald (2022)

**Figure 4.30: Modern glazed window within the Original School Building, facing west**



Source: Mott MacDonald (2022)

**Figure 4.31: Memorial stained glass in the canteen**



Source: Mott MacDonald (2022)

## 5 Description

This section will provide a detailed description of the site and its individual elements. The buildings comprise several inter-connecting blocks of a range of ages, as detailed below in Figure 5.1.

**Figure 5.1: Site plan with markup showing phasing of school buildings development**



Source: Mott MacDonald (2022), contains data © Google (2022)



## 5.1 Original School Building

Historic England lists 'The Main Building at Appleby Grammar School' as a grade II listed building (NHLE: 1312225). It was first designated in 1951.<sup>83</sup> The entry in the NHLE for the Original School Building reads as follows:

*Built 1887, two storeys, grey and red stone, slate roof with red tile cresting. Doorway dated 1671 re-used from original grammar school building, with Jacobean strapwork ornament, square pilaster on high plinths, moulded and shaped doorhead, studded door, moulded inscribed plaque above with a pediment. The Victorian part has a square porch with segmental arch, three windows to left, two to right and six above, all with chamfered stone mullions and transoms. Two-storeyed former master's house in wing to left, with sashes and stone mullioned windows. Chapel in wing to right, with a four-light Perpendicular style window in gable.*

### 5.1.1 Exterior

The Original School Building comprises an approximately T-shaped structure of predominantly two storeys, with a second floor in some areas and a basement. It is composed in grey stone with red sandstone dressings, executed in a vernacular style similar to large villas in the surrounding area. The building's roof is blue-grey slate with terracotta three-hole crested ridge tiles.

#### 5.1.1.1 Eastern Elevation

The principal, eastern elevation comprises three distinct ranges which run approximately north-south, parallel to Battlebarrow to the east. This elevation faces towards the car park and a small lawn, with the entrance to the school buildings beyond. The eastern elevation of the exterior of the Original School Building can be seen in Figure 5.2.

**Figure 5.2: Eastern elevation of Original School Building**



Source: Mott MacDonald (2022)

<sup>83</sup> Historic England (2022) *Original School Building at Appleby Grammar School, Battlebarrow* NHLE: 1312225. Available online at: <https://historicengland.org.uk/listing/the-list/list-entry/1312225?section=official-list-entry> (accessed June 2022).

At the southern end of the elevation is a large two-and-a-half-storey house, historically used as the Headmaster's House, now in use as ancillary back-of-house school offices and staff spaces. On this elevation, the former Headmaster's House is composed of three bays, with the northernmost bay featuring a prominent projecting porch entrance with adjacent window, and large mullioned windows with red sandstone dressings (Figure 5.3 below). The windows are large and feature stained glass in the top pane of each window. There are prominent red sandstone quoins at the corners of the building. Two circular parrasses plates are located at the first and second floor levels at the southern corner of the building.

The former Headmaster's House adjoins a long, two-storey wing which runs north-south. It features a double string course and a regular fenestration pattern. The windows all feature chamfered red sandstone mullions and transoms and are composed of small panes of glass connected by glazing bars, though the glazing itself is modern. This is in contrast to the large panes and stained glass on the former Headmaster's House, which denote status and therefore reflect the hierarchy within the building.

The salvaged door to the 1671 headmaster's house is situated in the corner between this wing and the headmaster's house (Figure 5.4). This doorway is flanked by square pilasters on high plinths, with a moulded and shaped doorhead, studded door and a moulded inscribed plaque above with a pediment.

**Figure 5.3: Former Headmaster's House**



Source: Mott MacDonald (2022)

**Figure 5.4: 1671 doorway**



Source: Mott MacDonald (2022)

The original main entrance is located in a projecting bay in the centre of this elevation (Figure 5.5 below). The door is panelled and arched. The doorway comprises a segmental arch in red sandstone, with a square niche above the arch, which features a projecting metal bracket. This door is no longer in regular use. This wing connects to a large single storey range located in a cross-wing at the northern end of the building, which features a four-light Perpendicular style window in the eastern gable (Figure 5.6).



**Figure 5.5: Former school main entrance**



Source: Mott MacDonald (2022)

**Figure 5.6: Perpendicular-style window**



Source: Mott MacDonald (2022)

### 5.1.1.2 Southern Elevation

The southern elevation of the Original School Building comprises a single long range of two-and-a-half storeys with two protruding bays at the eastern extent. This elevation faces southwards on to an area of lawn, with playing fields and tennis courts beyond. It is partially screened by large bushes at the western end of the elevation. Circular pattern plates are situated along this elevation at predominantly second floor level. All the windows on this elevation are surrounded by red sandstone quoins and are one-over-one sash-and-case in style. The windows are used to stylistically divide the façade to reflect the differing internal spaces within this elevation, with the former Headmaster's House at one end and the former boarding house at the other.

The former Headmaster's House is located at the eastern end of this elevation, with two projecting slightly forwards. A diminishing scale is used in the eastern-most bay of the former house, with a large bay window at ground floor, pair of sash-and-case windows above, and a small second window situated within the gable above that. This evokes classical proportions and externally reflects the hierarchy of the interior. The bay window features stained glass in the topmost panes. A set of glazed double doors are located adjacent to the bay window within this projecting part of the elevation, providing access from the house into the garden. These doors are a 20<sup>th</sup> century alteration to a window, historically providing access to the one of the former flats. Above the doors is a long window which also features stained glass in its topmost pane.

The centre of the elevation features regularly spaced large sash-and-case windows. The diminishing scale is repeated in the central gable of the elevation, where three large windows are located on the ground floor, two on the first floor and two small windows within the gable. The gable itself is steeper than the two located to either side, and it is flanked by two chimneys which are set back and emerge at the ridge of the roof.

The western end of this elevation, where the former boarding house was located, now used for administration and the Sixth Form Centre, features a wide gable with a gable-end chimney projecting off the façade. Windows are situated to either side of the chimney in an irregular pattern and are located at approximately second level. The windows are smaller in scale than at the eastern end and middle of the elevation. This shift reflects the change in the internal uses

within this wing from the former Headmaster's House to the former boarding house. A single storey pitched extension projects westwards from the end of this elevation.

**Figure 5.7: Southern elevation of the Original School Building. The blue line denotes the stylistic shift on this façade.**



Source: Mott MacDonald (2022)

### 5.1.1.3 Western Elevation

The western elevation comprises a single west-facing range with three projecting ranges, located at the north, middle and south of the elevation. It faces a large playground and the gym situated opposite. Stylistically, the western elevation is largely the same as the eastern and southern elevations, composed in grey stone with red sandstone dressings.

At the southern end of the elevation, the area formerly occupied by the boarding house, now used for administration and the Sixth Form Centre, projects westwards. A single storey extension is located at the end of this, with a partially-glazed door which gives access to the playground. Behind this extension, the gable end of the former boarding house features an irregular pattern of four small windows, across the façade. The north-facing part of this projection features a small door and two windows at ground floor, and two windows at first floor level above.

The western elevation features three large windows at ground level situated either side of a central one-and-a-half storey extension. The windows are made up of paired or tripled columns of three lights, with the top two fixed and the bottom pane openable. On the first floor, the southern side of the extension features a disparate array of three windows of different sizes. The northern side of the extension features large windows composed of eight lights. The grey-blue slate roof features terracotta three-hole crested ridge tiles.



The central extension projects westwards and features a hipped roof and two small windows at the top of the façade.

At the northern end of the elevation, the range occupied presently by the Library projects slightly westwards beyond the main western elevation. The western façade of the Library is plain and is rendered, unlike the other elevations of the building. The outline of the gable roof of a former extension to this building is evident. It presently adjoins a modern single-storey flat roofed circulation space to the west.

**Figure 5.8: Western elevation of the Original School Building**



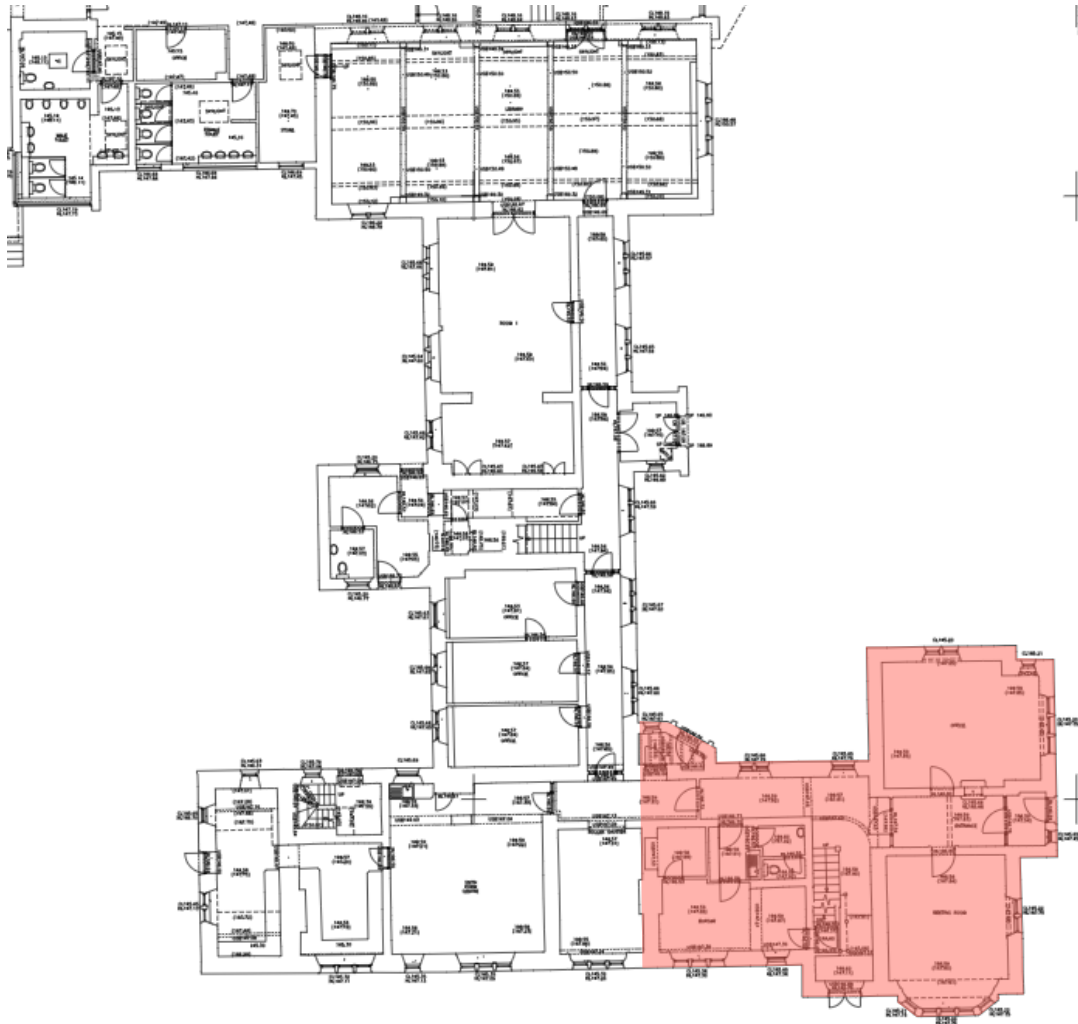
Source: Mott MacDonald (2022)

The northern elevation of the Original School Building is almost entirely obscured by modern buildings and as such is not discussed in this section.

## 5.1.2 Interior

### 5.1.2.1 Former Headmaster's House

**Figure 5.9: Ground Floor of the Original School Building, with the assumed extent of the Former Headmaster's House highlighted in red**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

The Former Headmaster's House is accessed from the eastern elevation, where the front door leads to a small lobby with a timber and stained-glass screen (Figure 5.10 below). Beyond the screen is a short corridor with a large room to north and south, each accessed via a large, central panelled door. The two doors are situated symmetrically opposite each other. Red, brown and white tiles are laid in a geometric pattern on the floor and there is a small ceiling rose. A modern glass door and window screen separates this area from the rest of the building (Figure 5.11).

**Figure 5.10: Front door screen, facing east**



Source: Mott MacDonald (2022)

**Figure 5.11: Modern glazed screen, facing east**



Source: Mott MacDonald (2022)

To the north is a large room currently used as an office (Figure 5.12 below). To the south is a second large room, with a large bay window, which is currently used as a meeting room (Figure 5.13). Both rooms feature decorative cornices and ceiling roses.

**Figure 5.12: Office to north of entrance**



Source: Mott MacDonald (2022)

**Figure 5.13: Meeting room to south of office**



Source: Mott MacDonald (2022)



Beyond the modern glass screen, the corridor divides in two, with a large, grand staircase and doors to the grounds located to the south, and the corridor continuing to the west. The staircase is a U-shaped with a landing two-thirds of the way up (Figure 5.15 below). It is panelled in timber and features interlocking decorative spindles. There is a small niche in the wall adjacent to the staircase, which is partially covered by a water cooler (Figure 5.15). Its original purpose is unknown: possibly a decorative niche or to contain a large ornament. Under the staircase, to the south, is a set of double doors, which historically were a window. The doors provide access to the lawn at the southern side of the building. The timber panelling of the staircase has been extended to cover an historic access route into the adjacent room, and stairs to the basement of the building.

A curved downstand beam is located at the base of the staircase, indicating the position of a partition wall which was removed when the flats were re-joined with the rest of the building, c. 2010 (Figure 5.14).

**Figure 5.14: Main staircase**



Source: Mott MacDonald (2022)

**Figure 5.15: Main staircase**



Source: Mott MacDonald (2022)

The corridor continues running east-west within the southern range of the Original School Building, with two large sash-and-case windows with timber reveals and shutters on the northern side. A large doorway leads to a staff toilet and an L-shaped office. The office was formerly two rooms, one accessed through the large doorway from the hall, and a narrow room incorporating the space now occupied by the staff toilet, accessed from the main hallway behind the stairs. The office provides access to the basement, the stairs down into which are located beneath the main staircase shown in Figures 5.14 and 5.15. The doorway historically would have linked through to the main hallway behind the stairs. This link was likely removed when the upper floors of the Headmaster's House was converted into flats. The basement walls are composed of coursed rubble sandstone and the basement is currently used for storage (Figure 5.17).

**Figure 5.16: Office showing the door that provides access to the basement.**



Source: Mott MacDonald (2022)

**Figure 5.17: Basement**



Source: Mott MacDonald (2022)

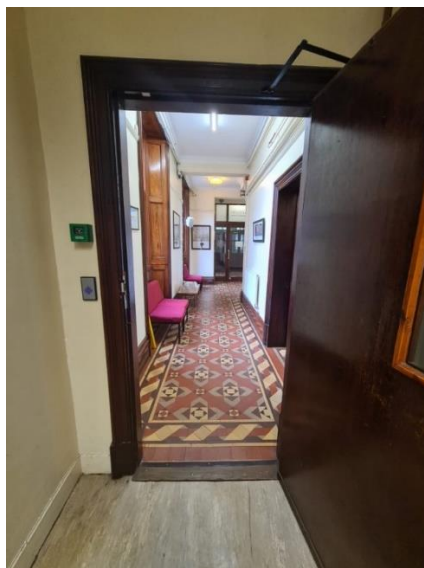
The transition point between the former Headmaster's House and the former boarding house and rest of the school is evident where the decorative tiles terminate, with the scroll-patterned border which runs around the edge of this floor marking the transition from a former domestic space to the school itself. The richness of the decorative tiles contrasts with the utilitarian linoleum of the student spaces in the building. It is possible that the tiles continue beneath the linoleum, but the scroll-patterned border nonetheless denotes a definitive boundary between two spaces. A modern plain timber fire door with a single long window is located in the historic frame.

**Figure 5.18: Former Headmaster's House facing west**



Source: Mott MacDonald (2022)

**Figure 5.19: Facing east towards the former Headmaster's House.**

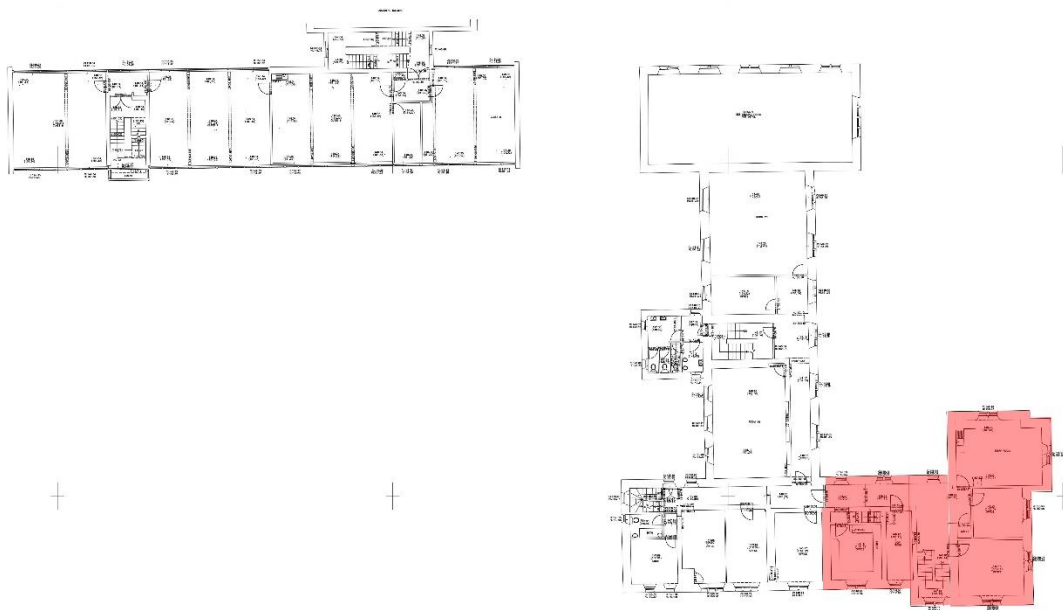


Source: Mott MacDonald (2022)



The first floor of the former Headmaster's House comprises a large, spacious landing and a corridor along the northern elevation of the building that provides access to a number of rooms which are predominantly used as offices today. One doorway is blocked up at the top of the stairs (Figure 5.21 below), but otherwise the original floorplan can still be understood. Large three-light windows of a two-light sash and case windows with a fixed stained-glass light at the top are situated throughout the first floor (Figure 5.22 below). Many of the external walls feature internal insulation cladding and modern strip lighting is in situ throughout.

**Figure 5.20: First floor plan of the Original School Building, with the Former Headmaster's House highlighted in red**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

**Figure 5.21: Former Headmaster's House landing, facing south**



Source: Mott MacDonald (2022)

**Figure 5.22: First floor office**



Source: Mott MacDonald (2022)

A steep, narrow staircase (Figure 5.23 below) provides access to the second floor. The second floor is disused and in poor condition, with peeling paint and exposed areas of lath and plaster (Figure 5.24). There is also evidence of significant water ingress. The floor is boarded throughout. Many of the roof trusses are painted yellow, and areas of historic wallpaper and paint colours are visible. Some fixtures such as a sink, toilet and fireplace survive.

**Figure 5.23: Second floor staircase**



Source: Mott MacDonald (2022)

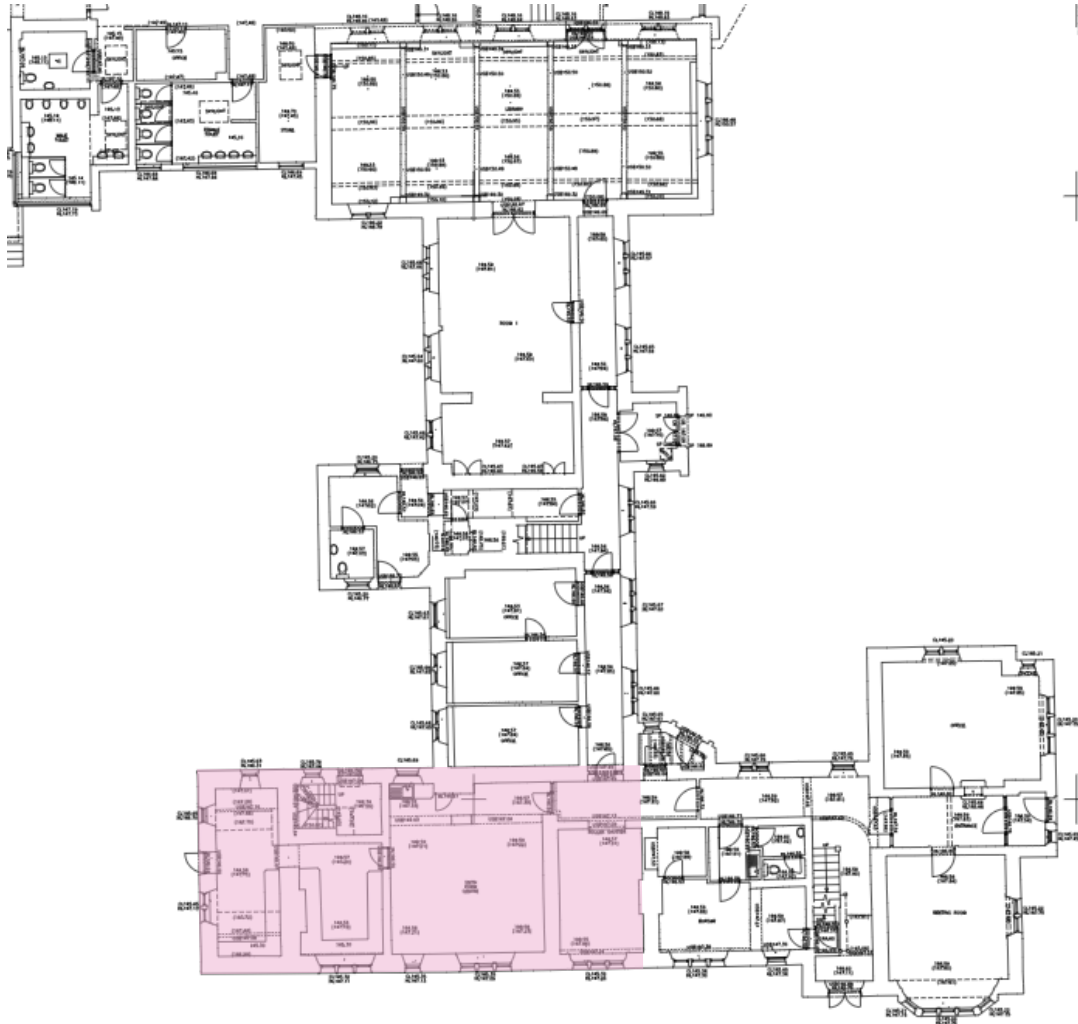
**Figure 5.24: Former second floor bedroom, now disused, facing south.**



Source: Mott MacDonald (2022)

### 5.1.2.2 Former Boarding House

**Figure 5.25: Ground Floor of the Original School Building, with the assumed extent of the Former Boarding House highlighted in pink.**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

As discussed in 5.1.2.1, the former Headmaster's House is expressed by the end of the decorative tiles and a large doorway, which separates it from the rest of the school. A short corridor continues westward, with the 1671 porch and doorway located to the north. The porch is a small and awkwardly shaped room with a high ceiling. A large niche is situated adjacent to the door into the Original School Building, possibly reflecting the location of a previous opening (Figure 5.27).

**Figure 5.26: Access into porch from Original School Building corridor**



Source: Mott MacDonald (2022)

**Figure 5.27: Interior of porch, with the rear of the 1671 door visible to the left.**



Source: Mott MacDonald (2022)

Immediately following the 1671 porch is the student reception, located on the southern side of the building. The original purpose of this room is unknown. It seems unlikely that it was part of the Headmaster's House due to the clear end of the tiled flooring, however it still features the larger window with shutters of the higher-status part of the building (Figure 5.7, Figure 5.28 below). It is possible it initially functioned as an office or study.

To the west of the Student Reception is the Sixth Form Centre, which comprises three rooms. The first room is large, with a suspended ceiling which truncates the original proportions of the room and may conceal historic features. There is a tripartite window which faces south (Figure 5.30). Two smaller, narrow rooms are located to the west, as well as a staircase which is now only accessible from the outside to the north. It is possible that these two rooms were used as kitchens or other ancillary spaces for the boarding house.



**Figure 5.28: Student Reception, facing south**



Source: Mott MacDonald (2022)

**Figure 5.29: Western staircase, from first floor**



Source: Mott MacDonald (2022)

**Figure 5.30: Sixth Form Centre, facing south**



Source: Mott MacDonald (2022)



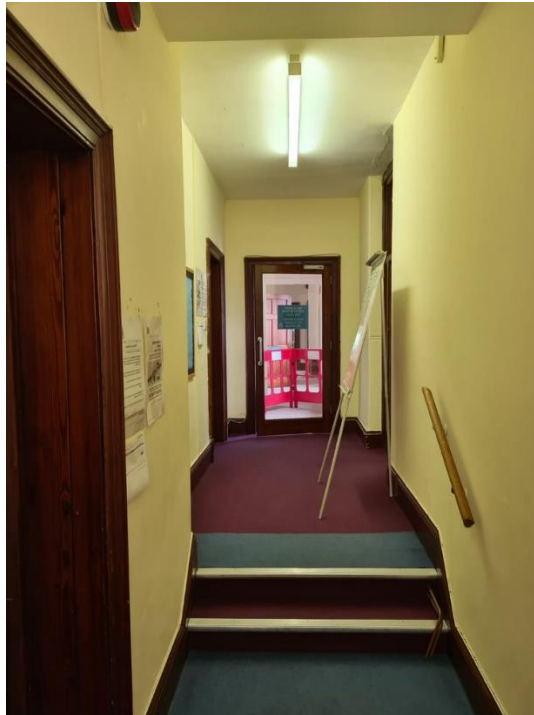
On the first floor, the former boarding house comprises a number of offices and ancillary storage rooms. Like the ground floor, the rooms are plainly decorated and feature suspended ceilings which may conceal original features above.

**Figure 5.31: Ancillary teaching room, facing south-west**



Source: Mott MacDonald (2022)

**Figure 5.32: Corridor, facing east from the former Boarding House towards the former Headmaster's House**



Source: Mott MacDonald (2022)

A timber staircase situated adjacent to the stone staircase shown in Figure 5.29 connects the first floor to the second floor (Figure 5.33), with both staircases separated from the rest of the former boarding house by a modern partition wall and fire door (Figure 5.34). These later additions likely date to the conversion of the boarding house into flats.

The second floor retains its appearance as a residential flat, with a kitchen and bathroom and other rooms which were used as bedrooms and are now used for storage (Figure 5.35, Figure 5.36 below).

**Figure 5.33: Second floor staircase, facing east**



Source: Mott MacDonald (2022)

**Figure 5.34: Fire door access to stairs, facing north**



Source: Mott MacDonald (2022)

**Figure 5.35: Former second floor flat kitchen, facing south-west**



Source: Mott MacDonald (2022)

**Figure 5.36: Former second floor flat bedroom, facing south**

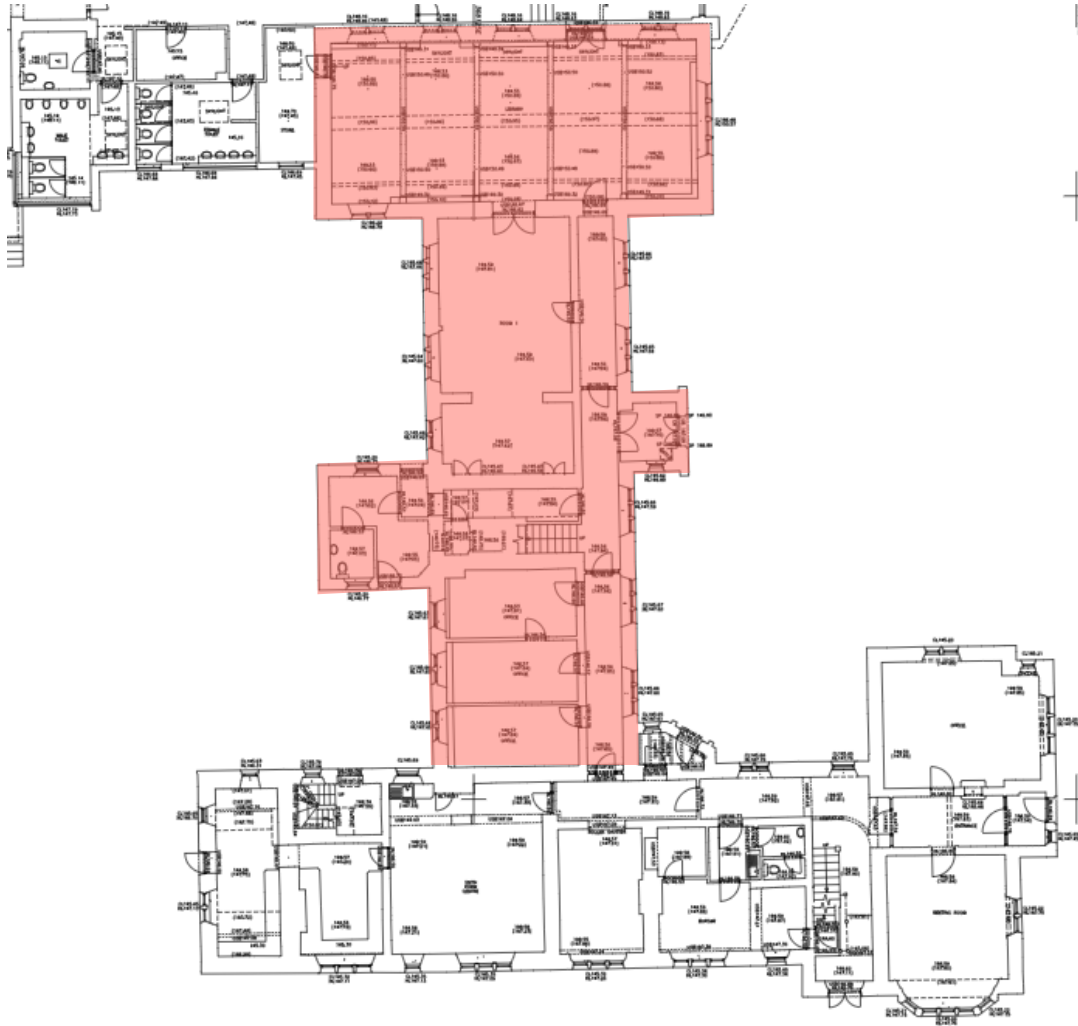


Source: Mott MacDonald (2022)

### 5.1.2.3 Remainder of the Original School Building

The principal former teaching wing of the Original School Building runs north-south and has two floors connected by a central main staircase, located in the centre of the range. A small outshot projects to the west behind the staircase, where toilets are located. The staircase has a modern appearance, featuring a modern metal banister and black linoleum stairs with yellow stair tread edges (Figure 5.38 below).

**Figure 5.37: Ground Floor of the Original School Building, with the central and northern wing of the Original School Building highlighted in red.**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

On the ground floor, a corridor runs along the full length of the building at the eastern side. It is plainly decorated, with a grey linoleum floor and two indentations at dado height forming the only decoration. Glazed doors are situated regularly along the corridor (Figure 5.39). To the south of the staircase are three small meeting rooms or offices, which are alike in size and are plainly decorated with modern windows. It is likely that these once were a single larger classroom, or possibly the dining room, though this is not verified. To the north of the staircase is a single large classroom which features a suspended ceiling behind which original features may survive. Slightly to the north of the staircase, facing east, is the former main entrance to the



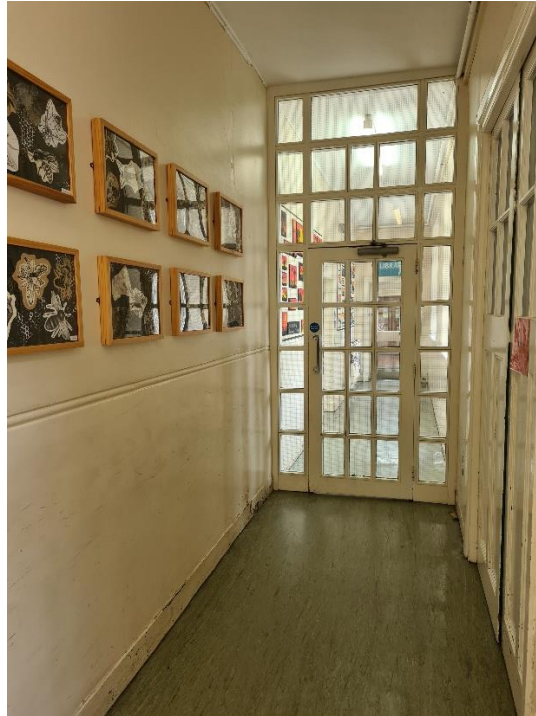
Original School Building, which is located in a small porch. This entrance is now disused, but the double doors remain in situ (Figure 5.41 below).

**Figure 5.38: Modern staircase**



Source: Mott MacDonald (2022)

**Figure 5.39: Ground floor corridor, facing north**



Source: Mott MacDonald (2022)

**Figure 5.40: Large classroom to north of stairs**



Source: Mott MacDonald (2022)

**Figure 5.41: Former Original School Building main entrance**



Source: Mott MacDonald (2022)



The first floor also features a long corridor at the eastern side of the building, though it does not span the full length of the range. There are two large classrooms in this range, located to north and south of the central staircase. The classroom to the north of the staircase has been subdivided to accommodate a lobby, and an office as well as a classroom. Both classrooms have very few surviving historical features, with the exception of a dado rail in the southern classroom, and some windows. Both classrooms feature a variety of windows, including large, full-height windows on the western elevation, with the southern classroom also featuring a smaller window on this elevation (Figure 5.42). The northern classroom also features smaller three-panel mullioned windows on the eastern elevation situated much higher up the wall (Figure 5.43).

**Figure 5.42: Southern first floor classroom**



Source: Mott MacDonald (2022)

**Figure 5.43: Northern first floor classroom**



Source: Mott MacDonald (2022)

A single-storey cross-wing range at the northern end comprises a single large room, which, as discussed in section 4.2 was either a originally large classroom or a chapel. It is presently used as the Library. It features a timber braced roof, with a row of skylights on the northern pitch of the roof. At the western end, there is a large timbered screen, listing past school pupils and the universities they went onto study at (Figure 5.44). A large, four light perpendicular-style window is located in the eastern gable (Figure 5.45).

**Figure 5.44: Library, facing west**



Source: Mott MacDonald (2022)

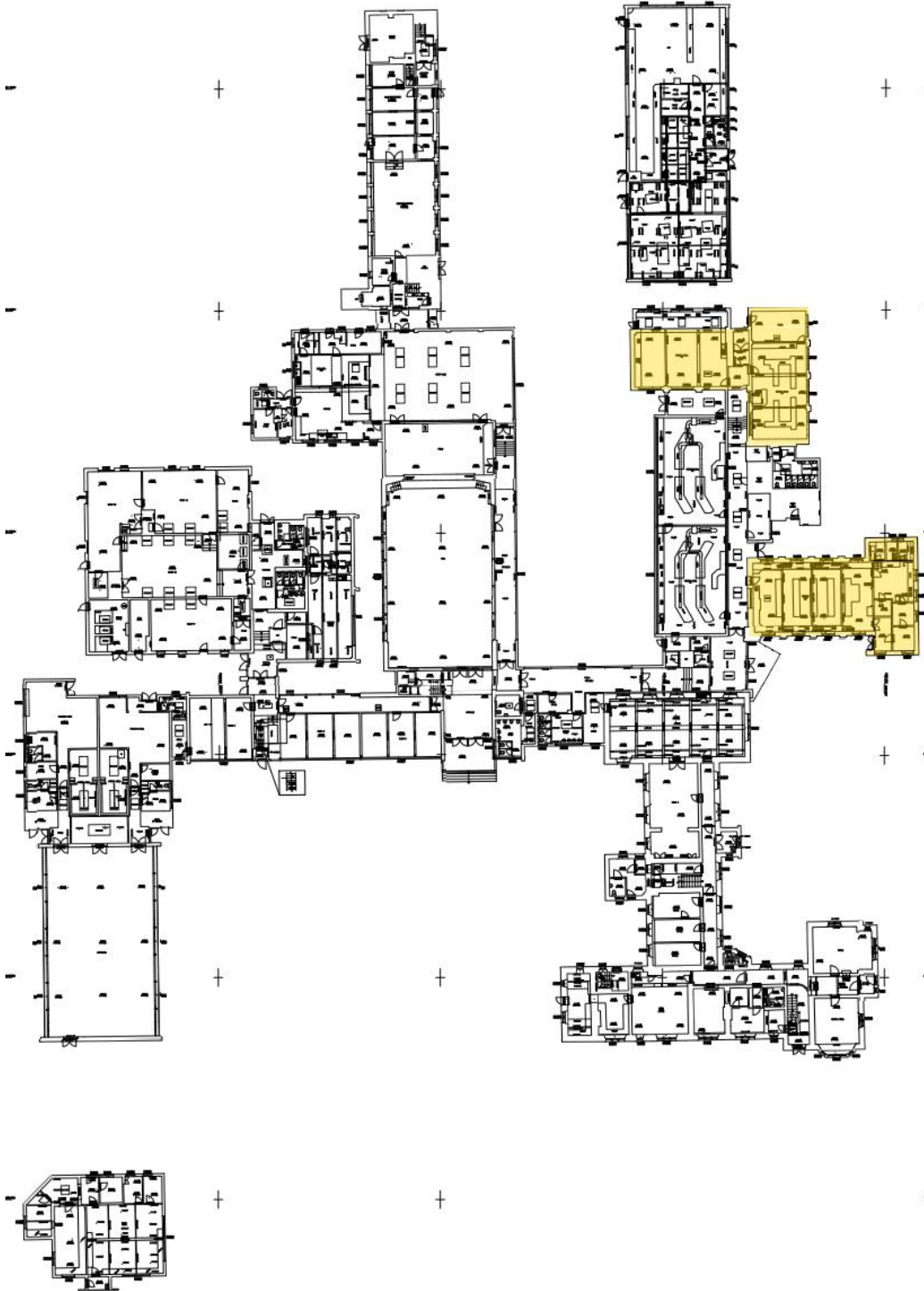
**Figure 5.45: Library, facing east**



Source: Mott MacDonald (2022)

## 5.2 1927 and 1935-7 Science Buildings

Figure 5.46: Ground floor of Appleby Grammar School, highlighting the locations of the 1927 Science Building (bottom) and 1935-7 Science Building (top) in yellow.



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

## 5.2.1 1927 Science Building

### 5.2.1.1 Exterior

The 1927 Science Building is located to the north of the Original School Building. It was originally a free-standing building, but is now incorporated into the school buildings by 1960s extensions at its western end. The modern entrance into the school is visible to the left in Figure 5.47 below

The 1927 Science Building is composed in a red stone coursed rubble with dark red sandstone dressings, and a slate roof with diminishing courses of grey-blue slates. It is approximately T-shaped. Its windows are located in pairs and are modern replacements. They are composed of predominantly three lights, with the centre pane fixed and top and bottom openable. The exception to this is two tall windows on the northern and southern sides of the building (Figure 5.47, Figure 5.48). These windows are modern and date to c. 2013.<sup>84</sup> The original windows were likely sash-and-case.

**Figure 5.47: 1927 Science Building, facing north**



Source: Mott MacDonald (2022)

**Figure 5.48: 1927 Science Building, facing south**



Source: Mott MacDonald (2022)

A plaque is located within the eastern-most gable on the southern side of the block (Figure 5.47). It notes the block's construction date of 1927 and that it was constructed by trustees of the Sir James Whitehead, Bart, and Mercy Lady Whitehead Foundation.

### 5.2.1.2 Interior

The interior of the 1927 Science Building is understood to have retained its original appearance, with rows of benches in the centre of the room and cupboards around the perimeter. It features parquet flooring and tiling on the walls (Figure 5.49 – Figure 5.51 below). The timber roof braces and tie beam are visible, rising from corbels located between the windows. The interior of the 1927 Science Building was recently refurbished and some fittings were replaced like-for-like.<sup>85</sup> At the eastern end of the building are ancillary facilities, such as storage and prep rooms. A hatch connects the prep room to the classroom (Figure 5.50). These ancillary rooms are in poor condition, with evidence of water ingress causing damp.

<sup>84</sup> Eden District Council, Planning Application reference: 12/1049.

<sup>85</sup> Pers. comms with school staff on site, 25/05/22.



**Figure 5.49: 1927 Science Building facing east**



Source: Mott MacDonald (2022)

**Figure 5.50: Door and hatch into the store cupboard, with parquet flooring below**



Source: Mott MacDonald (2022)

**Figure 5.51: Store cupboard, showing areas of damp**



Source: Mott MacDonald (2022)



## 5.2.2 1935-7 Science Building

### 5.2.2.1 Exterior

The 1935-7 Science Building comprises an approximately L-shaped building composed of squared, coursed rubble, with red sandstone dressings (Figure 5.52). It features four mullioned windows along the eastern elevation, each composed of four long lights and four small square lights. The block is adjoined to the south and west by 1960s additions. A 1990s lean-to extension is situated to the north of block, highlighted in Figure 5.53. This lean-to is also executed in coursed stone which matches the 1935-7 Science Building.

**Figure 5.52: Eastern elevation, facing north-west**



Source: Mott MacDonald (2022)

**Figure 5.53: 1935-7 Science Building western elevation, facing east with the modern extension highlighted**



Source: Mott MacDonald (2022)

### 5.2.2.2 Interior

The interior of the 1935-7 Science Building is indistinguishable from the 1960s additions that almost engulf it. The original floorplan was altered to meet modern teaching requirements, with the two classrooms in the eastern range of the block being combined into one larger classroom and a storeroom. A substantial downstand beam highlighted in Figure 5.54 reflects the historic location of the divide between the two classrooms. The location of former windows from the southern classroom when the block was free-standing are visible in Figure 5.55.

**Figure 5.54: Eastern classroom in the 1935-7 Science Building with downstand beam highlighted in blue**



Source: Mott MacDonald (2022)

**Figure 5.55: Former windows in the 1935-7 Science Building**



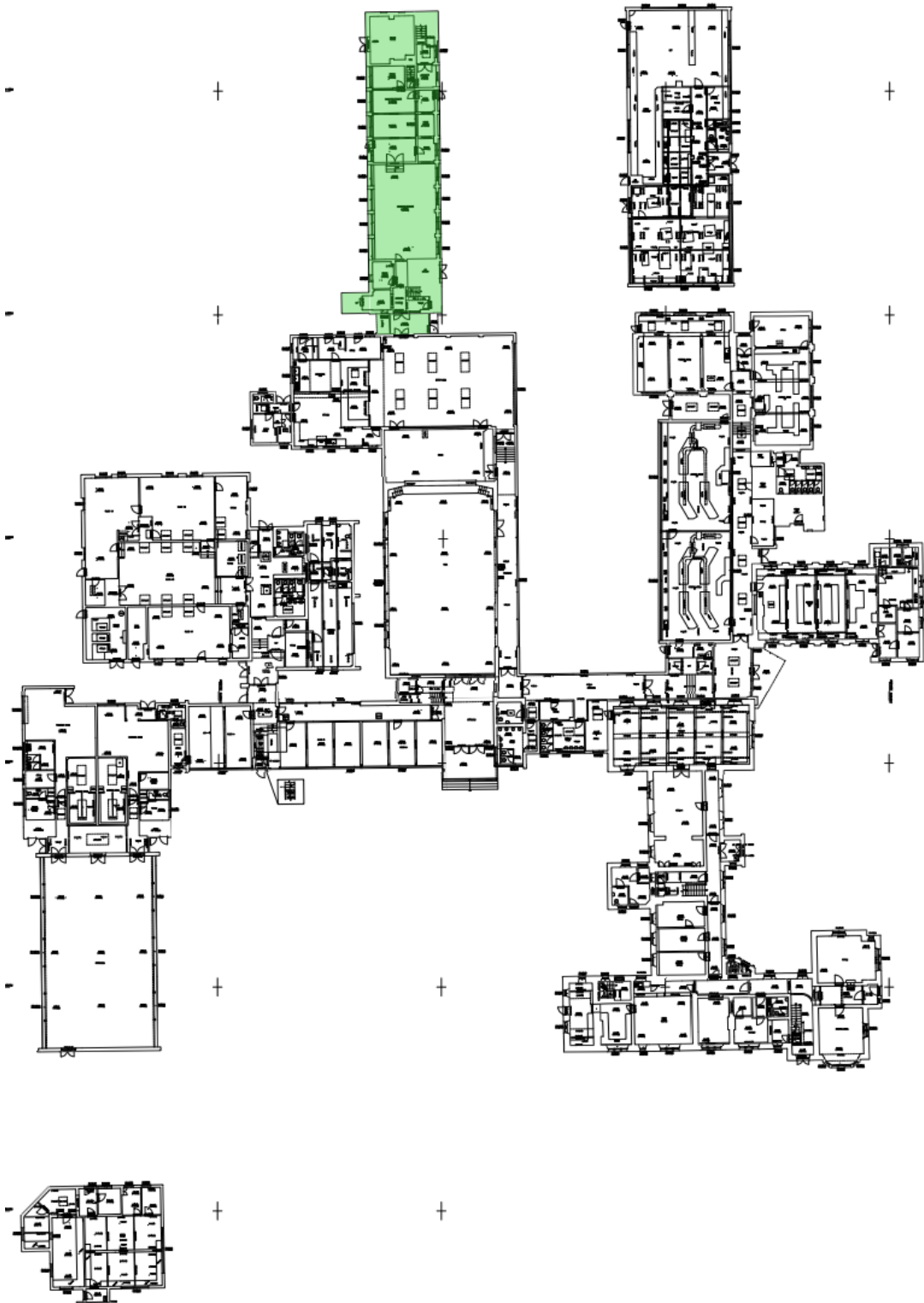
Source: Mott MacDonald (2022)

### 5.3 Modern School Buildings

As discussed in Section 4, the transition from a selective boys-only Grammar School to a co-educational and bilateral school reflects a key turning point in the school's history. As such, all of the buildings constructed after this date are collectively referred to as the 'Modern School Buildings'.

### 5.3.1 Arts and Crafts Building

**Figure 5.56: Ground floor of the school buildings with the Arts and Crafts Building highlighted in green**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

### 5.3.1.1 Exterior

The Arts and Crafts Building is located at the northern end of the site and comprises a three storey, rectangular building, composed of brick with some rendered infill panels on the western façade (Figure 5.57, Figure 5.58). It features a regular grid fenestration pattern across all three floors, with modern three- or four-light windows on each side. A modern lift shaft is located at the south-western corner of the building, providing access to all storeys. To the east of the building is a small area of playground, while to the west is an access road through the site and rolling hills beyond.

**Figure 5.57: Arts and Crafts Building, facing east**



Source: Mott MacDonald (2022)

**Figure 5.58: Arts and Crafts Building, facing west**



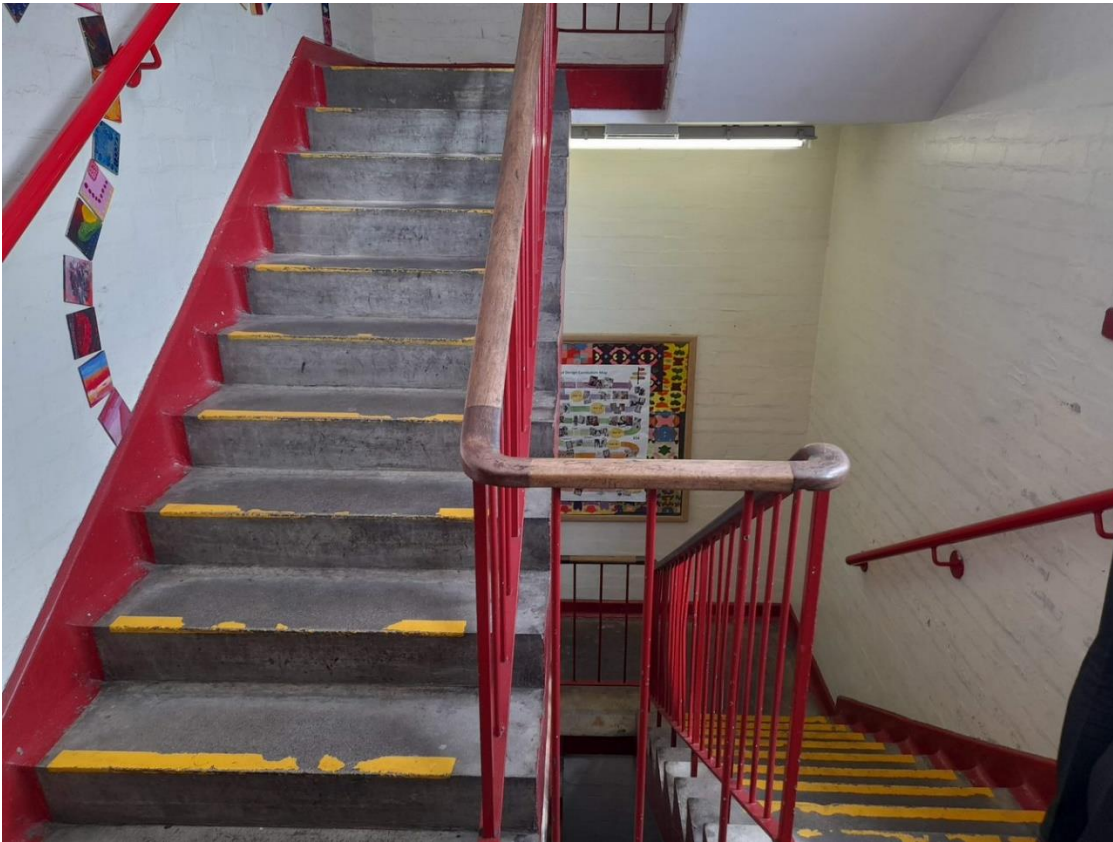
Source: Mott MacDonald (2022)

### 5.3.1.2 Interior

The building comprises two large classrooms per floor, with a concrete staircase at both the northern and southern ends of the building (Figure 5.59). There are no circulation spaces within the building, so access is either through the classrooms or via the separate staircases. The classrooms have windows on both the eastern and western elevations. The building is currently used for art, textiles and food technology (Figure 5.60), with two computer rooms on the ground floor (Figure 5.61).



**Figure 5.59: One of the two identical staircases at each end of the building**



Source: Mott MacDonald (2022)

**Figure 5.60: Food technology classroom**



Source: Mott MacDonald (2022)

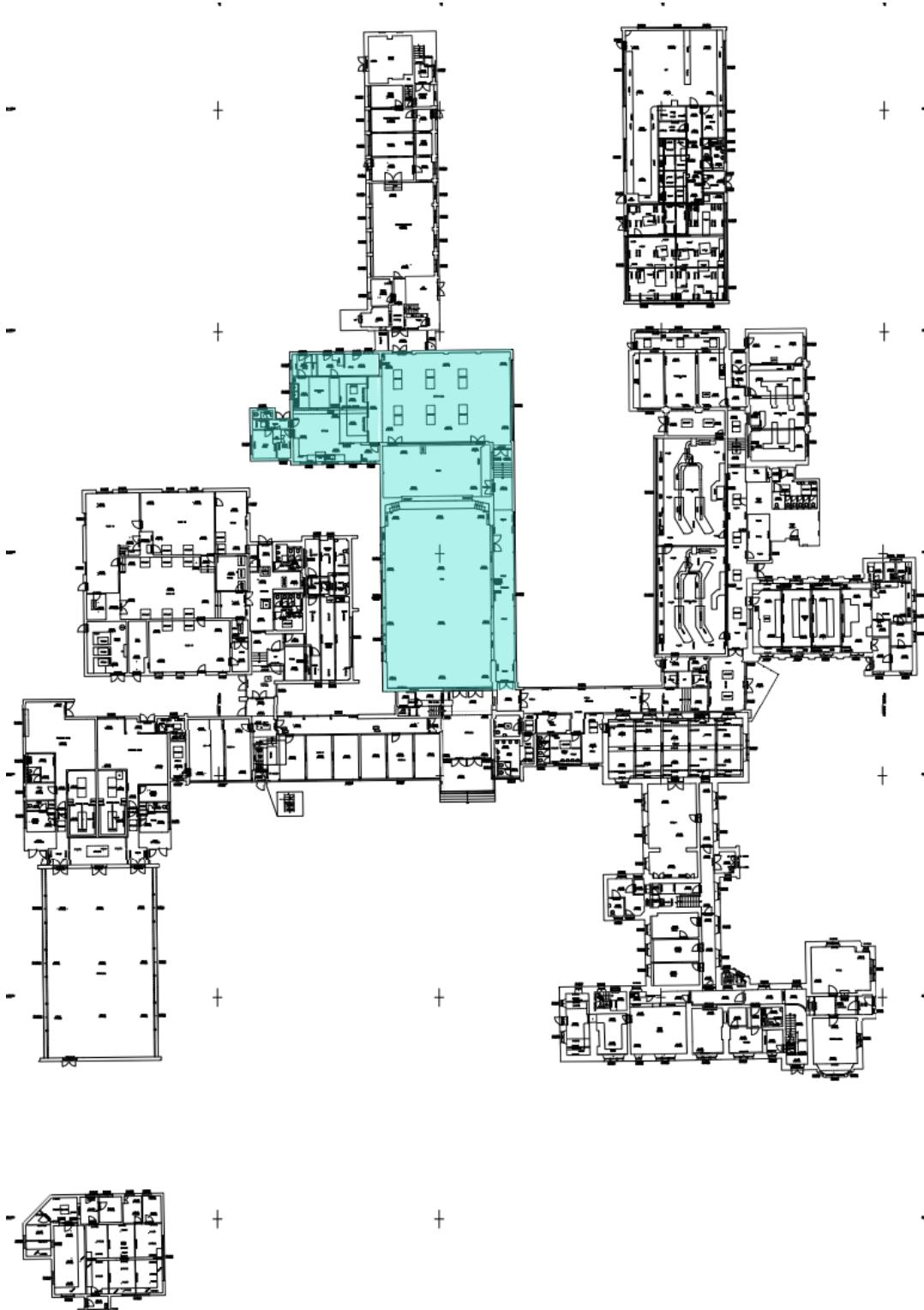
**Figure 5.61: Computer classroom**



Source: Mott MacDonald (2022)

### 5.3.2 Main Assembly Hall and Canteen

Figure 5.62: Ground floor of the school buildings with the Main Assembly Hall and Canteen highlighted in blue



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

### 5.3.2.1 Exterior

The Main Assembly Hall and Canteen are located in an L-shaped building, which adjoins the Arts and Crafts Building to the north and the 1962 block to the south (Figure 5.62 above). The Assembly Hall is located in the south of the building, and is double-height with a pitched roof. A flat-roofed single-storey link corridor is located to the east, and the flat-roofed Canteen to the north and north-west. The building is predominantly composed of brick, with areas of PVC cladding infill below the windows and red panelling above the ground-floor windows (Figure 5.63, Figure 5.64). To the east, the Main Assembly Hall and Canteen face a small garden courtyard which is enclosed on three sides. To the west is a narrow alley between the Main Assembly Hall and the extension to the Intake and Development Centre.

**Figure 5.63: Main Assembly Hall, facing west**



Source: Mott MacDonald (2022)

**Figure 5.64: Canteen (centre), facing south-west. Location of stained glass outlined in turquoise.**



Source: Mott MacDonald (2022)

### 5.3.2.2 Interior

The Main Assembly Hall is a large open space with a substantial stage at the northern end. It features clerestory windows along both long sides of the room, with additional windows to the east looking into the adjoining corridor at ground floor level. The room has parquet flooring and an area of geometric-patterned panelling on the southern wall.

The Canteen is formed of two areas, comprising the Dining Room and the Kitchens. Both are modern in character. The Dining Room features windows at the eastern end of the building, including one panel of stained glass (location highlighted in Figure 5.64), as well as roof lights regularly placed in the ceiling. The Kitchens are located to the west of the Dining Room.

The corridor that connects the Main Assembly Hall to the Canteen is long and narrow, featuring a red linoleum floor and large windows into the Main Assembly Hall to the west and the courtyard garden to the east. There are glazed doors at either end. It features a short set of stairs at the northern end which provide access into the Canteen.



**Figure 5.65: Main Assembly Hall facing south**



Source: Mott MacDonald (2022)

**Figure 5.66: Canteen, facing east**



Source: Mott MacDonald (2022)

**Figure 5.67: Corridor, facing south with the Main Assembly Hall to the right**



Source: Mott MacDonald (2022)

**Figure 5.68: Corridor, facing north towards the canteen**

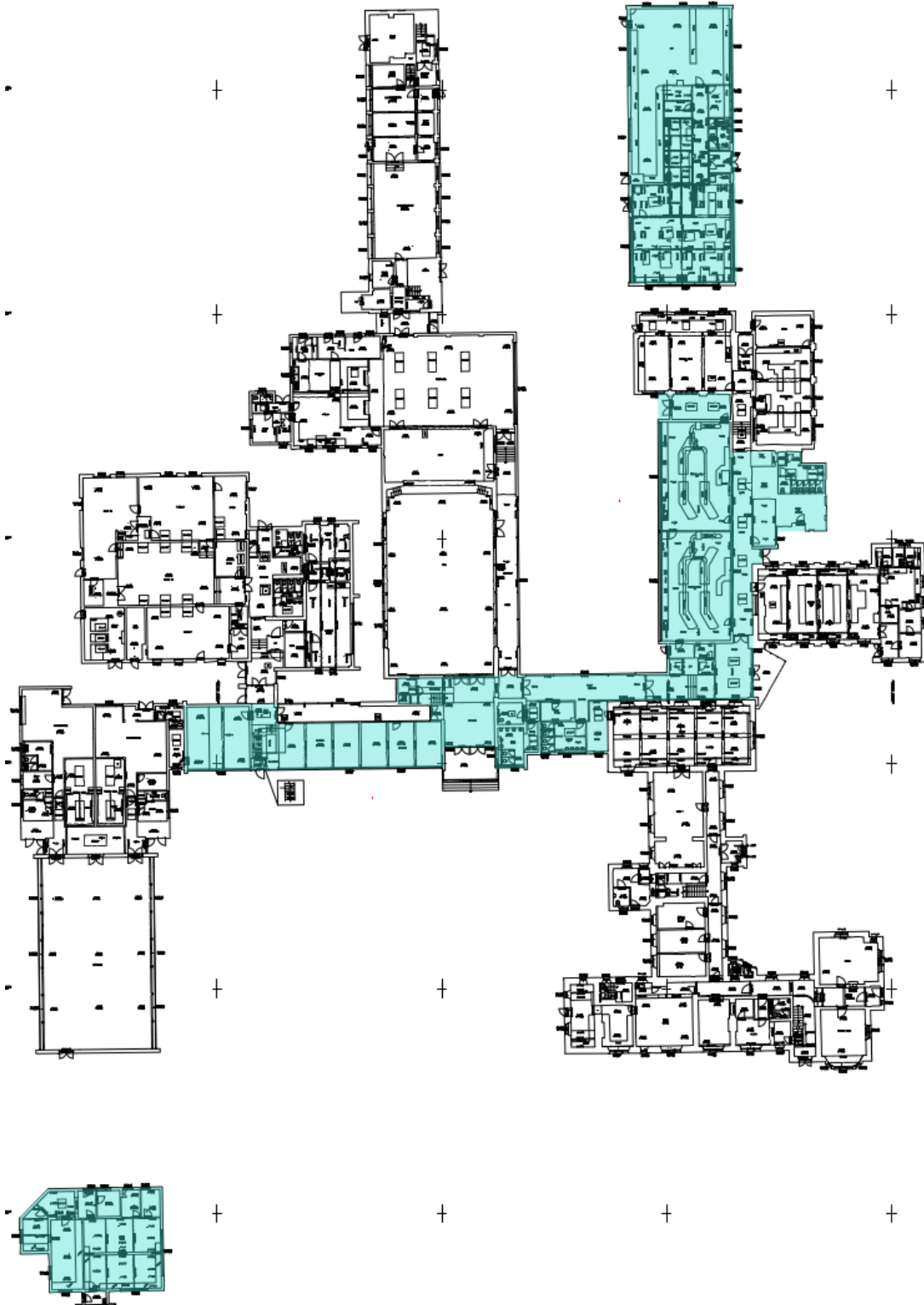


Source: Mott MacDonald (2022)



### 5.3.3 1962 buildings

**Figure 5.69: Ground floor of the school buildings with the DT block, 'Other' Science Building, Single Storey Link Building, 1962 block and Music block highlighted in turquoise**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

### 5.3.3.1 Exterior

The 1962 buildings comprise a substantial portion of the buildings on the site, as shown on Figure 5.69 above. Several comprise small extensions or infill buildings that connect older areas of the building, such as single-storey linking circulation spaces and the new west-facing main entrance to the school (Figure 5.70). These 1962 buildings are predominantly single storey, and are composed of brick, with some exceptions, such as the long, three-storey teaching block and the extension adjacent to the 1927 Science Building, which is cement-rendered in grey (Figure 5.71) and accommodates toilets and a reprographics room.

**Figure 5.70: Modern entrance between the Library and 1927 Science Building**



Source: Mott MacDonald (2022)

**Figure 5.71: Extension between the Science Buildings**



Source: Mott MacDonald (2022)

The free-standing DT block located at the north-eastern corner of the site and the two science classrooms, referred to as ‘Other Science Building’, are also single storey (Figure 5.72 and Figure 5.73). The external walls of these blocks are composed of a brick plinth, with windows spanning across the full width of the upper half of the elevation. This reflects attitudes at the time to ensure that all children could see outside from within their classroom, in contrast to the high-level windows in the Original School Building.<sup>86</sup>

**Figure 5.72: Science classrooms (left) and single storey corridor (right), facing south**



Source: Mott MacDonald (2022)

**Figure 5.73: DT block, facing west**



Source: Mott MacDonald (2022)

<sup>86</sup> Historic England, *Education Buildings: Listing Selection Guide* (Swindon, 2011): 7. Available online via: <https://historicengland.org.uk/images-books/publications/dlsg-education-buildings/heag111-education-lsg/> (accessed June 2022).

The Music block is located within the former Agricultural Science building to the south of the Gym (Figure 5.75). It features an asymmetric pitched roof and its original glazing pattern.

**Figure 5.74: DT block visible beyond the 1935-7 Science Building**



Source: Mott MacDonald (2022)

**Figure 5.75: Music block, facing west**



Source: Mott MacDonald (2022)

An exception to the single-storey 1962 buildings is the long, three-storey 1962 block, which is composed in a strong grid pattern, with regular fenestration and red and yellow cladding (Figure 5.76). The 1962 block has a brick plinth and brick panels to the sides and rear. A large, stylised deer from the school's logo composed of strips of red metal is located above the western entrance to the building, projecting off the building's façade. The rear façade of the 1962 block features smaller windows with large areas of cream-coloured rendering in-between (Figure 5.77). The block faces south on to a large playground and adjoins many of the other buildings on the site, acting as a link between them. These include the Assembly Hall and the Intake and Development Centre to the north, the changing rooms to the west, and circulation spaces, with the Library beyond to the east.

**Figure 5.76: 1962 block, facing north**



Source: Mott MacDonald (2022)

**Figure 5.77: Rear of the 1962 block, facing south**



Source: Mott MacDonald (2022)

### 5.3.3.2 Interior

The interior of the 1962 buildings are largely modern in character, featuring linoleum or carpeted flooring. The walls are either plastered or plain brick and are painted white throughout. The classrooms feature large uPVC windows, demonstrating an intention to maximise natural light



throughout the buildings. Many of the classrooms feature modern suspended ceilings, and where there are not suspended ceilings, the ceilings are plainly plastered (Figure 5.78 – Figure 5.81 below). The music block is a notable exception, as it features a corrugated metal roof, with exposed steel trusses (Figure 5.82). Within the 1962 block, two narrow exposed concrete staircases provide access through the building. Their metal spindles are painted red (Figure 5.83).

**Figure 5.78: Main entrance, facing west**



Source: Mott MacDonald (2022)

**Figure 5.79: Science block classroom**



Source: Mott MacDonald (2022)

**Figure 5.80: DT block classroom**



Source: Mott MacDonald (2022)

**Figure 5.81: 1962 block classroom**



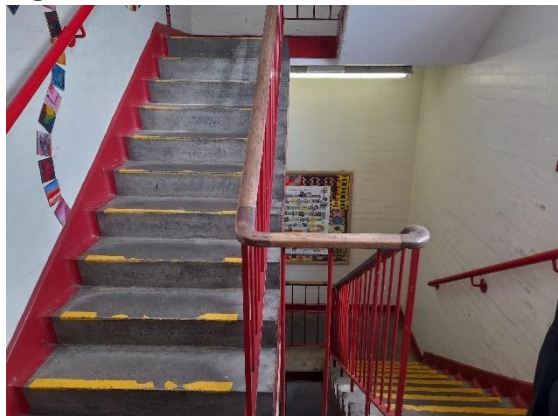
Source: Mott MacDonald (2022)

**Figure 5.82: Music block**



Source: Mott MacDonald (2022)

**Figure 5.83: 1962 block staircase**

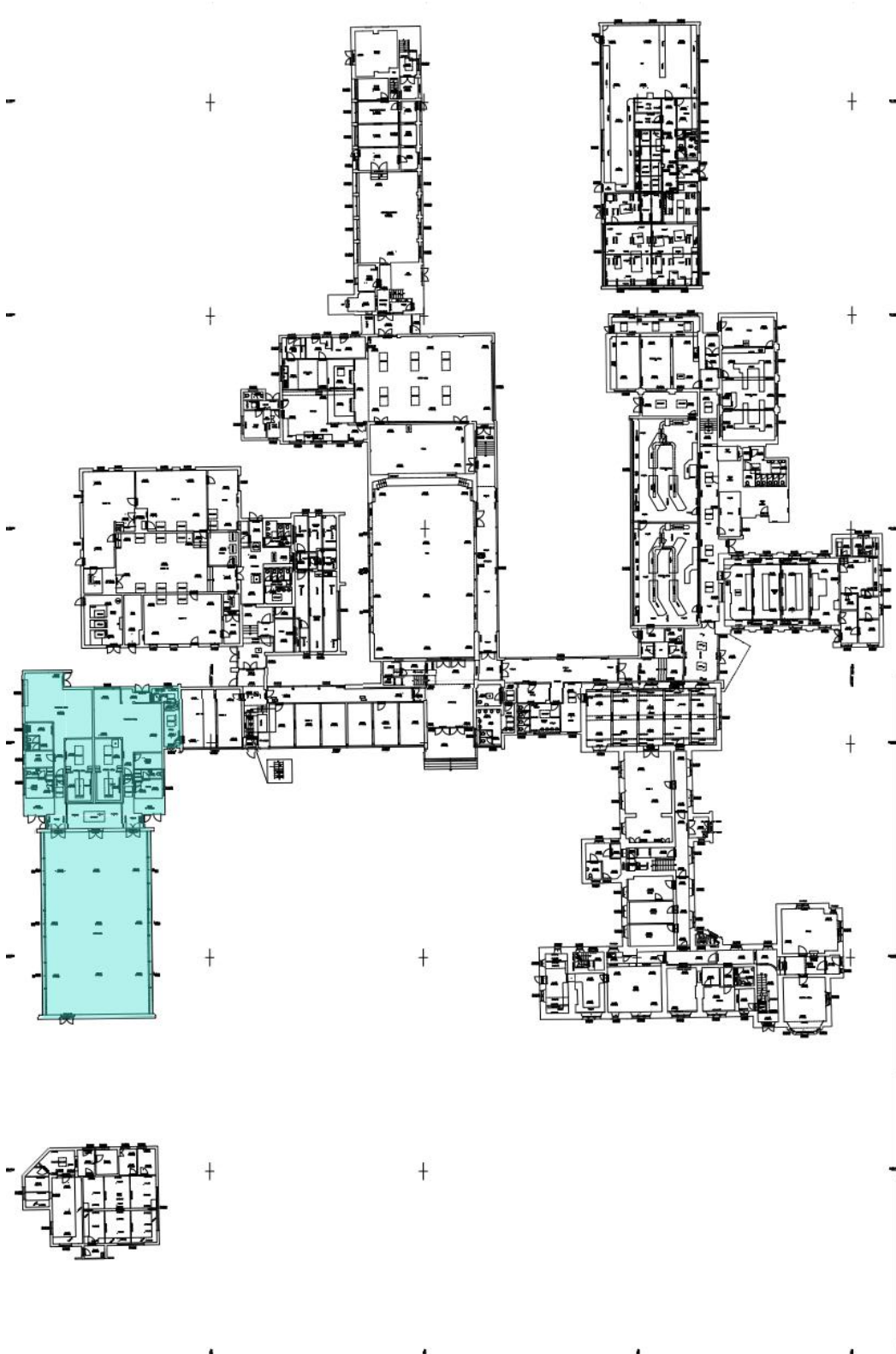


Source: Mott MacDonald (2022)



### 5.3.4 Gym and changing facilities

**Figure 5.84: Ground floor of the school buildings with the Gym and changing facilities highlighted in turquoise**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

#### 5.3.4.1 Exterior

The Gym and changing facilities comprise a large, two-storey gymnasium with adjoining single-storey changing rooms to the north (Figure 5.85, Figure 5.86). The Gym and changing facilities are located to the west of the Original School Building, forming one side of a three-sided courtyard. The Gym is a brick building with a pitched roof and single-glazed windows at first-floor height. A tall green metal fence adjoins the Gym to the south as it forms the western boundary of the school.

**Figure 5.85: Gym, facing west**



Source: Mott MacDonald (2022)

**Figure 5.86: Gym, facing north**



Source: Mott MacDonald (2022)

#### 5.3.4.2 Interior

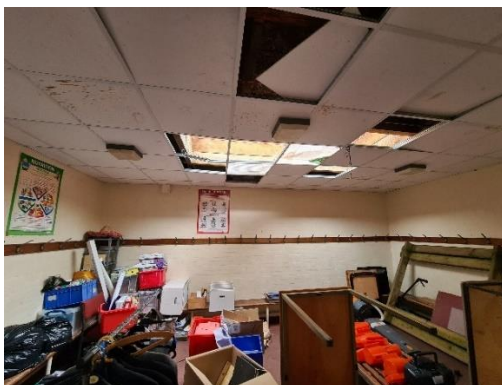
The interior of the Gym is a large open space, with a wooden floor covered with coloured markings denoting different sports courts. A carpet was laid when this room was surveyed to muffle sound whilst exams were taking place (Figure 5.87 below). The steel structure of the building is evident, with columns visibly integrated into the painted brick of the lower part of the walls. The steel columns are free-standing above the brick, with the windows situated behind the columns, independent of the structure of the building. The southern wall is painted red. The changing rooms to the north of the Gym are disused and are presently used for storage (Figure 5.88). They are composed of plain painted brick walls, suspended ceilings and comprise two changing rooms and two shower rooms and staff offices.

**Figure 5.87: Interior of the Gym**



Source: Mott MacDonald (2022)

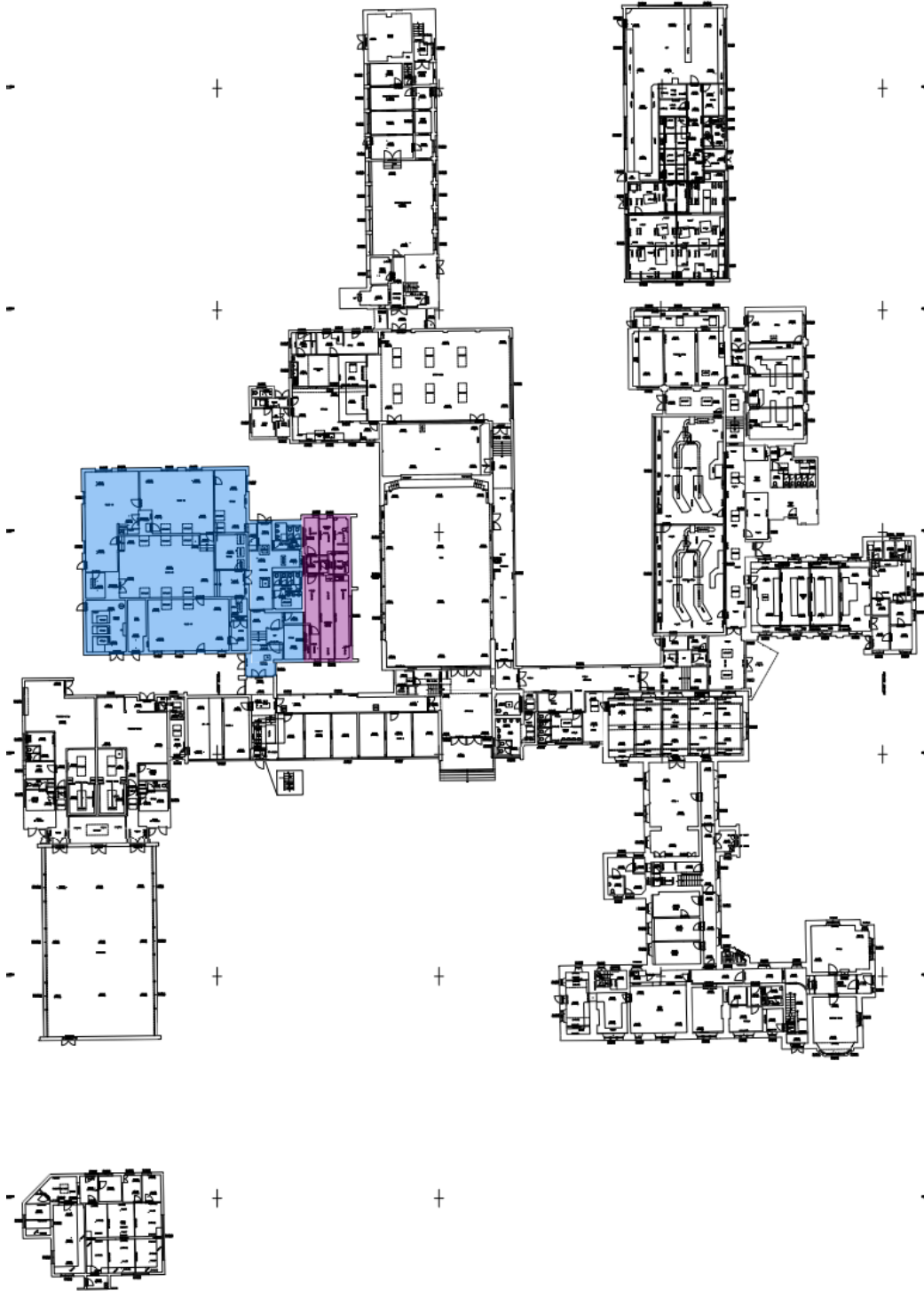
**Figure 5.88: Disused changing room**



Source: Mott MacDonald (2022)

### 5.3.5 Former Intake and Development Centre and SEN Building Extension

**Figure 5.89: Ground floor of the school buildings with the Intake and Development Centre highlighted in blue, and SEN (Special Educational Needs) Building Extension in purple**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)



### 5.3.5.1 Exterior

The former Intake and Development Centre comprises an approximately square flat-roofed building composed of grey brick with timber cladding around the roof height. Unlike the 1962 buildings, the windows in this block are narrow and full height, as opposed to being located across the whole façade.

A modern red brick extension adjoins the building to the east, which is partially flat roofed and partially mono-pitched. It features small windows on its northern and southern elevations.

**Figure 5.90: Former Intake and Development Centre, facing north**



Source: Mott MacDonald (2022)

**Figure 5.91: Modern extension to the Former Intake and Development Centre.**



Source: Mott MacDonald (2022)

### 5.3.5.2 Interior

The former Intake and Development Centre comprises a central computer room lit by sky lights surrounded by three classrooms, offices, and storerooms, some of which are externally accessed. It is now used as the school English department. The central computer room features built-in desks, a large built-in blackboard and has a wide timber dado rail. The SEN extension comprises a large modern classroom with adjoining disabled toilets and two blocks of toilets. The interior of both areas of the block are modern in appearance, with suspended ceilings, plain painted walls, and carpet.

**Figure 5.92: Former Intake and Development Centre Computer Room**



Source: Mott MacDonald (2022)

**Figure 5.93: Former Intake and Development Centre Classroom**



Source: Mott MacDonald (2022)



## 6 Assessment of Significance

This section provides an assessment of the significance of Appleby Grammar School and its individual elements in accordance with the methodology given in section 2.4. The significance of individual parts of the buildings is shown in significance plans in Appendix A.

Continual wear and tear through the buildings' intensive use as a school has resulted in varied conditions of the school buildings, with localised areas of erosion and water ingress. However, the damage caused is not deliberate and is not substantial enough to diminish the buildings significance.

The specific significance of the individual blocks that comprise Appleby Grammar School are assessed in the below sections.

### 6.1 Appleby Grammar School

Any architectural or archaeological interest of the school is related to the buildings on site and is discussed below. However, there is historic interest related to the school as a long-standing educational institution with medieval origins still within the town it was established. Historic interest is also related to former pupils. The half-brothers of George Washington are a notable example of the far-reaching influence of the school, which contributes to the school's historic interest. Due to the relatively recent date of the present Appleby Grammar School, much of the historic interest of the school is contained within popular memory and documentary evidence about the school, such as Edgar Hinchcliffe's book, *Appleby Grammar School – From Chantry to Comprehensive* (1974). As such, although the school buildings are of historic interest, being tangible evidence of this continuous use, this is limited in the sense that it is not immediately possible to appreciate the length of the school's history other than through the relocated elements of the 1671 Headmasters House. However, even these elements do not explicitly illustrate the medieval origins of the school through its buildings.

The setting of Appleby Grammar School makes a small positive contribution to its historic interest. The school is located on the northern edge of Appleby-in-Westmorland, with open views across rolling fields to the west, and long views to the south over the school playing fields. It is still possible to appreciate the edge of town character which illustrates the relocation and enlargement of the school recommended by the 1880 report from the Endowed Schools Commissioners. The large expanses of green space around the school contribute to this rural, edge of town character. Additionally, the extent of vegetation that forms the boundary of the school contributes to its somewhat secluded character, particularly to the east and south-east, where there are no views into the school site. However, as with the buildings, this reflects only the later part of the school's history and does not allow for a full understanding of its medieval origins.

### 6.2 Original School Building

The Original School Building is of low archaeological interest, as there is low potential for the building to yield new information on past human activity. If the built fabric of the school were subject to expert investigation, it could reveal evidence of how the blocks were constructed and extended over time. However, as the construction of 19<sup>th</sup> century school buildings is already well understood, investigation is likely to only make minor contribution to this field of understanding. Investigation of the Original School Building could yield information relating to its original layout and the precise function of the different rooms. For example, investigation of the Library may yield information relating to whether it was intended to be a chapel or a classroom. However, this is equally or more likely to be discovered through detailed documentary research, as either

function is unlikely to have left many physical traces. Additionally the incorporation of the 1671 doorway into the Original School Building may yield information relating to how 19<sup>th</sup> century builders moved and reconstructed this historic doorway.

The exterior of the Original School Building is of architectural interest due to the consistent, decorative vernacular style used on all of the elevations. The red sandstone quoins and mullions creates unity across the facades of the building, despite the various purposes it accommodated. It also connects the building to the surrounding area, through the use of common local materials.

The windows of the Original School Building also contribute to its architectural interest. In particular, the arrangement of windows across the façade is reflective of the range of internal uses within the building, and the varying associated status of these different spaces. Specifically, the windows of the former Boarding House are smaller than the adjacent former Headmaster's House, with the associated status of each of these areas being expressed externally and reflecting the higher status of the headmaster over that of the pupils. This contributes to the building's architectural interest as it represents the use of architecture and external design to express the interior uses and status of those spaces. Additionally, the uneven arrangement of windows across some areas of the southern and western façades reflects a practical approach to design, governed by where windows were required rather than trying to achieve symmetry. This facilitates understanding of the purpose of the building as a boarding school: a practical building, intended to serve its occupants. It also suggests that as side and rear elevations of the school, its design was considered less important than the principal eastern elevation. The ability to appreciate these divisions within the building from its exterior contributes to its architectural interest.

Although some of the original windows have been replaced across the Original School Building, in general this has been approached sympathetically, with new windows following the historic glazing pattern and therefore not disrupting the original design intent of the elevation. An exception is on the western elevation of the Original School Building, where the enlarged windows at the northern end of the façade diminish the ability to understand the building's original design. However, it is important to note that the windows on this elevation were somewhat irregularly located to begin with, making the change less stark. Additionally, this must be seen in the context of a school building which has been in operation for almost 150 years. As such, this change is not considered to be detrimental to its overall significance.

The survival of original features within the Original School Building makes a substantial contribution to the school's overall architectural interest. The former Headmaster's House is of particularly high architectural interest, due to its well-preserved appearance, including staircases, stained glass windows, tiling, cornicing and fittings such as doors. Additionally, although not contemporary with the building, the panelling in the library contributes to the ceremonial character and high status of this space. The survival of these features allows for an understanding of its original appearance, and its associated grandeur. Features such as the doorway of the 1671 headmaster's house and the panelling in the Library, which is inscribed with famous alumni and students' university destinations, aid understanding of the school's long history. These elements therefore also contribute to the school's historic interest.

The changing requirements of the school have necessitated some internal rearrangement of rooms and creation of additional circulation spaces and numerous extensions. Additionally, the loss of internal original features within the sixth form centre and the first-floor classrooms means that internally it is impossible to appreciate or recognise their original appearance. Other spaces within the Original School Building approximately retain their original layout, however, their decorative scheme has been altered, such as within the circulation spaces and central staircase. As such, it is harder to appreciate the history and character of these spaces.

The Original School Building holds substantial historic interest, due to the length of its history and range of educational uses it has accommodated, including both staff and student lodging, ancillary facilities, offices, classrooms, and meeting spaces. The well-preserved areas of its interior also illustrate how the school operate in the past and provide meaning through the shared experience of attending school for many local children. Additionally, the changing purpose of many of the spaces on the site, such as the former Headmaster's House, which was subsequently subdivided into a residential flat and latterly used for offices, demonstrates changing attitudes towards the facilities needed within the school, and more recently, concern for safeguarding issues.

Similarly, the enlargement of the windows in the first-floor classrooms of the Original School Building reflects the changing attitude towards the benefits of children being able to see out of the windows in their classrooms. This is also illustrated in the large, low windows of the classrooms in the 20<sup>th</sup> century buildings. The ability to appreciate this development contributes to the historic interest of the site, though these buildings are by no means unique in displaying it.

The 1962 circulation spaces that adjoin the Library in the Original School Building obscure views of the Library from the north and the west, thereby detracting from the ability to appreciate the significance of the Original School Building. The construction of the 1962 circulation space also necessitated the removal of windows on the northern elevation of the Original School Building, which constitutes a loss of historic fabric and diminished its architectural interest.

The setting of the Original School is principally characterised by the educational buildings which surround it. The group value of these buildings, including the Original School Building hold some historic interest in demonstrating the constant change and adaption of the site in response to the changing requirements of education policy. However, the design and location of the modern school buildings dominate the site and diminish the ability to understand the Original School Building as the key building which established the school on this site. This detrimentally impacts the historic and architectural interest of the Original School Building.

In contrast the 1927 and 1935-7 Science Buildings contribute to the historic and architectural interest of the Original School Building. They both reflect and complement the architectural style of the Original School Building (see section 6.3 and 6.4), whilst being subservient. The original intention of the 1927 and 1935-7 Science Buildings as standalone buildings, rather than extensions to the Original School Building, would have strengthened their subservient character. As such the character of the 1927 and 1935-7 Science Buildings would have enhanced the status of the Original School Building allowing its historic and architectural interest to be better understood.

The school is visible from Battlebarrow at the north-eastern side of the site across a small lawn and a car park. A short terrace of houses composed in the same materials as the school are located adjacent to the school, which helps to connect the school architecturally to the surrounding area, allowing for an understanding of it as a vernacular building. This makes a positive contribution to the significance of the Original School Building, as it aids understanding of the asset as a former boarding school within a small town. Battlebarrow has an urban periphery character, with piecemeal linear development situated along the road. Similarly, the steep embankment of the railway line dominates to the east of the school site, reflecting 19<sup>th</sup> century modernisation and development in the area. This facilitates understanding of the school as part of the 19<sup>th</sup> century growth of Appleby-in-Westmorland, therefore contributing to the school's significance.

The large field to the south of the Original School Building contributes to the rural character of the building, which has largely been eroded by the construction of the modern buildings on the

site. The large, spacious site allows for an understanding of the school's location on the edge of Appleby, a key element of the school's history.

### 6.3 1927 Science Building

The 1927 Science Building is of low archaeological interest, as there is low potential for the building to yield new information on past human activity. There is some possibility of new information relating to how science was taught during the early-mid 20<sup>th</sup> century, however, the history of education is already well understood. Additionally, the interior of the building has undergone renovation in recent years, possibly removing some of this evidence. Similarly, expert investigation in the external fabric of the building has low potential to yield any new information about construction methods or how this building was used.

The use of an architectural style and materials similar to the Original School Building in the design of the 1927 Science Building contributes to Appleby Grammar School's overall architectural interest, as the consistency makes the Original School Building and 1927 and 1935-7 Science Buildings recognisably a group when viewed from the east. This can be seen in the replication of the gable profiles with coping stones at either side, and the use of red sandstone mullions in the windows. However, it is notable that the 1927 Science Building does not exactly replicate the Original School Building but instead architecturally reflects it in its design. For example, the 1927 Science Building features bands of red sandstone across the gables, it does not feature the decorative ridge tiles the Original School Building does. The collective architectural style of the Original School Building and 1927 and 1935-7 Science Buildings contributes to the architectural interest of the site, reflecting the reinterpretation of the same styles over a 50-year period.

The construction of the 1962 buildings wrapping around the west elevation of the 1927 Science Building either hides or removed historic external fabric. This slightly diminishes the architectural interest of the building.

The original windows of the 1927 block were replaced c. 2013 which diminishes the architectural interest of this block slightly as it reduces the ability to understand the original design intent of this block. In particular, the thick modern profiles of the windows distract from the slender sandstone mullions, and the proportions of the middle and bottom lights takes away from the otherwise balanced façade.

The survival of original features within the 1927 Science Building makes a substantial contribution to the school's overall architectural interest. The parquet flooring, roof trusses, tiling and built-in furnishings illustrate how science classrooms were designed in the 1920s. Discussions on site suggest that there have been recent like for like replacement and repair of features, however it still holds architectural interest as it is possible to understand and appreciate the historic design intent for the building. The survival of these features allows for an understanding of its original appearance, and its associated grandeur.

Historic interest is also provided by the well-preserved interior of the 1927 Science Building, which illustrates how the school operated in the past and provides meaning through the shared experience of attending school for many local children.

The setting of the 1927 Science Building is principally characterised by its proximity to the Original School Building and the surrounding Modern School Buildings, which allow for an understanding of the 1927 Science Building as part of a school. The proximity of the Original School Building is particularly notable in the setting of the 1927 Science Building, as it allows for an understanding of the 1927 Science Building as a later addition to the school site, which draws from the Original School Building. As with the Original School Building the design and location of the modern school buildings dominate the site and diminish the ability to understand the 1927 Science Building as a standalone ancillary building to the Original School Building.



They also diminish the ability to appreciate the group value of the Original School Building and the 1927 and 1935-7 Science Buildings. This detrimentally impacts the architectural and historic interest of the buildings.

The educational character of the asset's setting is somewhat diminished by the residential development on Battlebarrow and within the school grounds located to the east of this asset. A tall, green fence forms a barrier between the school and residential area. As such, although the school as a whole is located on the urban edge of Appleby, it is not possible to understand this within the setting of the 1927 Science Building.

Overall, the 1927 Science Building is considered to be of high significance, due to it being a well-preserved example of a 1920s science classroom, thoughtfully composed in a style which draws from the architecture of the Original School Building. It also holds group value with the Original School Building and 1935-7 Science Building due to their use of a similar architectural style. Much of the modern development within the setting detract from the historic and architectural interest of the building.

#### 6.4 1935-7 Science Building

The 1935-7 Science Building is of very low archaeological interest, as there is very limited potential for the building to yield new information on past human activity. The interior of the block has been substantially altered and modernised, removing almost all traces of the original layout and use of the classrooms. As with the 1927 Science Building, the exterior of the 1935-7 Science Building is unlikely to provide new information about past human activity.

The use of an architectural style and materials similar to the Original School Building in the design of the 1935-7 Science Building contributes to the overall architectural interest of Appleby Grammar School, as the consistency makes the Original School Building and 1927 and 1935-7 Science Buildings recognisably a group when viewed from the east. This can be seen in the replication of the gable profiles with coping stones at either side, and the use of red sandstone mullions in the windows. However, as with the 1927 Science Building, it is notable that the 1935-7 Science Building does not exactly replicate the Original School Building but instead draws from it in its design. For example, the windows on the 1935-7 Science Building do not feature the red sandstone quoins that the other buildings do, and nor does it feature decorative ridge tiles, though these omissions are likely cost saving measures. Overall, the exterior of this block lacks the design quality exhibited in the 1927 Science Block and Original School Building. However, significance can be derived from the ability to understand the 1935-7 Science Block as part of a group which demonstrates the reinterpretation of the same styles over a 50-year period.

Although the 1935-7 Science Building has been extended in recent years, this has been executed in coursed stone which complements the exterior of the rest of the building. As such, the extension therefore does not detract from the external appearance of this block.

The loss of internal original features within the 1935-7 Science Block means that internally it is impossible to appreciate or recognise its original appearance and layout. As such, internally, the 1935-7 Science Block has no architectural interest.

The setting of the 1935-7 Science Building is similar to the 1927 Science Building, with surrounding school buildings and small playground at the northern end of the site contributing to the ability to understand the building as part of a school. This is a key element of the asset's significance and therefore the asset's setting makes a positive contribution to its historic interest. The proximity and intervisibility between the 1927 and 1935-7 Science Buildings is a key element of this. However, the modern circulation spaces and science classrooms which adjoin the 1935-7 Science Building have removed the ability to appreciate it in relation to the Original School Building to an extent. This element of the asset's setting makes a negative

contribution to the significance of the 1935-7 Science Building. To the east of the 1935-7 Science Building is the densely vegetated site boundary, which prevents intervisibility with the gardens of a row of houses on Battlebarrow. This vegetated boundary gives the asset a rural character.

Overall, the exterior of the 1935-7 Science Block is of moderate significance, due to its thoughtful composition which draws from the architecture of the Original School Building. However, due to the entirely gutted interior of this block, its significance is limited. The 1935-7 Science Building also holds group value with the Original School Building and 1927 Science Building due to their similar appearance. The school setting of the 1935-7 Science Block makes a positive contribution to its significance, while the modern buildings surrounding it make a negative contribution.

## 6.5 Modern School Buildings

The Modern School Buildings, comprising the Arts and Crafts Building, DT Block, Main Assembly Hall, Gym, 1962 buildings and the former Intake and Development Centre hold no archaeological interest, as there is very limited potential for the building to yield new information on past human activity.

The Modern School Buildings hold no architectural interest, as they are composed using prefabricated and steel frame construction, which were fairly common by the time they were used at Appleby Grammar School. Whilst parquet flooring and cantilevered stairs in the Main Assembly Hall represent a surviving mid-century decorative feature, they are relatively common in schools buildings from this period and do not hold specific architectural interest. The rest of the mid-20<sup>th</sup> century blocks are largely modern in appearance, with alterations such as suspended ceilings and partition walls.

The stylised deer sculpture located on the southern façade of the 1962 Block is of artistic interest, as it contributes to the aesthetic appearance of the building and links to the school's long history. Although the curved lines of the deer contrast with the strong geometric grid structure of the southern façade of the 1962 building, it is the deer that is of specific interest, with its location on the 1962 building not substantially contributing to that interest. The deer sculpture also connects with the deer motifs on the main gates to the school, creating a sense of decorative unity throughout the site. This also connects the modern buildings to the school's long history, providing historic interest.

The modern buildings reflect a turning point in the history of the school and the move away from the boys-only boarding Grammar School to a co-educational comprehensive. In particular, the grandeur of the Original School Building compared to the utilitarian 1962 buildings allows for an understanding of the changing funding streams of the school as it transitioned from a private boarding school to a state comprehensive. Similarly, the construction of separate blocks for different purposes and the variation in height of these buildings is typical in schools of the period, reflecting changing education ideology and educational legislation at the time. This contributes to the historic interest of the site overall, due to their being buildings of their time. Although this contributes to the modern blocks' historic interest, they are not particularly early or notable examples of school buildings from this period. This is a key element identified in Historic England's Listing Selection Guide for Education Buildings which these blocks do not meet.<sup>92</sup> They do not hold the rich history of changing educational uses that the Original School Building does. They are therefore of lesser historic interest.

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<sup>92</sup> Historic England, *Education Buildings Listing Selection Guide* (2011). Available online via: <https://historicengland.org.uk/images-books/publications/dlsq-education-buildings/heag111-education-lsg/> (accessed June 2022).

Overall, the Modern School Buildings hold historic interest through their contribution to understanding the continuity and adaptation of the school since the medieval period. However they hold no architectural interest and their design and location are considered to detrimentally impact the significance of the Original School Building and the 1927 and 1935-7 Science Buildings.

## 7 Consenting considerations

Given the complexities of the site in relation to the extent of listing and the relative significance of different buildings, there is a lack of clarity over the type of heritage consenting process required for works related to this Scheme. This section discusses the issues around the potential extent of listing, and the conclusions of the significance assessment. It sets out how these influence the decisions as to what consents may be required. It should be noted that the decision as to what is listed and the relevant applications required sits with the Local Planning Authority (LPA) in the first instance. This section has been included to inform these decisions and to enable pragmatic decision making and best practice heritage management on the site as part of redevelopment work as set out in section 1.1.

### 7.1 Extent of listing

Listing covers the interior and exterior of a listed building. Therefore, any buildings on the site considered to be within the extent of the listing need listed building consent for any works which are deemed to affect the special interest of the building. This is explored in more detail in section 7.3. The Original School Building was designated as a grade II listed asset in 1951, listed as 'Main Building at Appleby Grammar School' and therefore is defined by Historic England as the Principal Building and is covered by the listing.<sup>94</sup> The listing immediately preceded the development of the site as a co-educational and subsequently bilateral school. At this point, both the 1927 and 1935-7 Science Buildings were in situ, as well as a now-demolished prefabricated extension to the latter block, as shown in Figure 4.10 above. The listing names and describes the Original School Building only, however Section 1(5) of the Planning (Listed Buildings and Conservation Areas) Act 1990 says;

*In this Act "listed building" means a building which is for the time being included in a list compiled or approved by the Secretary of State under this section; and for the purposes of this Act—*

*(a) any object or structure fixed to the building;*

*(b) any object or structure within the curtilage of the building which, although not fixed to the building, forms part of the land and has done so since before 1st July 1948, shall [subject to subsection (5A)(a)] be treated as part of the building.<sup>95</sup>*

An excerpt from the Eden District Council Local Plan map shows the majority of the blocks on the site highlighted as a listed building (Figure 6.1 below), suggesting previous interpretations are that all the school buildings should be considered within the listing of the Original School Building. However, it is considered that this is open to challenge based on ambiguity within the Planning (Listed Buildings and Conservation Areas) Act 1990.

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<sup>94</sup> Historic England, 'Main Building at Appleby Grammar School', NHLE: 1312225 (1951). Available online via: <https://historicengland.org.uk/listing/the-list/list-entry/1312225?section=official-list-entry> (accessed June 2022).

<sup>95</sup> Planning (Listed Building and Conservation Areas) Act (1990). Available online via <https://www.legislation.gov.uk/ukpga/1990/9/contents> (accessed July 2022)



**Figure 7.1: Excerpt from Eden District Council Local Plan map, showing the council's interpretation of the extent of the listed building in yellow**

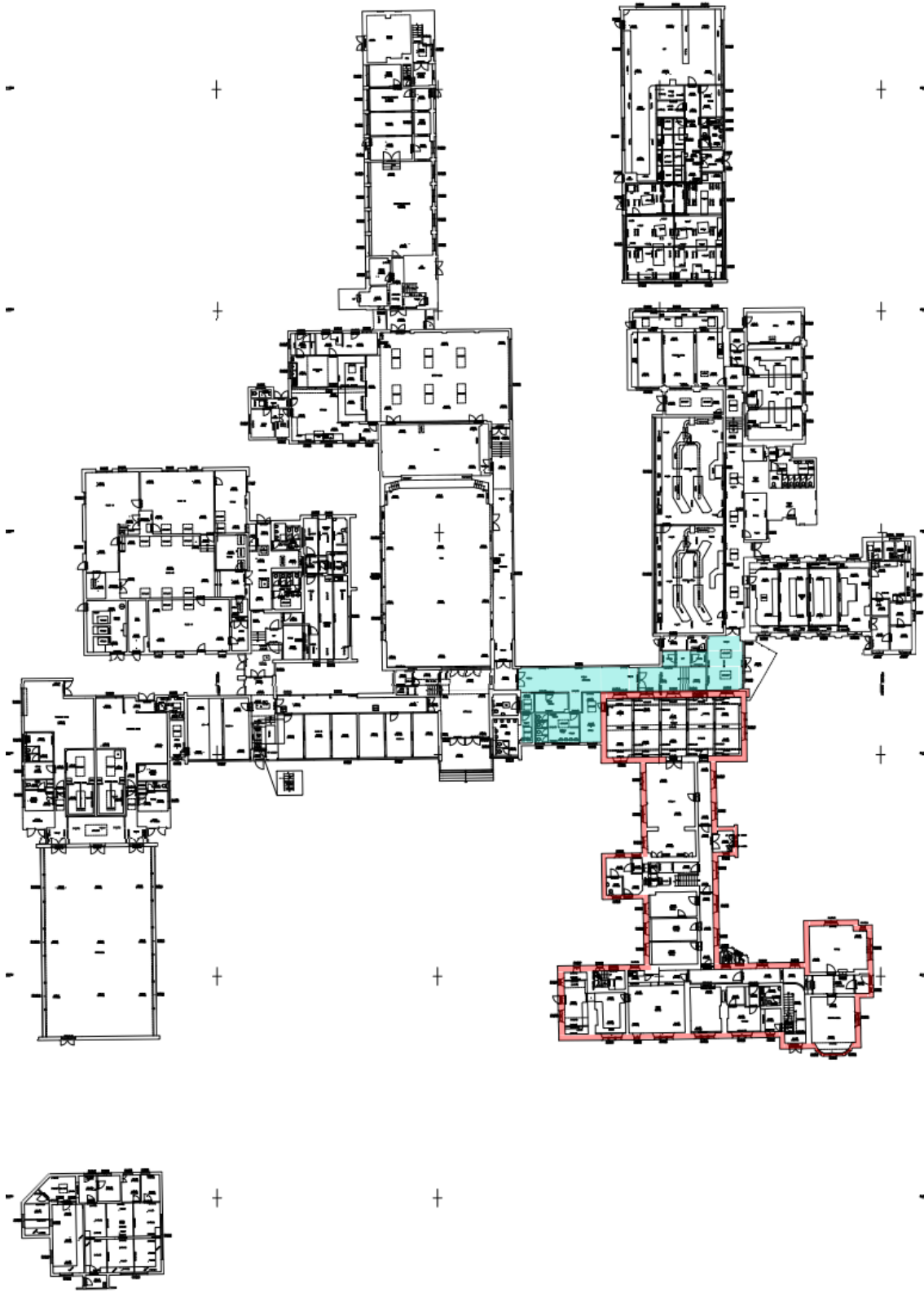


Source: Eden District Council.

The majority of the buildings on the site, although connected, are not fixed to the Original School Building directly, but via a linking circulation space, as shown in Figure 7.2. If the circulation space were removed, all of the buildings on the site would still be able to operate as they do at present. Therefore, it is considered that the majority buildings on the site should not automatically be considered part of the listed building. Consequently, these buildings should be assessed as possibly curtilage listed structures, as set out in part (b) of the relevant section of the Planning (Listed Buildings and Conservation Areas) Act quoted above. This assessment is set out in section 7.2.

With regard to the circulation space which is attached to the Original School Building, it could be argued that this is listed by virtue of being an attached structure. The assessment for listed building consent for works to the attached circulation space is set out in **XX**.

**Figure 7.2: Ground floor plan with highlighting showing the linking circulation space (blue) that adjoins the Original School Building (outlined in red)**



Source: Survey Operations (2022) with markup by Mott MacDonald (2022)

## 7.2 Curtilage

The key date of 1<sup>st</sup> July 1948 mentioned in the Planning (Listed Buildings and Conservation Areas) Act rules out the Modern School Buildings as being considered curtilage listed, as these were constructed from 1952 onwards. This would suggest that only the two Science Buildings could be considered curtilage listed. However, the law that refers to curtilage first came into effect on 1 January, 1969 and Historic England suggest that when considering buildings listed prior to 1969 (as is the case for the Original School Building, which was listed in 1951 as the 'Main Building'), the position at 1 January 1969 should be used and three tests should be applied.<sup>96</sup> These tests have been identified in case law and comprise:

- the physical layout of the listed building and the structure;
- their ownership, both historically and at the date of listing; and
- the use or function of the relevant buildings, again both historically and at the date of listing.

The individual buildings that comprise the school buildings will be tested against these three criteria in order to determine if they should be considered curtilage listed.

### 7.2.1 Physical Layout

The physical layout of the site is complex, with buildings in close proximity to and connected to one another, sprawling across the site. The Gym, 1962 block and the Original School Building form three sides of a courtyard, which represents a clear design intention which is not evident in the more seemingly random locations of the 1927 Science Building, 1935-7 Science Building and Arts and Crafts Buildings. Regardless of this, however, all of the buildings are located on the same site and are clearly part of the same group.

### 7.2.2 Ownership

All of the buildings on the site have always been within the same ownership as the Original School Building.

### 7.2.3 Use or Function

The 1927 and 1935-7 Science Buildings, when built, were ancillary to the Original School Building, which accommodated the majority of the teaching accommodation and other school facilities.

However, when the Modern School Buildings were built, they shifted the purpose of the Original School Building and day-to-day operation of the school. In particular, the Original School Building largely ceased to be used for teaching, instead predominantly comprising offices and residential accommodation. At present, although the Original School Building is used for some teaching, it predominantly accommodates back-of-house facilities. As such, the Modern School Buildings cannot be considered ancillary to the Original School Building, both at the time of listing and at present. At present, it could be argued that the Original School Building performs an ancillary function to the Modern School Buildings.

### 7.2.4 Assessment

The 1927 and 1935-7 Science Buildings both meet all three criteria to be considered curtilage listed structures. The Modern School Buildings meet the Physical Layout and Ownership criteria, but not the Use or Function. As such, it is considered that the 1927 and 1935-7 Science

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<sup>96</sup> Historic England, *Advice Note 10: Listed Buildings and Curtilage* (2018). Available online via: <https://historicengland.org.uk/images-books/publications/listed-buildings-and-curtilage-advice-note-10/hea125-listed-buildings-and-curtilage/> (accessed July 2022).

Buildings should be considered curtilage listed, while the Modern School Buildings on the site should not. However, it is accepted that this is open to challenge.

If this conclusion is agreed with the LPA then listed building consent would not be required for the demolition of the Modern School Buildings. However any works to the Original School Building, 1927 and 1935-7 Science Buildings, including internal or external alteration or demolition, would require listed building consent.

### 7.3 Heritage management within the consenting process

The consenting process for works to a listed building, including changes to its setting, is governed by the legislation and policy set out in section 3. These aim to protect the significance of a heritage asset. The significance related to Appleby Grammar School and the site are set out in section 6.

The key section of the legislation in relation to the requirement for listed building consent is Chapter 2, paragraph 7 of the Planning (Listed Building and Conservation Areas) Act 1990. This states;

*“...no person shall execute or cause to be executed any works for the demolition of a listed building or for its alteration or extension in any manner which would affect its character as a building of special architectural or historic interest, unless the works are authorised.”*

The judgement to be applied in deciding whether works would require listed building consent is whether the manner of works would affect the buildings special interest. This decision sits with the LPA.

As set out in section 6, although there is historic interest in the Modern School Buildings as part of the continuous development of the school since the medieval period, the buildings themselves do not hold any architectural interest. In fact, the school has continuously removed and added buildings over its lifetime, including moving sites. Therefore, despite their historic interest, it is not considered that these buildings themselves hold special interest as set out in the act. As such, even if they are considered by the LPA to form curtilage structures as defined by the act, then listed building consent should not be required for demolition as these buildings would not fulfil the test of affecting the special interest of the listed building as set out in the act.

The exception to this is where modern circulation spaces are attached directly to the Original School Building and 1927 and 1935-7 Science Buildings. Any works which would require direct intervention into historic fabric related to the historic buildings, for example removing attached fabric which had the potential to damage or remove historic fabric or building new extensions, would require listing building consent. This would be to ensure that any works to the historic buildings were carried out in a sensitive manner and repairs or making good would not harm the special interest of the listed buildings.

The key concern with the redevelopment of a site such as this is that the new elements do not harm the significance of the principal building and other structures which contribute to its significance. Where new structures are attached to the historic buildings the paragraph above applies. However, for new buildings and structures which are not attached, this is controlled through the planning process and application of policy rather than directly through listed building legislation. In this case this would be NPPF paragraphs 200, 201, and 202 and Policy ENV10 of the Eden Local Plan which any planning application for redevelopment would have to comply with. These policies are considered sufficient to ensure sensitive development within the setting of the Original School Building and curtilage listed structures.



## 8 Recommendations

This section identifies key recommendations for the scheme to ensure that redevelopment complies with national and local planning policy. Recommendations include opportunities to protect and better reveal the significance of Appleby Grammar School, as well as further work which may be required as part of the planning submission.

- **Repair and conservation** – at present, some of the historic fabric of the Original School Building and 1927 Science Building is in poor condition and at further risk of deterioration, mainly as a result of water ingress. Repair work to prevent further damage and conservation of the existing fabric will allow the buildings to survive into the long-term.

There is also an opportunity to reinstate lost features and character in the Original School Building and 1935-7 Science Building by removing modern interventions such as suspended ceilings and repairing original cornicing and ceiling heights. There is also opportunities to reinstate original floor plans within the Original School Building, and reinstating the historic hierarchy of the spaces through design and decoration.

- **New build** – new buildings should take the opportunity to enhance and better reveal the significance of the Original School Building and the 1927 and 1935-7 Science Buildings (as described in sections 6.2 – 6.4). By virtue of the location, massing, height and design of new buildings and spaces there is the opportunity to reinstate the Original School Building as the focal point of the site. Consideration should also be given to improving the visual and physical relationship between the Original School Buildings and the 1927 and 1935-7 Science Buildings.
- **Deer sculpture and stone tablets** – these elements relate to the historic interest of the school and should be incorporated into any redevelopment. There is an opportunity to better reveal their significance and relationship with the school through their location and the method of display. A feature should be made of them rather than, as with the current location of the sandstone tablets, their display feeling like an afterthought.
- **Landscaping** – as with the new build elements the landscaping and spaces around the site should take the opportunity to enhance and reveal the significance of the Original School Building. This would be through the design of planting and landscaping, and the location of green spaces or hard landscaping. There is the opportunity to create and frame views or screen elements using considered landscaping.
- **Consultation** – the LPA conservation officer should be engaged to discuss and agree the extent of listing, as discussed in section 7.1 and 7.2, and application requirements as discussed in section 7.3. They should also be involved at the earliest opportunity to discuss proposals for redevelopment of the site, as heritage will be a key constraint and opportunity in decision making.
- **Archaeological evaluation** – an archaeological assessment is likely to be required as part of the planning application submission, especially if any proposed new buildings are outside the footprint of the current buildings in previously undisturbed ground. Once the layout of the new development is known the LPA archaeological advisor should be engaged to discuss the type and level of assessment required.

## 9 Conclusions

This Statement of Significance (SoS) has been produced by Mott MacDonald on behalf of the Department for Education (DfE). It has been produced to better understand the significance and listing of Appleby Grammar School, Appleby-in-Westmorland, including providing a detailed history of the building and description of its current appearance. This SoS should be used to inform the redevelopment of the school site.

The significance of Appleby Grammar School and the site is derived from its historic and architectural interest. Its historic interest is related to the school being a long-standing educational institution with medieval origins, still within the town where it was established. Historic interest is also related to former pupils including the brothers of George Washington. Its continuous change and adaption to reflect changing educational needs since it was established also contributes to its historic interest.

Architectural interest is confined to the Original School Building and the 1927 and 1935-7 Science Buildings. The high-quality design of the Original School Building utilises local vernacular design cues, such as the combination of coursed rubble with red sandstone dressings. The inclusion and preservation of a range of decorative features, in the former Headmaster's House and Library in particular, contributes to the building's architectural interest. The internal and external appearance of the 1927 Science Building and the exterior of the 1935-7 Science Building also contributes to the site's architectural interest. Both Science Buildings represent an early 20<sup>th</sup> century interpretation of the Original School Building, and the changing spatial requirements for an active school building. Modern linking circulation spaces diminish this interest somewhat, as they limit the ability to understand the buildings as originally separate, detached blocks. Similarly, areas of the interior of the Original School Building, and the 1935-7 Science Building do not provide any architectural interest, as all traces of original features, both decorative and structural, have been hidden or removed.

The Modern School Buildings are part of the historic interest related to the ongoing adaption of the school, however they do not hold any intrinsic architectural or historic interest. They are constructed using prefabricated and steel frame construction and functional design, which were fairly common examples by the time they were used at Appleby Grammar School. The Modern School Buildings are considered to harm the significance of the Original School Buildings and the 1927 Science Building and 1935-7 Science Building by visually and physically dominating the site, removing the ability to understand the Original School Building as the historic focal point of the site, and its relationship with the science buildings as ancillary buildings.

Due to the complexity of the site it is not clear what elements of redevelopment would require listed building consent. There are two issues, firstly the extent of listing and secondly whether buildings meet the special interest affecting the character of the building.

In regard to the extent of listing, this is defined by whether a structure is attached or whether it could be considered in the curtilage as of 1<sup>st</sup> January 1969. Whilst the Original School Building is clearly listed as the Principal Building it is considered that the extent of listing, and therefore works which would require listed building consent is open to consideration. The 1927 Science Building and 1935-7 Science Building are considered to be curtilage listed by virtue of their age and historic relationship with the Original School Building at the time of listing. The Modern School Buildings are constructed as separate and defined blocks joined to the Original School Building via single-storey linking circulation spaces, as such not considered listed by virtue of being attached. The Modern School Buildings are also not considered curtilage listed, as they cannot be considered ancillary to the Original School Building at the time of construction or at

present. The single storey circulation space directly attached to the Original School Building may be considered part of the extent of the listing, due to its direct attachment.

In regard to whether the buildings meet the special interest affecting the character of the building, the assessment of significance suggests that the Modern School Buildings do not meet this test. They do not of themselves contribute to the special historic and architectural character of the Original School Building, and are considered to detract from the architectural interest of the building by removing the ability to understand it as the historic focal point of the site.

It should be noted that listed building consent will be needed if removing any structures attached to the Original School Building and the 1927 and 1935-7 Science Buildings as this work has the potential to damage historic fabric.

It is recommended that the information in this SoS is used to inform the development of the proposals works as part of the Scheme. Particular regard should be given to protecting those elements identified as having high or very high significance in the plans in Appendix A and those specifically mentioned in section 7. There is an opportunity to better enhance and reveal the significance of Original School Building and the 1927 and 1935-7 Science Buildings through new development. Consideration should be given to location, scale, height and massing of new building elements. New development including landscaping could be used to create or frame views, or screen elements.

Once the design of the proposed Scheme is finalised, a heritage impact assessment should be produced to understand the impact of the proposals on the significance of Appleby Grammar School. Group value and the changes to setting should also be considered in assessing the potential impact of the Scheme. Works to the Original School Building will require listed building consent, but it is possible that works to the wider site may not. Consultation with the LPA conservation officer should be ongoing in order to agree the extent of listing at the site and as part of the design development of the Scheme. As the site includes a grade II listed, consultation with Historic England or the relevant National Amenity Society (in this instance, The Victorian Society) is not statutorily required for works unless they include an element of demolition.

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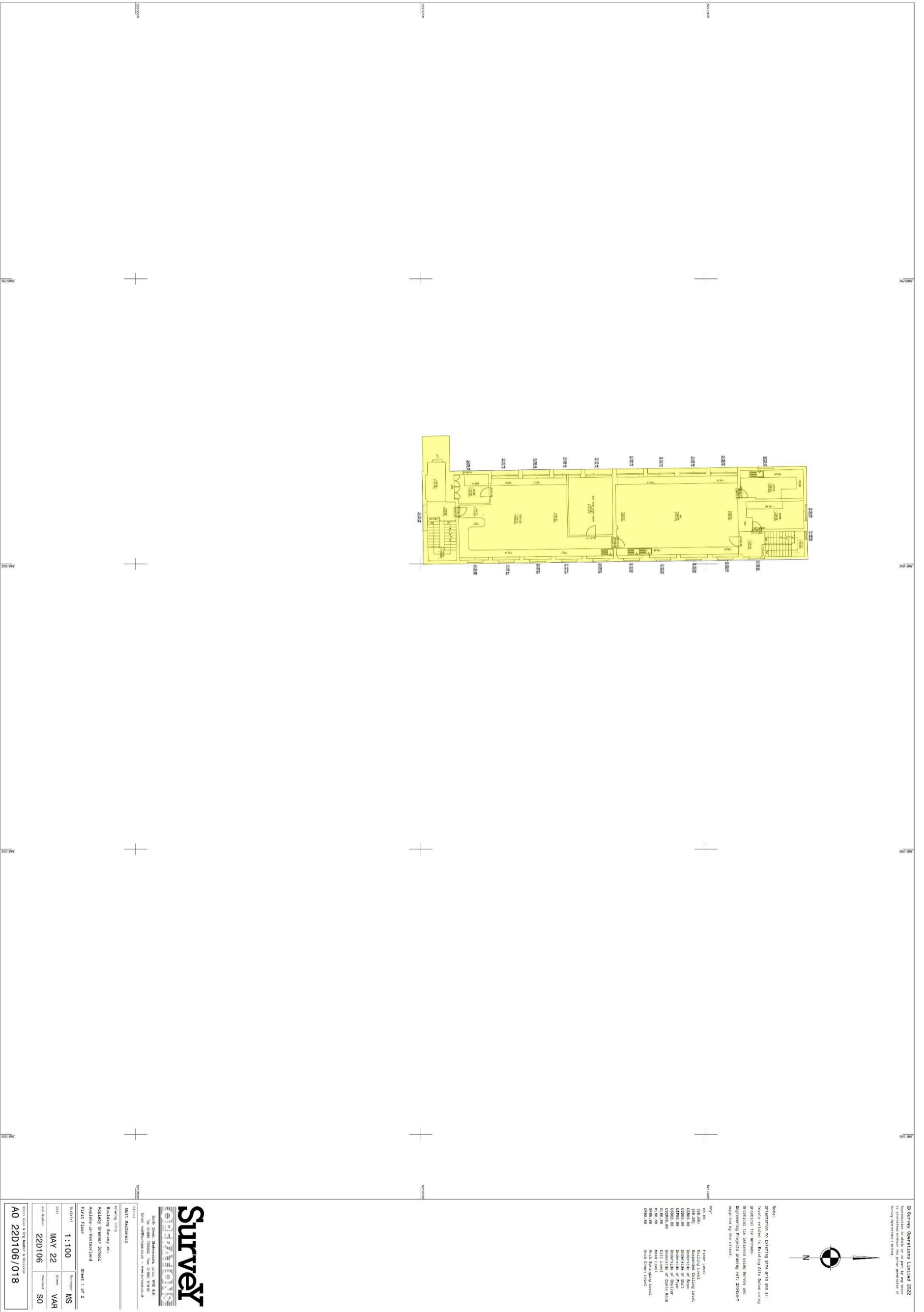


## A. Schedule of Significance

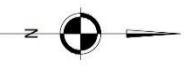








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Note:  
 Orientation to existing site grid and all  
 levels related to existing site show using  
 original 1:10 method.  
 Original 1:10 method using survey and  
 engineering project drawing per 2022  
 adopted by the client.

- Key:
- 0880.00 Floor Level
  - 0880.05 Suspended Ceiling Level
  - 0880.10 Underfloor or Riser
  - 0880.15 Underfloor or Riser
  - 0880.20 Underfloor or Riser
  - 0880.25 Underfloor or Riser
  - 0880.30 Underfloor or Riser
  - 0880.35 Underfloor or Riser
  - 0880.40 Underfloor or Riser
  - 0880.45 Underfloor or Riser
  - 0880.50 Underfloor or Riser
  - 0880.55 Underfloor or Riser
  - 0880.60 Underfloor or Riser
  - 0880.65 Underfloor or Riser
  - 0880.70 Underfloor or Riser
  - 0880.75 Underfloor or Riser
  - 0880.80 Underfloor or Riser
  - 0880.85 Underfloor or Riser
  - 0880.90 Underfloor or Riser
  - 0880.95 Underfloor or Riser
  - 0881.00 Arch Crown Level

Scale: Sheet Submission, List, and B  
 Tel: 01895 724662 Fax: 01895 51516  
 Email: info@mottmacdonald.co.uk  
 Website: www.mottmacdonald.co.uk

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Drawing Title	
Building Survey at	
Appleby Grammar School	
Appleby in Westmorland	
First Floor	
Sheet 1 of 2	
Scale	1:100
Date	MAY 22
Job Number	22D106
Author	VAR
Checker	SO

Sheet Size & Qty Number & Revision  
**A0 22D106/018**





## B. NHLE List Description

4/22 Main building at 6. 6.51 Appleby Grammar School

II

Built 1887, two storeys, grey and red stone, slate roof with red tile cresting. Doorway dated 1671 re-used from original grammar school building, with Jacobean strapwork ornament, square pilaster on high plinths, moulded and shaped doorhead, studded door, moulded inscribed plaque above with a pediment. The Victorian part has a square porch with segmental arch, three windows to left, two to right and six above, all with chamfered stone mullions and transoms. Two-storeyed former master's house in wing to left, with sashes and stone mullioned windows. Chapel in wing to right, with a four-light Perpendicular style window in gable.

