



Thomas More Catholic School

Statement of Significance

January 2023

This page left intentionally blank for pagination.

Mott MacDonald
22 Station Road
Cambridge CB1 2JD
United Kingdom

T +44 (0)1223 463500
mottmac.com

Thomas More Catholic School

Statement of Significance

January 2023

Issue and Revision Record

Revision	Date	Originator	Checker	Approver	Description
01	Jan 2023	L Gray	K Luker	J Timothy	First issue for client comment

Document reference:

Information class: Standard

This document is issued for the party which commissioned it and for specific purposes connected with the above-captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

This document contains confidential information and proprietary intellectual property. It should not be shown to other parties without consent from us and from the party which commissioned it.

Contents

Executive summary	1
1 Introduction	3
1.1 Background	3
1.2 Site location and description	4
1.3 Project overview	5
2 Methodology	7
2.1 Site survey	7
2.2 Consultation	7
2.3 Resources	8
2.4 Assessment of significance	8
2.5 Listing	9
2.6 Assumptions and limitations	9
3 Legislation, Policy, and Guidance	10
3.1 Overarching legislation	10
3.1.1 The Ancient Monuments and Archaeological Areas Act 1979	10
3.1.2 The Planning (Listed Buildings and Conservation Areas) Act 1990	10
3.2 National planning policy	10
3.3 Local planning policy	12
3.3.1 Policy DM18 Heritage Assets and Conservation	12
3.4 Guidance	13
4 Baseline	15
4.1 Purley, South London	15
4.2 Thomas More Catholic School	15
5 Description	28
5.1 Thomas More Catholic School site	28
5.2 EFAA	29
5.2.1 Exterior	29
5.2.2 Interior	39
5.3 EFAB	77
5.3.1 Exterior	77
5.3.2 Interior	78
5.4 EFAC	84
5.4.1 Exterior	84
5.4.2 Interior	86

5.5	EFAD and EFAF	88
	5.5.1 Exterior	88
	5.5.2 Interior	91
5.6	EFAE	92
	5.6.1 Exterior	92
	5.6.2 Interior	94
5.7	House	97
	5.7.1 Exterior	97
	5.7.2 Interior	98
5.8	EFAG	99
	5.8.1 Exterior	99
	5.8.2 Interior	100
5.9	EFAH, EFAI and EFAJ	102
6	Assessment of Significance	104
6.1	Thomas More Catholic School	104
6.2	EFAA	105
6.3	EFAB	107
6.4	EFAC	108
6.5	EFAD and EFAF	109
6.6	EFAE	110
6.7	House	111
6.8	EFAG	111
6.9	EFAH, EFAI and EFAJ	112
7	Consenting Considerations	113
7.1	Extent of Listing	113
7.2	Curtilage	113
	7.2.1 Physical layout	114
	7.2.2 Ownership	114
	7.2.3 Use or function	114
	7.2.4 Assessment	114
7.3	Heritage management within the consenting process	115
8	Recommendations	116
9	Conclusions	117
	References	119
A.	Plans	1
B.	Schedule of Significance	14

C. NHLE List Description 1

Figures

Figure 1.1: Plan of Thomas More Catholic School	3
Figure 1.2: Site location shown by the red line boundary	4
Figure 1.3: Aerial photo of the site with markup showing the naming of the different blocks	5
Figure 4.1: Principal elevation of EFAA	17
Figure 4.2: The House	17
Figure 4.3: Inscription plate for the Leaf Memorial Wing	17
Figure 4.4: The western elevation of EFAA with the Leaf Memorial Wing at the right side. The blue line marks the original extent of the school.	17
Figure 4.5: Gymnasium (EFAD), facing east	18
Figure 4.6: Lodge, facing west	18
Figure 4.7: EFAB	19
Figure 4.8: The cloisters, facing west (EFAA / EFAB)	19
Figure 4.9: Southern elevation of the 1903 wing (EFAA)	19
Figure 4.10: Inscription plaque of the 1903 wing (EFAA)	19
Figure 4.11: The carpenter's shop (EFAD) outlined in blue, with EFAF adjoining to the right, outlined in purple.	20
Figure 4.12: The sports pavilion c. 1930	20
Figure 4.13: Swimming pool (EFAE)	21
Figure 4.14: Hope Morley House, now Margaret Roper Primary School	21
Figure 4.15: Site of the former Sanitorium	22
Figure 4.16: Covered walkway that formerly connected to the Sanitorium	22
Figure 4.17: Science and Arts block, now known as EFAC	23
Figure 4.18: Domestic Science Classroom, c. 1930 located within EFAC	23
Figure 4.19: Gym (EFAD) in c. 1930, showing boys exercising	24
Figure 4.20: Girls' dormitory in c. 1930, likely located on the first floor at the south-western end of EFAA.	24
Figure 4.21: North-western elevation of EFAA, showing single storey bays on the left and the two storey section to the centre and right.	25
Figure 4.22: The air raid shelter, facing west	26
Figure 4.23: Interior of the air raid shelter	26
Figure 5.1: Plan of the Thomas More Catholic School site	28
Figure 5.2: Eastern elevation of EFAA	29
Figure 5.3: Main entrance of EFAA	30
Figure 5.4: Porch of EFAA	30
Figure 5.5: Northern end of the eastern elevation of EFAA. The blue line denotes the historic extent of the school at this end	30
Figure 5.6: Southern end of the eastern elevation of EFAA, where it adjoins EFAB	30
Figure 5.7: Porch in the centre of the cloister (EFAA)	31
Figure 5.8: Porch entrance (EFAA)	31

Figure 5.9: North-eastern elevation of EFAA, with the eastern, 19 th century part on the left, and western, 20 th century part on the right.	32
Figure 5.10: Northern end of the north-western elevation of EFAA	33
Figure 5.11: Corridor connecting to small rectangular toilet block (EFAA)	33
Figure 5.12: North-western elevation of EFAA, facing south-east.	33
Figure 5.13: North-western elevation of EFAA, facing north to the chimney.	33
Figure 5.14: Porch on the north-western elevation of EFAA	34
Figure 5.15: North-western elevation of EFAA, facing south.	34
Figure 5.16: Dining hall on the left, with the main entrance tower behind (EFAA)	34
Figure 5.17: North-western elevation of the 1903 wing, with the stair tower outlined in green and the chapel in purple (EFAA)	34
Figure 5.18: North-western elevation, with chapel on the left and 1903 wing on the right (EFAA).	35
Figure 5.19: North-western elevation, with the 1903 wing on the left and the House on the right (EFAA).	35
Figure 5.20: South-eastern elevation where the House adjoins EFAA. The turquoise line denotes the division between school (right) and House (left).	36
Figure 5.21: Door to EFAA from cloister.	36
Figure 5.22: Aerial photo of EFAA and the House, facing north. The turquoise outline denotes the House.	36
Figure 5.23: The central and north-eastern part of EFAA, with the southern courtyard shaded in turquoise and the northern courtyard in green.	37
Figure 5.24: Southern courtyard, with the steps from the entrance hall outlined in blue (EFAA).	38
Figure 5.25: Northern courtyard (EFAA).	38
Figure 5.26: Basement floor plan of EFAA, with the location of the basement stairs highlighted in blue. Red shading denotes areas not accessed on site.	39
Figure 5.27: Room 1 on Figure 5.26 (EFAA).	40
Figure 5.28: Room 6 on Figure 5.26 (EFAA).	40
Figure 5.29: The central and north-eastern part of EFAA. Shading denotes: Purple – main hall Turquoise – entrance hall Green – offices	41
Figure 5.30: Main entrance, facing south-west (EFAA).	42
Figure 5.31: Headmaster's office door (EFAA).	42
Figure 5.32: Decorative features within the reception and headmaster's office (EFAA).	42
Figure 5.33: Entrance hall, facing towards the main hall (EFAA).	43
Figure 5.34: Staircase from the entrance hall (EFAA).	43
Figure 5.35: Main Hall, facing north-west (EFAA).	44
Figure 5.36: Main Hall, facing south-east (EFAA).	44
Figure 5.37: Main hall extension (EFAA).	44
Figure 5.38: Main hall extension (EFAA).	44
Figure 5.39: The north-eastern wing of EFAA, with the central part of the school greyed out for clarity. Shading denotes: Green: the corridors through the north-eastern wing of the school. Blue: staircases Yellow: a localised area of encaustic tiles Purple: a safe	45
Figure 5.40: Corridor (EFAA).	46

Figure 5.41: Ceiling of corridor (EFAA).	46
Figure 5.42: Central, wider staircase (EFAA).	46
Figure 5.43: Northern, narrower staircase (EFAA).	46
Figure 5.44: Room 75 as labelled on Figure 5.39 (EFAA).	47
Figure 5.45: Room 85 as labelled on Figure 5.39 (EFAA).	47
Figure 5.46: Historic door (EFAA).	47
Figure 5.47: Historic door (EFAA).	47
Figure 5.48: Modern door (EFAA).	47
Figure 5.49: Infilled fireplace in room 94 (EFAA).	48
Figure 5.50: Infilled fireplace bisected by modern desk in room 97 (EFAA).	48
Figure 5.51: Safe door (EFAA).	48
Figure 5.52: Encaustic tiles and parquet flooring (EFAA).	48
Figure 5.53: Shutters on the window of room 69, as labelled on Figure 5.39 (EFAA).	49
Figure 5.54: Bay window. (EFAA).	49
Figure 5.55: The north-eastern wing of EFAA, with the central part of the school greyed out for clarity. Shading denotes: Green: the north-western corridor through the north-eastern wing of the school. Turquoise: staircases Blue: gym Purple: winding corridor	50
Figure 5.56: North-western corridor, facing south-east (EFAA).	51
Figure 5.57: Small timber storage cupboard (EFAA).	51
Figure 5.58: Staircase to the sixth form centre (EFAA).	51
Figure 5.59: The back corridor (EFAA).	51
Figure 5.60: Storage adjacent to the back corridor (EFAA).	51
Figure 5.61: Gym, facing south-west (EFAA).	52
Figure 5.62: Gym, facing north-east (EFAA).	52
Figure 5.63: Toilet block (EFAA).	52
Figure 5.64: South-western wing of the ground floor of EFAA. Shading denotes: Green: Corridors	53
Figure 5.65: The south-western corridor (EFAA).	54
Figure 5.66: The north-western corridor (EFAA).	54
Figure 5.67: Library, with the round windows visible on the right (EFAA).	54
Figure 5.68: Fitted bench seating over the library radiators (EFAA).	54
Figure 5.69: Entrance hall to the cloister (EFAA).	55
Figure 5.70: The cloister, facing south-west (EFAA).	55
Figure 5.71: North-western corridor (EFAA).	55
Figure 5.72: Staircase (EFAA).	55
Figure 5.73: Historic door (EFAA).	55
Figure 5.74: Chapel (EFAA).	56
Figure 5.75: Drama classroom (EFAA).	56
Figure 5.76: Central part of the first floor of EFAA. The area shaded turquoise is used as the sixth form centre of the school.	57
Figure 5.77: Staircase from entrance hall (EFAA).	58
Figure 5.78: Gallery to main hall (EFAA).	58
Figure 5.79: Room 118 as labelled on Figure 5.76 (EFAA).	59

Figure 5.80: Room 118 as labelled on Figure 5.76 (EFAA).	59
Figure 5.81: The now-infilled archway that formerly joined Room 118 on Figure 5.76 (EFAA).	59
Figure 5.82: Room 125 as labelled on Figure 5.76 (EFAA).	59
Figure 5.83: Stairwell up to the Sixth Form Centre (EFAA).	60
Figure 5.84: Corridor within the Sixth Form Centre (EFAA).	60
Figure 5.85: North-eastern end of the first floor of EFAA. The turquoise shading denotes the assumed former extent of a dormitory, ending part way through room 159 as that was the original extent of the school.	61
Figure 5.86: Corridor, facing south-west (EFAA).	61
Figure 5.87: The central, wider staircase of this wing (EFAA).	61
Figure 5.88: Arch in room 142, where it formerly connected to room 142a (EFAA).	62
Figure 5.89: Room 149, showing the infilled arch where the room formerly adjoined room 159, and the decorative window reveal (EFAA).	62
Figure 5.90: Corridor (EFAA).	62
Figure 5.91: Courtyard with rooflights to gym (EFAA).	62
Figure 5.92: Room 167 as shown on Figure 5.85 (EFAA).	63
Figure 5.93: Room 155 as shown on Figure 5.85 (EFAA).	63
Figure 5.94: South-western end of the first floor of EFAA.	64
Figure 5.95: Staircases to ground and second floors (EFAA).	65
Figure 5.96: Office (EFAA).	65
Figure 5.97: Office (EFAA).	65
Figure 5.98: Music classroom, with the doors to the practice room at the far end (EFAA).	65
Figure 5.99: Classroom, labelled room 113 on Figure 5.94 (EFAA).	66
Figure 5.100: Classroom, labelled room 114 on Figure 5.94 (EFAA).	66
Figure 5.101: Corridor, facing north-east (EFAA).	66
Figure 5.102: Fire escape (EFAA).	66
Figure 5.103: Central area of the second floor of EFAA, flanked by low-ceilinged corridors connecting to the wings to the north-east and south-west.	67
Figure 5.104: Pointed arch doorway (EFAA).	68
Figure 5.105: Corridor in EFAA.	68
Figure 5.106: Second floor office (EFAA).	68
Figure 5.107: Second floor office (EFAA).	68
Figure 5.108: North-eastern wing of the second floor of EFAA. The turquoise line denotes an area that is boarded off.	69
Figure 5.109: Corridor through the eaves (EFAA).	69
Figure 5.110: Top of the narrower staircase (EFAA).	69
Figure 5.111: Room 203 on Figure 5.108 (EFAA).	70
Figure 5.112: Boards at the end of classroom 205 (EFAA).	70
Figure 5.113: Connecting door between classrooms (EFAA).	70
Figure 5.114: Classroom 214, with the modern partition visible on the right (EFAA).	70
Figure 5.115: South-western wing of the second floor of EFAA. The purple outline denotes the location of the door which connects to the corridor through the eaves	72

Figure 5.116: Door to the corridor through the eaves (EFAA).	73
Figure 5.117: Staircase in the south-western wing (EFAA).	73
Figure 5.118: Room 171 (EFAA).	74
Figure 5.119: North-western end of room 171 (EFAA).	74
Figure 5.120: Corridor from room 171 (EFAA).	74
Figure 5.121: South-eastern corridor, with the modern partition visible on the left (EFAA).	74
Figure 5.122: Room 181, as numbered on Figure 5.115 (EFAA).	75
Figure 5.123: Room 182, as numbered on Figure 5.115 (EFAA).	75
Figure 5.124: Plan of the third floor of EFAA.	76
Figure 5.125: Staircase to third floor with partition (EFAA).	76
Figure 5.126: Fireplace and graffiti on the third floor (EFAA).	76
Figure 5.127: Room 224 on Figure 5.124 (EFAA).	77
Figure 5.128: Ladder to bell tower (EFAA).	77
Figure 5.129: EFAB, facing west.	78
Figure 5.130: EFAB, facing north.	78
Figure 5.131: Ground floor of EFAB.	78
Figure 5.132: Staircase within EFAB.	79
Figure 5.133: Ironwork and stone treads of staircase within EFAB.	79
Figure 5.134: The dining hall, facing south (EFAB).	80
Figure 5.135: The lobby of the dining hall, facing south (EFAB).	80
Figure 5.136: Kitchens, facing east (EFAB).	80
Figure 5.137: One of the classrooms that adjoins the dining hall (EFAB).	80
Figure 5.138: First floor of EFAB.	81
Figure 5.139: First floor hall of EFAB.	82
Figure 5.140: Door from the hall to classroom (EFAB).	83
Figure 5.141: Door from classroom back to hall (EFAB).	83
Figure 5.142: Classroom to the north of the hall (EFAB).	83
Figure 5.143: Home economics classroom to the south of the hall (EFAB).	83
Figure 5.144: South-western elevation of EFAC.	84
Figure 5.145: North-western elevation of EFAC. The turquoise line denotes the original extent of the block (right) and the extension (left).	85
Figure 5.146: Main entrance of EFAC.	85
Figure 5.147: Close-up of the main entrance of EFAC, showing the carved tympanum.	85
Figure 5.148: North-eastern elevation of EFAC.	86
Figure 5.149: North-western elevation of EFAC.	86
Figure 5.150: Ground floor plan of EFAC. The turquoise dotted line denotes the original extent of EFAC.	87
Figure 5.151: First floor plan of EFAC.	87
Figure 5.152: Room 17 as labelled on Figure 5.150 (EFAC).	88
Figure 5.153: Room 2 as labelled on Figure 5.150 (EFAC).	88
Figure 5.154: Staircase (EFAC).	88
Figure 5.155: Room 19 as labelled on Figure 5.151 (EFAC).	88
Figure 5.156: The north-western elevations of EFAD and EFAF.	89

Figure 5.157: North-eastern elevation of EFAD.	90
Figure 5.158: South-eastern elevation of EFAD.	90
Figure 5.159: The north-western elevations of EFAD and EFAF.	90
Figure 5.160: Floor plan of EFAD (shaded turquoise) and EFAF (shaded purple).	91
Figure 5.161: Room 2 in EFAD as labelled on Figure 5.160.	91
Figure 5.162: Room 1 in EFAD as labelled on Figure 5.160.	91
Figure 5.163: Room 1 in EFAF as labelled on Figure 5.160.	92
Figure 5.164: Room 2 in EFAF as labelled on Figure 5.160.	92
Figure 5.165: Southern elevation of EFAE, with the small pavilion outlined in turquoise, the swimming pool on the right and sports centre to the left.	93
Figure 5.166: Western end of the swimming pool (EFAE).	94
Figure 5.167: Eastern end of the swimming pool (EFAE), where it adjoins the modern main entrance of the sports centre.	94
Figure 5.168: Floor plan of EFAE, with the sports hall shaded in purple and swimming pool in turquoise.	95
Figure 5.169: Swimming pool in EFAE, facing east.	96
Figure 5.170: Corridor between the sports complex and swimming pool (EFAE)	96
Figure 5.171: Internal view of the area with the pitched roof shown on Figure 5.168 (EFAE).	96
Figure 5.172: Main entrance to the House.	97
Figure 5.173: Buttress with polychromatic brickwork on the exterior of the House.	97
Figure 5.174: The south-western elevation of the House. The lower bay on the left is a later extension.	98
Figure 5.175: The north-western elevation of the House, showing the gable of the extension and a more modern extension between the House and the school.	98
Figure 5.176: Main entrance of the House.	99
Figure 5.177: Staircase within the House, with outline of archway on the left.	99
Figure 5.178: Bay window within the House.	99
Figure 5.179: Ground floor room within the House.	99
Figure 5.180: First floor room within the House.	99
Figure 5.181: Area of missing plaster within the House.	99
Figure 5.182: South and western elevations of EFAG.	100
Figure 5.183: EFAG floor plan.	100
Figure 5.184: Office within EFAG.	101
Figure 5.185: Storage room within EFAG.	101
Figure 5.186: Modern garage between EFAG (left) and the toilet block which adjoins EFAA (right).	102
Figure 5.187: EFAH, EFAI and EFAJ, facing north.	103

Executive summary

This Statement of Significance (SoS) has been produced by Mott MacDonald on behalf of the Department for Education (DfE) to better understand the significance and listing of Thomas More Catholic School, Purley. This report is intended to assist with the design of proposed works at the school (hereafter referred to as the 'Scheme'), following the recommendations of a preliminary heritage survey produced by Mott MacDonald to highlight high-level heritage considerations for the Scheme. The school is grade II listed (National Heritage List for England (NHLE): 1294476), and the grounds to the east of the school are a locally listed historic park and garden (HER: MLO107714). The school is also located within the Russell Hill Tier 1 Area of High Archaeological Potential (AHAP): DLO 037711), though analysis of the site's archaeological potential is not within the scope of this report.

The Scheme is likely to comprise a combination of refurbishment, new construction, and demolition, intended to improve the school's facilities. The full extent of the Scheme is yet to be determined and will be informed by ongoing surveys and assessments, including the findings of this SoS.

The first phase of Thomas More Catholic School was constructed between 1863-1866 as an institution for the orphaned or fatherless children of Warehousemen and Clerks, later also accepting Drapers' children. The school was extended throughout the late 19th and 20th centuries in a number of phases as pupil numbers increased, predominantly comprising detached buildings within the school grounds. In this SoS, these buildings are all referred to by the names given to them by the DfE, for example EFAA.

The significance of Thomas More Catholic School is derived from its historic and architectural interest. Its historic interest relates to the school's history, originally as a charitable institution and most recently as a Catholic School. The school's association with notable individuals, such as Charles Dickens, Lord Russell, and Joseph Paxton, also contributes to its historic interest.

Architectural interest is found within the majority of the buildings on the site, excluding EFAG, EFAH, EFAI and EFAJ. The high-quality, grand design of EFAA and the former Headmaster's House, which have retained many of its original decorative features, such as fireplaces, cornicing and tiles, provides substantial architectural interest. The internal and external appearances of EFAB, EFAC, EFAD and EFAF, and the swimming pool part of EFAE also contribute to the school's architectural interest. These later additions reflect the growth in pupil numbers around the turn of the 20th century and reflect ongoing reinterpretation of the design language used in EFAA. Modern internal features, such as suspended ceilings and modern partitions, limit the ability to understand the original internal layout of these buildings.

The extent of the school's listing is defined by whether a structure is physically attached to the building named the listing, or whether it could be considered in its curtilage as of 1 July 1948. The listing only describes the 'main building' (EFAA), which is clearly the building that the listing pertains to. Therefore, the House and EFAB are both also listed due to being physically attached to it. It is considered that the curtilage of the listed structure extends to include other buildings on the site: EFAC, EFAD and EFAE, and EFAF. This is due to the age of these blocks, arrangement of the site and their historic relationship with EFAA in terms of how the site operated. The other buildings on the site, EFAG, EFAH, EFAI, EFAJ and all other small ancillary buildings are not considered to be curtilage listed due to the date of their construction and location on the site.

It is recommended that the information in this SoS is used to inform the development of the proposed 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 B and those specifically mentioned in section 6. Once the design of the proposed Scheme is finalised, a heritage impact assessment should be produced to understand the impact of the proposed works on the significance of Thomas More Catholic School. Group value and any potential changes to the assets' settings should also be considered in assessing the potential impact of the Scheme. Consultation with the Local Planning Authority (LPA) conservation officer should be undertaken 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 building, 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.

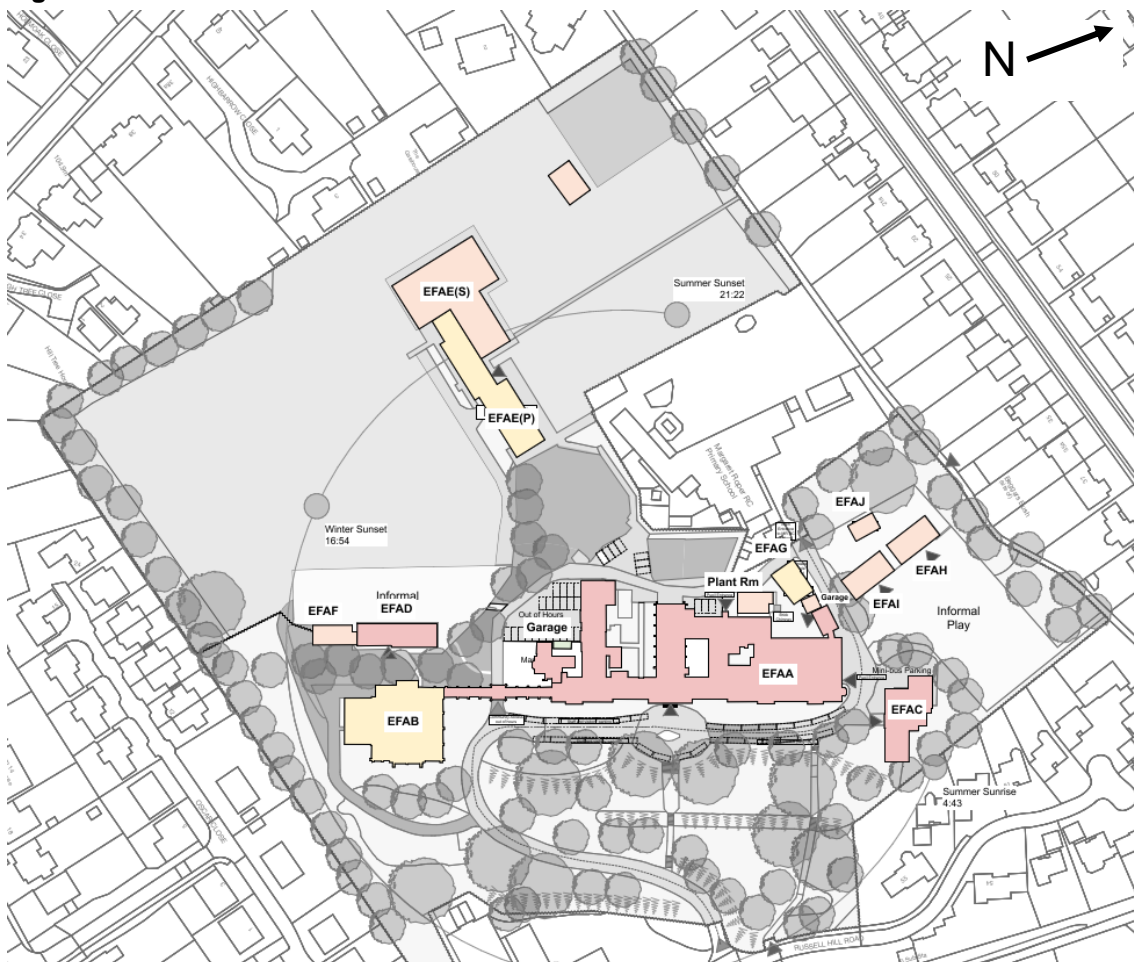
1 Introduction

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 significance of Thomas More Catholic School. 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. More information relating to the redevelopment is included in section 1.3 below.

Thomas More Catholic 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 Thomas More Catholic School site and 'school buildings' refers to the group of buildings on the site. 'Thomas More Catholic School' and 'the school' refers to the function of the school as an educational establishment. Where individual buildings are discussed, they are named separately and follow the DfE naming system as shown on Figure 1.1.

Figure 1.1: Plan of Thomas More Catholic School



Source: Mott MacDonald (2022)

1.2 Site location and description

Thomas More Catholic School was initially constructed in 1866 and was extended throughout the late 19th and 20th centuries. It is grade II listed (National Heritage List for England (NHLE): 1294476), and the grounds to the east of the school are a locally listed historic park and garden (HER: MLO107714). The site is also located within the Russell Hill Tier 1 Area of High Archaeological Potential (AHAP): DLO 037711).

The school buildings are located on a large site on Russell Hill Road, Purley CR8 2XP, centred at National Grid Reference (NGR) TQ 31024 62230. The site is situated to the north of Purley town centre, within a large suburban area, 3.8km south-west of Croydon, as shown in Figure 1.2.

Figure 1.2: Site location shown by the red line boundary



Source: Mott MacDonald (2022), using imagery © Google Earth.

The site is bounded on all sides by suburban residential development, which includes several private cul-de-sacs. Russell Hill Road forms the eastern boundary to the site and comprises a slightly winding road which leads to a gated residential estate to the north-east of the school. A pedestrian path separates the school site from the houses to the north. A large area of green space is situated beyond the residential development to the north, comprising John Fisher Playing Fields and Round Shaw Downs. The A23 Purley Way which connects Purley to Croydon runs north-south approximately 250m from the site.

The site is made up of several detached buildings. As noted above, these have been named by the DfE, for example EFAA. This naming convention is used throughout this report and shown on Figure 1.3.

Figure 1.3: Aerial photo of the site with markup showing the naming of the different blocks



Source: Mott MacDonald (2022) using imagery © Google Earth.

1.3 Project overview

Thomas More Catholic School has been selected for inclusion on the School Rebuilding Programme (SRP), which aims to carry out major rebuilding and refurbishment projects on schools and sixth form colleges across England. The buildings are prioritised according to their condition. The site was selected on the basis of *having blocks with high condition need, identified using data from the Condition Data Collection¹*. Technical advice is currently being sought to provide professional advice as part of the feasibility process on whether these blocks are replaced or refurbished.

¹ Department for Education 2022, Technical Advisor Outline Brief and Roadmap School Rebuilding Programme. URN: 101821

At the time of writing this report, the options currently being considered included elements of demolition of the grade II listed building and other buildings within the site boundary. Whilst full demolition of the grade II listed building is not likely to be progressed, it remains an option which is being considered at this early stage of the design process. Elements of refurbishment to the grade II listed building as well as other buildings within the site are also being considered, as well as new build within the site boundary. It is important to note that these options being considered are subject to change and replacement, given the early feasibility stage of the Scheme. This report, as well as other technical surveys, will help inform options.

2 Methodology

This SoS has been produced in order to better understand the heritage value of Thomas More Catholic School. It provides a history of school, a detailed description of its present appearance, and an assessment of its significance. The assessment of significance details which buildings are of greatest significance individually, as well as their contribution to the significance of the site overall. The contribution that setting makes to this significance is also explored.

2.1 Site survey

A walkover of the site was undertaken by heritage professionals from Mott MacDonald on the 24th August 2022 to:

- Inform understanding of heritage assets and their settings;
- Identify any additional non-designated heritage assets of relevance within the site and surrounding area; and
- Inform understanding of the site, such as topography, vegetation cover and current land use.

A second, more thorough site survey was undertaken on 8th and 9th November 2022 to:

- Inform understanding of the current condition of the buildings on the site;
- Complete a photographic survey of the buildings; and
- Inform the assessment contained within this report.

An archaeology consultant within the Mott MacDonald Heritage Team also joined this second site survey to help inform understanding of the site, given its location within a Tier 1 AHAP. This will inform the production of a Historic Environment Impact Assessment at a later date. Assessment of archaeology is not within the scope of this report.

2.2 Consultation

An email was sent on the 10th August 2022 to Croydon Council's Spatial Planning Team to understand what their consultation procedure was, and whether they offered pre-application advice. As the project is currently at a preliminary stage, input on what may or may not be considered appropriate for the site was sought. On the 12th August 2022 a reply from Croydon Council's Development Management team advised to submit a pre-application form. As the details of the Scheme have not been established, given the early stages of the project, Mott MacDonald will reach out for this service when the extent of the proposed works have been established. It is understood that this consultation should include the Local Authority Conservation Officer and Archaeological Advisor, prior to the submission of a planning application and any other necessary applications, such as listed building consent. Consultation with the Greater London Archaeology Advisory Service (GLAAS) should also be undertaken due to the Scheme's location within an AHAP – again, this should take place ahead of the submission of a planning application which will likely require the production of an archaeological assessment to support it. More information on this is provided in the recommendations included in section 8 below.

This SoS and the Preliminary Archaeology and Heritage Survey will be used to facilitate discussions as part of formal pre-application consultation. Should the Scheme propose demolition of the listed building or curtilage listed structures, consultation with Historic England or the relevant National Amenity Society (in this instance, The Victorian Society) will also be recommended.

2.3 Resources

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

- National Heritage List for England (NHLE)²;
- Greater London Historic Environment Record (GLHER)³;
- Materials and records consulted in-person at the National Archives⁴;
- One set of plans provided by Royal Russell School;
- A search of the London Borough of Croydon website for conservation areas within the surrounding area⁵;
- An examination of the relevant published and unpublished archaeological and historic sources e.g., journals and historic records, and other records available online;
- 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*.⁶ 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 Thomas More Catholic School. 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 proposed works.

² Historic England, National Heritage List for England (NHLE). Available online at: <https://historicengland.org.uk/listing/the-list/> (accessed January 2023)

³ Greater London Historic Environment Record (GLHER). Available online via: <https://historicengland.org.uk/services-skills/our-planning-services/greater-london-archaeology-advisory-service/greater-london-historic-environment-record/> (accessed January 2023).

⁴ The National Archives. Available online via: <https://www.nationalarchives.gov.uk/> (accessed January 2023).

⁵ Croydon Council. *Conservation and Heritage*. Available online via: <https://www.croydon.gov.uk/planning-and-regeneration/planning-policy/conservation-and-heritage> (accessed January 2023).

⁶ 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 January 2023).

This SoS also provides an assessment of the contribution made to the significance of Thomas More Catholic School by its setting.

2.5 Listing

Historic England's listing refers to 'Russell Hill Schools (Thomas More School For Boys), Main Building'. The 'Main Building' is primarily referred to as EFAA in this report. While only EFAA is described within the listing, the listing extends to all buildings physically attached to EFAA, as well as those situated within the curtilage of the asset. Curtilage is interpreted in line with relevant guidance, outlined in section 3.4., and relevant case law. The implications of this for the site are considered in section 7.

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.

Only one set of undated, historic floor plans of Thomas More Catholic School were viewed for the production of this report, meaning that there may be some inaccuracies in the assessment of the age of historic fabric. The plans represent the extent of the school at a single specific time, and as such can quickly become outdated. Analysis of the age of fabric on the site is based these plans, written records, photographs, historic mapping and professional judgement.

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 and will be explored in a separate report.

Although this report includes a description of the site at present, it does not attempt to provide a full audit of the decorative scheme, fixtures and fittings within the entire school. This report is proportionate to the level of detail required to feed into the development of design and an options appraisal for the site. It may be necessary prior to detailed design to carry out a full fixtures and fittings audit to ensure that important individual fixtures and fitting are retained.

While the vast majority of spaces within Thomas More Catholic School were accessed on 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.

3 Legislation, Policy, and Guidance

This section outlines the legislation, policy and guidance that is of relevance to the Scheme at Thomas More Catholic School.

3.1 Overarching legislation

3.1.1 The Ancient Monuments and Archaeological Areas Act 1979

This is an Act to consolidate and amend the law relating to ancient monuments; to make provision for the investigation, preservation and recording of matters of archaeological or historical interest and (in connection therewith) for the regulation of operations or activities affecting such matters.

3.1.2 The Planning (Listed Buildings and Conservation Areas) Act 1990

This is an Act to consolidate certain enactments relating to special controls in respect of buildings and areas of special architectural or historic interest with amendments to give effect to recommendations of the Law Commission.

3.2 National planning policy

The National Planning Policy Framework (NPPF) was published on 27th March 2012, revised on the 24th July 2018, February 2019 and on 20th July 2021⁷. This replaced all previous national planning policy documents. Paragraphs 189 – 208 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:

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.

195. Local planning authorities should identify and assess the particular significance of any heritage asset that may be affected by a proposal (including by development affecting the setting of a heritage asset) taking account of the available evidence and any necessary expertise. They should take this into account when considering the impact of a proposal on a heritage asset, to avoid or minimise any conflict between the heritage asset's conservation and any aspect of the proposal.

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

⁷ NPPF (2022). Available online via: <https://www.gov.uk/guidance/national-planning-policy-framework/16-conserving-and-enhancing-the-historic-environment> Accessed 21/12/2022

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

(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.

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.

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;

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.

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.

203. 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.

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.

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. However, the ability to record evidence of our past should not be a factor in deciding whether such loss should be permitted.

3.3 Local planning policy

The key local planning policy document is the Croydon Local Plan (2016- 2036)⁸, adopted on the 27th February 2018. It sets out the strategy for planning and development in the area up to 2036. Policy DM18 relates to the Historic Environment.

3.3.1 Policy DM18 Heritage Assets and Conservation

DM18.1 To preserve and enhance the character, appearance and setting of heritage assets within the borough, the Council will determine all development proposals that affect heritage assets in accordance with the following:

- a. Development affecting heritage assets will only be permitted if their significance is preserved or enhanced;*
- b. Proposals for development will only be permitted if they enhance the setting of the heritage asset affected or have no adverse impact on the existing setting;*

DM18.2 Applications for development proposals that affect heritage assets or their setting must demonstrate:

- i. How particular attention has been paid to scale, height, massing, historic building lines, the pattern of historic development, use, design, detailing and materials;*
- ii. That it is of a high quality design that integrates with and makes a positive contribution to the historic environment; and*
- iii. How the integrity and significance of any retained fabric is preserved.*

DM18.3 To preserve and enhance Listed Buildings, Scheduled Monuments and Registered Parks and Gardens within the borough, the Council will determine all development proposals that affect these heritage assets in accordance with the following:

- i. Substantial harm to or loss of a Grade II Listed Building or Registered Park and Garden should be exceptional;*
- ii. Substantial harm to or loss of a Grade I or II* Listed Building or a Scheduled Monument should be wholly exceptional; and*
- iii. All alterations and extensions should enhance the character, features and setting of the building or monument and must not adversely affect the asset's significance.*

DM18.4 To preserve and enhance the character, appearance and setting of Conservation Areas within the borough.

DM18.5 To preserve and enhance the character, appearance and setting of Locally Listed Buildings within the borough, the Council will determine all development proposals that affect Locally Listed Buildings in accordance with the following:

- i. Substantial weight will be given to preserving and enhancing Locally Listed Buildings; where demolition is proposed, it should be demonstrated that all reasonable attempts have been made to retain all or part of the building;*
- ii. All alterations and extensions should enhance the building's character, setting and features and must not adversely affect the significance of the building; and*
- iii. All proposals for development must have regard to Croydon's Local List of Buildings of Historic or Architectural Importance Supplementary Planning Document or equivalent.*

⁸ London Borough of Croydon 2018, Local Plan. Available online at:
https://www.croydon.gov.uk/sites/default/files/Planning/Regeneration/Croydon_Local_Plan_2018.pdf
Accessed 13/07/2022

DM18.6 To preserve and enhance the character, appearance and setting of Local Heritage Areas within the borough, the Council will determine all development proposals that affect a Local Heritage Area in accordance with the following:

- i. Substantial weight will be given to protecting and enhancing buildings, townscape and landscape features that make a positive contribution to the special character and appearance of a Local Heritage Area; and*

DM18.7 Substantial weight will be given to conserving and enhancing landscape features or planting that makes a positive contribution to the special historic character and original layout of Registered and Locally Listed Historic Parks and Gardens.

DM18.9 In consultation with the Greater London Archaeological Advisory Service, or equivalent authority, the Council will require the necessary level of investigation and recording for development proposals that affect, or have the potential to affect Croydon's archaeological heritage. Remains of archaeological importance, whether scheduled or not, should be protected in situ or, if this is not possible, excavated and removed as directed by the Greater London Archaeological Advisory Service or equivalent authority.

3.4 Guidance

The following guidance has been used for this survey:

- The 2014 Chartered Institute for Archaeologists (CIfA) Standard and Guidance for Historic Environment Desk-Based Assessment (updated 2017)⁹;
- The 2015 Historic England Historic Environment Good Practice Advice in Planning Note 2: Managing Significance in Decision – Taking in the Historic Environment (GPA2)¹⁰;
- The 2017 Historic England Environment Good Practice Advice in Planning Note 3: The Setting of Heritage Assets (GPA3)¹¹;
- The 2019 Historic England Statements of Heritage Significance: Analysing Significance in Heritage Assets (TAN12)¹²;
- England's Schools: History, architecture and adaption¹³;
- Croydon Council Webb Estate and Upper Woodcote Village Conservation Areas Appraisal and Management Plan¹⁴.

⁹ Chartered Institute for Archaeologists (CIfA) 2017, updated 2020, Standard and Guidance for Historic Environment Desk Based Assessment. Available online at: https://www.archaeologists.net/sites/default/files/CIfAS%26GDBA_4.pdf Accessed 13/07/2022

¹⁰ Historic England 2015, Historic Environment Good Practice Advice in Planning Note 2: Managing Significance in Decision – Taking in the Historic Environment. Available online at: <https://historicengland.org.uk/images-books/publications/gpa2-managing-significance-indecision-taking/gpa2/> Accessed 13/07/2022

¹¹ Historic England 2017, The Setting of Heritage Assets. Available online at: <https://historicengland.org.uk/images-books/publications/gpa3-setting-of-heritage-assets/heaq180-gpa3-setting-heritage-assets/> Accessed 13/07/2022

¹² Historic England 2019, Statements of Significance: Analysing Significance in Heritage Assets. Available online at: <https://historicengland.org.uk/images-books/publications/statements-heritage-significance-advice-note-12/heaq279-statements-heritage-significance/> Accessed 13/07/2022

¹³ English Heritage 2010, England's Schools: History, architecture and adaption [online]. Available at: <https://historicengland.org.uk/images-books/publications/englands-schools/englands-schools/> Accessed 21/12/2022..

¹⁴ Croydon Council 2007, Webb Estate and Upper Woodcote Village Conservation Areas Appraisal and Management Plan. Available online at: https://lbc-app-w-localgov-corpwebsite.azurewebsites.net/sites/default/files/Planning/Conservation%20areas/Webb_Estate_CA_Appraisal_SP1_0.pdf Accessed 21/12/2022.

- Advice Note on the Curtilage Rule; ¹⁵
- Listed Buildings Identification and Extent;¹⁶ and
- Listed Buildings and Curtilage Advice Note 10.¹⁷

¹⁵ 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 (accessed 21/12/2022).

¹⁶ Historic England, Listed Buildings Identification and Extent Available online via: <https://historicengland.org.uk/advice/hpg/has/listed-buildings/> (accessed 21/12/2022)

¹⁷ 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-note10/heag125-listed-buildings-and-curtilage/> (accessed 21/12/2022).

4 Baseline

This section sets out the historic environment baseline for 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 Purley, South London

Purley remained in predominantly agricultural use until the mid-19th century. The London, Brighton & South Coast Railway opened in 1841, with Godstone Road station approximately 600m south-east of the site, later renamed Caterham Junction and then Purley stations.

There was gradual development around Purley station from the late 19th century onwards, comprising terraces of two storey properties, as well as piecemeal development of other dwellings. The parish of Purley was created in 1880, and the Croydon Municipal Tramways extended to Purley in 1901, and shops and other amenities began to be constructed, making Purley a settlement in its own right. An estate of Garden City-style dwellings for City workers was begun to the west of the site in 1888, completed in 1925.¹⁸ Further early-20th century suburban development occurred, surrounding the site with large houses on spacious plots.

4.2 Thomas More Catholic School

In December 1853, a group of warehousemen and clerks met to discuss the sudden passing of one of their colleagues and how they could support the family left behind.¹⁹ They established a charity that would fund the education of children of deceased warehousemen and commercial clerks. Initially the charity funded places at private boarding schools, but by 1855 former Prime Minister Lord John Russell led a drive to create its own establishment, the Warehousemen and Clerks [sic] Schools.

A manor house was leased in New Cross (approximately 15km north of the site) to accommodate the school, but increasing demand for places meant larger premises were required.²⁰ The existing 20-acre site located 0.5km from Caterham Junction station was purchased in 1861, and the area was named Russell Hill after the charity's president.²¹ A competition was held to design the new school building, won by John George Bland of Birmingham.²² Grounds were laid out by Sir Joseph Paxton, with steps leading to the main

¹⁸ Croydon District Council, 2007. Webb Estate and Upper Woodcote Village Conservation Areas Appraisal and Management Plan. Available online at: <https://www.croydon.gov.uk/planning-and-regeneration/planning/planning-policy/conservation-and-heritage/conservation-areas-directory/webb-estate-and-upper-woodcote-village>

¹⁹ Children's Homes 2022, Warehousemen and Clerks' Schools. Available online at: <http://www.childrenshomes.org.uk/WCDS/> Accessed 15/07/2022

²⁰ Historic England 2022, Educational Image. Available online at: <https://historicengland.org.uk/services-skills/education/educational-images/russell-hill-schools-russell-hill-croydon-8235#:~:text=This%20school%20was%20built%20as,their%20colleagues%20who%20had%20died.> Accessed 15/07/2022

²¹ Children's Homes 2022, Warehousemen and Clerks' Schools. Available online at: <http://www.childrenshomes.org.uk/WCDS/> Accessed 22/11/2022.

²² Thomas More Catholic School and Sixth Form. Available online at: <http://www.tmore.org.uk/308/history-of-the-school> Accessed 22/11/2022.

entrance of the school.²³ Construction began in July 1863, and the school was opened by the Prince of Wales on 18th June 1866.²⁴

The school comprised a four-storey principal entrance tower, flanked by symmetrical two storey wings, three bays wide, and three-storey wings beyond (Figure 4.1). In 1869, it was recorded as having 112 pupils.²⁵ A contemporary description reveals how the building was divided:

*The right wing of the building is appropriated to the girls, and the left to the boys. In each case the ground floor is occupied by the school and class rooms, and the stories above by the dormitories. The two-storey buildings between the centre and wings, contain the secretary's matron's assistant master's, waiting, and other rooms, on the ground floor.*²⁶

The classrooms and dormitories on both the girls' and boys' sides of the school were large, open rooms, designed to let in ample natural light and allow for plenty of ventilation. The boys' wing connected to the headmaster's house (hereafter referred to as the House); while the girls' wing connected to the kitchens.²⁷ In the centre of the building, a grand entrance hall led to a spacious dining hall, which incorporated a gallery for visitors to spectate the children.²⁸ The dining hall connected to the kitchen by a door and a hatch, and was also utilised as a chapel when required.²⁹ The House comprised a grand three-storey dwelling with a private external entrance as well as the internal door connecting it through to the boys' wing (Figure 4.2). It accommodated a drawing room and dining room on the ground floor, and two bedrooms each on the first and second floors.

²³ Warehousemen and Clerks' and Drapers' Schools *An Interesting Record of A Year's Work at Purley*. Held at the National Archives, reference ED 35/2384.

²⁴ 'Warehousemen and Clerks' Schools' 1866. *The Era*. 24 June. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000053/18660624/017/0007>

²⁵ 'Metropolitan News' 1869. *The Illustrated London News*. 27 November. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0001578/18691127/025/0009>

²⁶ Reproduced online at: Children's Homes 2022, Warehousemen and Clerks' Schools. Available online at: <http://www.childrenshomes.org.uk/WCDS/> Accessed 22/11/2022.

²⁷ Ibid.

²⁸ 'Warehousemen and Clerks' Schools' (1863) *London City Press*. 18 July. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000436/18630718/080/0011>

²⁹ Children's Homes 2022, Warehousemen and Clerks' Schools. Available online at: <http://www.childrenshomes.org.uk/WCDS/> Accessed 22/11/2022.

Figure 4.1: Principal elevation of EFAA



Source: Mott MacDonald (2022)

Figure 4.2: The House



Source: Mott MacDonald (2022)

In 1878, a new wing was completed at the north-eastern end of the school, continuing the principal façade in the same style. This was named the Leaf Memorial Wing after the school's late treasurer, William Leaf (Figures 4.3 and 4.4). The wing provided accommodation for 100 additional pupils, allowing the school's capacity to increase to 160 boys and 100 girls, who could be completely separated within the building.³⁰

Figure 4.3: Inscription plate for the Leaf Memorial Wing



Source: Mott MacDonald (2022)

Figure 4.4: The western elevation of EFAA with the Leaf Memorial Wing at the right side. The blue line marks the original extent of the school.



Source: Mott MacDonald (2022)

Plans of the school thought to date to the late 19th century show the extent of the school, including the Leaf Memorial Wing.³¹ The plans show the entrance hall flanked by a staff dining

³⁰ 'Warehousemen and Clerks' Schools' *Lloyd's Weekly Newspaper* - Sunday 20 October 1878 Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000079/18781020/019/0005>

³¹ Warehousemen, Clerks' and Drapers' School, (undated) *Plans of Main Building*. Held at the National Archives, reference ED 35/2384.

These plans are included in a bundle of correspondence dating to the 1920s but are undated. The design of the school shown on the plans does not match known 20th century alterations, suggesting they date to the late 19th century.

room and a committee room, leading to the dining hall and with two wings beyond. The two wings are shown meeting in the entrance hall, with the south-western wing labelled as the boys' wing and the north-eastern labelled as the girls' wing. Both wings feature playgrounds covered by single-storey structures, the boys' projecting north-westwards from the boys' wing, and the girls' adjoining the Leaf Memorial wing. A swimming pool is located in a courtyard adjacent to the dining hall in the girls' wing.

The plans show the division of space into girls' and boys' areas as less straightforward on the first and second floors, with a boys' dormitory located on the girls' side of the building on the first floor. This likely reflects changes made to cope with the increased pupil numbers and Leaf Memorial Wing expansion. The dormitories are shown to be large, spanning the width of the building, allowing for cross-ventilation. Small rooms between the dormitories were likely used by teachers or matrons. On the second floor, the dormitories are shown to be connected by narrow corridors within the eaves of the two-storey wings that flank the main entrance block. Various extensions are also shown on the boys' side of the ground floor, including a boys' covered playground in a wing projecting north-westwards, and separate toilet blocks for the boys and masters.

In 1887, the charity running the school amalgamated with a similar charity that funded the education of children of deceased Drapers, resulting in an influx of new pupils.³² The school was renamed the Warehousemen, Clerks' and Drapers' school, and additional buildings were required.

The first of the late 19th century extensions was a gymnasium (EFAD, Figure 4.5), completed in 1890, which was donated by and named after John Bentley.³³ Historic mapping from 1894 shows a lodge in situ at the south-eastern corner of the site, possibly providing accommodation for a caretaker or a member of staff (Figure 4.6). The lodge is a locally listed asset (DLO34721) situated outside of the site boundary.

Figure 4.5: Gymnasium (EFAD), facing east



Source: Mott MacDonald (2022)

Figure 4.6: Lodge, facing west



Source: Mott MacDonald (2022)

A new building to the south of EFAA was constructed in 1897 (EFAB), connected to EFAA by a long, covered walkway (Figures 4.7, 4.8). On the ground floor, it comprised an undercroft-style space with adjoining classrooms, and a grand staircase leading to the first floor, which comprised a grand assembly hall, named after a donor, John Roberts, and eight adjoining

³² Margaret Roper School. About Us. Available online at: <https://www.margaretroper.croydon.sch.uk/our-school/about-us/>

³³ 'Warehousemen, Clerks', and Drapers' Schools, Croydon. Opening Of A New Gymnasium' (1890) *Croydon Times* 17 May. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0004169/18900517/098/0008> Accessed 22/11/2022.

classrooms. A documentary record from 1950s stated that the area beneath the hall was used as a playground.³⁴ The long walkway that connects EFAB to EFAA was known as the ‘cloisters’ and was originally unglazed (Figure 4.8), allowing fresh air into the school, in line with the development of understanding of the benefits of fresh air for children at the time.³⁵

Figure 4.7: EFAB



Source: Mott MacDonald (2022)

Figure 4.8: The cloisters, facing west (EFAA / EFAB)



Source: Mott MacDonald (2022)

Shortly after, in 1903, a new three-storey wing projecting westwards from EFAA was completed, designed by George Lethbridge Esq of London, replacing the covered playground in this location and providing additional boys’ dormitories (Figure 4.9, 4.10).³⁶ The new wing was also of red brick, but is visually distinct from the original extent of the school (Figure 4.9).

Figure 4.9: Southern elevation of the 1903 wing (EFAA)



Source: Mott MacDonald (2022)

Figure 4.10: Inscription plaque of the 1903 wing (EFAA)



Source: Mott MacDonald (2022)

³⁴ Buckle, J. (n.d.) ‘Within the Purley Gates’. Available online via: https://resources.finalsite.net/images/v1585685957/royalrussellcouk/gzn1k7h3d9o9iigt08lt/WITHIN_THE_PURLEY_GATES_3.pdf . Accessed 23/11/2022.

³⁵ Cotterell, E. (n.d.) *My Memories of Russell Hill School Purley 1954-1961*. Available online via: https://resources.finalsite.net/images/v1585685955/royalrussellcouk/ulgotxig15bjqwmid08q/RHS_Memories_-_Elaine_Cotterell.pdf Accessed 22/11/2022.

English Heritage, *England’s Schools: History, architecture and adaption*. Available online via: <https://historicengland.org.uk/images-books/publications/englands-schools/englands-schools/> Accessed 23/01/2023.

³⁶ ‘Coulsdon, Purley, and Kenley’ *Surrey Mirror*. 26 September 1902. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000335/19020926/088/0008> Accessed 22/11/2022.

A carpenter's shop sponsored by F. L. Cook was constructed c. 1900, adjoining the southern end of the gymnasium (EFAD, Figure 4.11).³⁷ A sports pavilion in the grounds of the school was also completed in 1903, comprising a timber-framed building with a large porch. A video from c. 1920s shows it as tiled, while a photograph from c. 1930 shows it thatched (Figure 4.12).³⁸ It has since been demolished.

Figure 4.11: The carpenter's shop (EFAD) outlined in blue, with EFAF adjoining to the right, outlined in purple.



Source: Mott MacDonald (2022)

Figure 4.12: The sports pavilion c. 1930



Source: Photograph on display in Thomas More Catholic School.

A detached, indoor swimming pool was in situ within the school grounds by 1909, suggesting that the open-air swimming pool within the courtyard of EFAA was no longer in use at this date (Figure 4.13). A miniature rifle range adjoined the swimming pool to the north. The rifle range is no longer in situ.

In 1909, Hope Morley House for junior pupils was opened (Figure 4.14), located to the north of EFAA, connected by a covered walkway to the kitchens for the purpose of transporting food to the new junior dining hall.³⁹

³⁷ 'Opening of a New Gymnasium' 1890. *Croydon Times*. 17 May. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0004169/18900517/098/0008> Accessed 22/11/2022; 'Russell Hill Schools' 1909. *Croydon Chronicle and East Surrey Advertiser*, Thursday 13 May. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002118/19090513/055/0005> Accessed 22/11/2022.

³⁸ British Pathe, *Warehousemen, Clerks And Drapers Schools (1920-1929)*. Available online at: <https://www.youtube.com/watch?v=mNT7tL4KipE>

³⁹ 'Warehousemen, Clerks' and Drapers' Schools' *Croydon Chronicle and East Surrey Advertiser* - Thursday 27 May 1909 Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002118/19090527/088/0005>

Figure 4.13: Swimming pool (EFAE)



Source: Mott MacDonald (2022)

Figure 4.14: Hope Morley House, now Margaret Roper Primary School



Source: Mott MacDonald (2022)

In March 1912, a new, detached sanatorium for the school was completed at a cost of £2000, located between the swimming pool and the chapel (Figure 4.15).⁴⁰ It is assumed that unwell children were accommodated within EFAA up to this point. The sanatorium was a large building with large windows, a verandah and balcony, accessible from EFAA via a covered walkway, which survives in situ (Figure 4.16).⁴¹ The large windows, verandah, balcony and covered walkway reflect moves towards open-air school design at the time, with fresh air being considered a cure for many ailments and good for children's health.⁴² The sanatorium was demolished between 1961 and 1972, likely associated with the end of boarding at the school.

⁴⁰ 'Coulston and Purley' (1912) *West Sussex Gazette* 28 March. Available online via: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002166/19120328/071/0004>. Accessed 23/11/2022.

⁴¹ 'The New Infirmary, Opened At Russell Hill Schools, Purley, On Saturday' (1912) *Croydon Chronicle and East Surrey Advertiser* 30 March. Available online via: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002118/19120330/012/0002> Accessed 23/11/2022.

⁴² Wellcome Collection, (n.d.) *The history of sanatoriums and surveillance*. Available online via: <https://wellcomecollection.org/articles/Y3UlvxAAAGXXTsFx> Accessed 12/01/2022.

Figure 4.15: Site of the former Sanitorium



Source: Mott MacDonald (2022)

Figure 4.16: Covered walkway that formerly connected to the Sanitorium



Source: Mott MacDonald (2022)

A description from an inspection carried out in 1921 by the Board of Education provides a rich overview of the extent of the school in the early 20th century. It describes two separate schools, with the boys' school having 177 children and the girls' school 120.⁴³ It notes that the boys' side of the school comprised six dormitories, three each on the first and second floors, with adjoining bedrooms for the teachers, eight classrooms, a covered playground and a "small and unattractive" library.⁴⁴

The girls' side comprised five classrooms, a music room, a playroom, dormitories (number unspecified), as well as accommodation for the Head Mistress, staff, matrons and steward. It is noted that several classrooms are divided by wooden partitions, and that one classroom is accessible only via another.⁴⁵ This is evident on the plans, where all five classrooms are shown as adjoining, running the length of the north-eastern wing on the ground floor.

Following a surge in demand for places for children orphaned during the First World War, options for extending the school were considered. Plans to extend and convert a house known as Kilmington House on Russell Hill Road to the west of the school site into dormitories suggest that this was considered as an option to accommodate additional children.⁴⁶ Although the plans of this proposed conversion are undated, they are thought to date from the early 20th century due to their typography. No further documentary evidence relating to this option has been discovered. The option proceeded was to open a second branch of the school on the Ballards estate in Addington, near Croydon in 1924. This was named the Russell School. It was decided

⁴³ Board of Education, (1921) *Report of Inspection of Warehousemen, Clerks' and Drapers' School for Girls, Coulsdon and Purley, Surrey*. 2, 3 and 4 February. Held at the National Archives, reference ED 109/5587.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Photographs of the plans provided by Royal Russell School.

that the girls and younger boys should remain at the site at Russell Hill, while senior boys relocated to Russell School in Addington.⁴⁷

In 1925, a Science and Arts block (EFAC) was constructed to the north-east of EFAA (Figure 4.17). It comprised a two-storey detached building and was funded by Sir John Reynold Roberts, who donated £10,000 to the school for a building for girls at Russell Hill.⁴⁸ An inspection report from 1928 notes that the block provided teaching facilities for Domestic Science, Music, Art as well as a laboratory (Figure 4.18). It was extended to the north, adding an extra classroom on both floors, between 1933 and 1946.

Figure 4.17: Science and Arts block, now known as EFAC



Source: Mott MacDonald (2022)

Figure 4.18: Domestic Science Classroom, c. 1930 located within EFAC



Source: Mott MacDonald (2022)

A subsequent inspection by the Board of Education in 1928 recorded 201 children boarding at the school, including 49 younger boys.⁴⁹ It notes that the carpenter's workshop that adjoined the gym had been 'charmingly' converted into a Handicraft room. A later inspection in 1938 recorded that the Handicraft room had been converted into a changing room for the adjacent gym, and the library expanded and panelled in oak, paid for by a benefactor.⁵⁰ Nine girls' dormitories, accommodating between 6 and 23 girls, and two boys' dormitories each accommodating 21 boys are also recorded.⁵¹ Photographs from c. 1930 show the school at this time (Figure 4.19, 4.20)

⁴⁷ Children's Homes (2022), Warehousemen and Clerks' Schools. Available online at: <http://www.childrenshomes.org.uk/WCDS/> Accessed 23/11/2022.

⁴⁸ 'Wills' (1917) *The Scotsman* 14 December. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000540/19171214/098/0004> Accessed 23/11/2022.

⁴⁹ Board of Education, (1928) *Report of Inspection of Warehousemen, Clerks' and Drapers' School for Girls, Coulsdon and Purley, Surrey*. 13, 14 and 15 June. Held at the National Archives, reference ED 109/5587.

⁵⁰ Ibid

⁵¹ Ibid

Figure 4.19: Gym (EFAD) in c. 1930, showing boys exercising



Source: Photograph on display in Thomas More Catholic School.

Figure 4.20: Girls' dormitory in c. 1930, likely located on the first floor at the south-western end of EFAA.



Source: Photograph on display in Thomas More Catholic School.

Historic mapping shows that between 1913 and 1933, the swimming pool was extended with a long, narrow extension to the west. This extension presumably accommodated changing rooms, but this is unverified. The House was also extended to the north-west during this time.

Between 1921 and 1935, aerial photos shows that the block containing the kitchens had been extended upwards, creating a flat-roofed, two-storey block adjoining the dining hall.⁵² A small section of the original single storey building was retained at its north-eastern end (Figure 4.21).

⁵² Historic England *Aerial Photo Explorer*. Photo references: EPW005194 and EPW046861. Available online via: <https://historicengland.org.uk/images-books/archive/collections/aerial-photos/>. Accessed January 2023.

Figure 4.21: North-western elevation of EFAA, showing single storey bays on the left and the two storey section to the centre and right.



Source: Mott MacDonald (2022)

Historic mapping also shows that between 1935 and 1945, the Science and Arts block was extended to the north with a two-storey extension which accommodated two extra classrooms. The extension is visually distinct from the rest of the block, composed in a grey brick as opposed to the red brick found elsewhere on the site, and featuring a different glazing pattern.

During the Second World War, it was decided that the girls should be relocated to Russell School in Addington, as a result of the perceived risk at the Russell Hill site due to it being located close to Croydon airport. The senior boys were brought back to Russell Hill, and an air raid shelter was constructed within the garden of the sanatorium, to the west of the dining hall (Figures 4.22, 4.23). The site sustained over £3,000 worth of bomb damage during the Second World War, though it is unclear exactly which bits of the site were affected.⁵³

⁵³ Warehousemen, Clerks and Drapers' Schools letter to the War Damage Commission, (1943) *Russell Hill School Purley: Boarding School for 150 Senior Boys*. Held at the National Archives, reference IR36 / 37.

Figure 4.22: The air raid shelter, facing west



Source: Mott MacDonald (2022)

Figure 4.23: Interior of the air raid shelter



Source: Mott MacDonald (2022)

Following the war, the girls relocated back to Russell Hill, with 10 girls' dormitories recorded in the inspection in 1948, accommodating between 26 and 6 girls, and two boys' dormitories for 20 boys each.⁵⁴

On the 1955 Ordnance Survey map, the former dining hall is labelled 'Chapel (private)', suggesting that either dining had been relocated elsewhere within the school by this date, or that the map recognised the dual purpose of the hall for both meals and religious services.⁵⁵

Following concerns about the rising cost of maintaining both the Russell Hill site and Russell School in Addington, the Russell Hill site was sold in 1960 to the Southwark Diocese. Work to alter the school from a boarding school to a day school was undertaken. It is assumed that many of the alterations visible in the school today, such as the erection of partition walls within the formerly large dormitories, were undertaken around this time, though this is unverified.

Known works undertaken to convert the school to a day school include the demolition of the sanitorium, the conversion of the ground floor of the John Roberts Hall into a dining hall and the addition of an adjoining kitchen. It is assumed that kitchen facilities, which had been noted to be out-of-date in 1948, were removed from EFAA at this time.⁵⁶ The former kitchens were converted into an extension to the former dining hall, which became the school's main hall. The girls' covered playground (assumed to have remained in use until the 1960s), was replaced with a two-storey red brick extension, occupied by a gym on the ground floor, with additional

⁵⁴ Board of Education, (1948) *Report of Inspection of Warehousemen, Clerks' and Drapers' School for Girls, Coulsdon and Purley, Surrey*. 2, 3, and 4 July. Held at the National Archives, reference ED 109/5587.

⁵⁵ Ordnance Survey National Grid Maps: TQ3162SW. Surveyed 1955, Published 1956. Available online at: <https://maps.nls.uk/view/102904354>. Accessed 23/11/2022.

⁵⁶ Board of Education, (1948) *Report of Inspection of Warehousemen, Clerks' and Drapers' School for Girls, Coulsdon and Purley, Surrey*. 2, 3, and 4 July. Held at the National Archives, reference ED 109/5587.

classrooms above. A single-storey toilet block adjacent to the 1903 wing is thought to have been converted into a small chapel c. 1960s as part of the school's conversion into a Catholic school.

On 24th September 1962, Bishop Cyril Cowderoy re-opened the newly established Thomas More Catholic Secondary School and Hope Morley House was converted into Margaret Roper Primary School.⁵⁷

In the late 20th century, the second-floor corridors in the eaves of EFAA were closed to pupils, and the third floor of the main entrance block was also closed for general access. These changes were likely made due to safety concerns.

A new sports hall was opened in 2004, adjoining the existing swimming pool.

Thomas More Catholic School's NHLE list description records it as 'Thomas More School for Boys'. No information relating to it as a boys-only school has been found, other than for the duration of the Second World War: for the majority of its history the school appears to have been mixed. Additionally, an online forum for sharing memories of the school includes comments from both men and women relating to the second half of the 20th century.⁵⁸ It is therefore assumed that the NHLE name is an error.

⁵⁷ Children's Homes 2022, Warehousemen and Clerks' School, Purley, Surrey. Available online at: <http://www.childrenshomes.org.uk/WCDS/> Accessed 23/11/2022.

⁵⁸ Thomas More Catholic School – Russell Hill Road, Purley, Surrey. Available online at: <https://www.facebook.com/groups/thomasmorelondon/posts/2532672890167897/?mibextid=6NoCDW> Accessed 04/01/2023.

5 Description

This section provides a detailed description of the entire school site. However, due to the scale of the school, and the similarities of many of the internal spaces, the description is weighted towards those areas considered to be of greater significance. Rooms are numbered following the numbering convention on the floor plans included in this report, however colour-coding has also been used to draw attention to certain spaces, particularly where the numbers are hard to discern. The floor plans have been included in full in Appendix A. These plans name the buildings 'Block A, Block B' as opposed to the naming followed in this report of EFAA, EFAB, as shown on Figure 5.1.

5.1 Thomas More Catholic School site

Figure 5.1: Plan of the Thomas More Catholic School site



Source: Mott MacDonald (2022)

5.2 EFAA

EFAA is the oldest part of the school, and the building described within the school's Historic England listing.

5.2.1 Exterior

The exterior of EFAA is almost entirely in a Venetian Gothic style, composed in red brick with bands of yellow and blue brick and stone dressings. The roof is steeply pitched in slate with decorative ridge tiles and an ornamental overhang (Figure 5.2).

5.2.1.1 South-eastern elevation

The south-eastern elevation of EFAA is the principal façade and comprises a long, grand, asymmetric façade, which varies in height from two to four storeys (Figure 5.2). The façade undulates, with projecting and recessed bays across its length, and a dentilled string course separates the different floors of the building. The windows across this elevation are almost uniform: double windows with trefoil tracery above, divided by Corinthian columns, situated within a stone pointed arch. On the second floor, quatrefoils replace the trefoils in the central three bays, and stars in the wings.

Figure 5.2: Eastern elevation of EFAA

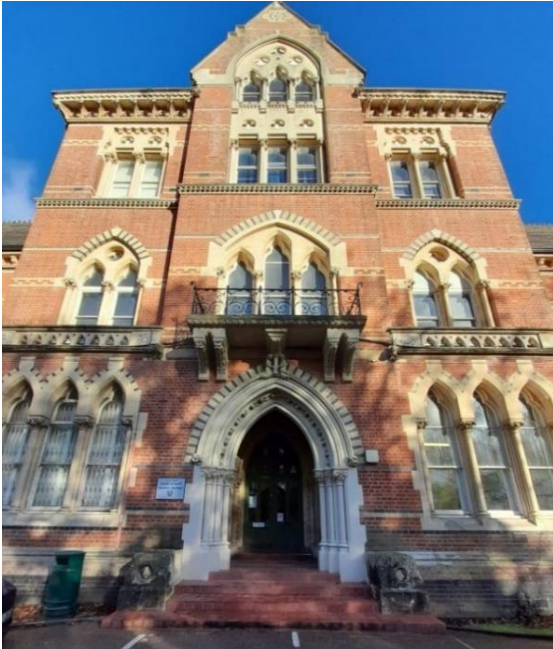


Source: Mott MacDonald (2022)

The main entrance is located centrally beneath a four-stage, three-bay bell tower. On the ground floor, the front door is located within a within a small, recessed porch, flanked by three windows on each side. The entrance to the porch comprises a moulded pointed arch and archivolt, supported by columns. The porch features geometric encaustic tiles on the floor and permanent polychromy brickwork on the interior walls (Figure 5.3; Figure 5.4). The door itself is panelled and painted green. The door is flanked by two plain-glass trefoil-head windows and is located within a steeply pointed arch, supported by two columns.

On the first, second and third floors, in the centre of the bay, are tripartite windows. The third-floor window is located within a steeply pointed gable, which features a floral motif within its apex.

Figure 5.3: Main entrance of EFAA



Source: Mott MacDonald (2022)

Figure 5.4: Porch of EFAA



Source: Mott MacDonald (2022)

Two three bay wings of two storeys flank the main entrance, followed by three storey, four-bay blocks, which historically formed the extent of the school. To the north, this block extends by four further bays, which are of the same style as the rest of the elevation (Figure 5.5).

Figure 5.5: Northern end of the eastern elevation of EFAA. The blue line denotes the historic extent of the school at this end



Source: Mott MacDonald (2022)

Figure 5.6: Southern end of the eastern elevation of EFAA, where it adjoins EFAB



Source: Mott MacDonald (2022)

EFAA adjoins EFAB at the southern end of the eastern elevation via a long cloister (Figure 5.6). The cloister features large, Tudor arch openings along its full length, within which are colourfully painted windows (Figure 5.7). Buttresses are located between the windows. In the centre of the cloister is a large entrance porch with cast iron gates located within a Tudor arch opening

(Figure 5.8). Above the entrance is a decorative plaque, which features the letters W, C, D and S (referring to the school's name, 'Warehousemen, Clerks and Drapers School') and the date 1897 (Figure 5.8), which relates to the date of the cloister and presumably EFAB's construction. The cloister has a slate roof and features a terracotta ridge.

Figure 5.7: Porch in the centre of the cloister (EFAA)



Source: (Mott MacDonald, 2022)

Figure 5.8: Porch entrance (EFAA)



Source: (Mott MacDonald, 2022)

5.2.1.2 North-eastern elevation

The north-eastern elevation is asymmetric, divided into two parts (Figure 5.9). The eastern part is three-storeys high and three bays wide, the easternmost bay projecting slightly. It is composed, like the eastern elevation, of red brick with stone dressings around the windows and dividing the floors with string courses. Yellow brick polychromatic bands decorate the façade.

The western part of the façade comprises a two storey, five bay mid-20th century extension to EFAA. It was formerly the location of the girls' covered playground. It is composed of an orange-red brick, which contrasts with the dark red brick of the rest of the school. Each bay features a window at both ground and first floor. The central three bays of this section of the façade project slightly at ground floor level, with truncated windows above. A door is located in the central bay, today comprising a green fire door. This extension to EFAA is flat-roofed.

Figure 5.9: North-eastern elevation of EFAA, with the eastern, 19th century part on the left, and western, 20th century part on the right.



Source: Mott MacDonald (2022)

5.2.1.3 North-western elevation

The north-western elevation of EFAA is complex, comprising multiple projections and extensions.

At the northern end of the elevation, the red brick extension shown in Figure 5.9 continues, comprising a nine bay two-storey building (Figure 5.10). The original façade of EFAA is evident behind, with a break in the roof reflecting where EFAA was extended to the north with the addition of the Leaf Memorial Wing in 1878 (Figure 5.10).

Adjoining this red brick extension is a small, rectangular toilet block, connected to the north-western elevation of EFAA by a short corridor. The southern side of this building is rendered (Figure 5.11), but the other walls are composed of brick (Figure 5.10).

Figure 5.10: Northern end of the north-western elevation of EFAA



Source: Mott MacDonald (2022)

Figure 5.11: Corridor connecting to small rectangular toilet block (EFAA)



Source: Mott MacDonald (2022)

A tall, detached chimney ventilates from the boiler located within the basement to the west of this elevation. The chimney comprising a red brick multi-stage tower with bands of blue bricks. Part of the basement is evident on this elevation, projecting above ground level slightly adjacent to the tower. Large single-pane windows from the basement are evident at ground level, with rendered panels between and a timber barrier above (Figures 5.12 and Figure 5.13).

Figure 5.12: North-western elevation of EFAA, facing south-east.



Source: Mott MacDonald (2022)

Figure 5.13: North-western elevation of EFAA, facing north to the chimney.



Source: Mott MacDonald (2022)

To the east of this part of the basement is a block which adjoins the north-eastern elevation of the main hall. At its northern end it comprises a single storey block with a decorative ridge which was altered to a two-storey building to the south (Figure 5.12). The two-storey part is flat-roofed and features five bays of paired six-over-six sash windows (Figure 5.13). A small glass-roofed porch projects from the centre of this part of the elevation, which connects to a short, covered walkway (Figure 5.14). The porch comprises a pointed brick arch of red and blue brick, with an entrance into the school behind.

Figure 5.14: Porch on the north-western elevation of EFAA



Source: Mott MacDonald (2022)

Figure 5.15: North-western elevation of EFAA, facing south.



Source: Mott MacDonald (2022)

The former dining hall is single storey with a steeply pitched with small dormer windows and a large five lancet Gothic window on the western gable end (Figures 5.15, 5.16). Its southern elevation features four gothic windows located between buttresses and faces into a three-sided courtyard. The western side of the courtyard comprises the corner of the central tower and part of one of the two storey blocks which flanks it. The northern elevation of the 1903 wing forms the third side of the courtyard, which is uneven in its appearance due to several small extensions. These include a small single-storey room in the south-eastern corner (originally used as a toilet block, now as the chapel) and a larger stair tower added on at the western end of the elevation (both shown on Figure 5.17).

The 1903 wing is composed of red brick and comprises three storeys plus attic (Figures 5.17 – 5.19). There are large, evenly spaced windows on this wing, which are predominantly situated beneath gently rounded brick lintels. On the second floor are paired windows located within a large, pointed stone frame with an oculus above.

Figure 5.16: Dining hall on the left, with the main entrance tower behind (EFAA)



Source: Mott MacDonald (2022)

Figure 5.17: North-western elevation of the 1903 wing, with the stair tower outlined in green and the chapel in purple (EFAA)



Source: Mott MacDonald (2022)

Figure 5.18: North-western elevation, with chapel on the left and 1903 wing on the right (EFAA).



Source: Mott MacDonald (2022)

Figure 5.19: North-western elevation, with the 1903 wing on the left and the House on the right (EFAA).



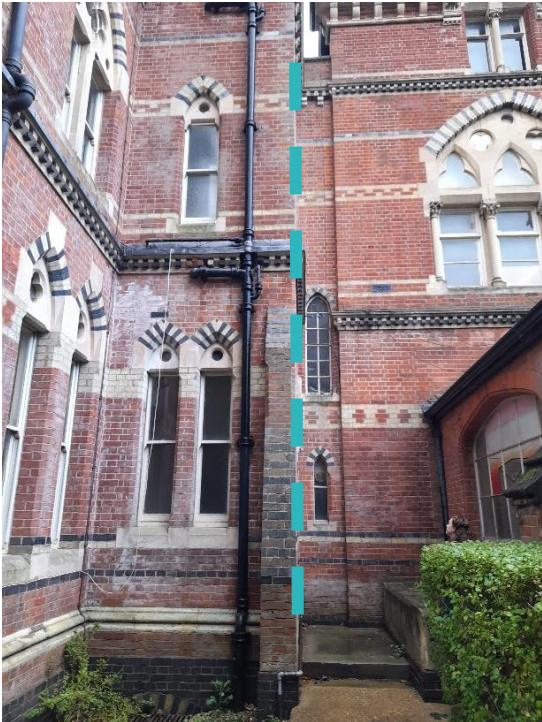
Source: Mott MacDonald (2022)

To the south of the 1903 wing, one three-storey bay of EFAA is visible (Figure 5.19). It features a steeply pitched gable and adjoins the House which is discussed separately in section 5.7 below. The single bay of EFAA features three-light windows on each floor, with one window on the first and second floors converted into a door and providing access to a metal fire escape.

5.2.1.4 South-western elevation

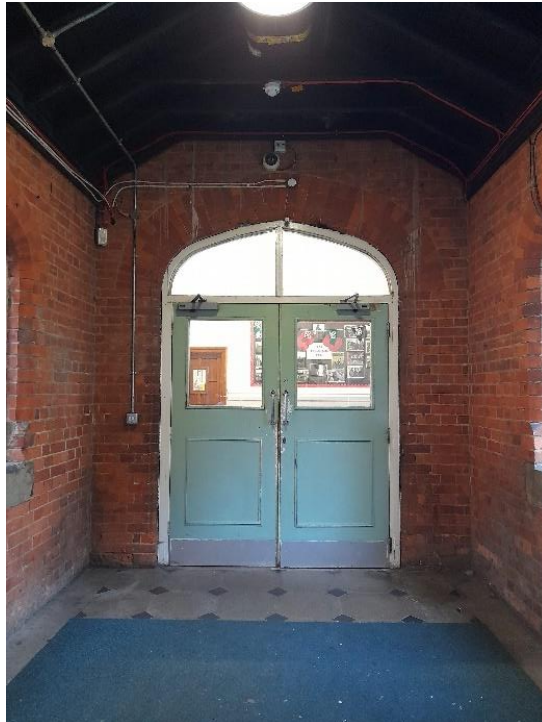
The south-western elevation comprises the House (Figure 5.20), discussed in section 5.7, and a single bay of EFAA, which adjoins the cloister linking to EFAB at ground floor level (Figure 5.21). It is shown on Figure 5.22. The first floor features a large window, comprising of three large lancets with trefoil tracery and two trefoil lights above, and a circular oculus at the top. The three large lancets are divided by Corinthian columns. At second floor level is a smaller window, composed of two rectangular lights.

Figure 5.20: South-eastern elevation where the House adjoins EFAA. The turquoise line denotes the division between school (right) and House (left).



Source: Mott MacDonald (2022)

Figure 5.21: Door to EFAA from cloister.



Source: Mott MacDonald (2022)

Figure 5.22: Aerial photo of EFAA and the House, facing north. The turquoise outline denotes the House.

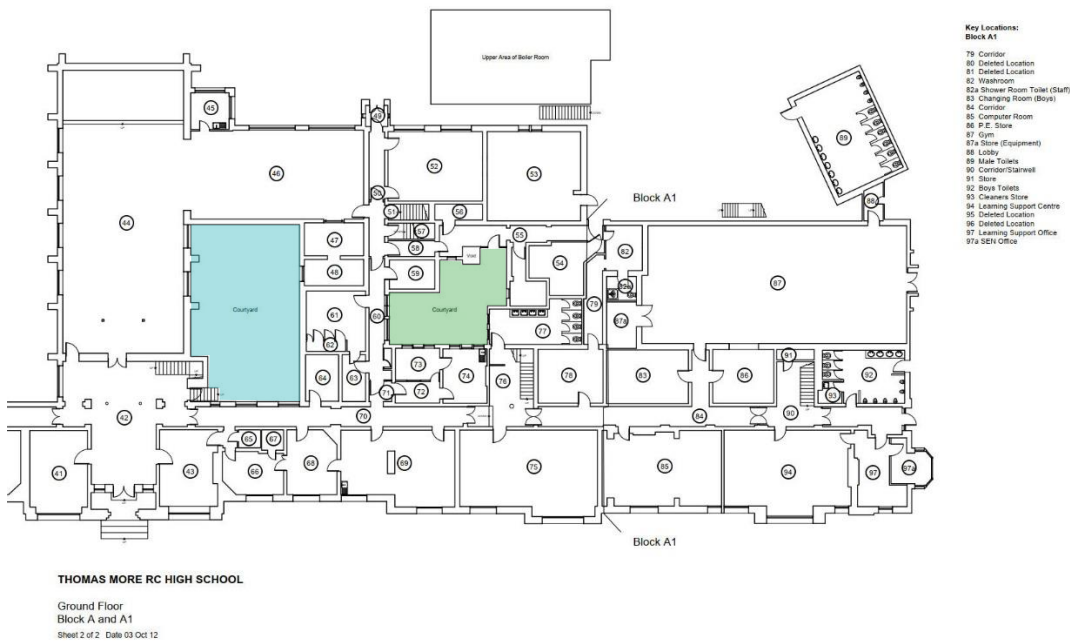


Source: Photograph on display in Thomas More Catholic School

5.2.1.5 Internal courtyards

There are two internal courtyards within EFAA, located to the west of the north-eastern wing. Neither courtyard was internally accessed during the survey.

Figure 5.23: The central and north-eastern part of EFAA, with the southern courtyard shaded in turquoise and the northern courtyard in green.



Source: Plans provided by the Department for Education

The southern courtyard, which is highlighted in turquoise on Figure 5.23, is located between the main hall and the flat-roofed extension to the north-eastern wing of EFAA. It is approximately rectangular in shape and was where the school swimming pool was once located. It is excavated below the height of the ground floor, and this lower level is clad in a grey membrane. The stairs which provided access to the swimming pool from the entrance hall are visible in Figure 5.24. The ground and part of the first floor of the north-eastern wing are composed of a dark red brick which is not found elsewhere in the school. It is possible that this was a cheaper building material, used in areas that were not as visible, or that the brickwork has been replaced at some point. The brighter red-orange brick with polychromatic brickwork banding is used on the upper stages of the main entrance tower. The windows facing into the courtyard, with the exception of those from the chapel, are smaller than those found on the principal elevations of the building.

The northern courtyard, which is highlighted in green on Figure 5.23, is more irregular in shape (Figure 5.25). It is located between the long north-western corridor within the north-eastern wing, offices, toilets, and ancillary areas.

Figure 5.24: Southern courtyard, with the steps from the entrance hall outlined in blue (EFAA).



Source: Mott MacDonald (2022)

Figure 5.25: Northern courtyard (EFAA).

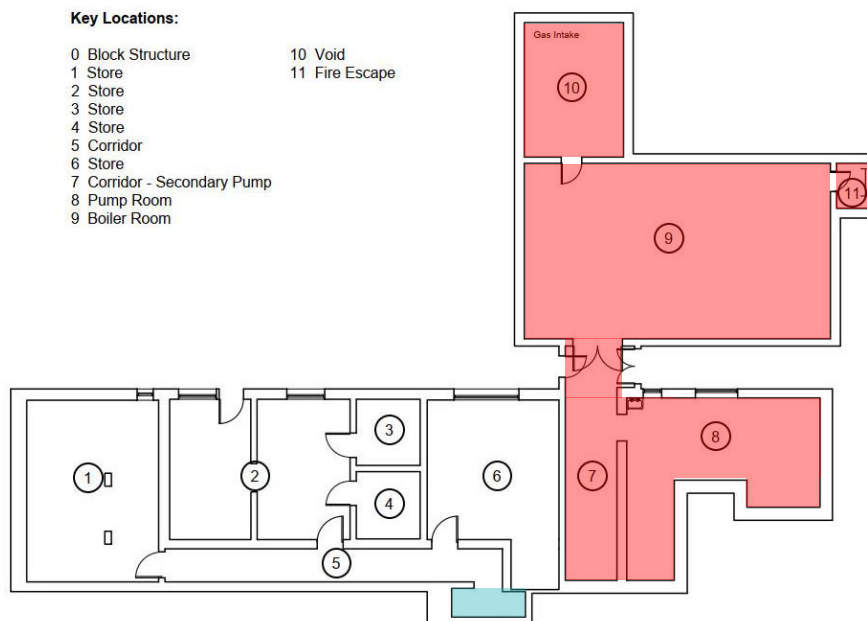


Source: Mott MacDonald (2022)

5.2.2 Interior

5.2.2.1 Basement

Figure 5.26: Basement floor plan of EFAA, with the location of the basement stairs highlighted in blue. Red shading denotes areas not accessed on site.



THOMAS MORE RC HIGH SCHOOL

Basement
Block A
Date 10 April 12

Source: Plans provided by the Department for Education

The basement of EFAA is accessed via a steep staircase (not drawn on Figure 5.26, but its location is denoted in blue). It comprises several small rooms with low, vaulted ceilings which are used for storage (Figure 5.27). These rooms are accessed off a narrow, low-ceilinged corridor (labelled 5 on Figure 5.26). Several feature windows facing westwards into small, excavated areas (Figure 5.28). The condition of the basement is poor overall, with several areas damp or showing signs of historic water ingress.

Figure 5.27: Room 1 on Figure 5.26 (EFAA). Figure 5.28: Room 6 on Figure 5.26 (EFAA).



Source: Mott MacDonald (2022)



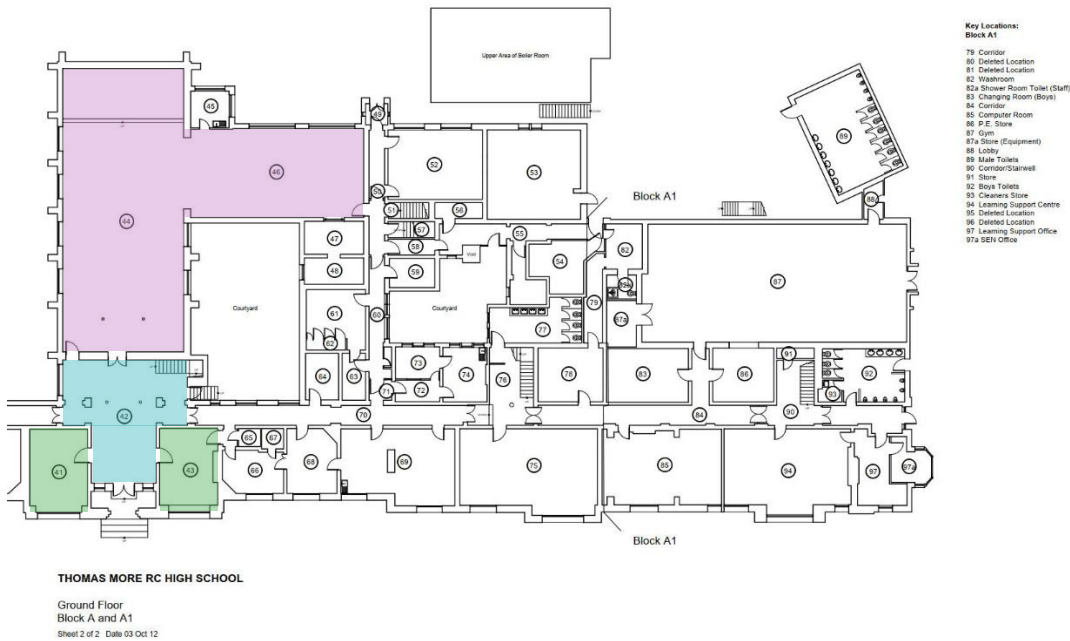
Source: Mott MacDonald (2022)

5.2.2.2 Ground floor

The ground floor of EFAA comprises a large central entrance hall and main hall, with wings projecting to the north-east and south-west. The central parts of the school will be discussed first, followed by the north-eastern wing and then the south-western wing. Due to the scale of the school, plans are shown in segments, with the full plans of the building available in Appendix A.

Central area

**Figure 5.29: The central and north-eastern part of EFAA. Shading denotes:
Purple – main hall
Turquoise – entrance hall
Green – offices**



Source: Plans provided by the Department for Education

The main entrance of EFAA leads to a large, grand entrance hall (room 42 and highlighted in turquoise on Figure 5.29; shown in Figure 5.30). The walls are brick and painted white, while red, black, and yellow encaustic tiles decorate the floor in a diamond pattern. Large, decorative corbels support the beams of the ceiling.

Figure 5.30: Main entrance, facing south-west (EFAA).



Source: Mott MacDonald (2022)

Figure 5.31: Headmaster's office door (EFAA).



Source: Mott MacDonald (2022)

Two rooms flank the main entrance (highlighted in green on Figure 5.29), both featuring a pointed arch doorway (Figure 5.31). The door to the left when facing the main entrance leads to the main reception (room 43 on Figure 5.29) while the door to the right leads to the headmaster's office (room 41 on Figure 5.29). Both rooms are identical in their decorative scheme, featuring large fireplaces and grand cornices (Figures 5.32)

Figure 5.32: Decorative features within the reception and headmaster's office (EFAA).



Source: Mott MacDonald (2022)



Beyond the reception and the headmaster's office, two long corridors connect to the entrance hall, providing access to the wings of the school. The corridors are accessed via arched openings and double doors.

An arcade divides the entrance hall, demarking the entrance to the main hall. It is composed of two grey granite Corinthian columns sat on black plinths with white capitals (Figure 5.33), which create a large central pointed arch and two smaller side arches.

Figure 5.33: Entrance hall, facing towards the main hall (EFAA).



Source: Mott MacDonald (2022)

Figure 5.34: Staircase from the entrance hall (EFAA).



Source: Mott MacDonald (2022)

The main hall doors are set into a pointed arch and are flanked by short Corinthian columns which are set into niches in the wall (Figure 5.33). To the right of the main hall doors are a set of stone stairs (Figure 5.34), which lead to a gallery over the main hall. A decorative newel post is located at the bottom of the stairs, with a Corinthian capital beneath an octagonal finial with marble detail. The balustrade is solid and painted white with the exception of cut-out quatrefoils. To the left of the main hall doors is an historic clock and bell system with its mechanism in a large case.

The main hall comprises a large, rectangular space with a timber floor. It features a steeply pitched hammer-beam roof rising from white corbels. Small dormer windows are located in the roof. A large window is located at the north-western end of the main hall, comprising five lancets, two quatrefoils and a large rose window above (Figure 5.35). At the south-eastern end of the hall is a gallery at first floor, supported by slim columns. The gallery features a timber balustrade with a cross-pattern (Figure 5.36). Windows are regularly spaced along both the north-eastern and south-western elevations of the hall, comprising paired diamond-pane leaded lancet windows.

There is a large, single storey extension to the main hall which adjoins its north-eastern elevation (Figure 5.37). This area is very plainly decorated, with the lower half of the wall painted pale green and the upper half white. It is lit by two large windows on its north-western elevation and a smaller window on its south-eastern elevation. Large downstand beams accentuate the low ceiling of the extension (Figure 5.38).

Figure 5.35: Main Hall, facing north-west (EFAA).



Source: Mott MacDonald (2022)

Figure 5.36: Main Hall, facing south-east (EFAA).



Source: Mott MacDonald (2022)

Figure 5.37: Main hall extension (EFAA).



Source: Mott MacDonald (2022)

Figure 5.38: Main hall extension (EFAA).



Source: Mott MacDonald (2022)

North-eastern wing

Figure 5.39: The north-eastern wing of EFAA, with the central part of the school greyed out for clarity. Shading denotes:

Green: the corridors through the north-eastern wing of the school.

Blue: staircases

Yellow: a localised area of encaustic tiles

Purple: a safe



Source: Plans provided by the Department for Education

A long, narrow corridor runs from the entrance hall north-eastwards through this entire wing from the entrance hall to a door on the north-eastern elevation. A second corridor adjoins it and runs perpendicular to it north-westwards. Both are highlighted in green on Figure 5.39 above. The north-eastern corridor is high-ceilinged and features parquet flooring. Sections of it feature corning, though this is somewhat obscured by wiring and pipes (Figure 5.40, 5.41). Two staircases provide access from the north-eastern corridor to the first and second floors, one in the centre of the wing and one at the north-eastern end (Figures 5.42, 5.43). These are alike in their appearance, with iron bannisters and a timber handrail though the central staircase occupies a slightly wider stairwell and features decorative iron bannisters, as opposed to plain. Additionally, the central staircase is accessed underneath a single column arcade, which adds to its grandeur. Study of the roofscape of EFAA suggests that this wider, central staircase is possibly a slightly later addition to the building, likely to accommodate an increase in pupils. This would explain the variation in the design of the two staircases, however, this theory is not verified, and both staircases feature on the c.1900 plans of the school.

Figure 5.40: Corridor (EFAA).



Source: Mott MacDonald (2022)

Figure 5.41: Ceiling of corridor (EFAA).



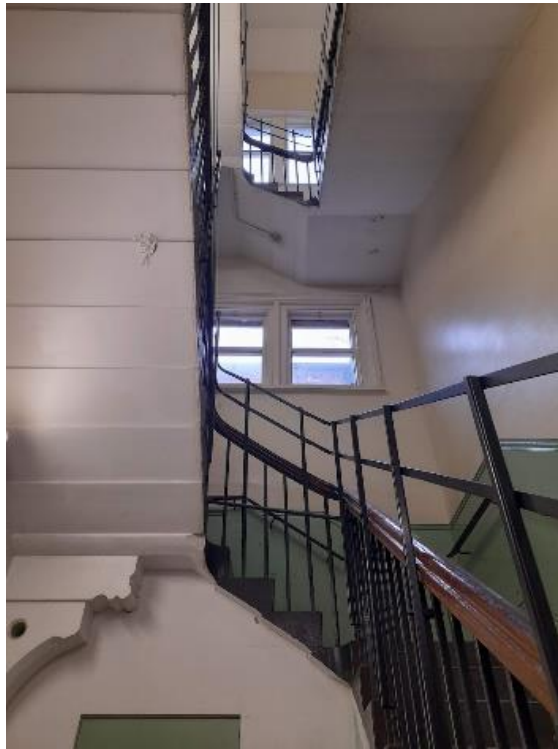
Source: Mott MacDonald (2022)

Figure 5.42: Central, wider staircase (EFAA).



Source: Mott MacDonald (2022)

Figure 5.43: Northern, narrower staircase (EFAA).



Source: Mott MacDonald (2022)

The rooms on the south-eastern side of the north-eastern corridor on Figure 5.39 feature high ceilings and are grand in their appearance, though it is clear that the arrangement and divisions of the rooms are not original (Figure 5.44, 5.45).

Figure 5.44: Room 75 as labelled on Figure 5.39 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.45: Room 85 as labelled on Figure 5.39 (EFAA).



Source: Mott MacDonald (2022)

Several historic doors classroom doors survive (Figures 5.46, 5.47), but many have been replaced (Figure 5.48). Some fireplaces survive but all are filled in (Figure 5.49) and some have often been compromised by modern additions (Figure 5.50). The scale of the fireplace in room 94 reflects its prior purpose heating the large classrooms prior to their subdivision.

Figure 5.46: Historic door (EFAA).



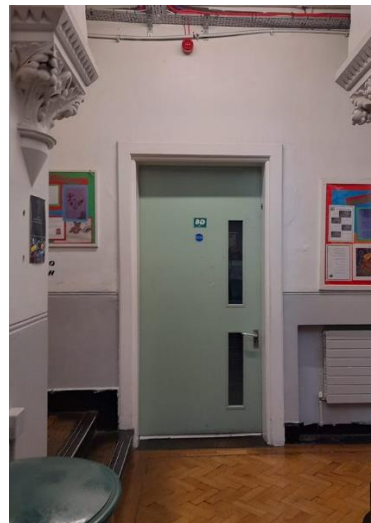
Source: Mott MacDonald (2022)

Figure 5.47: Historic door (EFAA).



Source: Mott MacDonald (2022)

Figure 5.48: Modern door (EFAA).



Source: Mott MacDonald (2022)

Figure 5.49: Infilled fireplace in room 94 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.50: Infilled fireplace bisected by modern desk in room 97 (EFAA).



Source: Mott MacDonald (2022)

Other historic features of note include a large, walk-in safe which survives in the room adjacent to the main reception, labelled room 66 and highlighted in purple on Figure 5.39 (Figure 5.51). Also of note is the parquet and encaustic tiled flooring (highlighted in yellow on Figure 5.39, and shown in Figure 5.52).

Figure 5.51: Safe door (EFAA).



Source: Mott MacDonald (2022)

Figure 5.52: Encaustic tiles and parquet flooring (EFAA).



Source: Mott MacDonald (2022)

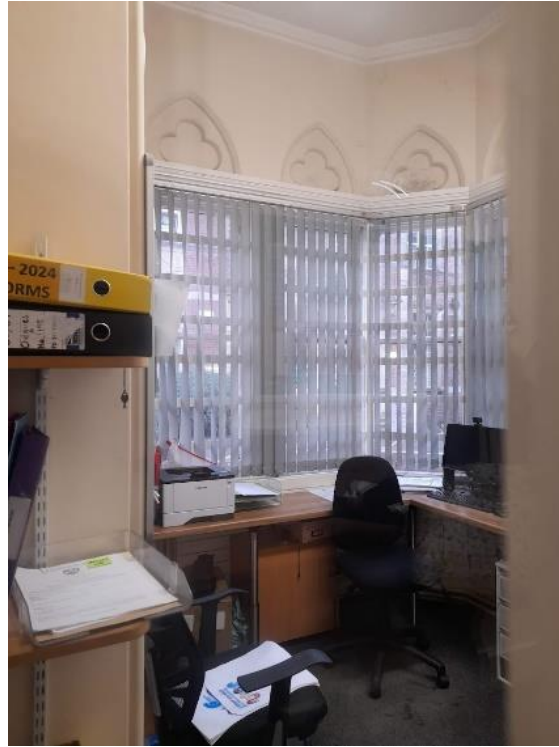
Many of the windows in this wing feature fitted metal shutters (Figure 5.53, 5.54). A large bay window is located at the north-eastern corner of the wing, though the room has been subdivided, limiting views of it (Figure 5.54).

Figure 5.53: Shutters on the window of room 69, as labelled on Figure 5.39 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.54: Bay window. (EFAA).



Source: Mott MacDonald (2022)

Figure 5.55: The north-eastern wing of EFAA, with the central part of the school greyed out for clarity. Shading denotes:

- Green:** the north-western corridor through the north-eastern wing of the school.
- Turquoise:** staircases
- Blue:** gym
- Purple:** winding corridor



Source: Plans provided by the Department for Education

The north-western side of the north-eastern wing is more haphazard in plan overall, featuring several smaller rooms used for offices, storage, toilets and changing rooms.

The north-western corridor provides access to several small offices and storage rooms. This corridor is tiled with black and red encaustic tiles and is high-ceilinged like the north-eastern corridor (Figure 5.56). A small timber room projects into the corridor at its south-eastern end (Figure 5.57). A staircase off this corridor gives access to the basement, while a second staircase connects with the sixth form centre above (Figure 5.58).

Figure 5.56: North-western corridor, facing south-east (EFAA).



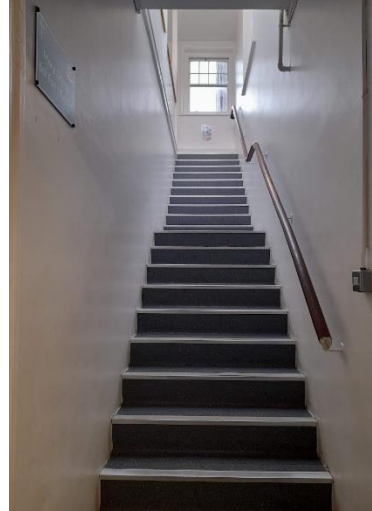
Source: Mott MacDonald (2022)

Figure 5.57: Small timber storage cupboard (EFAA).



Source: Mott MacDonald (2022)

Figure 5.58: Staircase to the sixth form centre (EFAA).



Source: Mott MacDonald (2022)

A winding corridor providing access to a series of small rooms is accessible from the north-western corridor, which connect to the northern courtyard and the outside of the school (Figure 5.59, 5.60). It is shaded purple on Figure 5.55. This area is used for a variety of storage and utility purposes, featuring wiring and pipes overhead.

Figure 5.59: The back corridor (EFAA).



Source: Mott MacDonald (2022)

Figure 5.60: Storage adjacent to the back corridor (EFAA).



Source: Mott MacDonald (2022)

The gym is located in the north-western corner of this wing, accessed via the long north-eastern corridor. It is shaded dark blue on Figure 5.55. It comprises a large rectangular room with a wooden floor and fixed wooden gym equipment on its south-eastern wall (Figure 5.61, 5.62). It

features two roof lanterns. There are regularly spaced 10-light mid-20th century windows along the room's north-western elevation.

Figure 5.61: Gym, facing south-west (EFAA).



Source: Mott MacDonald (2022)

Figure 5.62: Gym, facing north-east (EFAA).



Source: Mott MacDonald (2022)

A door from the northern corner of the gym is now blocked up, but historically provided access to a toilet block, which also has an external entrance (Figure 5.11). The toilet block survives in situ but is currently disused (Figure 5.63).

Figure 5.63: Toilet block (EFAA).

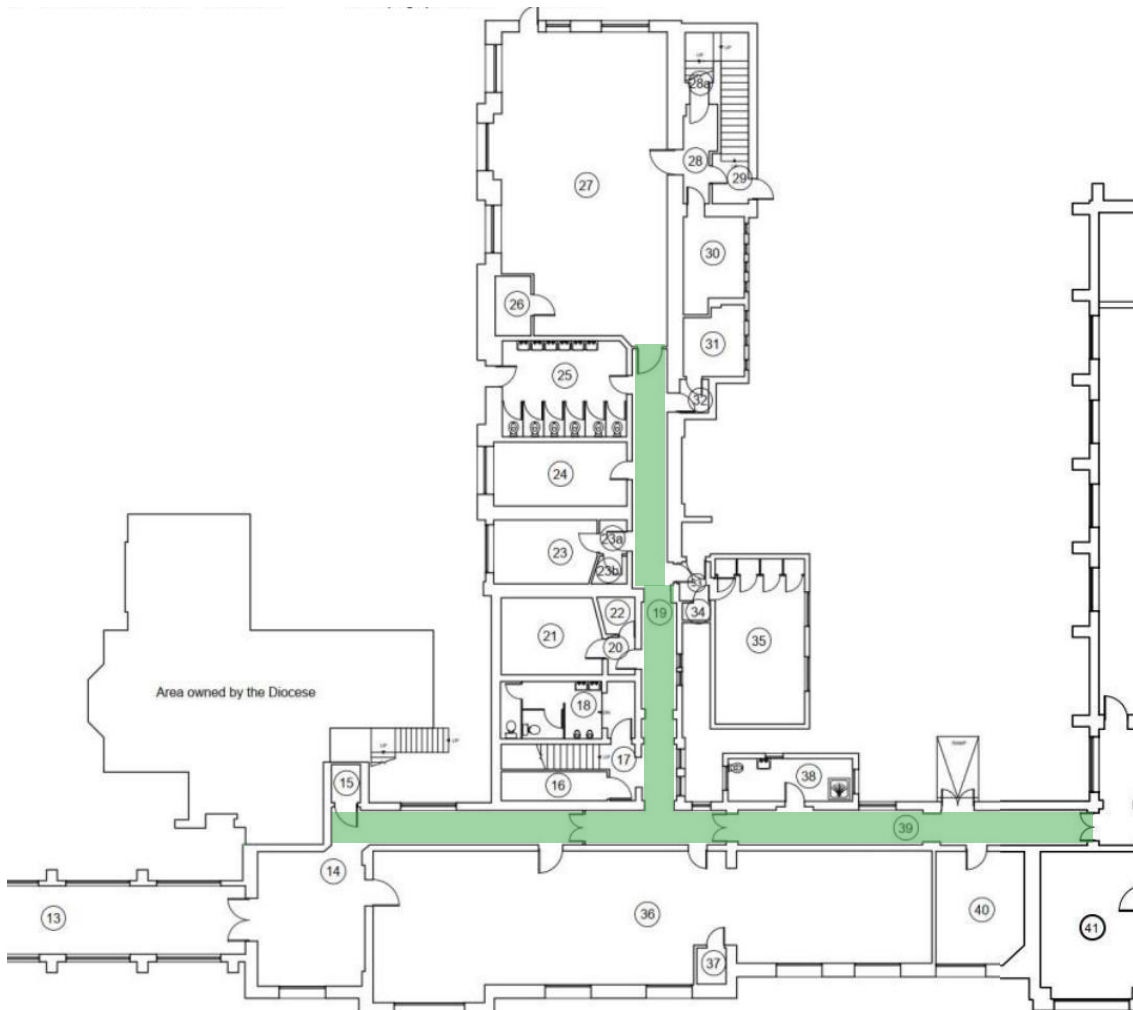


Source: Mott MacDonald (2022)

South-western wing

Similarly to the north-eastern wing, the south-western wing is composed of two long corridors, which provide access to the rooms located in this area of the school. One runs in a south-westerly direction from the entrance hall, while the other adjoins this corridor and runs perpendicular to it to the north-west.

**Figure 5.64: South-western wing of the ground floor of EFAA. Shading denotes:
Green: Corridors**



Source: Plans provided by the Department for Education

The south-western corridor is long, painted grey halfway up the wall with parquet flooring (Figure 5.65). The north-western corridor is painted light green halfway up the wall and has linoleum flooring (Figure 5.66). Both feature high ceilings and the south-western corridor features cornicing in the section closest to the entrance hall, though this is obscured by plumbing and electrical utilities, like in the north-eastern wing.

Several walls within the south-western wing has been removed to create a single large space which is in use as the library (Figures 5.67). The external wall of the library therefore has a stepped appearance due to the undulating façade. It features small round windows into the corridor above the picture rail and built-in wooden bench seating over the radiators, with vents at leg height (Figure 5.68). Similar bench seats are extant in the entrance hall, but in poorer condition. The library's decorative scheme is modern in character.

At the south-western end of the wing is an approximately square entrance hall which provides access to EFAB via a long cloister corridor (Figure 5.69).

Figure 5.65: The south-western corridor (EFAA).



Source: Mott MacDonald (2022)

Figure 5.66: The north-western corridor (EFAA).



Source: Mott MacDonald (2022)

Figure 5.67: Library, with the round windows visible on the right (EFAA).



Source: Mott MacDonald (2022)

Figure 5.68: Fitted bench seating over the library radiators (EFAA).



Source: Mott MacDonald (2022)

Figure 5.69: Entrance hall to the cloister (EFAA).



Source: Mott MacDonald (2022)

Figure 5.70: The cloister, facing south-west (EFAA).



Source: Mott MacDonald (2022)

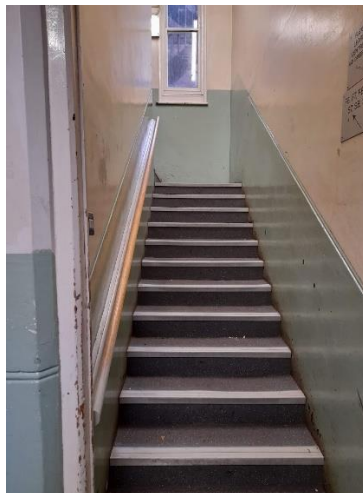
The north-western corridor provides access to a staircase (Figure 5.71, 5.72), several offices, toilets, the chapel and the drama classroom. There is a combination of historic doors (Figure 5.73) and fittings with modern additions and alterations in this area of the school.

Figure 5.71: North-western corridor (EFAA).



Source: Mott MacDonald (2022)

Figure 5.72: Staircase (EFAA).



Source: Mott MacDonald (2022)

Figure 5.73: Historic door (EFAA).



Source: Mott MacDonald (2022)

The chapel is a small single-storey extension to the north-western wing that was originally a boys' bathroom. It is now modern in character (5.74). The drama classroom at the end of the corridor is a substantial space, with some blocked-up windows and black walls (5.75).

Figure 5.74: Chapel (EFAA).



Source: Mott MacDonald (2022)

Figure 5.75: Drama classroom (EFAA).



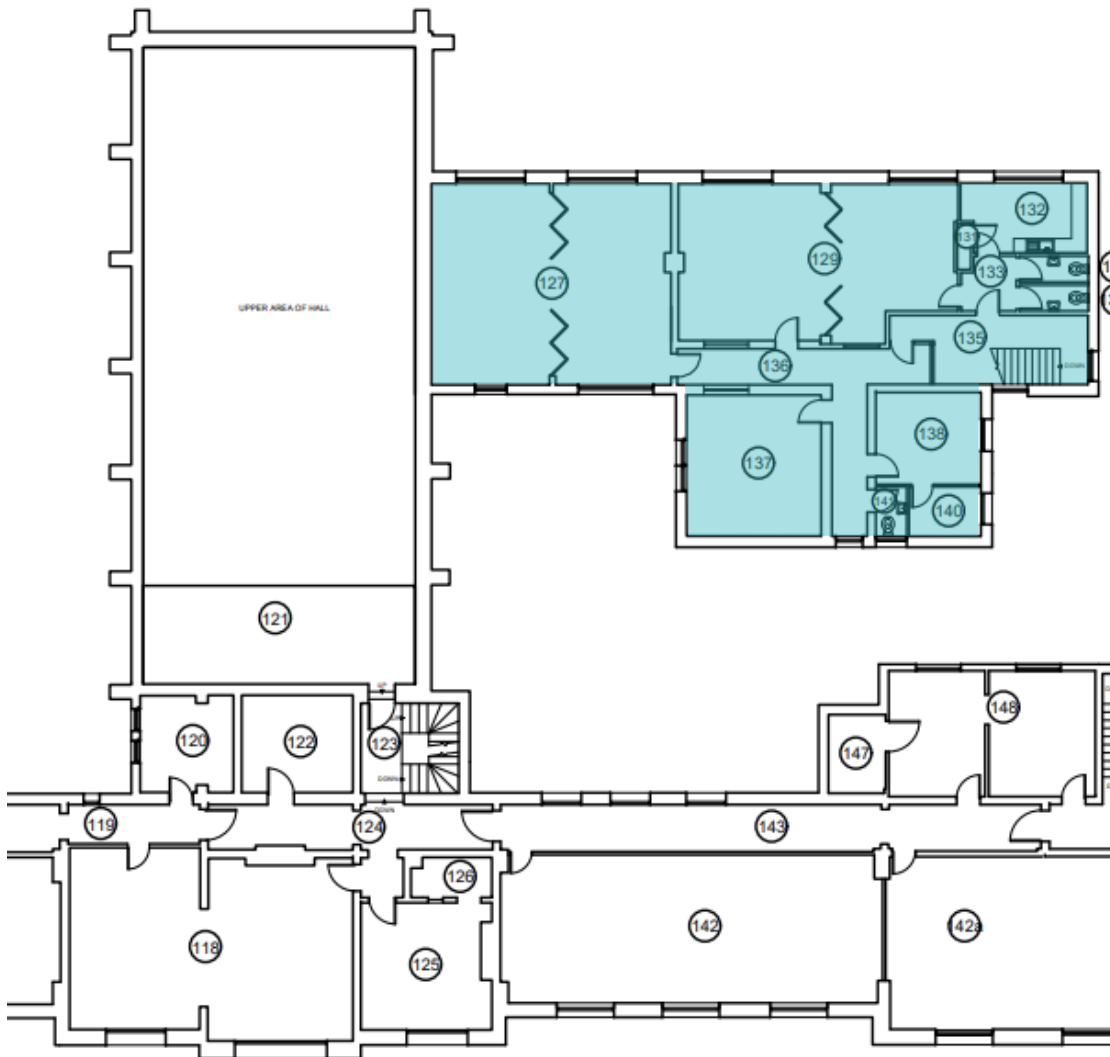
Source: Mott MacDonald (2022)

5.2.2.3 First floor

The first floor will be discussed in the same order as the ground floor, starting in the centre of the building, then the north-eastern wing, followed by the south-western wing.

Central area

Figure 5.76: Central part of the first floor of EFAA. The area shaded turquoise is used as the sixth form centre of the school.



Source: Plans provided by the Department for Education

The central area of the first floor is divided into two parts, one at the south-eastern side of the school, and the other at the north-western side of the school. This latter part is shaded turquoise on Figure 5.76. The main hall is located between the two parts, a double-height space, which is visible from a viewing gallery at its south-western end.

The viewing gallery is accessible via the staircase from the entrance hall (Figure 5.77), which features a solid balustrade with cut-out quatrefoils to the first floor. The staircase continues upwards with an iron balustrade. The gallery is tiered and features a low timber barrier with a cross-hatching pattern (5.78).

Figure 5.77: Staircase from entrance hall (EFAA).



Source: Mott MacDonald (2022)

Figure 5.78: Gallery to main hall (EFAA).



Source: Mott MacDonald (2022)

At the front of the building are three small rooms, which feature the remains of a grand decorative scheme (Figures 5.79 – 5.80). The above plans show that two rooms are connected, but this is no longer the case. The archway that once connected them remains visible, however (Figure 5.81). The right-hand side room features a small lobby entrance and cupboard, with two blocked up openings into the cupboard surviving in situ (Figure 5.82), possibly once windows intended to let light into the cupboard, or access hatches.

Figure 5.79: Room 118 as labelled on Figure 5.76 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.80: Room 118 as labelled on Figure 5.76 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.81: The now-infilled archway that formerly joined Room 118 on Figure 5.76 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.82: Room 125 as labelled on Figure 5.76 (EFAA).



Source: Mott MacDonald (2022)

The Sixth Form Centre is located to the north-west of the three central rooms, separately accessed via a staircase shown in Figure 5.76 in section 5.2.2.2. It occupies the first floor of an area that was originally single-storey and was extended upwards between 1921 and 1935.

A large lantern rooflight, and a window into the northern courtyard (shown in Figure 5.83) makes the stairwell bright and airy. The sixth form centre comprises three classrooms, an office, and

some toilets. Its interior is entirely modern in character, though it features traditional-style sash windows (Figure 5.84).

Figure 5.83: Stairwell up to the Sixth Form Centre (EFAA).



Source: Mott MacDonald (2022)

Figure 5.84: Corridor within the Sixth Form Centre (EFAA).

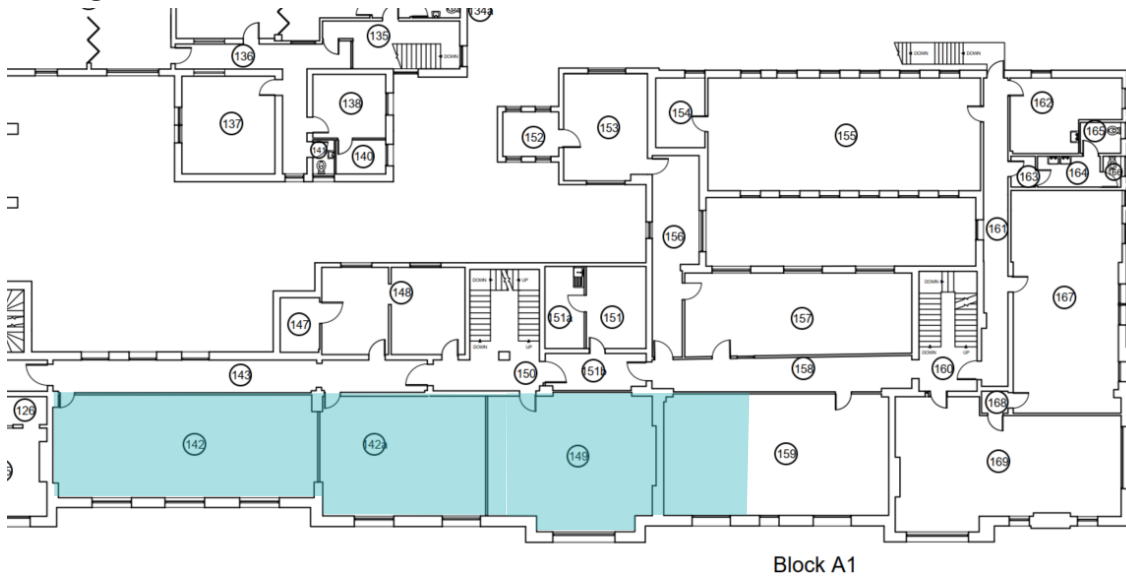


Source: Mott MacDonald (2022)

North-eastern wing

The north-eastern wing comprises five large classrooms which face south-east, and which are accessed off a single, long corridor (Figure 5.86). Access to this wing is provided via the two staircases identified on the ground floor, one in the centre of the wing (Figure 5.87) and one at the north-eastern end. The central stairwell is wider than the other. Four further classrooms and several offices are situated in the north and west of this wing.

Figure 5.85: North-eastern end of the first floor of EFAA. The turquoise shading denotes the assumed former extent of a dormitory, ending part way through room 159 as that was the original extent of the school.



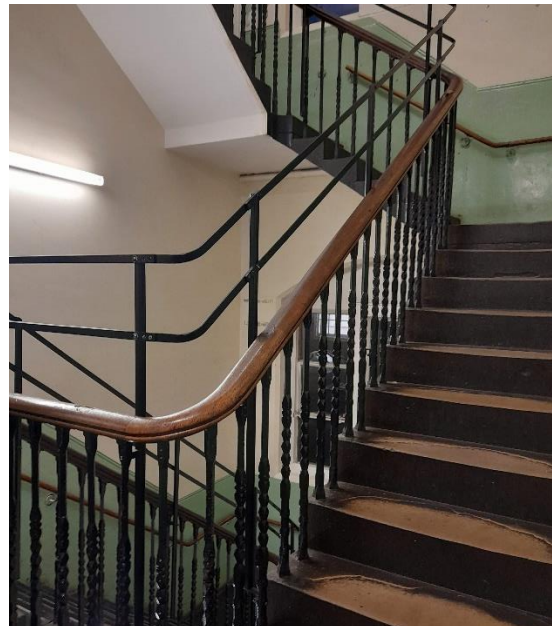
Source: Plans provided by the Department for Education

Figure 5.86: Corridor, facing south-west (EFAA).



Source: Mott MacDonald (2022)

Figure 5.87: The central, wider staircase of this wing (EFAA).

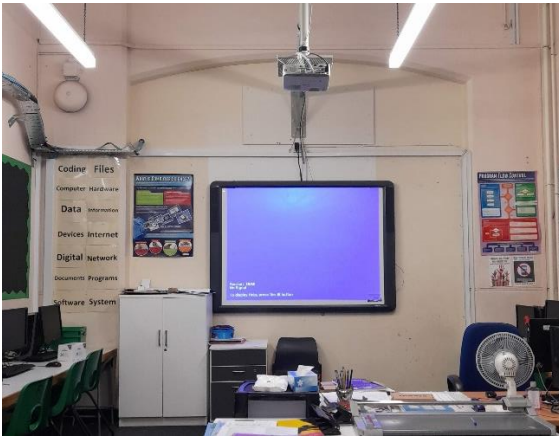


Source: Mott MacDonald (2022)

Four of the south-east facing classrooms are thought to have been a single, large dormitory when the school was first constructed. Evidence of where the rooms adjoined survives in the form of infilled archways (Figures 5.88 and 5.89) .

The classrooms are plain in their decorative schemes. The windows are uniform across this block but are obscured by blinds or shutters in many of the classrooms. The classrooms feature windows into the corridor at a high level.

Figure 5.88: Arch in room 142, where it formerly connected to room 142a (EFAA).



Source: Mott MacDonald (2022)

Figure 5.89: Room 149, showing the infilled arch where the room formerly adjoined room 159, and the decorative window reveal (EFAA).



Source: Mott MacDonald (2022)

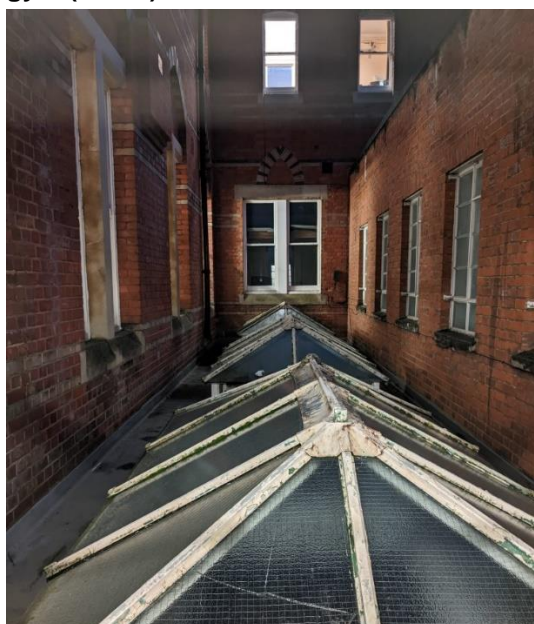
A second corridor runs north-westwards from just beyond the north-eastern narrower staircase, providing access to additional classrooms, an office and toilets. Like much of the school, the corridor is painted half-way up in light green, though this is peeling and in poor condition. Part of the corridor is carpeted, and part parquet flooring (Figure 5.90). A window to the south-west from the corridor provides a view into a courtyard, with the large skylight of the gym visible below (Figure 5.91).

Figure 5.90: Corridor (EFAA).



Source: Mott MacDonald (2022)

Figure 5.91: Courtyard with rooflights to gym (EFAA).



Source: Mott MacDonald (2022)

Room 167 spans the old and new parts of the north-eastern elevation, incorporating two bays of the older part of the school, and one bay of the 20th century extension. The single bay of the 20th century extension features a low ceiling compared to the rest of the room. Room 155 is situated above the gym and features 10-pane windows on both its north-west and south-eastern elevations. The windows to the south-east face on to a courtyard, with the flat roof of the gym below.

Figure 5.92: Room 167 as shown on Figure 5.85 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.93: Room 155 as shown on Figure 5.85 (EFAA).

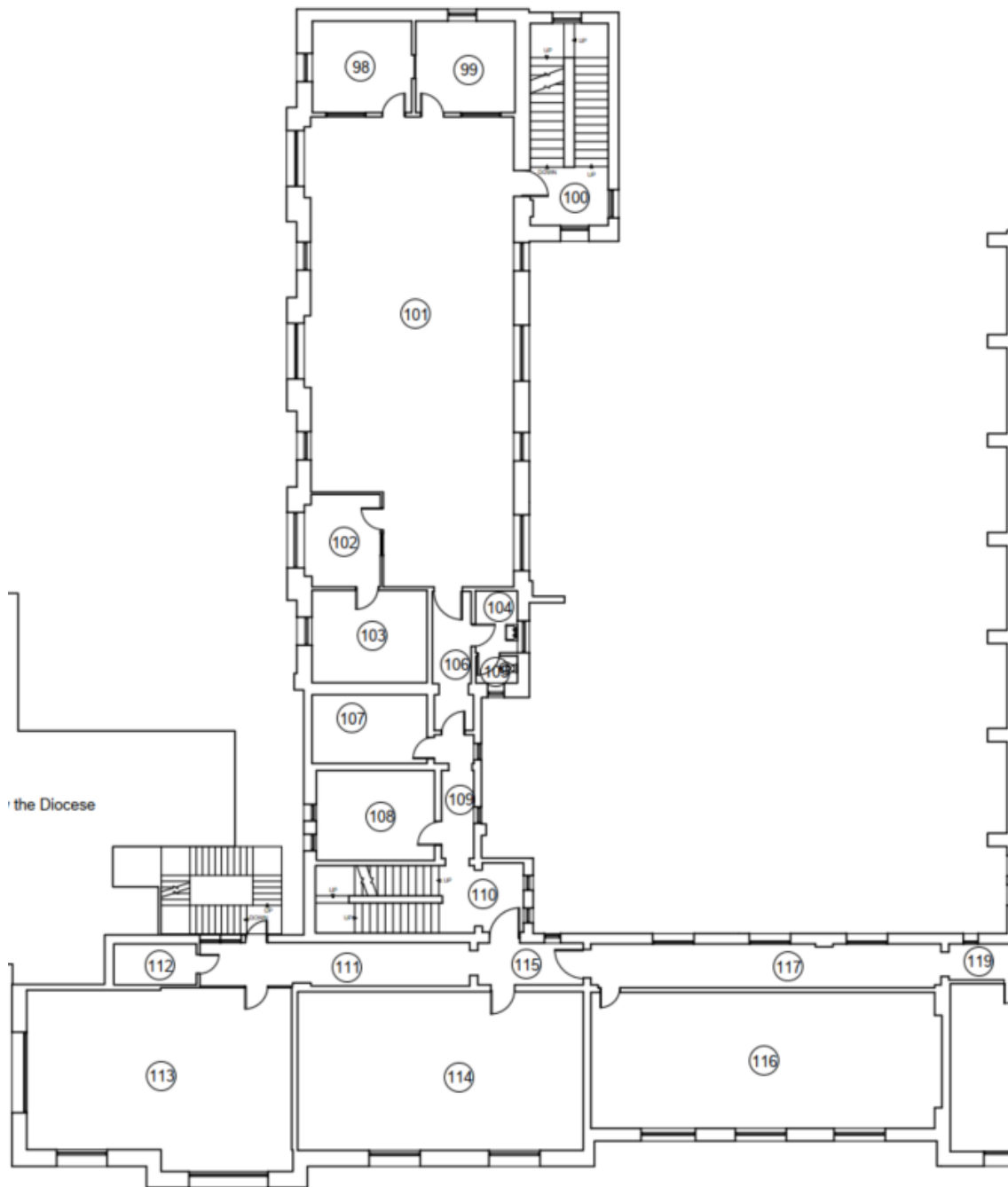


Source: Mott MacDonald (2022)

South-western wing

The first floor of the south-western wing of EFAA is L-shaped like the ground floor (Figure 5.94), with two perpendicular corridors, running south-west and north-west. The north-western part comprises the 1903 wing. The staircase connects to the north-western corridor from the ground floor. It is plain, painted light green halfway up the wall and featuring modern plastic treads (Figure 5.95). Two small offices are located off this corridor with a substantial classroom located at its head, which spans the width of the 1903 wing (numbered room 101 on Figure 5.94; Figures 5.96, 5.97). Two practice rooms, offices and a fire escape staircase adjoin room 101 (Figure 5.98). The doorways of the practice rooms are prominently located symmetrically within the classroom.

Figure 5.94: South-western end of the first floor of EFAA.



Source: Plans provided by the Department for Education

Figure 5.95: Staircases to ground and second floors (EFAA).



Source: Mott MacDonald (2022)

Figure 5.96: Office (EFAA).



Source: Mott MacDonald (2022)

Figure 5.97: Office (EFAA).



Source: Mott MacDonald (2022)

Figure 5.98: Music classroom, with the doors to the practice room at the far end (EFAA).



Source: Mott MacDonald (2022)

The rest of the south-western wing comprises three large classrooms accessed via a long corridor (Figures 5.99 – 5.101). The internal wall of the corridor is clearly a modern partition with modern windows at clerestory height to provide natural light into the corridor (Figure 5.100). A fire escape leads from the corridor to an external metal staircase (Figure 5.102).

Figure 5.99: Classroom, labelled room 113 on Figure 5.94 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.100: Classroom, labelled room 114 on Figure 5.94 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.101: Corridor, facing north-east (EFAA).



Source: Mott MacDonald (2022)

Figure 5.102: Fire escape (EFAA).

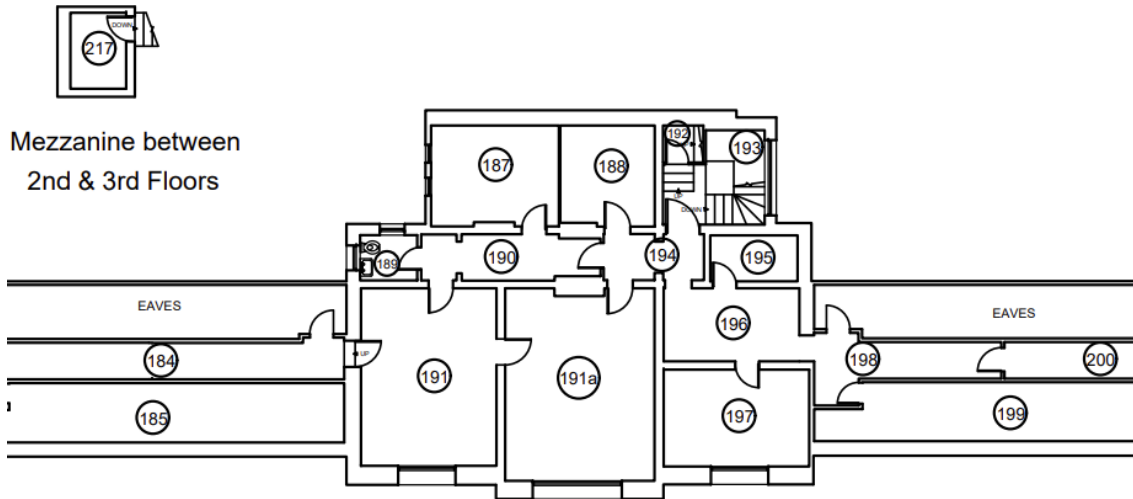


Source: Mott MacDonald (2022)

5.2.2.4 Second floor

Central area

Figure 5.103: Central area of the second floor of EFAA, flanked by low-ceilinged corridors connecting to the wings to the north-east and south-west.



Source: Plans provided by the Department for Education

The central area of the second floor is accessed either by the grand staircase from the entrance hall, or by low-ceilinged corridors through the eaves to the blocks to the north-east and south-west. It comprises several small rooms, which are used for small class teaching or as offices, accessed via steeply pointed arched doorways and a low-ceilinged corridor (Figures 5.104 – 5.107).

Figure 5.104: Pointed arch doorway (EFAA). Figure 5.105: Corridor in EFAA.



Source: Mott MacDonald (2022)



Source: Mott MacDonald (2022)

Figure 5.106: Second floor office (EFAA).



Source: Mott MacDonald (2022)

Figure 5.107: Second floor office (EFAA).

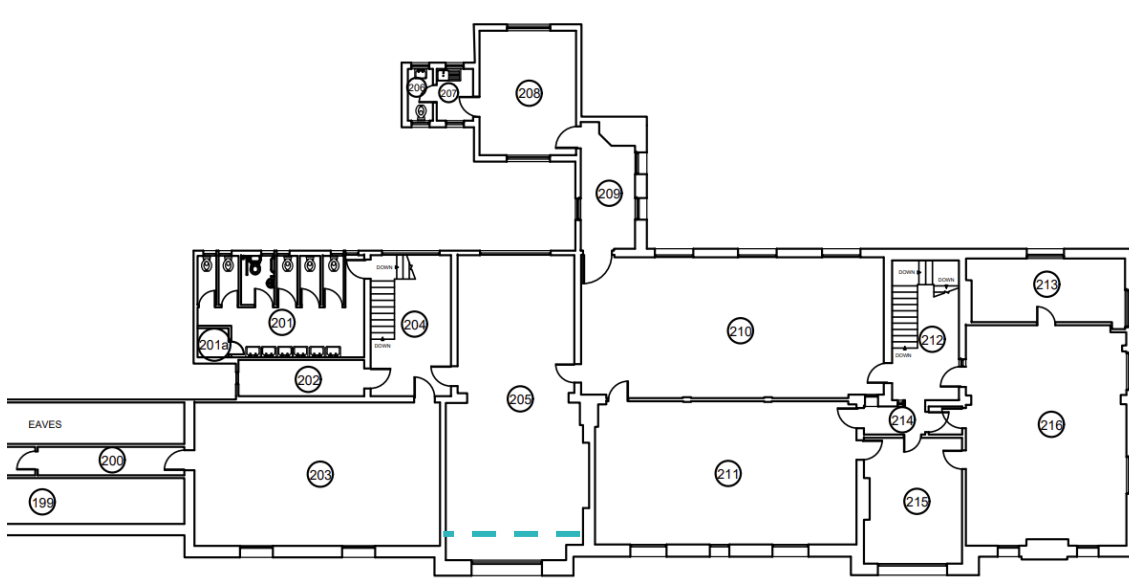


Source: Mott MacDonald (2022)

North-eastern wing

The north-eastern wing is accessible via the eaves from the central area, or via the two staircases from the ground floor north-eastern corridor, which terminate on the second floor (Figure 5.109 and 5.110). Each staircase provides separate access to different classrooms, as unlike the ground and first floors, the second floor does not feature a long, narrow corridor throughout the wing. As such, the layout of classrooms is regular, with all of the classrooms interconnected. Modern partition walls have been used to create short corridors and to divide classrooms, such as between the classrooms labelled 210 and 211 on Figure 5.108.

Figure 5.108: North-eastern wing of the second floor of EFAA. The turquoise line denotes an area that is boarded off.



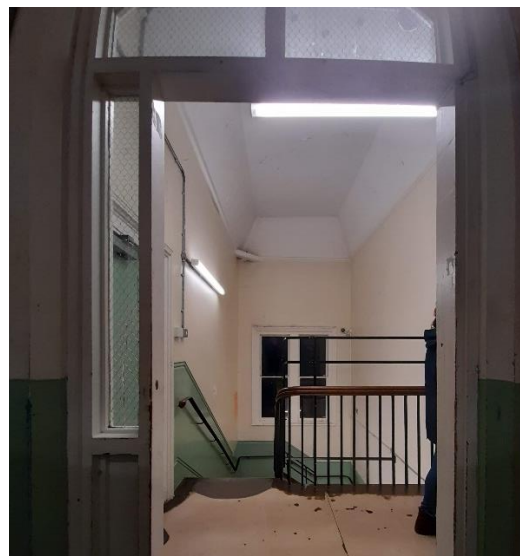
Source: Plans provided by the Department for Education

Figure 5.109: Corridor through the eaves (EFAA).



Source: Mott MacDonald (2022)

Figure 5.110: Top of the narrower staircase (EFAA).



Source: Mott MacDonald (2022)

The corridor through the eaves leads directly to a large classroom with exposed timber trusses (Figure 5.111, labelled room 203 on Figure 5.108). Classroom 203 leads to the wider of the two staircases and a large classroom which spans the width of the second floor (labelled 205 on Figure 5.108). The south-eastern side of classroom 205 was boarded off with a large timber partition at the time of the survey following the identification of cracking and deflection to the external wall. Emergency structural repairs were installed to prevent further deflection and the collapse of the wall (Figure 5.112).

Figure 5.111: Room 203 on Figure 5.108 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.112: Boards at the end of classroom 205 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.113: Connecting door between classrooms (EFAA).



Source: Mott MacDonald (2022)

Figure 5.114: Classroom 214, with the modern partition visible on the right (EFAA).

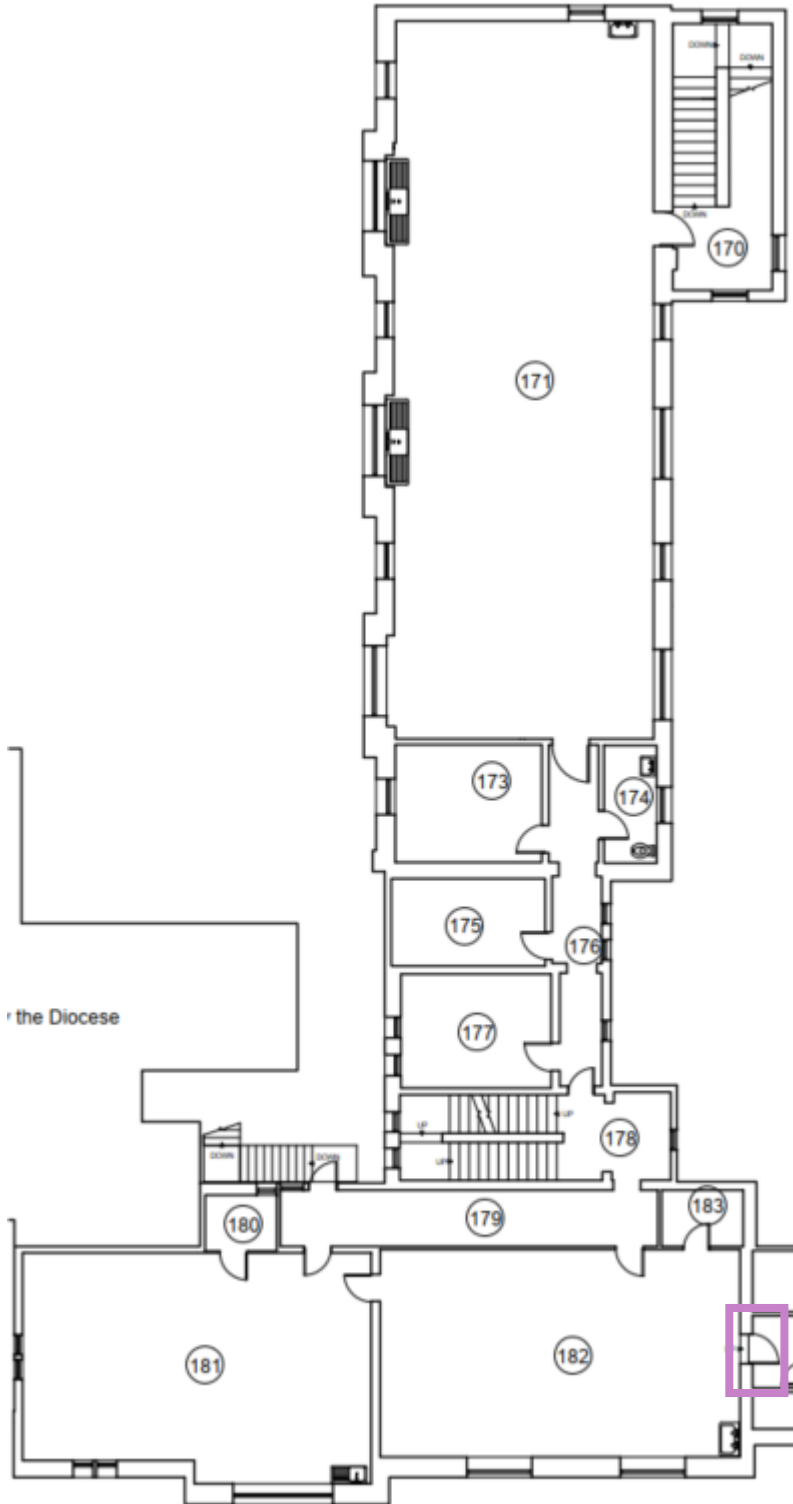


Source: Mott MacDonald (2022)

All of the classrooms on this floor feature exposed timber beams and are situated partially within the eaves, with sloping sections of roof visible. Some beams also feature tension rods between them. The timber beams are varyingly painted white or left brown and feature chamfered edges.

South-western wing

Figure 5.115: South-western wing of the second floor of EFAA. The purple outline denotes the location of the door which connects to the corridor through the eaves



Source: Plans provided by the Department for Education

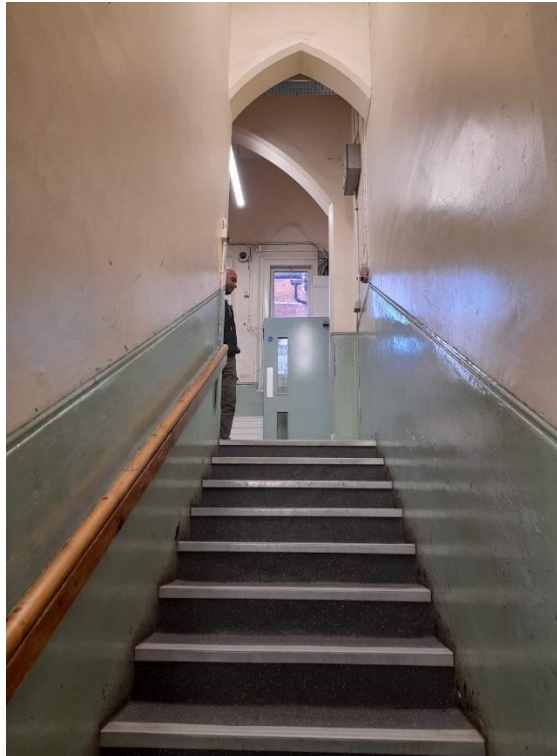
The south-western wing is accessed, like the north-eastern wing, via the narrow corridor through the eaves from the central area (as shown on Figure 5.109 and 5.116), or via the main staircase in this wing from the ground floor (Figure 5.117).

Figure 5.116: Door to the corridor through the eaves (EFAA).



Source: Mott MacDonald (2022)

Figure 5.117: Staircase in the south-western wing (EFAA).



Source: Mott MacDonald (2022)

The south-western wing comprises a substantial classroom (labelled room 171 on Figure 5.115) at the north-western end of the 1903 wing which can be divided in two by a Concertina style partition partition. The large classroom features exposed timber beams which rest on small corbels, and windows on both the north-eastern and south-western facades, making it a bright space (Figures 5.118 and 5.119).

Figure 5.118: Room 171 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.119: North-western end of room 171 (EFAA).



Source: Mott MacDonald (2022)

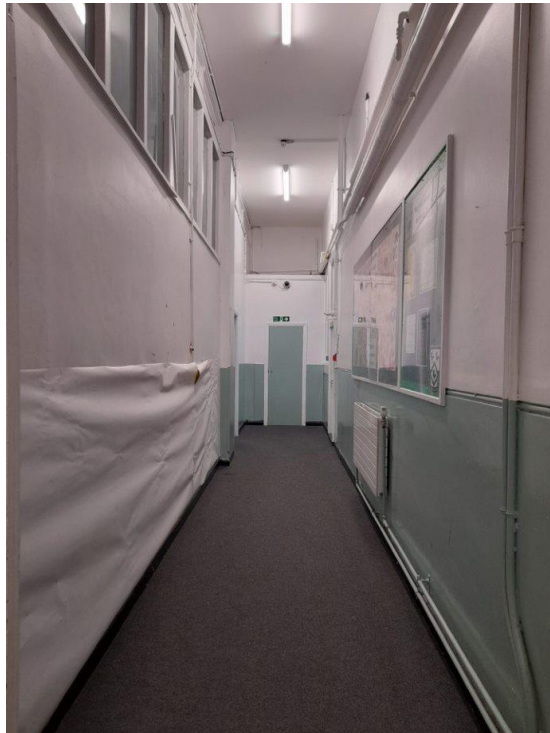
Three small store rooms and a toilet are located off a short corridor which connects to the staircase. The corridor features red and black geometric tiles (Figure 5.120). Beyond the staircase to the south-west is a second corridor, created by partitioning space from the two large classrooms located at this side of the building (Figure 5.121).

Figure 5.120: Corridor from room 171 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.121: South-eastern corridor, with the modern partition visible on the left (EFAA).



Source: Mott MacDonald (2022)

The two large classrooms at the southern end of the building are both large in size and feature exposed timber roof trusses. Room 181, as numbered on Figure 5.115, features a hammer-beam roof, while Room 182 features straight, A-frame trusses. The roof trusses are painted white throughout this floor and feature chamfered edges (Figures 5.122 and 5.123).

Figure 5.122: Room 181, as numbered on Figure 5.115 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.123: Room 182, as numbered on Figure 5.115 (EFAA).

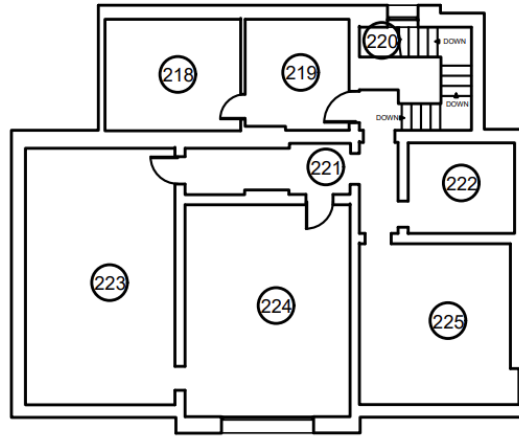


Source: Mott MacDonald (2022)

5.2.2.5 Third floor

The third floor of EFAA is located within the tower of the central block. It is accessed via the central staircase which runs from the ground floor to the third floor. The third floor is currently disused and general access is prevented by a door and partition inserted into the central staircase (Figure 5.125). This is due in part to the condition of these areas, but primarily due to concern over fire safety and evacuation from this third floor.

Figure 5.124: Plan of the third floor of EFAA.



Third Floor

Source: Plans provided by the Department for Education

The rooms on this floor are in poor condition, with peeling paint, areas of floorboards missing, and the walls heavily graffitied (Figures 5.126 and 5.127). Timber roof trusses are exposed throughout the rooms on this floor. A fixed timber ladder provides access to the bell tower (Figure 5.128), which was not accessed during the site visit, due to safety concerns.

Figure 5.125: Staircase to third floor with partition (EFAA).



Source: Mott MacDonald (2022)

Figure 5.126: Fireplace and graffiti on the third floor (EFAA).



Source: Mott MacDonald (2022)

Figure 5.127: Room 224 on Figure 5.124 (EFAA).



Source: Mott MacDonald (2022)

Figure 5.128: Ladder to bell tower (EFAA).



Source: Mott MacDonald (2022)

5.3 EFAB

5.3.1 Exterior

EFAB is accessed via the cloister discussed in 5.1.2. EFAB is composed of a large central hall with two, two-storey wings to the north and south (Figure 5.129). The block is composed of red brick and red hung tiles. The two-storey wings are four bays wide and feature arched windows on both floors, the upper ones composed of stained glass; the lower ones of plain glass. Buttresses divide the bays along both north and south elevations. The central hall features a large, arched, stained-glass window on its eastern elevation.

There is a single storey extension on EFAB's south-western elevation, composed in orange brick and featuring a flat roof and square windows (Figure 5.130). This extension is thought to date to the 1960s.

Figure 5.129: EFAB, facing west.



Source: Mott MacDonald (2022)

Figure 5.130: EFAB, facing north.

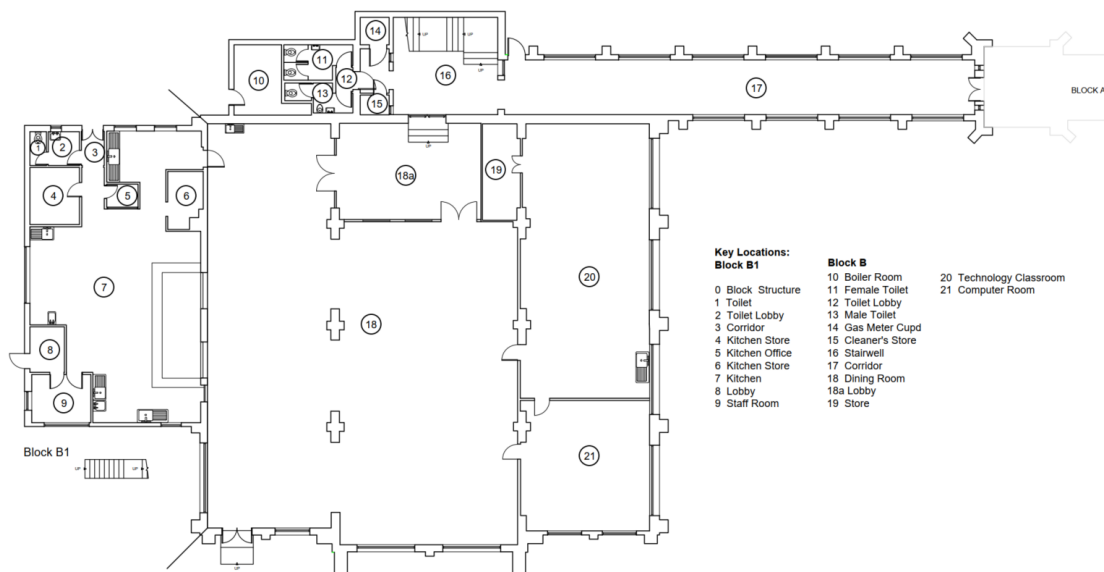


Source: Mott MacDonald (2022)

5.3.2 Interior

5.3.2.1 Ground floor

Figure 5.131: Ground floor of EFAB.



Source: Plans provided by the Department for Education

The main entrance to EFAB is located at the end of the cloister which connects to EFAA, on the north-eastern side of EFAB, as shown in Figure 5.131. This entrance provides access to a double-height entrance hall, with brick walls and a stone floor. A large staircase is located at the eastern side, which cantilevers out over an opening to the rest of the ground floor.

The staircase comprises stone steps overlaid with linoleum tiles. The balustrade is composed of green-painted decorative iron spindles with a timber banister.

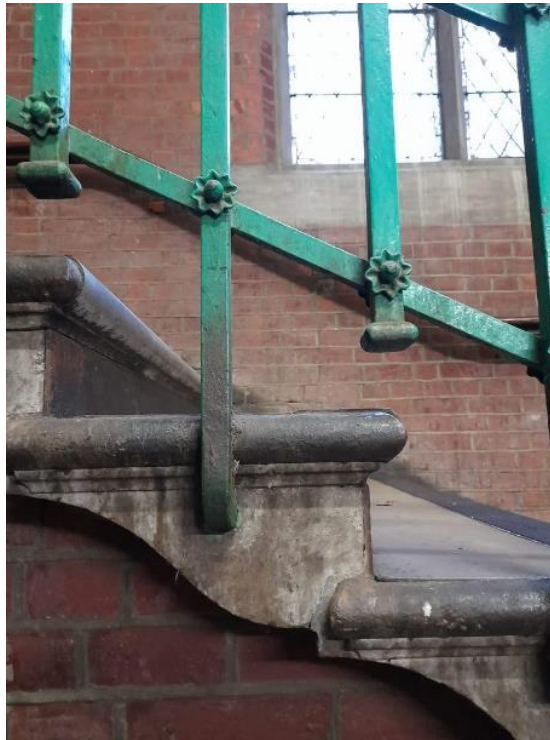
Beneath the staircase are toilets and store rooms. The entrance to these ancillary rooms is a brick pointed arch flanked by two windows, the frames of which are painted green to match the staircase (Figure 5.132, 5.133).

Figure 5.132: Staircase within EFAB.



Source: Mott MacDonald (2022)

Figure 5.133: Ironwork and stone treads of staircase within EFAB.



Source: Mott MacDonald (2022)

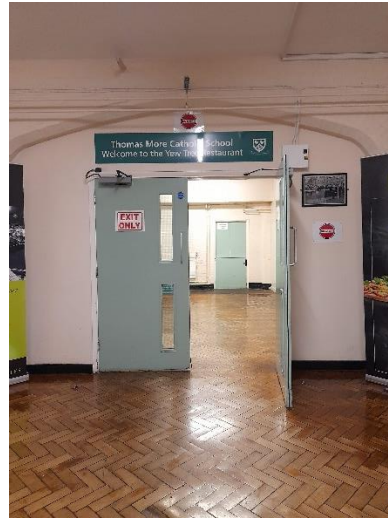
The rest of the ground floor comprises a large dining hall, with a lobby, the kitchen and two classrooms adjoining (Figures 5.134 – 5.137). The dining hall has polished parquet flooring and is composed of cream-painted brick. It is divided by an arcade of three large supporting arches, giving the space an undercroft feel. Several arches have been infilled to partition off the lobby and the classrooms (Figures 5.134, 5.135).

Figure 5.134: The dining hall, facing south (EFAB).



Source: Mott MacDonald (2022)

Figure 5.135: The lobby of the dining hall, facing south (EFAB).



Source: Mott MacDonald (2022)

Figure 5.136: Kitchens, facing east (EFAB).



Source: Mott MacDonald (2022)

Figure 5.137: One of the classrooms that adjoins the dining hall (EFAB).

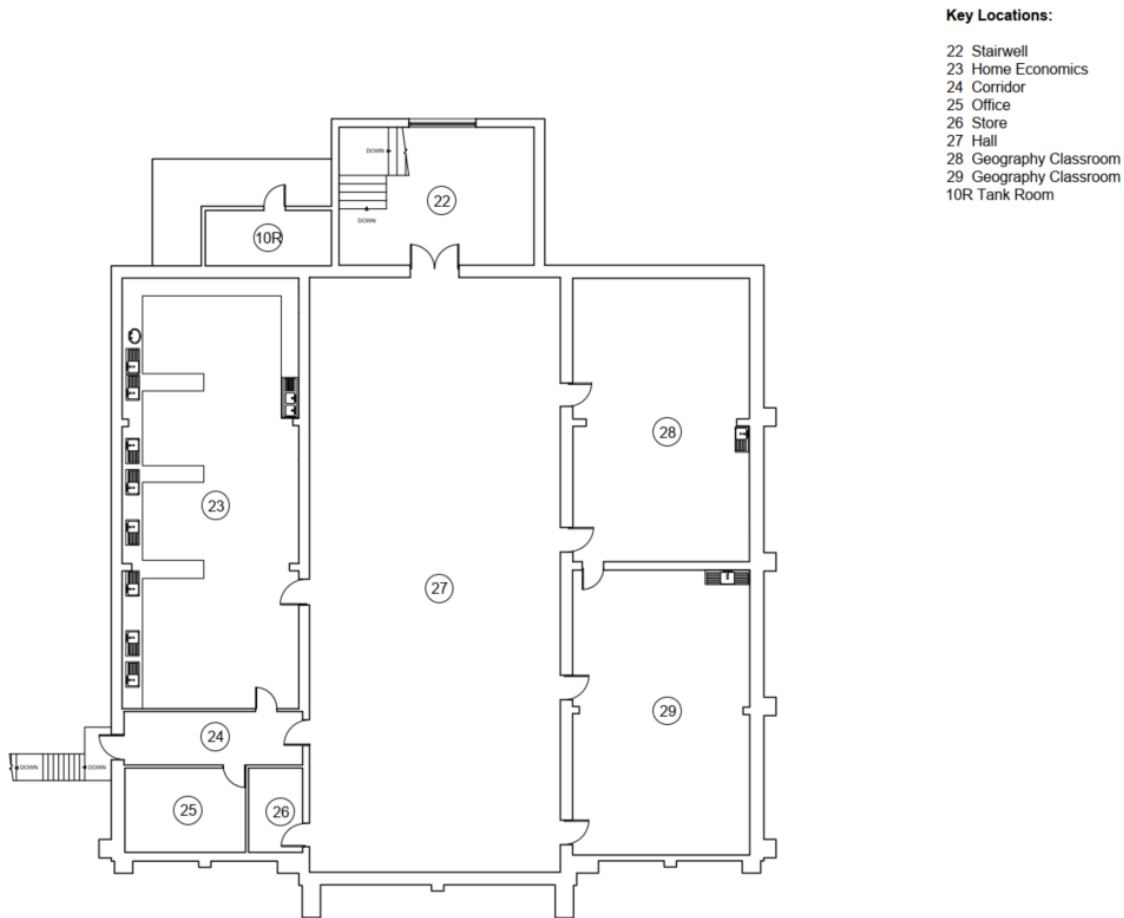


Source: Mott MacDonald (2022)

5.3.2.2 First floor

The first floor of EFAB comprises a large, central hall flanked by classrooms (Figure 5.138).

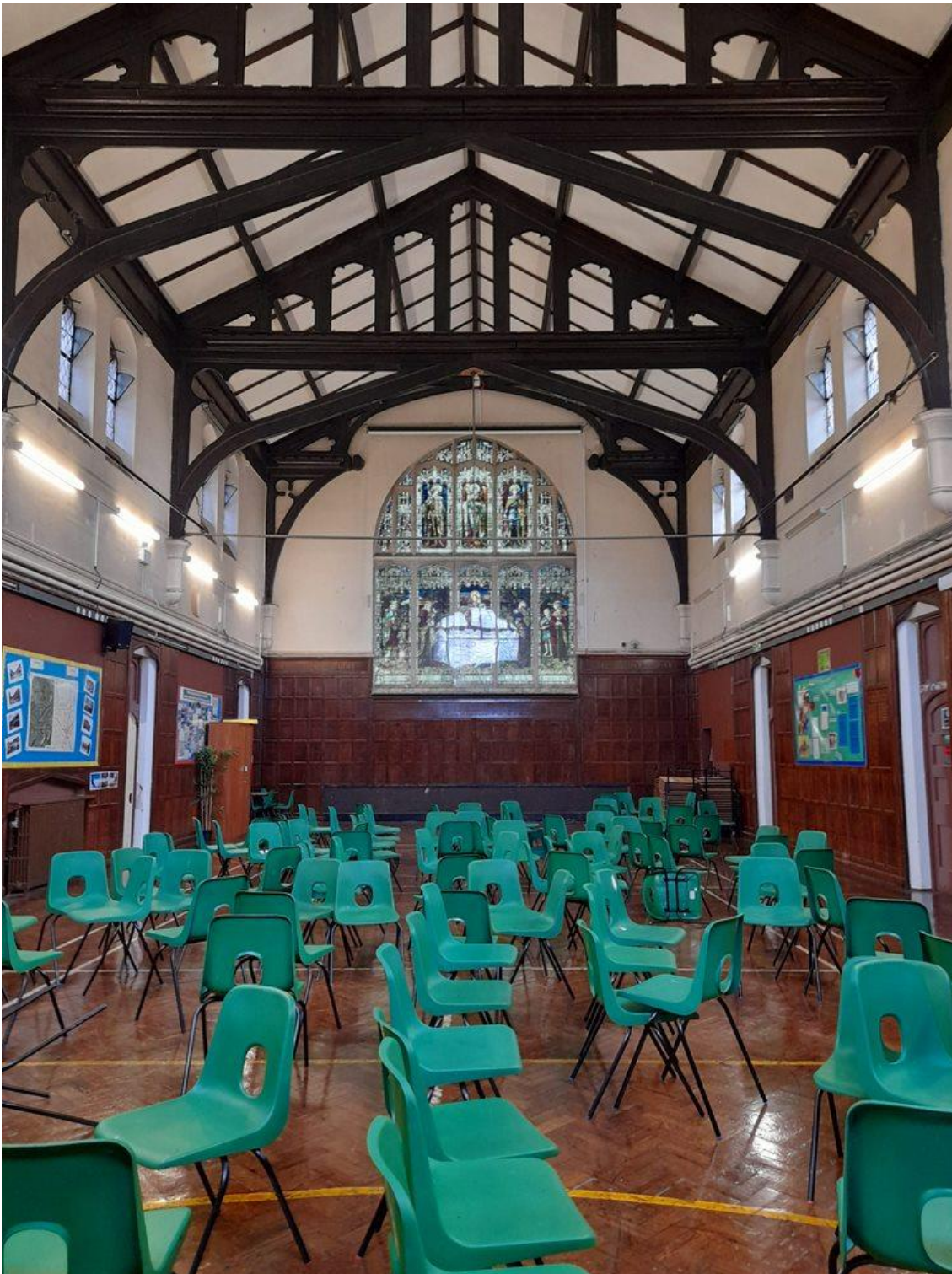
Figure 5.138: First floor of EFAB.



Source: Plans provided by the Department for Education

The central hall is a large, double-height space with a stained-glass window at the eastern end. The lower part of the hall is timber-panelled, with the upper part plastered and featuring clerestory windows (Figure 5.139). The roof is a timber framed tie-beam structure, in a perpendicular style. The floor of the hall is polished parquet, with yellow-painted sports markings on.

Figure 5.139: First floor hall of EFAB.



Source: Mott MacDonald (2022)

Arched timber doorways lead to classrooms which flank the hall (Figure 5.140 and Figure 5.141). On the northern side are two classrooms which occupy two bays each. They feature double pitched roofs with a large downstand beam between the two bays demarking where the rooms were once divided (Figure 5.142). These classrooms feature vertical timber panelling to waist height and large, leaded tripartite windows with the leaded school crest in the side panels.

Figure 5.140: Door from the hall to classroom (EFAB).



Source: Mott MacDonald (2022)

Figure 5.141: Door from classroom back to hall (EFAB).



Source: Mott MacDonald (2022)

On the southern side of the hall, a large home economics classroom takes up three bays of the side wing. The fourth bay is occupied by storage and prep rooms. As on the northern side, the roof is pitched, with downstand beams situated between each of the bays. The windows are of plain glass in contrast to the northern side but retain their tripartite appearance (Figure 5.143).

Figure 5.142: Classroom to the north of the hall (EFAB).



Source: Mott MacDonald (2022)

Figure 5.143: Home economics classroom to the south of the hall (EFAB).



Source: Mott MacDonald (2022)

5.4 EFAC

5.4.1 Exterior

EFAC is a detached block situated to the north-east of EFAA (Figure 5.144). It is uneven in plan, having been extended to provide additional classrooms during the mid-20th century. The original part of the building comprises a T-shaped structure, composed of red brick with stone dressings, shown on Figure 5.150. The southern elevation is the principal entrance façade, located at the top of the T. It is eight-bays wide with a central entrance located beneath a decorative tympanum. The windows on this part of the building are large and are divided centrally and at the top by stone mullions.

A darker red brick extension is located to the west, infilling one side of the T-shape of EFAC. Two bays of this extension are visible as part of the south-western elevation, though set back from the main façade (Figure 5.145).

Figure 5.144: South-western elevation of EFAC.



Source: Mott MacDonald (2022)

Figure 5.145: North-western elevation of EFAC. The turquoise line denotes the original extent of the block (right) and the extension (left).



Source: Mott MacDonald (2022)

Figure 5.146: Main entrance of EFAC.



Source: Mott MacDonald (2022)

The main entrance is situated within a projecting central bay on the southern elevation of EFAC (Figure 5.146). The entrance is accessed via two steps and comprises a large door with a fanlight above and flanked by Tuscan columns. Above the fanlight is a large, tympanum mounted on large corbels. The symbols of a brushes, a palette, and other tools on the left and musical instruments on the right, flank the fanlight (Figure 5.147). This is surmounted by a crest, which, as on EFAB, comprises of the letters W, C, D, and a large S, referring to the school's former name.

Figure 5.147: Close-up of the main entrance of EFAC, showing the carved tympanum.



Source: Mott MacDonald (2022)

The original part of the northern elevation overall is uneven in its appearance. To the east are four-bays of two-stories (Figure 5.148). In the centre of the elevation is a large window composed of twelve lights divided by stone mullions. Three smaller windows are situated below, and a round oculus window above.

A darker red brick extension is located to the west, infilling one side of the T-shape of EFAC (Figure 5.148). On the north-eastern elevation, the extension is five bays wide with a central entrance at ground level, flanked by two large windows. Three large windows are situated above at first floor level, which are glazed with stained glass. Three smaller windows are located in the outside bays of this section of the elevation. On the north-western elevation, a large window is located at ground floor, with three small, square windows at first floor level (Figure 5.149). The roof of this extension features a large overhang.

Figure 5.148: North-eastern elevation of EFAC.



Source: Mott MacDonald (2022)

Figure 5.149: North-western elevation of EFAC.



Source: Mott MacDonald (2022)

5.4.2 Interior

The interior of EFAC comprises two principal floors with a basement below (the basement was not accessed at the time of the site survey).

Figure 5.150: Ground floor plan of EFAC. The turquoise dotted line denotes the original extent of EFAC.

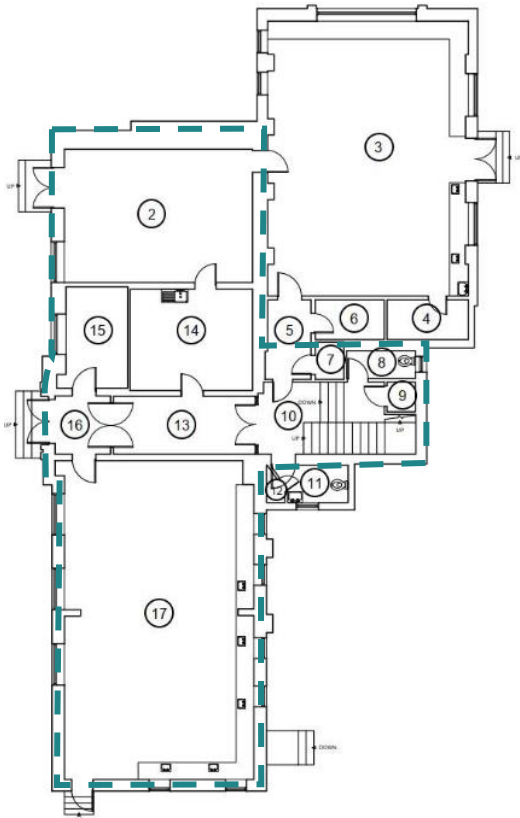
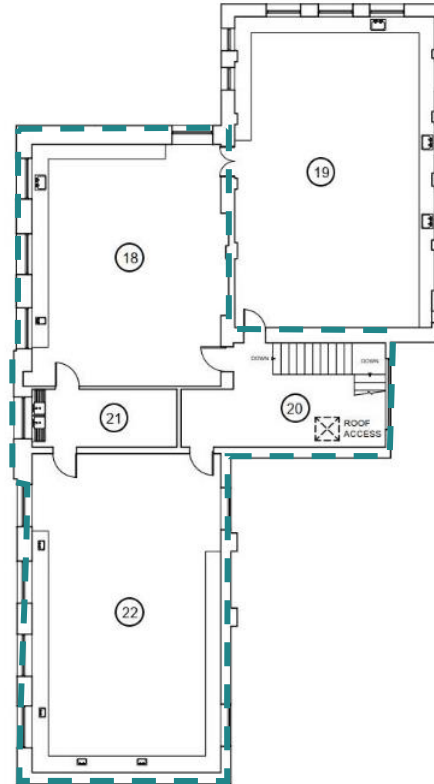


Figure 5.151: First floor plan of EFAC.



Source: Plans provided by the Department for Education

The main entrance opens on to a corridor leading to the main staircase, classrooms and prep rooms. On the ground floor are two large classrooms (labelled 3 and 17 on Figure 5.150), one smaller classroom (2) and several smaller offices and storage rooms (Figures 5.152, 5.153).

The staircase occupies the centre of the northern side of the building (Figure 5.154), with stairs in a large U-shape. The stairwell is tiled in white to dado height, with a band of green tiles situated above, and the large, twelve-light window makes the stairwell bright and well-lit. The banister is metal, with one decorative circular pattern inserted into a panel in the centre of each side of the stairwell.

On the first floor are three classrooms (18, 19 and 22 on Figure 5.151). The classrooms on both floors are plain in their decoration and very functional. Classroom 19 features mid-20th century timber cabinets built in around its perimeter, as well as an unusual glazing pattern, which integrates narrow bands of yellow stained glass (Figure 5.155).

Figure 5.152: Room 17 as labelled on Figure 5.150 (EFAC).



Source: Mott MacDonald (2022)

Figure 5.153: Room 2 as labelled on Figure 5.150 (EFAC).



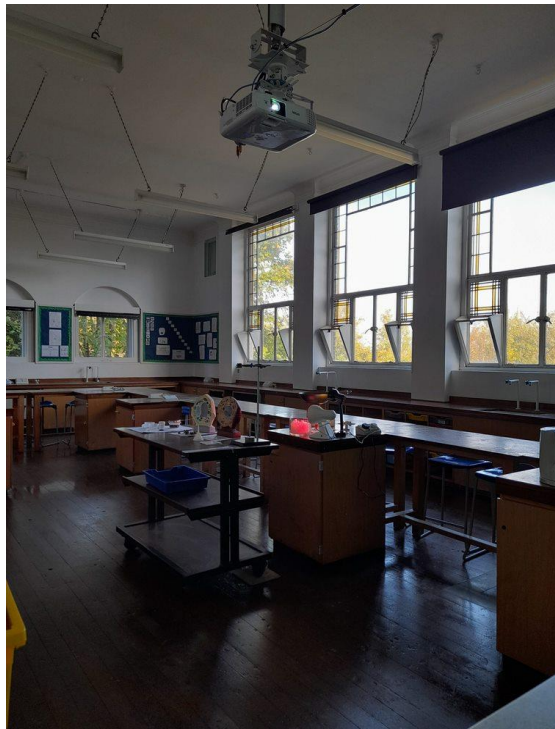
Source: Mott MacDonald (2022)

Figure 5.154: Staircase (EFAC).



Source: Mott MacDonald (2022)

Figure 5.155: Room 19 as labelled on Figure 5.151 (EFAC).



Source: Mott MacDonald (2022)

5.5 EFAD and EFAF

5.5.1 Exterior

EFAD and EFAF are two adjoining blocks which are detached from the rest of the school. They are located to the north-west of EFAB.

Figure 5.156: The north-western elevations of EFAD and EFAF.



Source: Mott MacDonald (2022)

EFAD is located at the north-east of the block and was the school's former gym. It is a red brick building featuring yellow and black brick decoration, including crosses and stripes. At its eastern end is a four-bay section with buttresses located between pointed arched windows. To the west is a projection with a lower roof height and large windows (shown on Figure 5.156).

The former main entrance to the block is located centrally in the northern elevation, and comprises a green door located within a small, projecting porch (Figure 5.157). The porch features two composite columns and a large date stone within the apex of the pointed arch, which reads 'The John Bentley Gymnasium 1890'. The porch is flanked by two recessed arches and features an oculus window above. There is an entrance to the lower part of EFAD on its south-eastern elevation (Figure 5.158).

One of the windows, at the northern end of the western elevation is infilled and features a modern extractor fan. A similar vent is located within the western recessed arch of the main entrance to the block.

Figure 5.157: North-eastern elevation of EFAD.



Source: Mott MacDonald (2022)

Figure 5.158: South-eastern elevation of EFAD.



Source: Mott MacDonald (2022)

EFAF adjoins EFAD to the south-west and comprises a plain red brick building with a hipped roof with four square windows (Figure 5.159).

Figure 5.159: The north-western elevations of EFAD and EFAF.

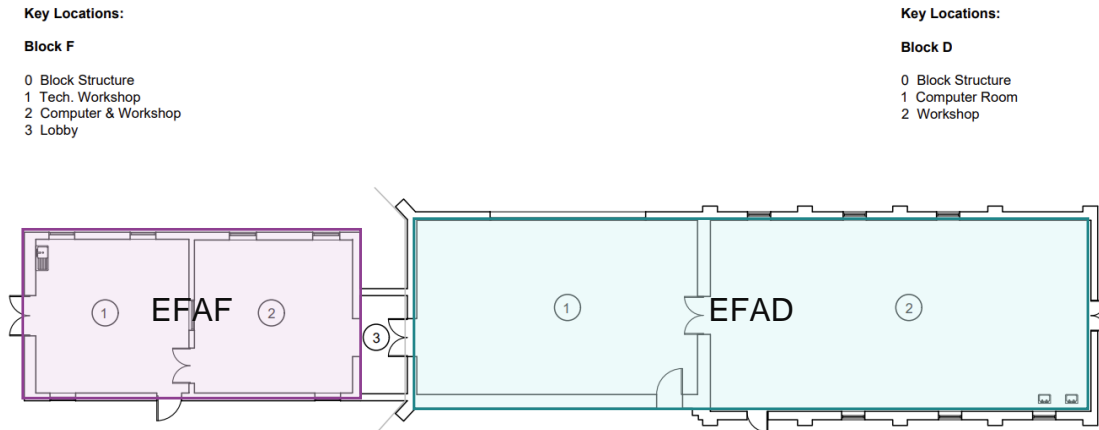


Source: Mott MacDonald (2022)

5.5.2 Interior

The interior of EFAD and EFAF are composed of two rooms each, with a small room connecting the two blocks (Figure 5.160).

Figure 5.160: Floor plan of EFAD (shaded turquoise) and EFAF (shaded purple).



Source: Plans provided by the Department for Education

The interior decoration of EFAD comprises painted brick walls with suspended ceilings and linoleum flooring. The room labelled 2 on Figure 5.160, the original extent of the building, appears to be used for storage (Figure 5.161). The room labelled 1 within EFAD is used as a classroom (Figure 5.162).

Figure 5.161: Room 2 in EFAD as labelled on Figure 5.160.



Source: Mott MacDonald (2022)

Figure 5.162: Room 1 in EFAD as labelled on Figure 5.160.



Source: Mott MacDonald (2022)

EFAF is accessed via EFAD and comprises a workshop (Figure 5.163) and an office (Figure 5.164). The office features a suspended ceiling, whereas the workshop's timber roof trusses are visible.

Figure 5.163: Room 1 in EFAF as labelled on Figure 5.160.



Source: Mott MacDonald (2022)

Figure 5.164: Room 2 in EFAF as labelled on Figure 5.160.



Source: Mott MacDonald (2022)

5.6 EFAE

EFAE is located approximately 50m to the west of the main hall of EFAA, separated by a small field bounded by trees. EFAE is occupied by the school's sports facilities, including a large sports hall and swimming pool.

5.6.1 Exterior

The exterior appearance of EFAE is clearly composed of two parts: the swimming pool to the east and the modern sports hall and changing facilities to the west (Figure 1.165).

The swimming pool is composed of red brick with two low blue brick stripes, though the southern façade is painted white, and the eastern and western elevations are partially pebble dashed (Figures 5.166, 5.167). Large buttresses are located on both the northern and southern elevations. It has a substantial slate roof, topped with poorly maintained decorative ridge tiles. There are two roof lights on each pitch of the roof, with some solar panels located on the southern pitch. A verandah on the southern elevation faces southwards over the sports fields.

The rest of EFAE is composed of bright orange brick. It comprises single storey corridors and changing rooms, and substantial sports hall. The roofs are either very low pitched or flat, with the exception of a small, pitched roof integrated into the corridors (Figure 5.165), which predates the sports hall and adjoining facilities. It may have formed a second entrance to the swimming pool, or possibly provided access to changing rooms which are no longer extant. There are solar panels located on the roof of the sports hall and changing rooms.

Figure 5.165: Southern elevation of EFAE, with the small pavilion outlined in turquoise, the swimming pool on the right and sports centre to the left.



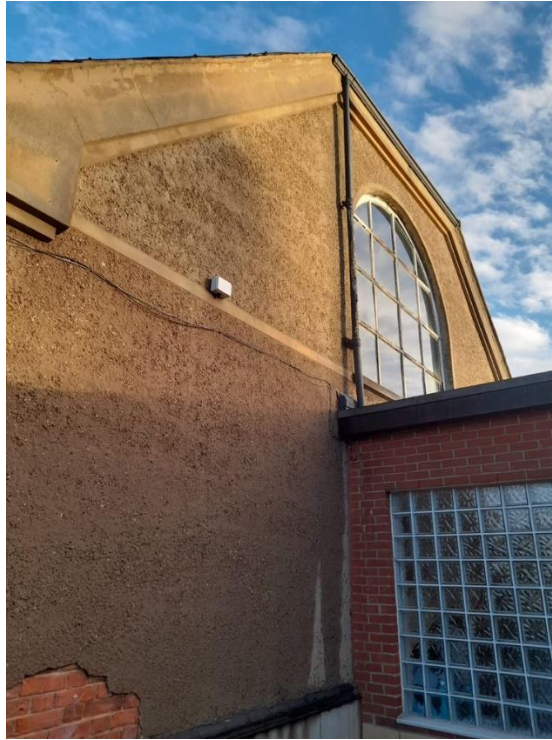
Source: Mott MacDonald (2022)

Figure 5.166: Western end of the swimming pool (EFAE).



Source: Mott MacDonald (2022)

Figure 5.167: Eastern end of the swimming pool (EFAE), where it adjoins the modern main entrance of the sports centre.

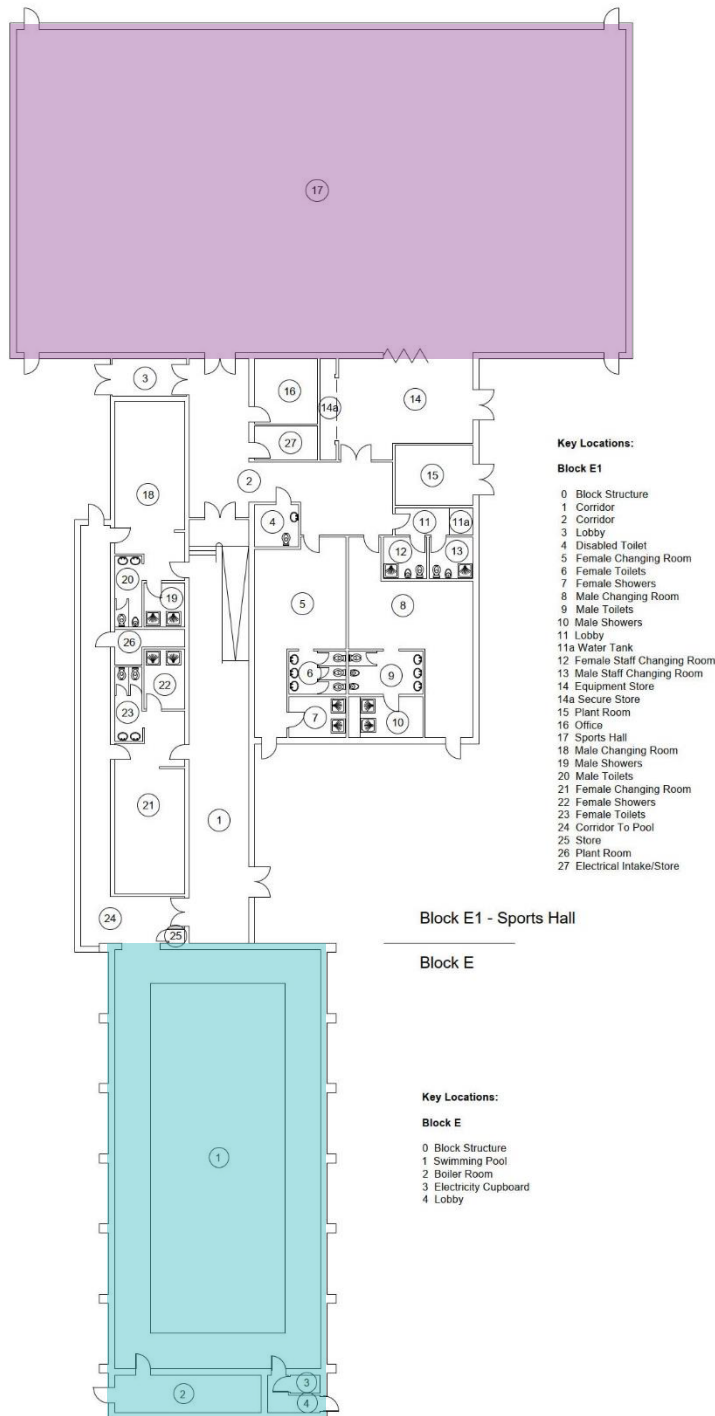


Source: Mott MacDonald (2022)

5.6.2 Interior

The interior of EFAE is divided into the swimming pool, sports hall, changing rooms and corridors (Figure 5.168).

Figure 5.168: Floor plan of EFAE, with the sports hall shaded in purple and swimming pool in turquoise.



Source: Plans provided by the Department for Education

The swimming pool is situated within a large room with a timber hammer beam roof (Figure 5.169). There are four rooflights and a large arched window at the eastern and western ends of the room. The lower part of the walls feature white tiles with white paint above. Fitted timber benches line the walls of the room. Two storage rooms adjoin the swimming pool at its eastern end.

The swimming pool fills the majority of the room. It is tiled in white, with a concrete edge which is surrounded by a mosaic (Figure 5.169).

Figure 5.169: Swimming pool in EFAE, facing east.



Source: Mott MacDonald (2022)

The rest of EFAE is modern and principally composed of brick or breeze-block walls (Figure 5.170). The internal wall of the pitched-roof pavilion noted in 5.5.1 feature blue brick stripes (Figure 5.171).

Figure 5.170: Corridor between the sports complex and swimming pool (EFAE)



Source: Mott MacDonald (2022)

Figure 5.171: Internal view of the area with the pitched roof shown on Figure 5.168 (EFAE).



Source: Mott MacDonald (2022)

5.7 House

The House adjoins the southern end of EFAA.

5.7.1 Exterior

The exterior of the House is stylistically identical to EFAA, having been constructed during the same phase. It comprises an approximately L-shaped building, which adjoins EFAA at its southern end, close to the cloister. The main entrance to the House is situated on its eastern elevation, beneath a tall, three stage tower. It is recessed within a small porch, which is surrounded by a wide pointed arch with a decorative drip mould and matching archivolt (Figure 5.172). A prominent buttress is located adjacent to the front door, featuring decorative polychromatic brickwork (Figure 5.173).

Figure 5.172: Main entrance to the House.



Source: Mott MacDonald (2022)

Figure 5.173: Buttress with polychromatic brickwork on the exterior of the House.



Source: Mott MacDonald (2022)

Figure 5.174: The south-western elevation of the House. The lower bay on the left is a later extension.



Source: Mott MacDonald (2022)

Figure 5.175: The north-western elevation of the House, showing the gable of the extension and a more modern extension between the House and the school.



Source: Mott MacDonald (2022)

The principal elevation of the House is the south-western elevation, which comprises a three-storey bay with a bay window at ground floor and a two-storey extension to the north-west which is set back (Figure 5.174). Above the bay window is a double lancet window with a six-point flower in tracery. An attic dormer is located on the second floor, adjacent to a prominent, tall chimneystack. The windows in the extension are plainer, comprising three rectangular lights on the ground floor and two on the first floor.

The north-western elevation is composed of the plain gable end of the extension shown in Figure 5.175, as well as a second, more modern extension single-storey flat-roofed extension located between the House and the school, shown in Figure 5.19.

5.7.2 Interior

No present-day floor plans of the House were available at the time of writing of this report, however historic floorplans which predate the extensions shown in Figure 5.19 and Figure 5.175 have been reviewed.

The interior of the House is used for storage and is in largely poor condition. The main entrance provides access to a hallway with Victorian geometric tiles and a large, Gothic staircase (Figures 5.176, 5.177). An infilled archway shows where the House originally connected through to the school (Figure 5.177). The rooms' condition vary considerably, with some rooms gutted to brick or with areas of damage, and others still featuring historic decorative schemes (Figures 5.178 to 5.181). There are several large, principal rooms per floor, which are bright and well-lit.

Figure 5.176: Main entrance of the House.



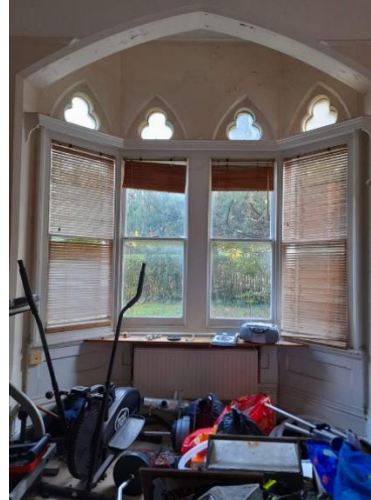
Source: Mott MacDonald (2022)

Figure 5.177: Staircase within the House, with outline of archway on the left.



Source: Mott MacDonald (2022)

Figure 5.178: Bay window within the House.



Source: Mott MacDonald (2022)

Figure 5.179: Ground floor room within the House.



Source: Mott MacDonald (2022)

Figure 5.180: First floor room within the House.



Source: Mott MacDonald (2022)

Figure 5.181: Area of missing plaster within the House.



Source: Mott MacDonald (2022)

5.8 EFAG

EFAG is used as the caretakers' office and is located to the north of EFAA.

5.8.1 Exterior

EFAG comprises a flat-roofed rectangular brick building (Figure 5.182). It features a wide white fascia board at eaves-height. On its southern elevation are three doors and two windows, which are painted green. A change in the style of brickwork from orange to a pale orange halfway down the elevation denotes where the building was extended. The northern elevation features a single window, while the eastern and western elevations do not.

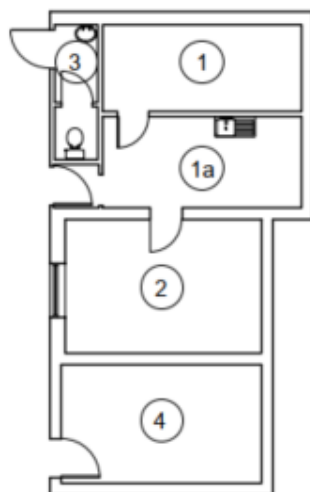
Figure 5.182: South and western elevations of EFAG.



Source: Mott MacDonald (2022)

5.8.2 Interior

Figure 5.183: EFAG floor plan.



Key Locations:

- 0 Block Structure
- 1 Electricity Room
- 1a Cleaners Room
- 2 Caretaker's Office
- 3 Toilet
- 4 Store

Source: Plans provided by the Department for Education

The interior EFAG is divided into an externally accessed storage room (labelled 4 on Figure 5.182), a short corridor (1a), which leads to an office (2, Figure 5.184) and further storage room (1). There is also an externally accessed toilet (3). The storage room and corridor are located within the older part of the building (Figure 5.185) and are composed of white-painted plain brick with a hard-wearing dark grey carpet. The office is composed of white-painted breeze block and brick walls.

Figure 5.184: Office within EFAG.



Source: Mott MacDonald (2022)

Figure 5.185: Storage room within EFAG.



Source: Mott MacDonald (2022)

A modern garage is located immediately to the south-east of EFAG. It is clad in stone and features a large metal garage door.

Figure 5.186: Modern garage between EFAG (left) and the toilet block which adjoins EFAA (right).



Source: Mott MacDonald (2022)

5.9 EFAH, EFAI and EFAJ

EFAH, EFAI and EFAJ comprise modern temporary portacabins, situated to the north of EFAA (Figure 5.187). Each portacabin accommodates two classrooms. The interiors of these blocks were not surveyed for the production of this report; due to their age and temporary nature it was considered they did not contribute to the significance of the listed building and therefore did not require detailed survey.

Figure 5.187: EFAH, EFAI and EFAJ, facing north.



Source: Mott MacDonald (2022)

6 Assessment of Significance

This section provides an assessment of the significance of Thomas More Catholic School and its individual elements in accordance with the methodology given in section 2.4 above. Buildings formerly included within the school site, but now located outside of the site boundary are not within the scope of this assessment because no works to them will be undertaken as part of the Scheme. These include Margaret Roper Primary School and the school Lodge.

Continual wear and tear created by 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 likely due to a lack of maintenance and is not substantial enough to diminish the buildings significance.

The specific significance of the individual blocks that comprise Thomas More Catholic School are assessed in the below sections. The significance of individual parts of the buildings is shown in the schedule of significance in Appendix B. The assessment of significance is in relation to other buildings on the site, meaning that elements of high significance are considered such within the context of the site, as opposed to a local or national context.

6.1 Thomas More Catholic 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 within Purley, and its foundation as a charitable institution for the children of Warehousemen and Clerks. The school's existence reflects the lack of state-provided social security during the Victorian period, particularly for orphans and widows. It also reflects the prominence of philanthropy within upper- and middle-class society, with the grandeur of the school's design, funded entirely through donations and subscriptions, a testament to the amount of money raised.

Historic interest is also derived from the school's association with notable individuals. In particular, Charles Dickens, who was on the fundraising committee for the construction of the school, and Lord John Russell Hill, Prime Minister from 1846-1852, who was president of the Warehousemen and Clerks Charity at the time of the school's construction and after whom the school site was named Russell Hill. The renown of these two individuals associated with the school's early history conveys its significance within public interest at the time of its establishment and the construction of the current school buildings. This contributes to the school's historic interest.

The setting of Thomas More Catholic School makes a small positive contribution to its historic interest. The playing fields to the west of the school facilitate understanding of the buildings' purpose as a school. Additionally, the presence of the Margaret Roper Catholic Primary School, contributes to the school's significance, as it forms part of the site's history and emphasises the educational purpose of the site.

The design of the school gardens to the east of EFAA by renowned landscape architect, Joseph Paxton, also contributes to the school's historic interest. Paxton, who was Head Gardener at Chatsworth House for much of his career, and who designed the Crystal Palace for the Great Exhibition of 1851, was a prominent figure in 19th century Britain. He designed the grounds at Thomas More Catholic School shortly before his death in 1865, making it one of his final projects. This contributes to the school's historic interest and reflects the intention to have beautiful grounds for the enjoyment of pupils, which relates to the philanthropic purpose of the school. In addition, the garden was designed concurrently with the school, reflecting an intention

to create a cohesive site. Today the grounds are recorded by Croydon Council as a locally listed historic park and garden.⁵⁹ This element of the asset's setting makes a positive contribution to the school's significance, as it allows for an understanding of its grandeur at the time of its construction.

Due to the extent of residential development in the vicinity of the school, it is no longer possible to understand the rural location in which the school was originally built, instead giving the school a suburban character. This is mitigated somewhat by the substantial school site, particularly the expanse of playing fields and the mature vegetation that forms the school boundary, which limits intervisibility with the surrounding area. As such, the school's setting is relatively secluded. This is particularly notable on the site's principal south-eastern elevation, where mature trees prevent any long views of the elevation.

6.2 EFAA

EFAA 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 19th century school buildings is already well understood, investigation is likely to only make minor contribution to this field of understanding. Investigation of EFAA could yield information relating to its original layout and the sequence of changes within the building. However, this is equally or possibly more likely to be discovered through detailed documentary research.

The exterior of EFAA holds substantial architectural interest; the grand, Venetian gothic decorative style of each façade in particular. The symmetry of the principal façade of the building reflects the weight given to the appearance of the building over its function, though this was subsequently altered by the extension of this façade to the north-east. The decorative carving in the window reveals, around doorways and between floors of the building provide evidence of expert craftsmanship and further demonstrate the consideration given to the appearance of the building in its design. The use of red brick, a common building material in Purley and south London, helps to connect the building to others in the vicinity.

Although some of the original windows have been replaced across EFAA, 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. The trefoil, quatrefoil and star-shaped tracery above the lancets contribute to the school's architectural interest.

The cloister which connects EFAA to EFAB is considered to hold substantial architectural and historic interest due to the relative uniqueness of its design and its decorative appearance. It provides evidence of the expansion of the school during the 20th century, but also the consideration for the function and operation of the building. The addition of glazing into the windows, which were originally unglazed, adds artistic interest to the building through the colourful designs used, though it does remove the ability to appreciate the cloister's original design.

The covered walkways which historically connected to the sanitorium and Hope Morley House for the purpose of transporting food and moving around the site in inclement weather hold historic interest, though understanding of their purpose is limited by their disjointed nature. This therefore diminishes their significance. They hold some architectural interest due to the slender columns of which they are composed.

⁵⁹ Croydon Council, *Local Plan Policies Map*. Available online via: <https://www.planvu.co.uk/croydon2018/>. Accessed 04/01/2023.

The interior of EFAA holds substantial architectural interest and historic interest. This is due to the wealth of surviving historic features and the evidence it holds of the original purpose of the school as a residential school for orphaned or fatherless children, as well as its transition to a mainstream state school.

The entrance hall and main hall have retained historic decorative schemes and features, such as the encaustic tiles, cornice and arcade of the entrance hall, and timber roof trusses of the main hall. These features contribute to the school's architectural interest, as they allow for an understanding of the school's original appearance, and its associated grandeur. The grand staircase from the entrance hall to the visitors' gallery above the main hall also contributes to the school's historic interest, as it reflects the Victorian practice of orphanages' charitable donors visiting to watch the children they had donated towards.⁶⁰ Other surviving features, such as the fitted bench seating in the library, also contribute to the school's historic and architectural interests.

The contrast between the grand areas of the school and the more functional classrooms allows for an understanding of the prioritisation of decoration during construction into the more public-facing areas of the school. Despite their relatively plain design, the high ceilings within the wings of EFAA allow for an understanding of the age of the building and the focus on the rooms being bright and airy. Similarly, the functional design of the three staircases situated in the wings of the school contrasts with the grandeur of the staircase in the entrance hall. This contrast in decoration contributes to the school's historic interest, as it allows for an understanding of attitudes towards school design at the time of construction.

The long, narrow corridors on the ground and first floors which span the full length of the building are of considerable architectural interest, as they allow for an understanding of the scale of the school.

The blinds and shutters installed on many of the windows within EFAA, while allowing greater control over classrooms' lighting, reduce the ability to appreciate the decorative window designs throughout the building.

A similar stark contrast is between the grandeur of the principal south-eastern façade and the functional, more disordered north-western façade. In particular, the large ventilation chimney creates a more functional appearance. The chimney provides evidence of the operation and functional requirements of the school when built, and its location at the back of the school reflects the intention to keep the front façade grand and uncluttered. Historic aerial photographs show several large chimneys in this area originally, servicing the kitchens which were originally located there. As the last remaining industrial-scale chimney in this area, the chimney is considered to hold substantial architectural and historic interest.

The range of different blocks that comprise the north-western façade also contribute to its functional appearance. The two-storey block which adjoins the main hall holds historic interest as it incorporates original fabric of the school on the ground floor, which was carefully altered to provide additional first floor accommodation in the early 20th century. Although its flat roof is incongruous with the rest of EFAA, the extension is broadly sympathetic to the school as a whole. It is considered to hold some individual architectural interest due to its use of polychromatic brickwork, the surviving pitched roof above the single-storey part of the block, and the small porch on the ground floor in particular. However, it is not considered to contribute to the architectural interest of the site as a whole. The interior of the block no longer holds architectural or historic interest, as it is devoid of original features or character.

⁶⁰ Children's Homes 2022, Warehousemen and Clerks' School, Purley, Surrey. Available online at: <http://www.childrenshomes.org.uk/WCDS/> Accessed 23/11/2022.

The roof of the basement, which projects above ground floor level adjacent to the two-storey block which adjoins the main hall is considered to detract from the school's historic and architectural interests. It is composed of materials that are incongruent with the rest of the site, which, although making it a recognisably modern intervention, are detrimental to the character of the façade. It also adds bulk to the ground floor of this area, limiting the ability to engage with the historic part of this elevation. Due to its modern character, it has no individual historic or architectural interest.

The two-storey block at the northern end of this elevation dates to the mid-20th century and holds historic interest, as it represents construction undertaken to provide additional space likely associated with the change in the school's purpose from a boarding to a day school. It also possibly holds archaeological interest as it may incorporate the remains of the former girls' covered playground, which was located at this side of the school. If present, this would yield information relating to the design and construction of this space. It holds very limited architectural interest, due to its functional design. It also is considered to detract from the architectural interest of the school as a whole, as it prevents the appreciation of the original fabric of this elevation, and neither stands out for its individual design quality, nor attempts to fit in with it.

The changing requirements of the school have necessitated some internal rearrangement of rooms and creation of additional circulation spaces and extensions. This has limited the ability to understand the historic extent of the school, and in some cases blurred the ability to interpret the chronology of the school's development. The blocking up of fireplaces and insertion of partition walls reduces the ability to appreciate the intended scale and grandeur of many of the internal spaces. This diminishes the school's historic interest slightly, while also reducing the ability to appreciate the original design of some of the school's interior spaces, therefore diminishing its architectural interest also.

However, known alterations, such as those undertaken as part of the conversion of the school into Thomas More Catholic School, conversion of toilets into a chapel and the girls' outdoor playground into a gym, contribute to the school's historic interest. Additionally, they have been executed in a sympathetic manner that means that while they do not hold substantial architectural interest individually, they do not detract from the architectural interest of the site as a whole.

EFAA holds group value with EFAB, EFAC, EFAD and EFAF, EFAE, and the House, due to the use of similar materials and design features, which facilitates understanding of the buildings as part of a single group. EFAG, EFAH, EFAI and EFAJ are not considered to form part of this group, as they are composed of different materials to the rest of the site. EFAA makes a substantial contribution to the significance of the site as a whole, providing the majority of the sites historic and architectural interest.

6.3 EFAB

EFAB is of low archaeological interest, as there is very low potential for the building to yield new information on past human activity. There is some possibility of new information relating to which subjects were taught in this building to be revealed, but renovation work undertaken between its initial construction and today has likely removed 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 EFAA in the design of EFAB contributes to its overall architectural interest, as the consistency makes EFAA, EFAB, EFAC and EFAD recognisable as a group. This can be seen in the use of red brick with stone

dressings, slate roof, and gable design of the classrooms which flank the hall, and which mirrors the gables of EFAA.

The exposed brickwork and ironwork within the stairwell of EFAB contributes to its architectural and historic interest, as it combines functionality with beauty, as well as providing an insight into the investment in providing additional teaching accommodation during the early 20th century. Other features, such as the timber panelling, doors and parquet flooring in the hall, and large brick columns on the ground floor also contribute to the building's architectural interest and allow for an understanding of its original appearance.

The modern ground floor kitchen extension diminishes the architectural interest of EFAB slightly, as it erodes the careful balance of the building's composition, with the large central hall and flanking wings. It does contribute to the historic interest of the school, however, as it reflects the changes the site underwent as part of its conversion from a boarding school to a day school in the 1960s.

The classrooms on the north-eastern side of the hall hold architectural and historic interest, due to being well-preserved examples of early 20th century school design, despite four classrooms having been converted into two. This alteration contributes to EFAB's historic interest as it reflects the larger class sizes of today. The classroom on the south-western side of the hall and those on the ground floor are of lesser significance due to the absence of historic features within them.

Overall, EFAB is of high significance, due to its careful, balanced composition which draws from the architecture of EFAA. The hall and classrooms on the north-eastern side of the hall hold architectural and historic interest, due to being well-preserved examples of early 20th century school design. The classrooms on the ground floor, kitchens and classrooms south-west of the hall are of lesser significance. As a whole, EFAB holds group value with EFAA, EFAC, and EFAD, due to their use of a similar architectural style.

6.4 EFAC

EFAC is of low archaeological interest, as there is low potential for either the interior or exterior 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 20th century, however, the history of education is already well understood. Additionally, the interior of the building has undergone some renovation work in recent years, possibly removing some of this evidence.

EFAC holds historic interest due to its former purpose as an arts and domestic science building, funded by a bequest of £10,000 specifically to build a block for girls. This reflects the attitude at the time towards these subjects being associated with girls learning, as well as to the importance afforded to the arts at the time, such that they got their own dedicated teaching spaces.

The use of an architectural style and materials similar to EFAA in the design of EFAC contributes to its overall architectural interest, as the consistency makes EFAA, EFAB, EFAC and EFAD recognisable as a group. In particular, this can be seen in the use of red brick with stone dressings, the prominent gable over the main entrance with bands of sandstone, and the slate roof. Although the extension to the north of the block altered the intended appearance of the building, it is readable as an extension, and therefore is not considered to substantially alter the block's architectural interest. The slight contrast in styles used contributes to its historic interest.

The entrance to EFAC holds high architectural interest due to its highly decorative design. In particular, the decorative carving which surmounts the door, featuring items related to the original function of the building: musical instruments, art equipment. In addition, the curved

pediment, large pilasters at first floor level, and the shaped Dutch gable also contribute to the building's architectural interest, and reflect the substantial investment made towards the expansion of the school during the 20th century.

The extension to EFAC diminishes the architectural interest of the block as a single unit, however, reflects a phase of increasing the classroom provision within the school, and its design and materials strongly reflect the era it was built in. It therefore contributes to EFAC's historic interest. The glazing pattern of the first floor of the extension, which integrates narrow bands of yellow stained glass contributes to both the architectural and artistic interest of EFAC, due to its unusual design and uniqueness within the wider school site.

The interior of EFAC holds architectural and historic interest due to the relatively utilitarian design, evidenced in the tiled stairwell, which reflects an attempt to reinforce the high-use areas of the building. The classrooms hold very limited architectural or historic interest, due to their modern appearance and the absence of features of note, however, the retention of the original layout of the building in areas of the block does contribute to its significance. The fitted timber cabinets in the upper classroom of the extension hold some historic interest, as they reflect the design of science laboratories in the past.

Overall, EFAC is of high significance, due to its thoughtful design which draws from the design of EFAA, with which it holds group value. It is also significant due to the quality of its design and extent of decoration, particularly on the building's exterior. The interior is of moderate significance, as although the design is plainer, this is reflective of the building's purpose. EFAC also makes a positive contribution to the significance of the site overall, particularly due to its prominent location adjacent to EFAA, making it the focal point in views when approaching the school from the south.

6.5 EFAD and EFAF

EFAD and EFAF are discussed jointly due to being physically attached, though their respective significance differs.

EFAD and EFAF are of low archaeological interest as there is low potential for either their interior or exterior to yield new information on past human activity. There may be some information to be gained from the removal of the suspended ceilings and inspection of the historic fabric behind, but the historic appearance of EFAD is documented in historic photographs, and therefore there is low potential for any new information to be gained.

The use of an architectural style and materials similar to EFAA in the design of EFAD and EFAF contributes to EFAF's overall architectural interest, as the consistency makes EFAA, EFAB, EFAC and EFAD recognisable as a group. In particular, this can be seen in the use of red brick with stone dressings, the prominent gable over the main entrance with bands of sandstone and decorative brickwork, and the slate roof. While EFAF is also composed of red brick, it is plain in its design, and not intentionally complementary to the other buildings on the site.

The decorative brickwork, prominent central tower, and regularly spaced windows of EFAD contribute to the architectural interest of the block, as they are grand and decorative features reflect conscious design choices to make a functional building decorative. These features also contribute to EFAD's historic interest, as they reflect the substantial investment made towards the expansion of the school during the early 20th century.

The extension to EFAD holds lesser significance than the main part of the block, due to being plainer in its design and not featuring the same level of design quality as the rest of the block. Similarly, although EFAF also features regularly spaced windows, their square size contrasts with the long, rectangular windows that feature across the rest of the site. Additionally, the absence of any decorative brickwork makes it a noticeably modern addition.

The interior of both EFAD and EFAF holds very limited architectural interest, due to the insertion of a suspended ceiling which obscures the high ceiling of EFAD, and the plain design of the rest of the block.

Overall, EFAD and EFAF are of moderate significance, with the exterior of EFAD holding the majority of its interest and the interior of the block holding very limited interest.

6.6 EFAE

EFAE as a whole is considered to hold low archaeological interest, as there is low potential for the either the interior or exterior to yield new information on past human activity. There is some possibility of new information being gained about the integration of an earlier extension into the 2006 sports complex, but it is likely that this information is well-documented in building regulation plans.

The exterior of EFAE is of varied significance, due to the contrast between the historic swimming pool and modern extension.

The northern elevation of the swimming pool is stylistically akin to the rest of the historic buildings on the site: composed of red brick with regularly spaced buttresses and polychromatic brick bands. The consideration given to the design of the buildings contributes to its architectural interest. It is assumed that the southern elevation originally also mirrored this style. This contributes to the significance of EFAE, as it facilitates understanding of the building as part of a group, therefore also contributing to its group value. However, unlike the rest of the site, the roof of the swimming pool is low pitched and is substantial in size, contrasting with the steeply pitched roofs of the rest of the site. This reflects the differing purpose of the swimming pool, compared to the classrooms that make up the majority of the rest of the site, and therefore contributes to the swimming pool's historic interest.

The southern elevation of the swimming pool features a long verandah, likely constructed to offer a shaded place to spectate sports on the adjacent sports field. The verandah therefore contributes to EFAE's architectural and historic interest, as it offers an insight into the use of the building in the past.

By contrast, the exterior of the sports hall and adjoining changing rooms is modern. It utilises features present across the rest of the school site, including bands of blue bricks and buttresses on the external elevations. This helps to emphasise that it is part of a group with the rest of the buildings on the site, however, it is unmistakably modern due to the orange tone of the red brick and the large modern windows. Due to its recent construction date, it is considered to be of no significance, however, it does not detract from the significance of the rest of the site.

The interior of the swimming pool holds architectural interest, derived from its symmetrical design, hammer beam roof and tiling, which contribute to the historic character of the room. The large ventilation ducts that run around the perimeter of the room detract from the architectural interest of the swimming pool, as they diminish the visual prominence of the hammer beam roof and the proportions of the space. The interior of the swimming pool also holds historic interest as it is largely unchanged from its original design, which therefore provides information about the design of swimming pools in the early 20th century, and how it was used originally. In addition, its continued use as a swimming pool contributes to the historic interest of the block, as it allows for an understanding of it having been purpose-built as such.

The interior of the rest of the sports complex is not of significance and features no elements of interest.

Overall, the swimming pool is considered to be of high significance, while the sports complex is considered to be of no significance.

6.7 House

The House is considered to hold low archaeological interest, as there is low potential for either the interior or exterior to yield new information on past human activity. Information relating to the date of the extension and its purpose may be gained by further investigation, but 19th century headmaster's houses are already well-understood, so there is low potential for any new information to be gleaned.

The use of an architectural style and materials identical to EFAA in the design of the House reflects the intention for the House to be understood as an integral part of the school, despite having its own separate front door and being separate in its function. As with EFAA, the decorative polychromatic brickwork banding across the façade of the House contributes to its architectural interest.

Decorative features within the interior of the house, such as the staircase, doors, tiles, cornices, and fireplaces all contribute to the House's substantial architectural interest as they reflect the consideration and investment given to the headmaster's accommodation within the school. This also reflects the high status of headmasters during the period, demonstrated by the spacious, luxurious accommodation they were provided with as part of their role. Decorative elements within the House, such as the encaustic tiles of the entrance hall, mirror those found within the entrance hall of the school. This helps to establish the two as part of the same composition, contributing to the architectural interest of the school overall, as well as the House individually.

The House's state of disrepair, including areas of missing plaster and floorboards, detract from its architectural interest, as they limit the ability to appreciate its former grandeur.

The House's connection to the school on the ground and first floors has been blocked up, limiting the ability to understand how the House was originally integrated into the school. This diminishes the House's historic interest slightly, as does its current state of disuse, which prevent understanding of its original role in school.

Overall, the House is of high significance due to it being part of the original composition of the school, and the survival of many decorative features within it, despite its current state of disrepair.

6.8 EFAG

EFAG is considered to hold low archaeological, architectural, and historic interest. There is limited potential for the building to yield new information on past human activity, as it is a 20th century construction, and its purpose is not thought to have changed throughout its history. It is possible that EFAG incorporates the fabric of an earlier building in approximately the same location as shown on historic mapping and aerial photos, but any findings are unlikely to alter the understanding of the school and its history.

EFAG holds no architectural interest, due to its functional, mid-20th century shed design, which is common in its style and appearance. It also holds very limited historic interest as it represents the increased ancillary spatial requirements likely following the transition from a boarding to a day school. This period of the school's history is better reflected elsewhere on the site, and therefore does not contribute to the significance of EFAG.

Overall, EFAG is of low significance, and contributes to the cluttered appearance of the north-western elevation at the northern end of the site, where several ancillary buildings are located. As such, it is considered to detract slightly from the significance of school as a whole.

6.9 EFAH, EFAI and EFAJ

EFAH, EFAI and EFAJ are considered to hold no archaeological, architectural, or historic interest. This is due to them being modern, mass-produced, temporary buildings. They are considered to detract slightly from the significance of EFAA and EFAC, which are situated close by: the rest of the site is composed of brick and has been carefully planned, while the green portacabins stand out for their colour, being of poor quality and temporary in their nature.

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 issues influence which 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 above.

7.1 Extent of Listing

Thomas More Catholic School was designated as a grade II listed asset in 1983, referred to as 'Russell Hill Schools (Thomas More School For Boys), Main Building'.⁶¹

Listing covers both the interior and exterior of a building. Additionally, although the listing names and describes the 'Main Building' (understood to mean EFAA) only, Section 1(5) of the Planning (Listed Buildings and Conservation Areas) Act 1990) says;

"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.⁶²

Therefore, any buildings on the site which are fixed to EFAA or considered to be within its curtilage will also need listed building consent for any works which are deemed to affect the building's special interest.

As such, the listing is considered to incorporate all of both EFAA, EFAB and the House through the rules of physical attachment.

7.2 Curtilage

Determining whether a building is included within the curtilage of a listing building is determined in a number of ways.

The Planning (Listed Buildings and Conservation Areas) Act 1990 rules that structures within the curtilage of a listed building when the 1947 Planning Act, which introduced listing, came into effect on 1st July 1948, should also be considered listed buildings.

⁶¹ Historic England (1983) *Russell Hill Schools (Thomas More School For Boys), Main Building*. Available online via: <https://historicengland.org.uk/listing/the-list/list-entry/1294476?section=official-list-entry> Accessed 21/12/22.

⁶² Planning (Listed Building and Conservation Areas) Act (1990). Available online via <https://www.legislation.gov.uk/ukpga/1990/9/contents>. Accessed 21/12/22.

Following this rule, EFAC, EFAD, EFAF, EFAE and possibly EFAG have the potential to be considered curtilage structures, as they all pre-date 1948 and are in proximity to EFAA, the building which the listing pertains to.

Interpretations of curtilage in case law have yielded three factors which should be considered in assessing whether a building, structure or object should be considered within the curtilage of a listed building:

- 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.⁶³

The potentially curtilage listed structures, EFAC, EFAD, EFAF, EFAE and possibly EFAG, 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. EFAC and EFAD and EFAF are carefully located to complement but also stand apart from EFAA. EFAE is located at a distance from this group but has intervisibility with EFAD and EFAF at the western side of the site; as such it can also be considered to form part of the group. EFAG is located in the service area of the school site which relates to its purpose.

The use of the same or similar building materials in EFAC, EFAD and EFAF, and EFAE also helps to unite them as a recognisable group. EFAG is an outlier in this case, due to its modern appearance.

7.2.2 Ownership

All of the buildings on the site have always been within the same ownership as EFAA.

7.2.3 Use or function

All of the buildings, both now and when constructed, were ancillary to EFAA as they provide additional teaching accommodation and other school facilities which help it to operate.

7.2.4 Assessment

Consideration of the different buildings on the site based on the above three criteria suggests that EFAC, EFAD and EFAF, EFAE and EFAG should be considered curtilage listed structures of the grade II listed EFAA, as they meet all three criteria. If this conclusion is agreed with by the LPA, then listed building consent would be required for works which would affect the special interest or character of these buildings. Listed building consent would not be required for works which do not affect the special interest or character of these buildings, or for work to any of the other buildings on the site.

It is acknowledged that the sports centre part of EFAE is modern fabric which is not of significance and does it meet the criteria to be curtilage listed. Discussion with the LPA should be undertaken to understand whether works to the sports centre would require listed building consent. In particular, works to the boundary between the sports centre and swimming pool

⁶³ 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-note10/heag125-listed-buildings-and-curtilage/> (accessed July 2022).

would be a key area of consideration, as this could impact fabric of interest. Additionally, any works taking place in the vicinity of the surviving pavilion should be approached carefully to understand the extent of surviving historic fabric in order to preserve as much as possible.

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 Thomas More Catholic 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.

The key concern with the redevelopment of a site such as this is that the new elements do not harm the significance of EFAA, EFAB, EFAC, EFAD and EFAF, and EFAE, which hold significance individually and as a group of visually distinct blocks. 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 DM18 of the Croydon 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 EFAA 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 Thomas More Catholic 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 EFAA – EFAF and the House is in poor condition and at further risk of deterioration, as a result of water ingress and a lack of maintenance. 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 buildings by removing modern interventions such as suspended ceilings and repairing original corning and reinstating original ceiling heights. This would enhance the ability to appreciate the historic hierarchy of the spaces through the school.

- **Reuse of the House** – the House represents a significant part of the historic building which is currently isolated from the school, and not utilised or appreciated. Bringing it back into use either for teaching or as an ancillary office accommodation would allow for greater appreciation of its significance, and the relationship between it and the rest of the school.
- **Layout** – there are opportunities to reinstate parts of the original floor plans within EFAA by removing unsympathetic partition walls, though it is understood that the large, open-plan dormitories of the original design are not suited well to teaching.
- **New build** – new buildings should take the opportunity to enhance and better reveal the significance of all of the buildings on the site. Currently EFAA is the focal point of the site, and this should not be altered by any new build elements. Location, massing, height, and design of any new builds should be considered to ensure that the setting of the listed building(s) within the site are not altered in a way that negatively impacts their significance.
- **Landscaping** – there is an opportunity to better reveal and enhance Joseph Paxton's gardens to the east of the school through new planting and landscaping. This would enhance the setting of the school as a whole as well improve a locally listed park and garden. In addition, landscaping could enhance the setting of EFAD and EFAF, which are currently overshadowed by mature trees and shrubbery on their south-eastern façade. Landscaping could also be used to minimise impacts had on the listed building(s) through new build elements added within the setting of the assets, through concealing elements or creating or framing views, as appropriate.
- **Consultation** – the LPA conservation officer should be engaged to discuss and agree the extent of listing, and possible presence of curtilage listed structures, as discussed in section 7 above. 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 building in previously undisturbed ground. This is due to the school's location within a Tier 1 Area of High Archaeological Potential (AHAP). As part of this assessment consultation with the LPA and GLAAS should be undertaken to inform the development of any proposed works.

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 Thomas More Catholic School, Purley, 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 Thomas More Catholic School is derived primarily from its historic and architectural interest. Its historic interest relates to the school's rich history, originally as a charitable institution for the children of warehousemen, clerks, and drapers, and most recently as a Catholic School. The school's association with notable individuals, such as Charles Dickens, Lord Russell, and Joseph Paxton, also contributes to its historic interest.

Architectural interest is found within the majority of the buildings on the site, excluding EFAG, EFAH, EFAI and EFAJ. The high-quality, grand design of EFAA and the House, which have retained many of its original decorative features, such as fireplaces, cornicing and tiles, provides substantial architectural interest. The internal and external appearances of EFAB, EFAC, EFAD and EFAF, and the swimming pool of EFAE also contribute to the school's architectural interest. These later additions reflect the growth in pupil numbers around the turn of the 20th century and reflect ongoing reinterpretation of the design language used in EFAA. Modern internal features, such as suspended ceilings and modern partitions, limit the ability to understand the original internal layout of these buildings.

With regard to the extent of listing, this is defined by whether a structure is attached to the principal listed building, or whether it could be considered in its curtilage, of as of 1 July 1948. Whilst EFAA is clearly the building that the listing pertains to, EFAB is also listed due to being physically attached to EFAA. It is considered that the curtilage of the listed structure extends to include other buildings on the site: EFAC, EFAD and EFAF, and EFAE. This is due to the age of these blocks, arrangement of the site and their historic relationship with EFAA in terms of how the site operated. The other buildings on the site, EFAG, EFAH, EFAI, EFAJ and all other small ancillary buildings are not considered to be curtilage listed. If this conclusion is agreed with by the LPA, then listed building consent would be required for works to EFAA, EFAB, EFAC, EFAD and EFAF, and EFAE. Listed building consent would not be required for works to EFAG, EFAH, EFAI, EFAJ.

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 B and those specifically mentioned in section 6. There are opportunities to better enhance and reveal the significance of all blocks on the site through new development, but 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 Thomas More Catholic School. Group value and any potential changes to the assets' settings should also be considered in assessing the potential impact of the Scheme. 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.

References

Primary Sources

Newspaper Articles

'Coulston and Purley' (1912) *West Sussex Gazette* 28 March. Available online via:
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0002166/19120328/071/0004>

'Coulston, Purley, and Kenley' (1902) *Surrey Mirror*. 26 September. Available online at:
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0000335/19020926/088/0008>

'Metropolitan News' (1869). *The Illustrated London News*. 27 November. Available online at:
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0001578/18691127/025/0009>

'Russell Hill Schools' 1909. *Croydon Chronicle and East Surrey Advertiser*, 13 May. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0002118/19090513/055/0005>

'The New Infirmary, Opened At Russell Hill Schools, Purley, On Saturday' (1912) *Croydon Chronicle and East Surrey Advertiser* 30 March. Available online via:
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0002118/19120330/012/0002>

'Warehousemen and Clerks' Schools' (1863) *London City Press*. 18 July. Available online at:
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0000436/18630718/080/0011>

'Warehousemen and Clerks' Schools' (1866). *The Era*. 24 June. Available online at:
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0000053/18660624/017/0007>

'Warehousemen and Clerks' Schools' (1878) *Lloyd's Weekly Newspaper*. 20 October. Available online at: <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000079/18781020/019/0005>

'Warehousemen, Clerks', and Drapers' Schools, Croydon. Opening Of A New Gymnasium' (1890) *Croydon Times* 17 May. Available online at:
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0004169/18900517/098/0008>

'Warehousemen, Clerks' and Drapers' Schools' (1909) *Croydon Chronicle and East Surrey Advertiser*. 27 May. Available online at:
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0002118/19090527/088/0005>

'Wills' (1917) *The Scotsman* 14 December. Available online at
<https://www.britishnewspaperarchive.co.uk/viewer/bl/0000540/19171214/098/0004>

Other Primary Sources

Board of Education (1921) *Report of Inspection of Warehousemen, Clerks' and Drapers' School for Girls, Coulston and Purley, Surrey*. 2, 3 and 4 February. Held at the National Archives, reference ED 109/5587.

Board of Education, (1928) *Report of Inspection of Warehousemen, Clerks' and Drapers' School for Girls, Coulston and Purley, Surrey*. 13, 14 and 15 June. Held at the National Archives, reference ED 109/5587.

Board of Education, (1948) *Report of Inspection of Warehousemen, Clerks' and Drapers' School for Girls, Coulston and Purley, Surrey*. 2, 3, and 4 July. Held at the National Archives, reference ED 109/5587.

British Pathe, Warehousemen, Clerks And Drapers Schools (1920-1929). Available online at: <https://www.youtube.com/watch?v=mNT7tL4KipE>

Buckle, J. (n.d.) *Within the Purley Gates*. Available online via: <https://resources.finalsite.net/images/v1585685957/royalrussellcouk/gzn1k7h3d9o9iiqto8lt/WITHIN THE PURLEY GATES 3.pdf>

Cotterell, E. (n.d.) *My Memories of Russell Hill School Purley 1954-1961*. Available online via: https://resources.finalsite.net/images/v1585685955/royalrussellcouk/ulgotxjg15bjqwmid08q/RHS_Memories_-_Elaine_Cotterell.pdf

Ordnance Survey National Grid Maps: TQ3162SW. Surveyed 1955, Published 1956. Available online at: <https://maps.nls.uk/view/102904354>.

Thomas More Catholic School – Russell Hill Road, Purley, Surrey. Available online at: <https://www.facebook.com/groups/thomasmorelondon/posts/2532672890167897/?mibextid=6NoCDW>

Warehousemen and Clerks' and Drapers' Schools, *An Interesting Record of A Year's Work at Purley*. Held at the National Archives, reference ED 35/2384.

Warehousemen, Clerks and Drapers' Schools letter to the War Damage Commission, (1943) *Russell Hill School Purley: Boarding School for 150 Senior Boys*. Held at the National Archives, reference IR36 / 37.

Warehousemen, Clerks' and Drapers' School, (undated) Plans of Main Building. Held at the National Archives, reference ED 35/2384.

Secondary Sources

Chartered Institute for Archaeologists (CIfA) (2017), *Standard and Guidance for Historic Environment Desk Based Assessment*. Available online at: https://www.archaeologists.net/sites/default/files/CIfAS%26GDBA_4.pdf

Children's Homes (2022), *Warehousemen and Clerks' Schools*. Available online at: <http://www.childrenshomes.org.uk/WCDS/>

Croydon Council (2007), *Webb Estate and Upper Woodcote Village Conservation Areas Appraisal and Management Plan*. Available online at: https://lbc-app-w-localgov-corpwebsite-p.azurewebsites.net/sites/default/files/Planning/Conservation%20areas/Webb_Estate_CA_Appraisal_SP1_0.pdf

Department for Education (2022) *Technical Advisor Outline Brief and Roadmap School Rebuilding Programme*. URN: 101821

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

Historic England (2015), *Historic Environment Good Practice Advice in Planning Note 2: Managing Significance in Decision – Taking in the Historic Environment*. Available online at: <https://historicengland.org.uk/images-books/publications/gpa2-managing-significance-indecision-taking/gpa2/>

Historic England (2017), *The Setting of Heritage Assets*. Available online at:
<https://historicengland.org.uk/images-books/publications/gpa3-setting-of-heritage-assets/heag180-gpa3-setting-heritage-assets/>

Historic England (2018) *Technical Advice Note 10: Listed Buildings and Curtilage*. Available online via: <https://historicengland.org.uk/images-books/publications/listed-buildings-and-curtilage-advice-note10/heag125-listed-buildings-and-curtilage/>

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/>

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

Historic England (2022), *Educational Image*. Available online at:
<https://historicengland.org.uk/services-skills/education/educational-images/russell-hill-schools-russell-hill-croydon-8235#:~:text=This%20school%20was%20built%20as.their%20colleagues%20who%20had%20died>

Historic England (n.d.) *Listed Buildings Identification and Extent*. Available online via:
<https://historicengland.org.uk/advice/hpg/has/listed-buildings/>

IHBC (2019) *Advice Note on the Curtilage Rule – An interpretation of the Taunton Deane judgment*. Available online via: https://ihbc.org.uk/toolbox/guidance_notes/curtilage.html

London Borough of Croydon (2018) *Local Plan*. Available online at:
https://www.croydon.gov.uk/sites/default/files/Planning/Regeneration/Croydon_Local_Plan_2018.pdf

Margaret Roper School (n.d.). *About Us*. Available online at:
<https://www.margaretroper.croydon.sch.uk/our-school/about-us/>

NPPF (2022). Available online via: <https://www.gov.uk/guidance/national-planning-policy-framework/16-conserving-and-enhancing-the-historic-environment>

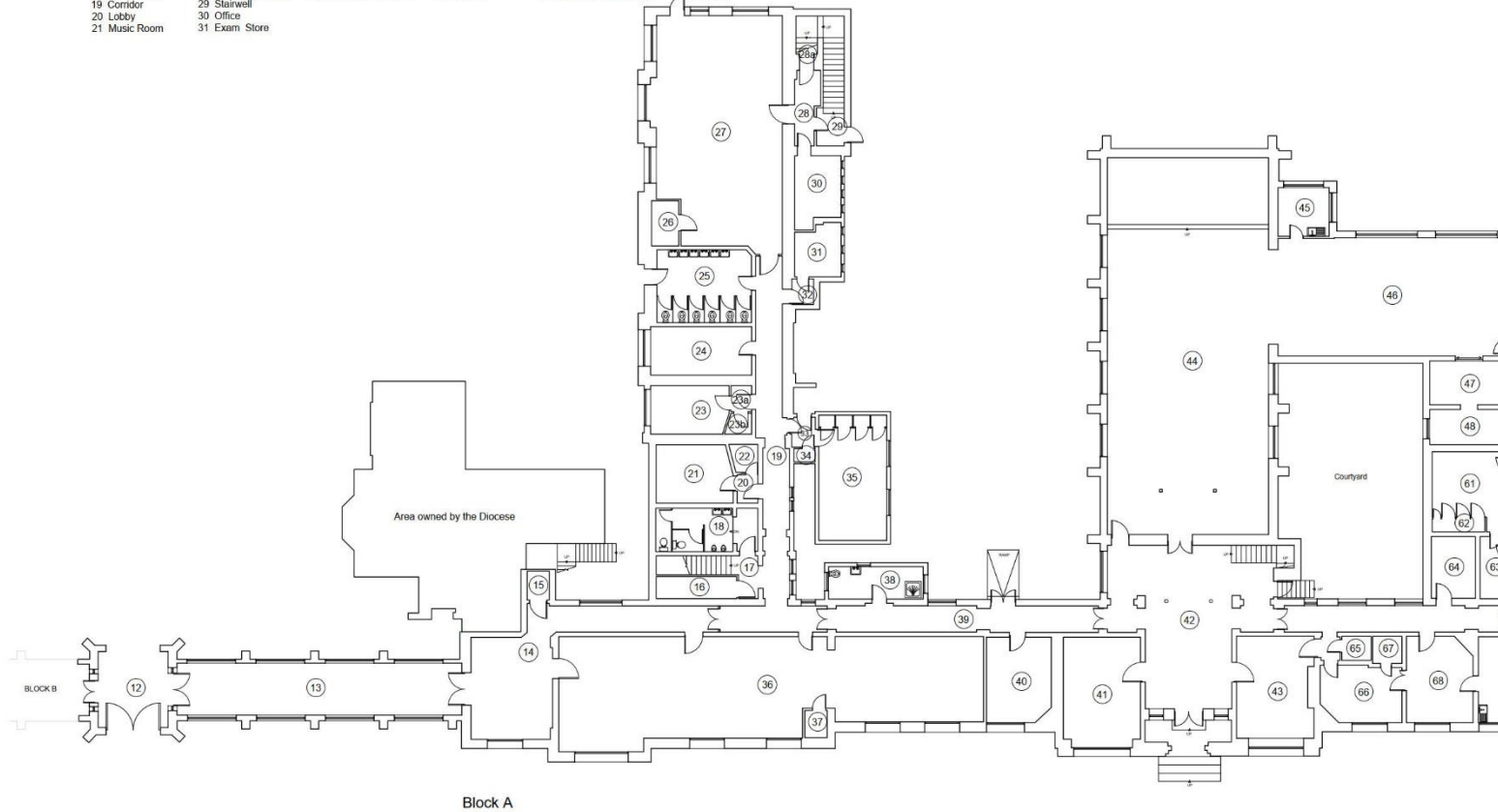
Open Domesday (n,d), *Map: England in 1086*. Available online at:
<https://opendomesday.org/map/>

Purley Baptist, *Map and Heritage Trail*. Available online at:
<https://www.purleybaptist.org/Publisher/File.aspx?ID=310300>

Thomas More Catholic School and Sixth Form. Available online at:
<http://www.tmore.org.uk/308/history-of-the-school>

A. Plans

Key Locations:	22 Store	32 Store	42 Entrance Hall	52 Girls Changing Room	62 Cupboard	72 Lobby
Block A	23 Office	33 Corridor	43 Reception	53 IT Room	63 Stock Room	73 Welfare Office
12 Gatehouse	23a Lobby	34 Store	44 Hall	54 Store	64 Office	74 Medical Room
13 Corridor	24 Office	35 Priests Room / Chapel	45 Store	55 Corridor	65 Electrical Cupd	75 IT Classroom
14 Corridor	25 Female Toilets	36 Library	46 Hall / Annex	56 Cleaners Store	66 Office	76 Stairwell
15 PFA Cupboard	26 Control Room	37 Store	47 Chair Store	57 Stairwell	67 Safe	77 Toilets (Female Staff)
16 Store	27 Drama Studio	38 Toilet (Disabled)	48 Chair Store	58 Corridor	68 Office	78 P.E. Office
17 Stairwell	28 Corridor	39 Corridor	49 Porch	59 Office	69 Staff Room	
18 Male Toilets	28a Cupd under stair	40 Deputy Head's Office	50 Corridor	60 Corridor	70 Corridor	
19 Corridor	29 Stairwell	41 Headteacher's Office	51 Stairwell	61 Reprographics Room	71 Corridor	
20 Lobby	30 Office					
21 Music Room	31 Exam Store					

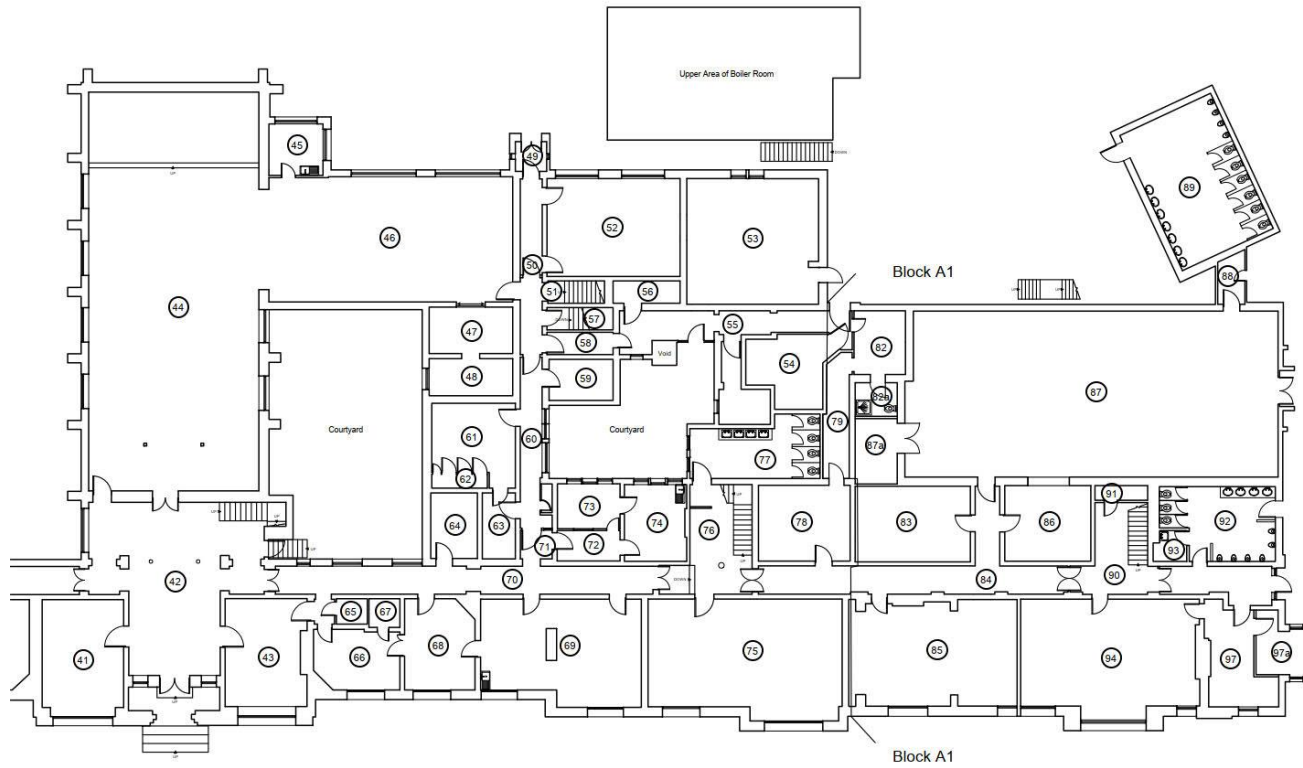


Block A

THOMAS MORE RC HIGH SCHOOL

Ground Floor
Block A and A1 Sheet 1 of 2

Asbestos details correct as at 13th June 2006



- Key Locations:**
Block A1
- 79 Corridor
 - 80 Deleted Location
 - 81 Deleted Location
 - 82 Washroom
 - 82a Shower Room Toilet (Staff)
 - 83 Changing Room (Boys)
 - 84 Corridor
 - 85 Computer Room
 - 86 P.E. Store
 - 87 Gym
 - 87a Store (Equipment)
 - 88 Lobby
 - 89 Male Toilets
 - 90 Corridor/Stairwell
 - 91 Store
 - 92 Boys Toilets
 - 93 Cleaners Store
 - 94 Learning Support Centre
 - 95 Deleted Location
 - 96 Deleted Location
 - 97 Learning Support Office
 - 97a SEN Office

THOMAS MORE RC HIGH SCHOOL

Ground Floor
 Block A and A1
 Sheet 2 of 2 Date 03 Oct 12

Key Locations:

98 Music Practise Room	108 YR 10 Co-ordinators Office	118 Computer Classroom	128 Not Used	138 Office	148 Office	158 Corridor
99 Music Practise Room	109 Corridor	119 Corridor	129 Sixth Form Common Room	139 Deleted Location	149 History Classroom	159 Classroom
100 Stairwell	110 Stairwell	120 YR 9 Co-ordinators Office	130 Not Used	140 Server Room	150 Stairwell	160 Stairwell
101 Music Room	111 Corridor	121 Control Room	131 Cupboard	141 Staff Toilet	151 History Faculty Office	161 Corridor
102 Office	112 Store	122 YR 11 Co-ordinators Office	132 Kitchen	142 Computer Room	151a Store	162 Maths Faculty Office
103 Store	113 RE Classroom	123 Stairwell	133 Entrance Lobby	142a History Classroom	151b Lobby	163 Lobby
104 Cleaners Store	114 RE Classroom	124 Corridor	134 Toilet	143 Corridor	152 Store	164 Staff Toilet Lobby
105 Toilet	115 Corridor	125 Deputy Headteacher's Office	134a Toilet	144 Not used	153 Classroom	165 Female Staff Toilet
106 Corridor	116 Computer Room	126 Store	135 Stairwell	145 Not used	154 Store	166 Male Staff Toilet
107 Office	117 Corridor	127 Sixth Form Classroom / IT	136 Corridor	146 Not used	155 Classroom	167 Classroom
			137 6th Form Classroom	147 Server Room	156 Lobby	168 Store
					157 Classroom	169 Classroom



Block A1

THOMAS MORE RC HIGH SCHOOL

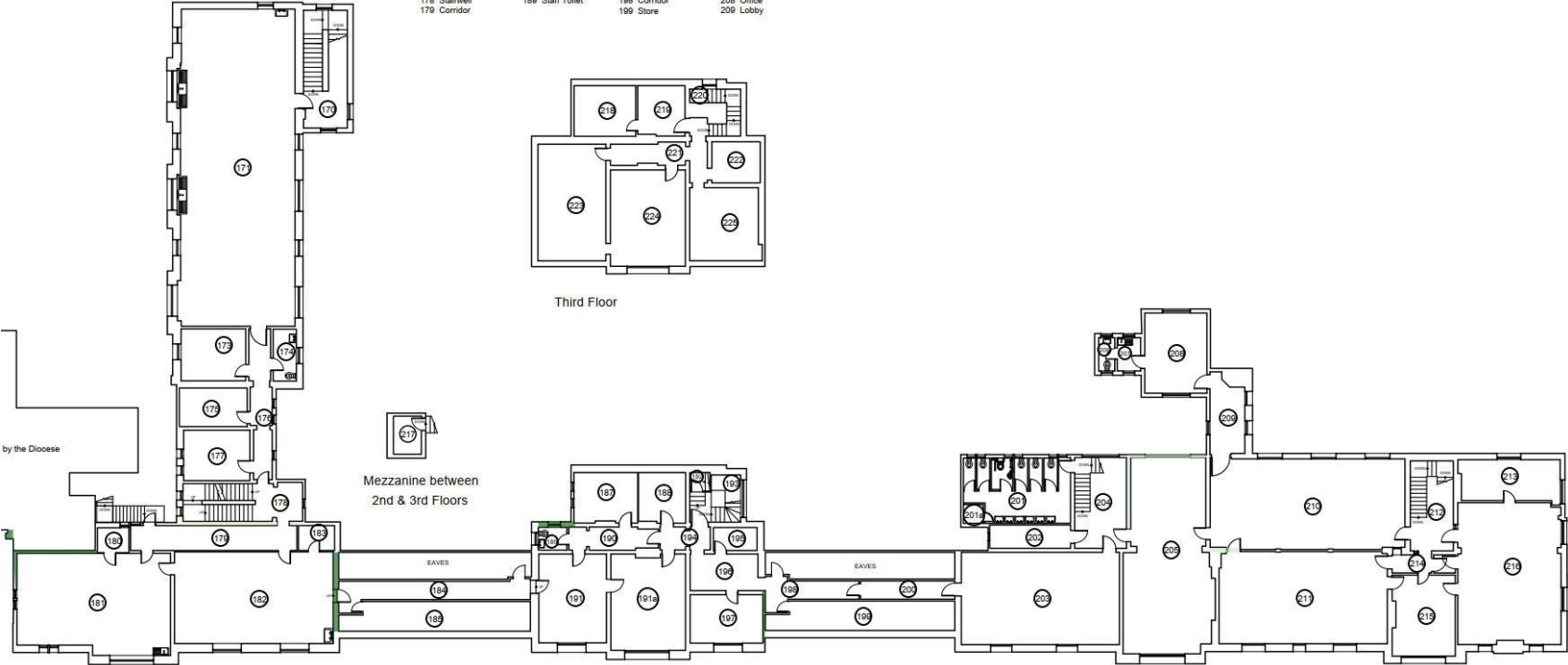
First Floor

Block A

Date 03 Oct 12

Key Locations:

170 Stairwell	180 Store	190 Corridor	200 Corridor	210 Classroom	218 Tank Room
171 Art Room	181 Classroom	191 Classroom / I Base	201 Girls Toilet	211 Classroom	219 Unused Room
171b Deleted Location	182 Classroom	191a Classroom / I Base	201a Cleaner's Cupboard	212 Stairwell	220 Stairwell
172 Deleted Location	183 Store	192 Stairwell	202 Cleaners Store	213 Store	221 Corridor
173 Work Area	184 Corridor	193 Stairwell	203 Classroom	214 Corridor	222 Tank Room
174 Toilet	185 Store	194 Corridor	204 Stairwell	215 Group Room	223 Unused Room
175 Office	186 Not used	195 Store	205 English Classroom	216 Classroom	224 Unused Room
176 Corridor	187 I Base Office	196 Corridor	206 Toilet	217 Store	225 Unused Room
177 Art Store	188 Office	197 Office	207 Kitchen		
178 Stairwell	189 Staff Toilet	198 Corridor	208 Office		
179 Corridor		199 Store	209 Lobby		



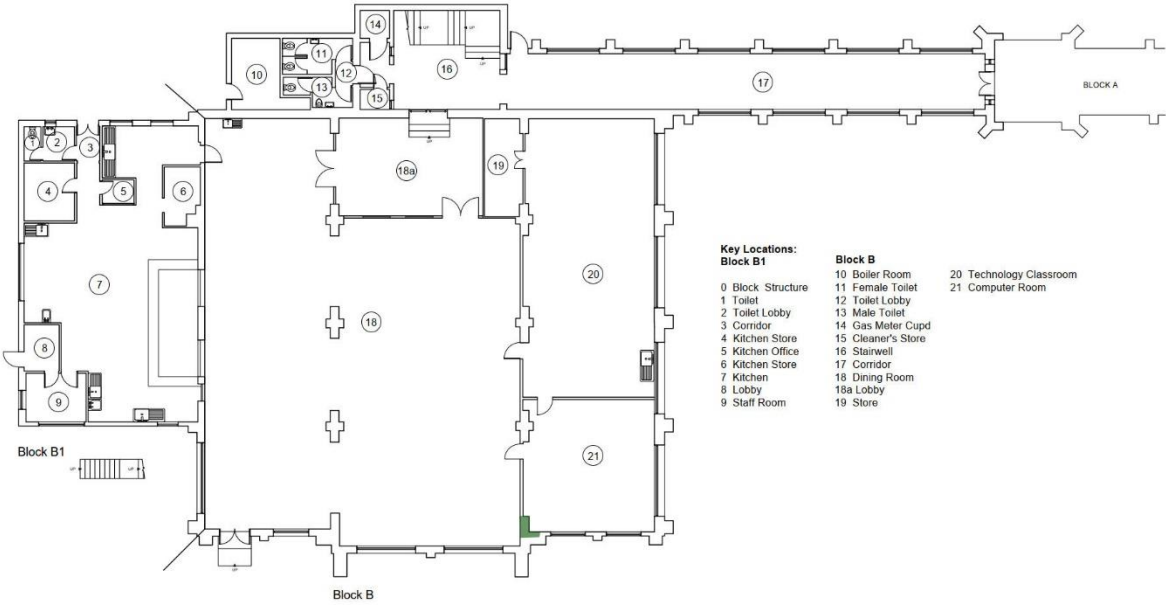
Third Floor

Block A1

THOMAS MORE RC HIGH SCHOOL

Second Floor
Block A

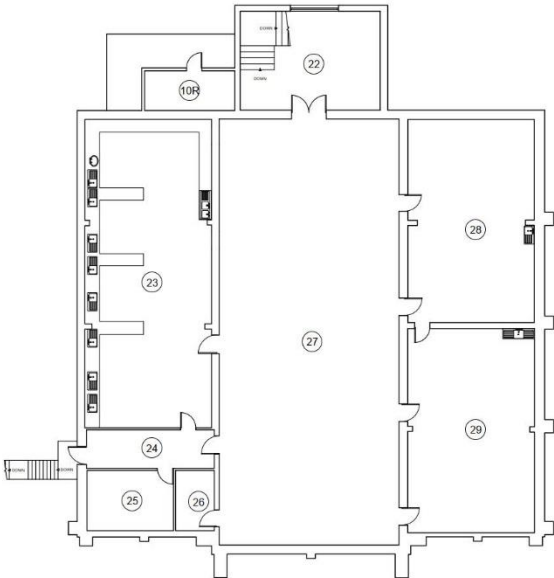
Date 09 Oct 12



THOMAS MORE RC HIGH SCHOOL

Ground Floor
Block B and B1

Scale 1:200 A3 Date 09 Oct 12

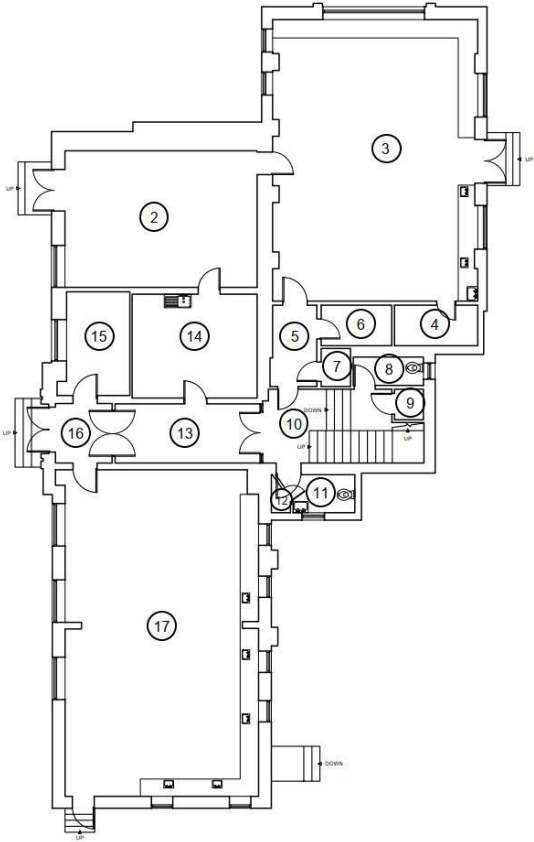


- Key Locations:**
- 22 Stairwell
 - 23 Home Economics
 - 24 Corridor
 - 25 Office
 - 26 Store
 - 27 Hall
 - 28 Geography Classroom
 - 29 Geography Classroom
 - 10R Tank Room

THOMAS MORE RC HIGH SCHOOL

First Floor
Block B

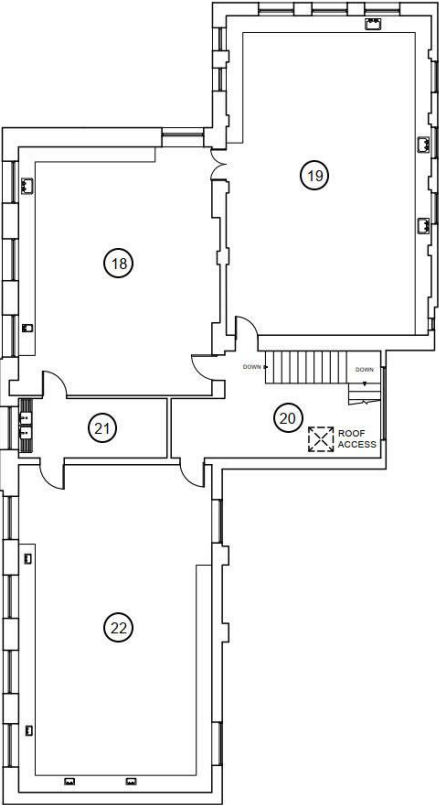
Scale 1:200 A3 Date 09 Oct 12



- Key Locations:**
- 2 Science Lab
 - 3 Science Classroom
 - 4 Store
 - 5 Lobby
 - 6 Store
 - 7 Store
 - 8 Toilet
 - 9 Chemical Store
 - 10 Stairwell
 - 11 Toilet
 - 12 Gas Meter & Electric Shut Off
 - 13 Corridor
 - 14 Prep Room
 - 15 Faculty Office
 - 16 Lobby
 - 17 Science Lab

THOMAS MORE RC HIGH SCHOOL

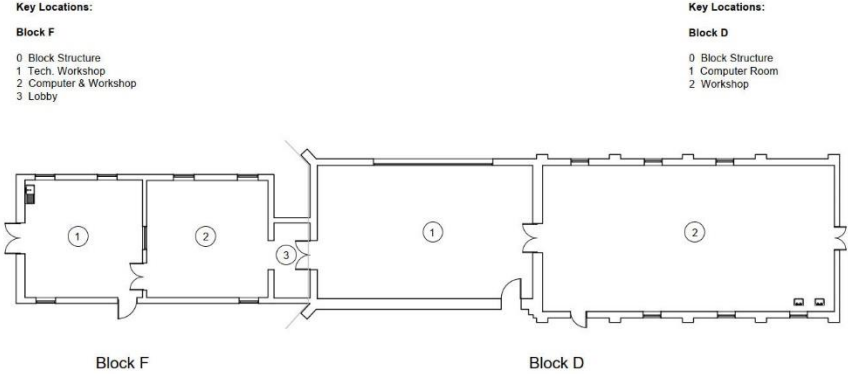
Ground Floor
Block C - Science Block
Scale 1:200 A4 Date 09 Oct 12



- Key Locations:**
- 18 Science Classroom
 - 19 Science Classroom
 - 20 Stairwell
 - 21 Prep Room
 - 22 Science Classroom

THOMAS MORE RC HIGH SCHOOL

First Floor
Block C - Science Block
Scale 1:200 A4 Date 09 Oct 12



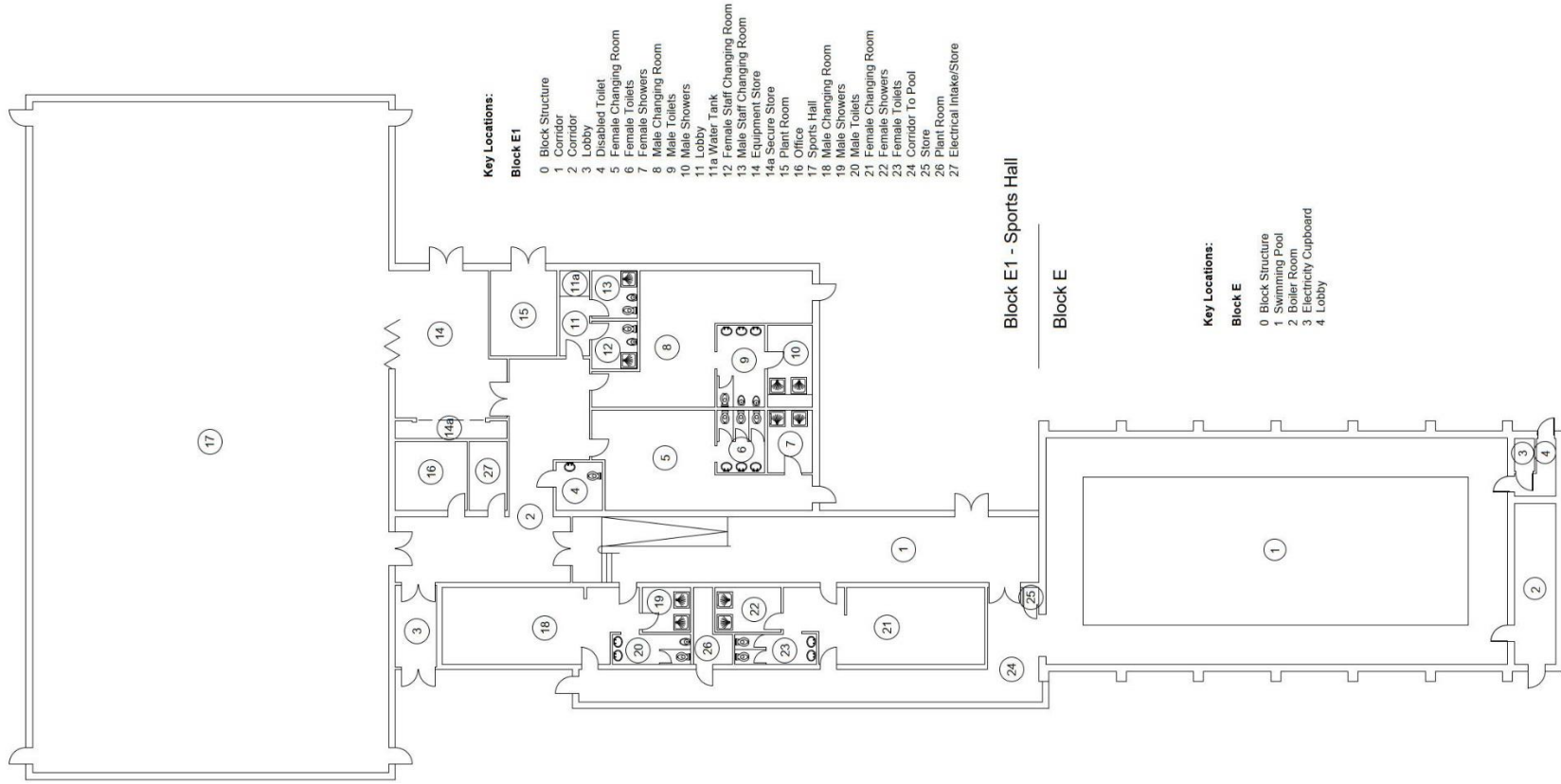
Key Locations:
Block F
0 Block Structure
1 Tech. Workshop
2 Computer & Workshop
3 Lobby

Key Locations:
Block D
0 Block Structure
1 Computer Room
2 Workshop

THOMAS MORE RC HIGH SCHOOL

Ground Floor
Blocks D & F (Technology/Workshop)

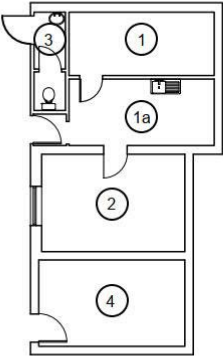
Scale 1:200 A3 Date 09 Oct 12



THOMAS MORE RC HIGH SCHOOL

Ground Floor
Block E - Swimming Pool

Scale 1:200 A4 Date 10 April 12



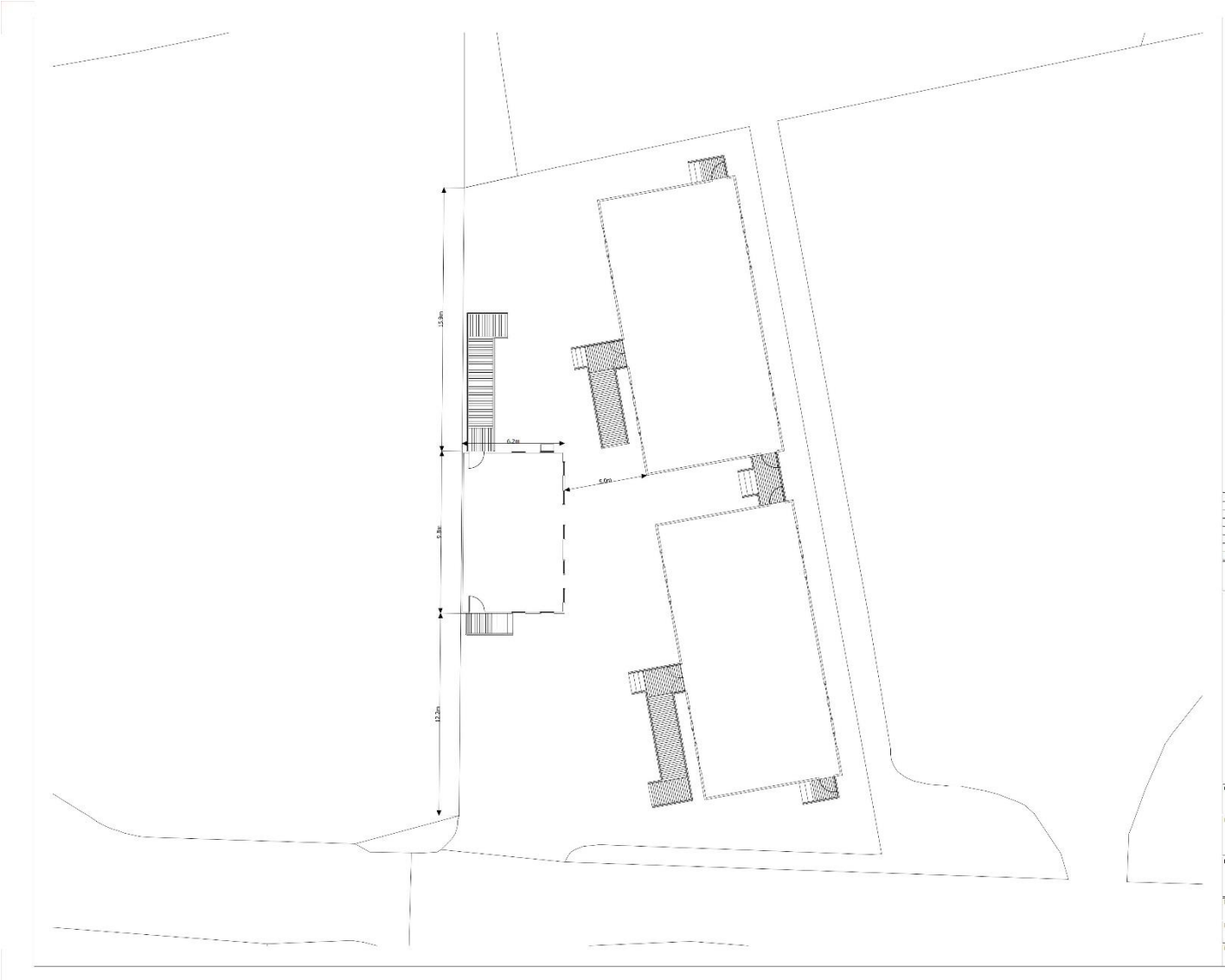
Key Locations:

- 0 Block Structure
- 1 Electricity Room
- 1a Cleaners Room
- 2 Caretaker's Office
- 3 Toilet
- 4 Store

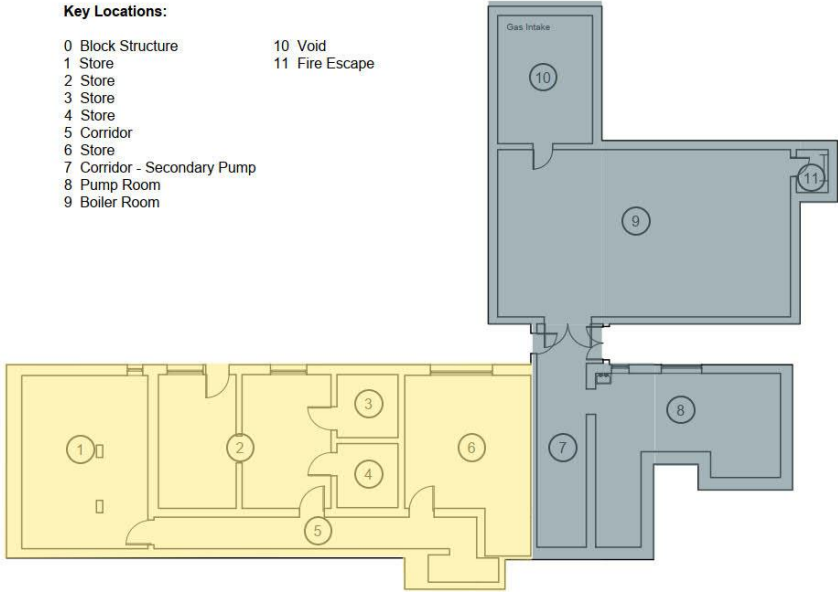
THOMAS MORE RC HIGH SCHOOL

Ground Floor
Block H

Scale 1:200 A4 Date 10 April 12



B. Schedule of Significance



THOMAS MORE RC HIGH SCHOOL

Basement
Block A
Date 10 April 12

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed

Key Locations:	22 Store	32 Store	42 Entrance Hall	52 Girls Changing Room	62 Cupboard	72 Lobby
Block A	23 Office	33 Corridor	43 Reception	53 IT Room	63 Stock Room	73 Welfare Office
	23a Lobby	34 Store	44 Hall	54 Store	64 Office	74 Medical Room
12 Gatehouse	23b Store	35 Priests Room / Chapel	45 Store	55 Corridor	65 Electrical Cupd	75 IT Classroom
13 Corridor	24 Office	36 Library	46 Hall / Annexe	56 Cleaners Store	66 Office	76 Stairwell
14 Corridor	25 Female Toilets	37 Store	47 Chair Store	57 Stairwell	67 Safe	77 Toilets (Female Staff)
15 PFA Cupboard	26 Control Room	38 Toilet (Disabled)	48 Chair Store	58 Corridor	68 Office	78 P.E. Office
16 Store	27 Drama Studio	39 Corridor	49 Porch	59 Office	69 Staff Room	
17 Stairwell	28 Corridor	40 Deputy Head's Office	50 Corridor	60 Corridor	70 Corridor	
18 Male Toilets	28a Cupd under stair	41 Headteacher's Office	51 Stairwell	61 Reprographics Room	71 Corridor	
19 Corridor	29 Stairwell					
20 Lobby	30 Office					
21 Music Room	31 Exam Store					



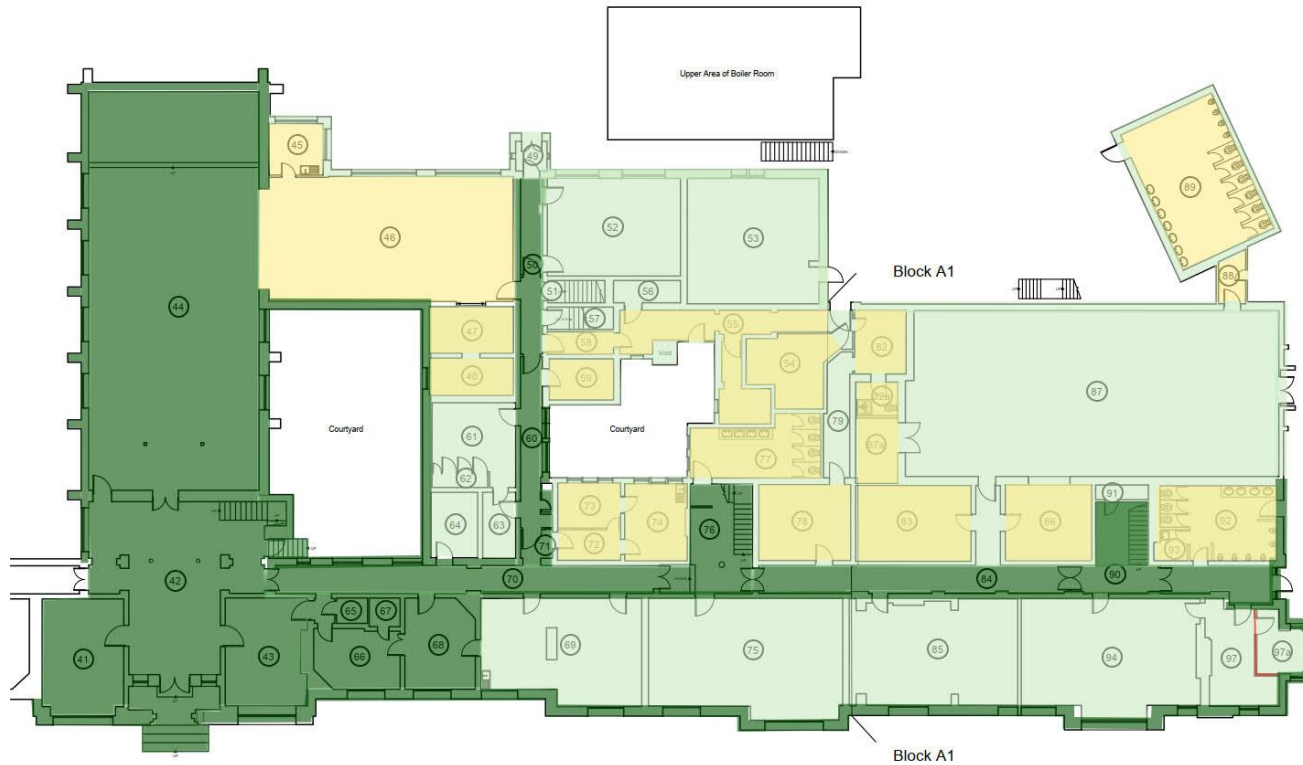
Block A

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed

THOMAS MORE RC HIGH SCHOOL

Ground Floor
Block A and A1 Sheet 1 of 2

Asbestos details correct as at 13th June 2006

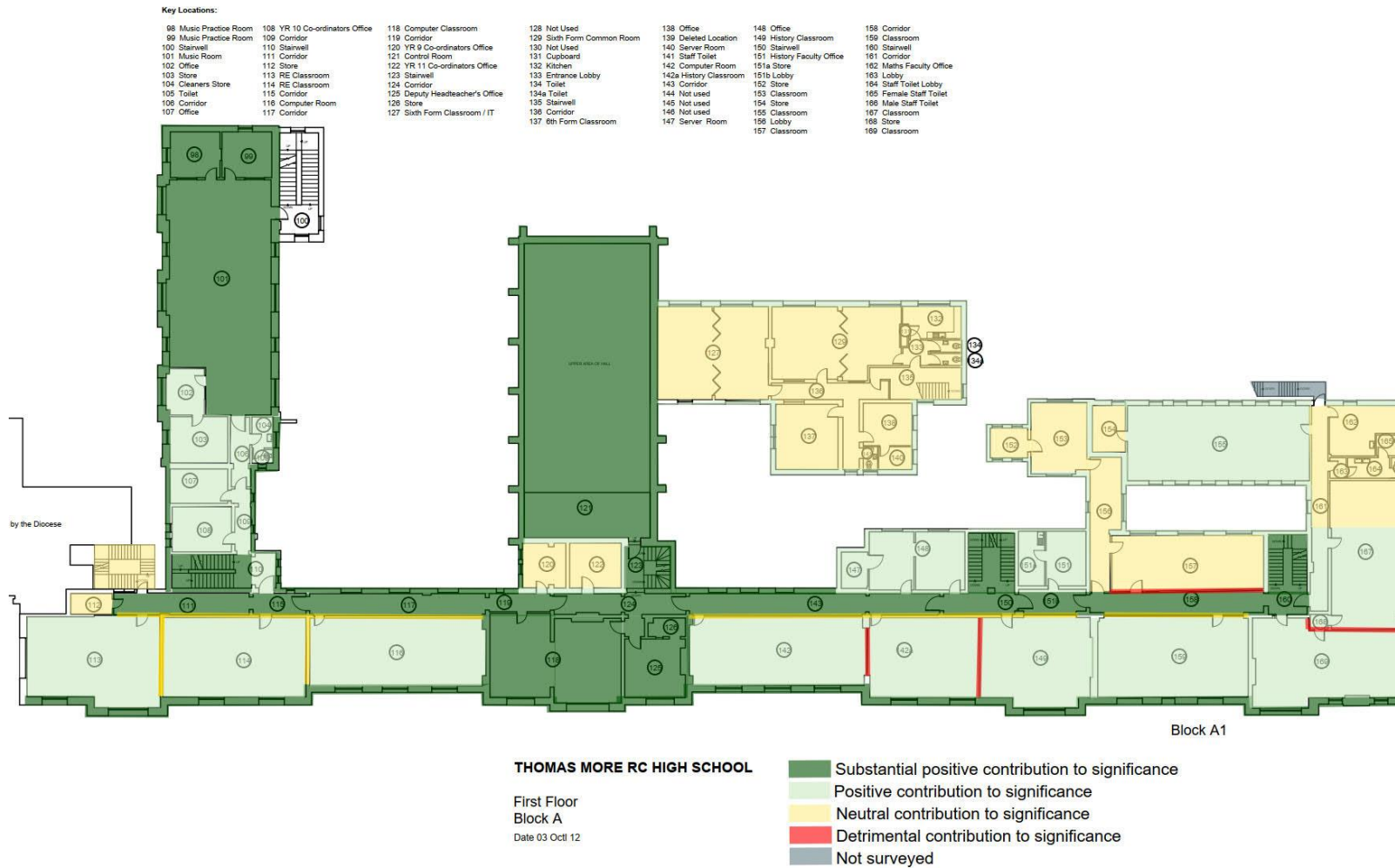


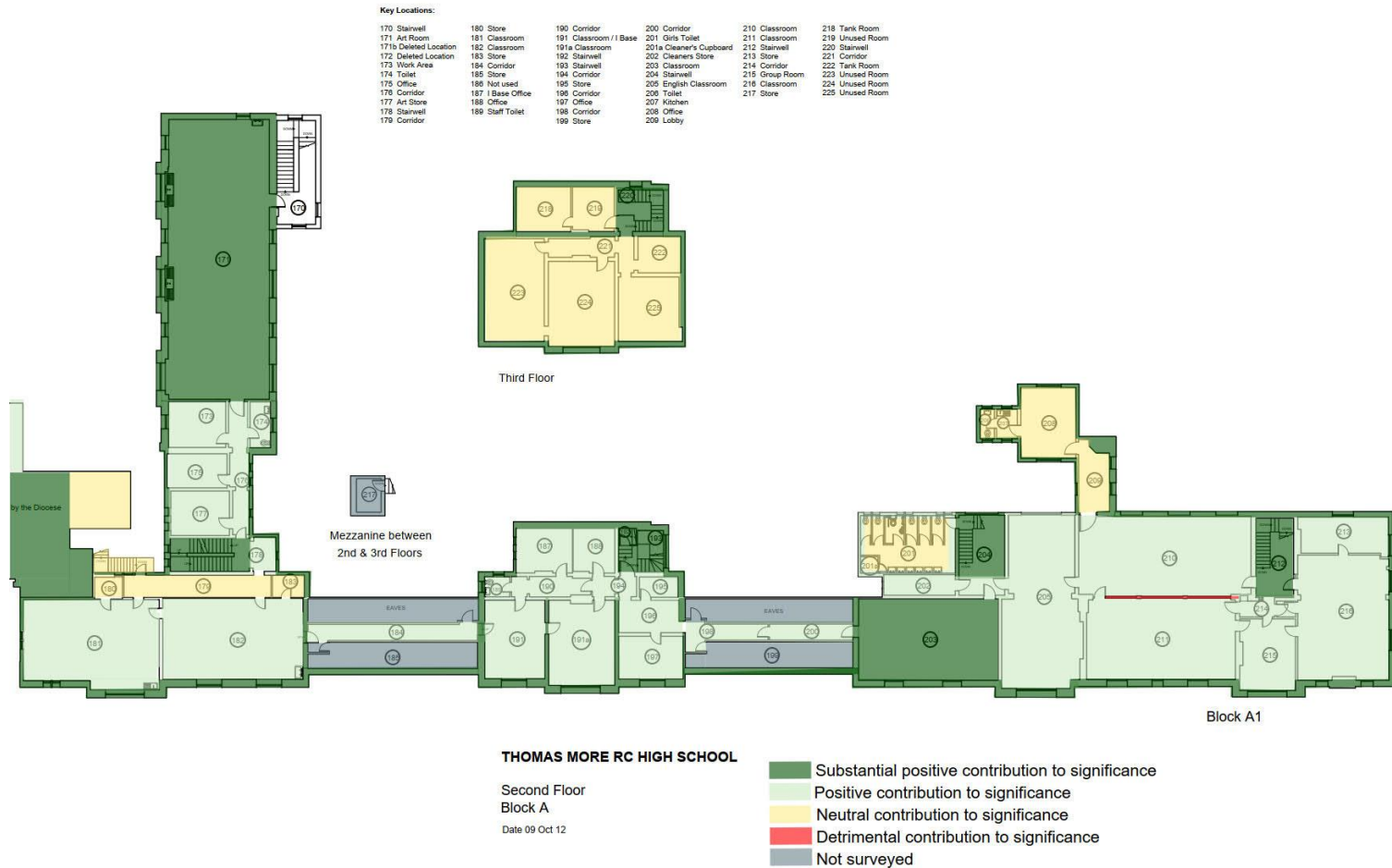
- Key Locations:**
Block A1
- 79 Corridor
 - 80 Deleted Location
 - 81 Deleted Location
 - 82 Washroom
 - 82a Shower Room Toilet (Staff)
 - 83 Changing Room (Boys)
 - 84 Corridor
 - 85 Computer Room
 - 86 P.E. Store
 - 87 Gym
 - 87a Store (Equipment)
 - 88 Lobby
 - 89 Male Toilets
 - 90 Corridor/Stairwell
 - 91 Store
 - 92 Boys Toilets
 - 93 Cleaners Store
 - 94 Learning Support Centre
 - 95 Deleted Location
 - 96 Deleted Location
 - 97 Learning Support Office
 - 97a SEN Office

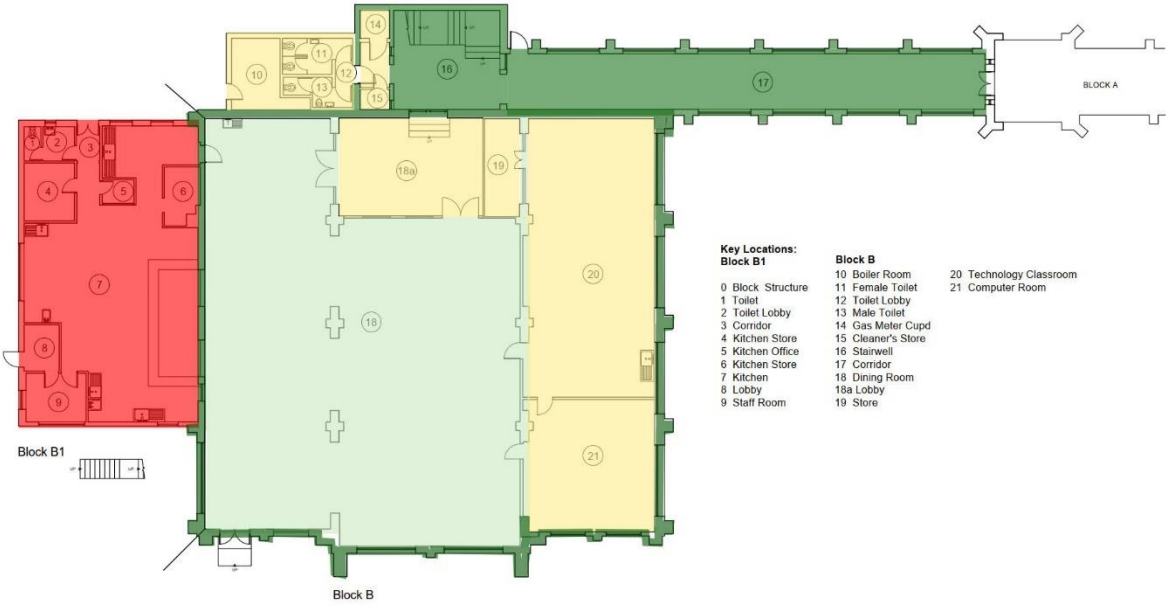
THOMAS MORE RC HIGH SCHOOL

Ground Floor
Block A and A1
Sheet 2 of 2 Date 03 Oct 12

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed







THOMAS MORE RC HIGH SCHOOL

Ground Floor
 Block B and B1

Scale 1:200 A3 Date 09 Oct 12

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed

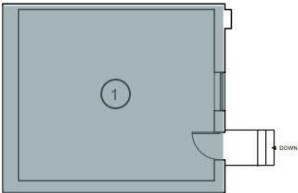


THOMAS MORE RC HIGH SCHOOL

First Floor
Block B

Scale 1:200 A3 Date 09 Oct 12

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed



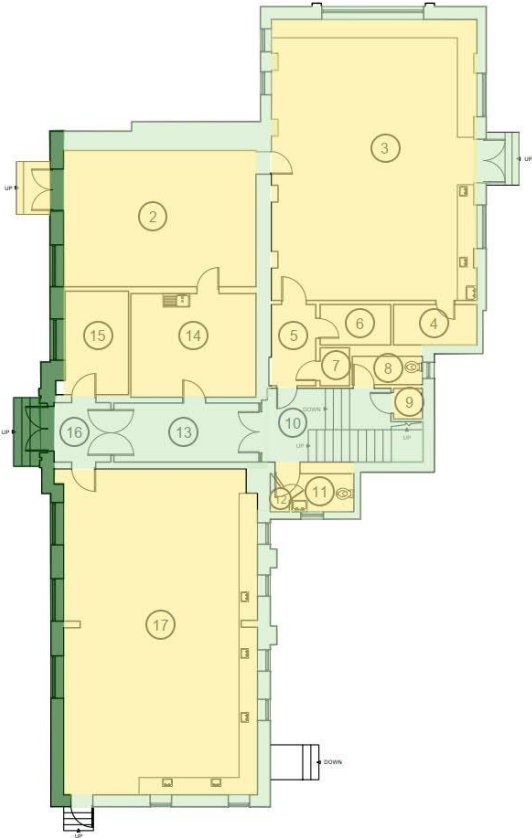
Key Locations:
0 Block Structure
1 Store

THOMAS MORE RC HIGH SCHOOL

Basement
Block C - Science Block

Scale 1:200 A4 Date 10 April 12

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed

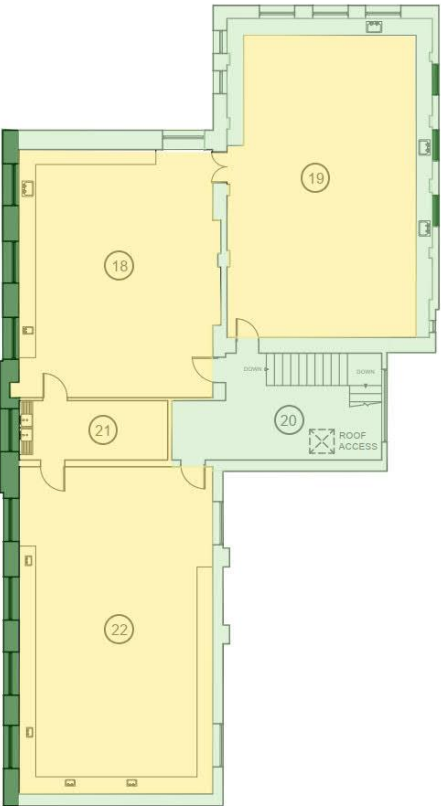


- Key Locations:**
- 2 Science Lab
 - 3 Science Classroom
 - 4 Store
 - 5 Lobby
 - 6 Store
 - 7 Store
 - 8 Toilet
 - 9 Chemical Store
 - 10 Stairwell
 - 11 Toilet
 - 12 Gas Meter & Electric Shut Off
 - 13 Corridor
 - 14 Prep Room
 - 15 Faculty Office
 - 16 Lobby
 - 17 Science Lab

THOMAS MORE RC HIGH SCHOOL

Ground Floor
Block C - Science Block
Scale 1:200 A4 Date 09 Oct 12

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed

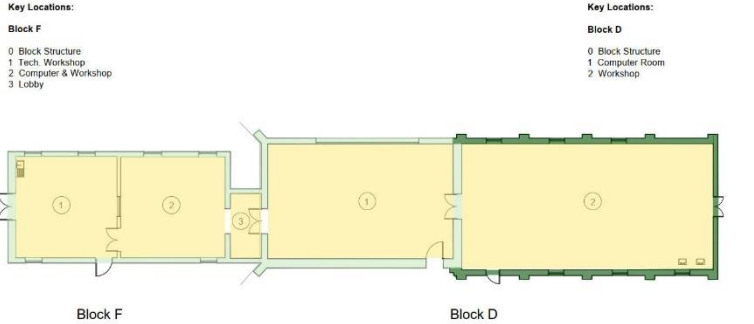


- Key Locations:**
- 18 Science Classroom
 - 19 Science Classroom
 - 20 Stairwell
 - 21 Prep Room
 - 22 Science Classroom

THOMAS MORE RC HIGH SCHOOL

First Floor
Block C - Science Block
Scale 1:200 A4 Date 09 Oct 12

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed



Key Locations:
Block F
0 Block Structure
1 Tech. Workshop
2 Computer & Workshop
3 Lobby

Key Locations:
Block D
0 Block Structure
1 Computer Room
2 Workshop

Block F

Block D

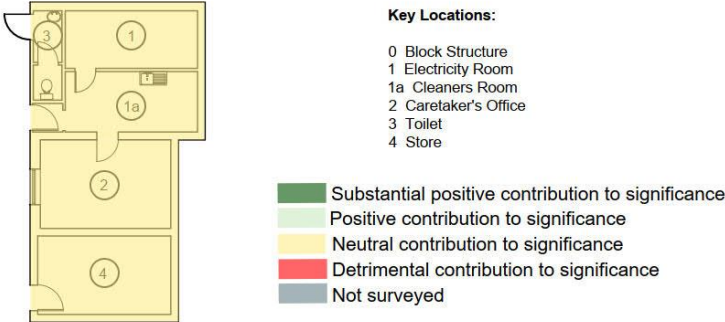
THOMAS MORE RC HIGH SCHOOL

Ground Floor
Blocks D & F (Technology/Workshop)

Scale 1:200 A3 Date 09 Oct 12

- Substantial positive contribution to significance
- Positive contribution to significance
- Neutral contribution to significance
- Detrimental contribution to significance
- Not surveyed





THOMAS MORE RC HIGH SCHOOL

Ground Floor
Block H

Scale 1:200 A4 Date 10 April 12



C. NHLE List Description

Russell Hill Schools (Thomas More School for Boys), Main Building TQ 36 SW 5/24

II

2. 1863, by John George Bland. Built as Royal Warehousemen's, Clerks's and Drapers's School. Large building in Venetian Gothic. Red brick with dressings of blue brick and Bath stone. Long asymmetrical front with an entrance block linked to wings of unequal length. Entrance block 3 storeys high and 3 bays wide, with projecting central bay rising to a gable in steeply pitched roof. Central doorway with triple moulded pointed arch flanked by triplets of windows with stilted arches and attached columns with floriated caps. First floor windows of similar pattern set under pointed relieving arches with a pierced roundel in tympana of arches on either side of central bay. Central window has stone balcony supported on brackets with decorative iron balustrade. Brick on edge ornament between ground and first and first and second floors. Windows of second floor have stilted square heads with pierced panel above. Wide eaves with ornamental soffit. Tall hipped slate roof with small square tower and pyramidal spirelet. The central block is linked by lower 2 storeyed blocks to 3 storey wings, with similar treatment. Variegated slate roofs with ornamental overhang. The left hand wing is 4 bays wide with one projecting off-centre bay, the right hand wing has 8 bays with 2 projecting bays. The return elevations continue the window pattern for one bay.

Listing NGR: TQ3109562164

