

**THE SHOREFIELDS SCHOOL  
(THE FORMER OGILVIE SCHOOL OF RECOVERY)  
HOLLAND ROAD  
CLACTON-ON-SEA  
  
HISTORIC BUILDING RECORD**



**Essex County Council  
Field Archaeology Unit**

**December 2011**

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(THE FORMER OGILVIE SCHOOL OF RECOVERY)  
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**HISTORIC BUILDING RECORD**

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CLACTON-ON-SEA**

**HISTORIC BUILDING RECORD**

**Client:** ECC ESH Infrastructure Delivery team

**FAU Project No.:** 2502

**NGR:** TL 9593 2489

**OASIS No.:** 115731

**Date of Fieldwork:** October 2011

## **1.0 INTRODUCTION**

A programme of historic building recording was undertaken by Essex County Council Field Archaeology Unit (ECC FAU) on an unlisted early 20th-century school prior to refurbishment and extension works. The work was commissioned by the ECC Environment Sustainability and Highways Infrastructure Delivery team and carried out in accordance with a Brief prepared by Essex County Council Historic Environment Management (ECC HEM) and a written scheme of investigation produced by ECC FAU.

Copies of the report will be supplied to the client and the Essex Historic Environment Record (EHER) at County Hall, Chelmsford. The archive will be stored with Colchester Museum. An OASIS online record has been created at <http://ads.ahds.ac.uk/oasis/index.cfm> and is accessible via the ADS website

The Ogilvie School of Recovery was established in 1912 by the Ogilvie Charity as a convalescent home for 'delicate children' from Essex, Suffolk and London. Initially catering for 44 pupils, the school was a pioneering success and was expanded in 1921 to treat a further sixty. Based on contemporary principles of health and recovery, the main part of the school adopted the half-butterfly plan form with south-east-facing open verandahs and balconies to maximise levels of sunlight and fresh sea air. Throughout 100 years of use the structure has undergone inevitable internal changes and improvements, but maintains its

external historic character and essence of the old school room layout as a high-achieving special needs day school for 120 pupils.

## **2.0 BACKGROUND**

### **2.1 Site location and description**

The Shorefields School is situated along one of the main thoroughfares between Clacton-on-Sea and Holland-on-Sea, lying on the southern side of Holland Road within a predominantly urban setting of later 19th century and modern housing (at NGR 1875 1578). The school was purposefully laid out with a southern aspect facing the sea and sits within its own grounds.

The school buildings comprise two main elements: a linear form administration (Admin) building at the front, set back from the road and reached by a predominantly circular driveway, and the school (former children's home) at the back, which was built in two stages (fig. 1). Originally there was also a lodge next to the road in the western corner of the grounds (fig. 2) that controlled the tradesman's entrance. The north driveway continues around the school to service areas/sheds and the tarmac play areas to the south-east, and the south driveway to car parks (fig. 1).

All parts of the school are built from red brick and tile and are generally two storeys high. Architecturally, the school has strong resonance with the Baroque and Queen Anne / English Renaissance style of the late 17th and 18th centuries, and the main south-east elevation, facing the sea, is particularly good. Modern additions are few (library and new hall) and are hidden behind the main elevations. The grounds are spacious, with a hard-standing play area and playing field on the south-east side.

Despite nearly 100 years of use, the exteriors of the school survive well but original internal detail has inevitably been lost through refurbishment from residential school to day school and the creation of specialised facilities for pupils in more recent times. However, it is still possible to discern its original internal layout and identify major historic fixtures and fittings that provide historic context and character to the modern classrooms.

### **2.2 Planning background**

The proposed refresh, refurbishment and enlargement of Shorefields School is being carried out as part of the Government funded Building Schools for Future Project. The work is extensive and involves work to large parts of the main buildings and the construction of new



wings either side. Given the inevitable impact of these changes on the historic fabric and character of the school and its innovative, specialised design and layout, and its resonance with the local community, the ECC HEM Team recommended that an historic building survey should be completed prior to these works. This recommendation was made in line with Planning Policy Statement 5: Planning for the Historic Environment (ECC HEM 2011).

### **2.3 Aims and objectives**

The purpose of the historic building survey was to record the buildings to English Heritage Level 3 standard (2006) prior to refurbishment and enlargement works. Primarily this meant addressing the following: plan form, materials and method of construction, phasing, internal spatial layout, room function and status, original décor, finishings and fixtures and fittings using a descriptive and analytical narrative, drawings and a full photographic record.

It is intended the survey will help mitigate the impact of the development on the historic fabric, to 'preserve by record' the present character and spatial integrity of the school buildings, and provide an assessment of the significance of the school buildings on a national and local level. To accomplish this, this report aims to draw out, discuss and illustrate the early aspects of the school (internal configuration and function, historic fixtures and fittings, character and significance, etc) rather than simply provide a record of an already modernised school within an old building.

### **2.4 Description of work**

The survey was undertaken during the half-term holiday when the children were away but some of the staff present. Full access was therefore provided around and inside the school buildings. Some minor maintenance works were being carried out at the same time, primarily the replacement of windows in the central south-east-facing block.

As part of the survey, external and internal architectural descriptions were made and existing plans and elevations, drawn in 2008, supplied by the Project Manager, were annotated, with historical detail.

A series of digital photographs were taken internally and externally, as well as 35mm black and white photographs of main external views and important surviving internal areas. Specific shots were taken of any original fixtures and fittings or architectural detail. A representative selection of photographs is reproduced at the back of the report as plates 1-76. The remainder can be found in the archive.

A numbered and phased location/block plan was produced to illustrate the school's development (fig.1) based on documentary and cartographic research and material available from Essex County Council. The buildings subject to survey are:

- Admin building (1)
- Central link (2)
- School (3)
- Wing extensions (4 and 5)

### **3.0 HISTORICAL BACKGROUND AND DEVELOPMENT**

#### **3.1 Hospital design and open-air schools**

The design and management of the Ogilvie Home was based on improvements in the understanding of disease and infection, the open-air movement and improvements in hospital design. The ethos was very much like that of the convalescence home, where a healthy active stay was encouraged within pleasant buildings and outdoor settings so that patients could recover away from otherwise detrimental conditions at home

The open-air school movement began on the Continent as a means to prevent tuberculosis in children from slum areas who were most at risk of acquiring the disease, known as 'pre-tuberculosis'. Treatment was administered through fresh air, sunlight, a good diet and exercise. Education was secondary to the treatment and improvement in health of the children, but still an important part, since poor sick children were already likely to be behind in their education.

The first open-air school was established in 1904 by Dr Bernhard Bendix, near Berlin, which offered classes in the woods to pre-tuberculosis children from the cities. Further schools were opened across Europe and the United States. Such schools were also called 'schools of the woods' and were located in the countryside during the summer, either in tents or prefabricated structures. The school at Uffculme near Birmingham, founded in 1911, taught classes in small open-sided pavilions that could be enclosed by wooden partitions if conditions dictated.

Some of the first in England were Swinton House School of Recovery in Manchester (1905) and the London County Council Open Air School at Plumstead (1907). These purpose-built schools enabled education to be continued throughout the year, rather than just the summer.

Open-air schools were recognised in the 1921 Education Act, along with boarding schools for the physically handicapped and schools in hospitals and convalescence homes, as important components of educating the most vulnerable. Often such schools were pioneering in their field and set up by charities (History of England.org.uk).

Hospital design was greatly influenced by the open-air movement and many early 20th century hospitals were built facing south or south-east to provide light and airy interiors. Verandahs and sun balconies were commonly attached onto the day rooms to enable the patients to take both fresh air and sunshine. 'Nightingale' or pavilion wards, where beds were laid out around the edges of the room, were standard from the second half of the 19th century onwards, with windows positioned either side for cross-ventilation, thus dispelling bacteria and resisting further infection. The half-butterfly plan of the Ogilvie School of Recovery was increasingly used from the late 19th century onwards, particularly in contemporary sanatoria design. The Ida Hospital at Cheadle (1887-8) was a convalescent home that used the butterfly plan to great effect, containing a central block with day rooms and small single sex wards connected by a corridor at the back to pavilion wards that enclosed the space, with verandahs at the front and sanitary blocks at the back (Richardson 1998). By substituting wards for dormitories and recreation rooms for dayrooms, this layout is in essence the same as the Ogilvie School.

### **3.2 Shorefields School**

Cartographic and documentary research was undertaken at the Essex Record Office (ERO), Chelmsford and references are supplied in the text. A school booklet from 1934, celebrating the school's 'coming of age' was also used, supplied by ECC HEM (appendix 1, also ERO D/Q 43/60) and a comprehensive history of the charity written in 1959 (ERO D/Q 43). Some of the material in the ERO concerns the later everyday running of the school (log books, board minutes, etc), which is beyond the remit of this report and is not yet available to the public. No original plans of the school survive, but there are very useful documents regarding the requirements of the Trustees of the Charity for the school and comments made by the architect with his submission (both ERO D/Q 43/47), which have been used to inform the creation and labelling of historic floor plans presented in this report.

The Ogilvie Charities were founded and endowed by Mrs. Margaret Ogilvie and Mr Alexander Ogilvie to benefit persons resident in Essex and Suffolk. Amongst the endowed institutions was a Children's Convalescent Home near Sizewell, open during the summer months. After Mrs. Ogilvie's death in 1908 the home closed and the charity trustees decided

to establish a larger 'school of recovery' for 'delicate children' at Clacton-on-Sea. The Charity Trustees decided to:

"Erect not an ordinary children's convalescent home but an institution of a pioneer character where children of delicate physique from the public elementary schools could be received for longer periods so that they might be restored to permanent good health through studying under specially auspicious physical surroundings" (D/Q 43).

Their requirements were for an 'open air school' comprising an administration building and a residential children's home facing the sea. "Through and complete ventilation and plenty of daylight" were stipulated and an allowance to be made in the design for expansion at a later date. Of the six architects invited to tender for the work, it was Fred Rowntree FRIBA of London's innovative 'suntrap' half-butterfly design that won the day with its light airy interiors and open-air verandas designed to improve the health of children through the use of fresh air and sunlight treatment.

The construction work was carried out by Messrs. John Wilmott and the total cost, including gardens and fencing, came to £16,819. The foundation stone was laid in May 1912 and the school was officially opened in April 1913. At the formal opening in May of that year, the Chief Medical Officer of the Board of Education stated in his speech that he hoped the Ogilvie School would "start a new era in children's homes" by doing something to alleviate the mass suffering of children. At the time, he reportedly stated there was only one other such school in the country, in Halifax (Ogilvie Charity 1959).

At the time, the school enjoyed the fresh air and uninterrupted view of the sea in an unspoilt area of Clacton that was still essentially countryside. For this reason this was a popular area for contemporary buildings of a similar nature, such as the Middlesex Convalescence Home to the north-west (now a residential care home) and the Reckitts Convalescent Home (1908) next door (fig. 2) which had a similar Queen Anne style, but was demolished in 2001 (Garwood 2001).

The school was registered by the Board of Education as 'The Ogilvie Children's Home or School of Recovery', a certified school for the education, boarding and lodging of '...anaemic, ricketty or ill-nourished...' children. The school was never intended as a place for temporary convalescence but "...to be the means of setting up into a condition of permanent good health some of the many children who frequent the Public Elementary Schools and whose ailments are neither so apparent nor serious as to demand immediate hospital treatment, yet who are on so low a physical level that they would otherwise be

prevented from attending ordinary school. No child with “...active or infectious consumption...” was admitted, nor any who would need a great deal of individual attention or who was in a “...crippled or immobile condition”. The health of the children was paramount, the aim of the school being “...to make provision for their education as incidental to their treatment and maintenance in the Home”. In other words, it was primarily a hospital. For this reason the Head Teacher was responsible to the Lady Superintendent who had charge of nursing care. Children were generally admitted between the ages of 5 and 11, although children older than 11 were kept-on in exceptional circumstances; they stayed at the school usually for between 6 and 12 months.

The original building was designed for 44 children, equally divided between Essex and Suffolk and London and its boroughs. The curriculum (D/Q 43/60) was similar to the normal school curriculum but placed a strong reliance on physical exercise, singing and trips to the beach. Lessons were taught in the main classroom but also in the ground floor verandahs and most likely outside in the grounds of the school, which was very much the ethos of the open-air movement. Even inside there was plenty of fresh air circulating and this is well demonstrated by the photographs included in the 1934 booklet (Appendix 1). Some ill children would have been confined to the balcony beds, but no children were permanently immobile, and joining in with classes was encouraged. It is probable that children would have slept out in beds on the balconies during the summer months, at least during the day, and it is important to understand that not only exercise, but also rest, was important in the child's treatment. Children also took part in growing fruit and vegetables in the gardens, since sold-off for redevelopment. The school was originally heated by a gas-fired boiler and radiators and was fitted with electricity and lighting. Fireplaces were located in the dining hall, bedrooms and dormitories (D/Q 43/47).

There was soon a waiting list for admissions, but due to the First World War, the school was not enlarged until 1921, when the existing wings were extended (fig. 1), increasing the accommodation to 100.

The school was closed during World War II, when it was briefly requisitioned by the Military under the Emergency Hospital Scheme, but re-opened in 1946. The number of children being sent by local authorities began to decline over the next ten years, as the cost per child increased and health standards rose with the advent of the National Health Service. Places were consequently offered to children from counties as far away as Yorkshire and South Wales and there was great anxiety over the school's future (D/Q 43). In 1955, the year in which a new nurse hostel was built in the grounds (demolished after 2008, now a car park),

there was a deficit of £4,500 and it was decided to close the school. A statement on the closure issued in 1956 by Howard Diamond, Secretary to the Ogilvie Trust, stated that the closure was "...due to the great improvement that has taken place in the health of the nation's children" and he noted that 3,500 children had passed through the school since 1913.

The school was taken over by Essex County Council who ran it as the Ogilvie Residential Special School, a boarding school for 'delicate and maladjusted children'. Over the years the school became rundown and in 1995 two local special schools, the Windsor Special School the Leighs School, amalgamated and took over the buildings. However, the new school only took up about a quarter of the building and the school reportedly continued to deteriorate (P. Blomfield pers. comm.).

Refurbishment works were carried out to upgrade, repair and modernise the school prior to its re-establishment as the Shorefields School, in October 2005, and this process has continued up until the present day. As part of the modern work, the roofs have been retiled, a swimming pool installed, therapy rooms created and classrooms refurbished. New library and gym blocks were built and the former hall (originally the only classroom) has been refurbished in recent years. Over this short period of time almost the whole school has been modernised, apart from the former staff accommodation areas on the top floor of the Admin block which will be refurbished in the forthcoming works.

## **4.0 BUILDING DESCRIPTIONS**

In the following descriptive text, the school is divided into the Admin building, central link and school (former children's home) (fig. 1). Where possible, original room layout and function is shown on the floor plans and discussed in the text, and current room title given where appropriate to aid location/understanding. Room function as used in text and on figures 4-7 is based on original documents in the ERO and on one of the last plans of the school as a residential unit from 1987 (see archive). It is worth considering how room function can significantly change over time as requirements change.

### **4.1 General descriptions**

The school buildings have a symmetrical layout and lie on a north-east to south-west alignment, with the Admin building at the front forming a linear, mainly two-storey, range facing the road, comprising the main Admin/entrance block with wings either side. The half-

butterfly school building behind is joined by the central link (dining room/corridor) and comprises a central block with wings either side containing former open-air verandahs, sun-balconies and dormitories with sanitary blocks to the rear, canted towards the south-east, drawing in the sun. The 1921 wing extensions either end continue the main themes of the original school, but provided further classrooms and dormitories, forming a wide C-shape around the playground (fig. 1). Though their functions are different, the main built components of the school compliment one another in their construction, use of materials and architectural themes and details.

As a broadly contemporary building, elements from both building phases share some basic construction elements, design features and fixtures and fittings which can be summarised here. The school in general is built in a distinctive 9-inch red brick that with its narrow 2-inch depth which gives a 'rustic' Tudor feel. External walls are built in thick 14-inch Flemish bond in the original build and stretcher/cavity bond in the extensions. Cross members holding the floors appear to be boxed 4 and 10-inch metal joists, sometimes above brick arches at major corridor intersections.

External doors and windows appear to be largely original and generally have segmental arched heads at ground floor level, while the tops of windows on the upper floor that are built into the eaves. Original windows have wooden frames and multi-panes similar to Georgian sash windows and are largely symmetrical. In the Admin building they have a more domestic casement/vent form, but in the school they tend to be double-casement/upper tilting windows on both sides of the rooms for cross-ventilation. Those on the ground floor tend to be taller by one pane and windows on projecting bays tend to be one pane wider. Lucarne windows, where the window rises from the wall into the eaves of the roof, are found around the isolation rooms and at the back of the school, lighting the first floor corridors. Doors, inside and out, are mostly original; mainly simple two-panelled forms, some of which are semi-glazed, in plain architraves. Many retain original fittings (brass knobs), and classroom doors have secondary fittings above; too high for children to open. Internal and external fire doors are of the same two-panel style and few appear to have been replaced. Dressings around windows, doors and verandahs are in moulded brickwork with rusticated brickwork piers or projecting corners on the main blocks.

Roofs are quite low and pitched at 45°, with hipped gables throughout and dentilled eaves on the 'show' elevations. All have been re-clad with modern machine-made tiles. Chimneys are tall and slightly oversailing, mounted on subtle coggled brickwork in a modern interpretation

of the Tudor. Cast iron rain goods dominate and there are some good original decorated rain hoppers around the buildings.

***Admin building*** (Admin block, isolation and kitchen wings)

The Admin building was the formal front of the original school and performed all the various functions necessary for the running of the school, as it continues to do today. It comprised a long range containing the central entrance and Admin block, a two-storey service wing and single-storey isolation wing the other side of an open passage (since infilled). The first floor was used for staff accommodation and storage. Apart from the Admin/entrance block, the Admin building is quite austere due to its utilitarian functions.

Today the Admin building contains offices, reception areas and service rooms, much as it did before, linked by a spinal corridor, but the isolation wing is now joined onto the main range as staff rooms and offices. A few interesting historic features remain.

The upstairs staff bedrooms and flats are currently used in part for storage and are one of the few areas to escape modernisation and therefore its record was relatively important. When children resided at the school it is likely they had little to do with this part of the building

Interiors in the Admin areas and isolation rooms are plastered, but those in the service areas are generally painted brickwork.

***Central link***

The Admin block and school are joined by an integral corridor and dining hall forming a 'central link' between the two functioning areas, which contains some of the best-preserved interiors. The upper floor, which contains a corridor and storage areas, has not been affected by previous refurbishment.

***School***

In form and architecture, this is the main element of the school, with its half-butterfly design by Fred Rowntree. The design is centred on a south-facing two-storey block containing the classroom and dormitories, with open-fronted verandahs and balconies each side of recreation/dormitory blocks, canted to the south-east to draw in light and fresh sea air. The south-east elevation is particularly impressive in its use of architectural features and detail.

Inside, the rooms on all floors are accessed by a long well-lit and aerated corridor, which is also well-preserved. All the rooms have been previously modernised to varying degrees and



few original features survive, apart from doors and windows, which are more permanent. The verandahs and balconies, a vital part of the design, have since been enclosed and incorporated into the modern school. Corridor interiors are decorated in a uniform exposed brickwork and brown tile dado and sills. Most modern classrooms have plain painted brickwork or are plastered but some, created from former open-fronted areas, retain the exposed brickwork of the former verandahs and balconies.

### ***Wing extensions***

The 1921 wing extensions provided new classrooms and dormitories to allow the school to cater for 100 pupils altogether and each comprises a three-bay classroom/dormitory range with attached sanitary block and cross-wing dormitory block at either end.

In form and appearance the extensions are the same as the earlier school and it is impossible to distinguish the two apart, except for the abrupt change from the more formal Flemish bond to stretcher wall bond between the end verandah and new wing. The same is also true internally.

### ***Modern additions***

Two modern additions, a library and gym, have been constructed either side of the central link in recent years, which have limited architectural value. No further external or internal descriptions will be given.

## **4.2 External descriptions**

The following text describes the historic built elements. Some of the elevations are hidden behind more recent structures, but not significantly so.

### **4.2.1 Admin building (1)**

#### ***North-west elevation***

The north-west elevation comprises the Admin/entrance block and service wings either side (plate 1). The main features of the **entrance block** are the main doorway, projecting side gables and the wooden dentilled eaves band that continues around the sides (plate 2). There are five bays, the end ones of which project outwards on an I-shaped plan. The central bay projects slightly from the block and contains the main entrance into the school, which appears to be original apart from some modern fixtures. Tall three-quarter semi-glazed double doors form the entry point, flanked by glazed panels either side. The lower sections of doors have small single wooden panels, as do the internal doors of the lobby inside. Above the door is a semi-circular moulded door hood supported on scrolled consoles and containing

a fanlight of 18th century design (plate 3; Stevens Curl 1999). Mouldings continue either side above the flat-roofed doorcase and to the right is an Art Nouveau-style tulip rainwater hopper. Above the door, on the first floor, is a set of three casement windows set into the eaves. The ground floor bays either side have a three windows (casements and tilting-types) beneath tile-infilled semi-circular brick arches. On the first floor there are matching, but slightly shorter, single vent windows (plate 2).

The projecting half-hipped gables of the outer bays have rusticated brick dressings to the corners and are lit by large casement/vent windows which admit plenty of light into the ground floor board room and kitchen and first floor staff accommodation. Centrally positioned at the base of the south-west bay is the foundation stone, laid by Mrs Stuart Ogilvie in May 1912 (fig. 4).

The **isolation wing** to the south-west is a single-storey range originally detached from the central block though linked by a covered passage to the rear of the Admin block where the new library now stands (fig. 1). A modern red glazed door and three semi-glazed UPVC panels indicate where the passage was situated (plate 4). Along the roof is the chimney for the ward nurse's kitchen. Fenestration is mostly casement windows below the low eaves, though the isolation rooms in the south-west wing on this side are lit by a large six-light lucarne window in the dominant hospital-type form here of casements below tilting windows.

According to contemporary sources, the **service wing** on the north east side of the Admin block (plate 5) contained the laundry, stores and domestic staff and caretaker's rooms downstairs and staff bedrooms above, though how some of these were allocated is unclear. It is similar in style to the isolation wing with an end wing of the same proportions, but has an additional storey above and a deeper plan form to accommodate larger service rooms.

This main elevation comprises a four window range of twin-light casement windows, apart from the single hopper window at the north-east end that lights the staff toilet (plate 5). Most of the rooms here are now shower rooms but were formerly probably storerooms. Either end are two service entry doors, both vertically-panelled and semi-glazed. The more elaborate of the two is next to the central block and therefore has a more formal aspect, with a fanlight above set within a semi-circular brick arch with moulded keystone (plate 5). Its proximity to the kitchen suggests it dealt with deliveries as well as access for domestic staff. At the other end is a simpler affair, away from the prominent central block, giving access to more general staff rooms, perhaps the caretaker's area and 'servant's sitting room' in the end wing (fig. 4). The iron railings in plate 5 indicate the position of steps down into the basement. Three

hipped-gable dormer windows light the first floor rooms above, toilets and bathrooms for those staff who lived-in; fitted with frosted glass. The bottom windows are fixed and the upper ones vents.

A lucarne window, the same as on the isolation ward, lights the gable-ended block that currently contains the staff room. The opposing one was blocked when the new gym was built, which largely obscures the rear elevation of much of the kitchen wing.

#### ***North-east elevation***

Those windows on the short north-east elevation of the kitchen wing comprise two pairs of normal vented windows (plate 6). A single one is located on the other side, beside the north-east door (plate 5).

#### ***South-west elevation***

Lucarne windows light the isolation rooms on this side in the form of five casements/tilting windows, one below the other (plate 7). This type of window is also prominent in the school/hospital side, but larger. Their arrangement suggests a central window is missing, but this is not the case since behind it is an internal wall. Similarly the chimney stands in front of an internal wall, though it is unlikely to be here just for show. The same windows are also present on the north-east sides of the isolation blocks, drawing in the light and fresh air into the rooms.

#### ***South-east elevation***

Much of the rear/south-east elevation is hidden from view by modern additions, mainly the recently-built library and gym. The only exposed historic elevations are the lucarne windowed isolation room (plate 8), flat-roofed nurse's room of the isolation wing (now deputy head's room) that show domestic-style casements and the present kitchen, that is fitted with replaced utilitarian metal casement windows.

#### **4.2.2 Central link (2) (corridor/dining hall)**

This is a square building located between the Admin block and main school building, providing a link between the two. Apart from some high windows overlooking the corridor, the **south-west elevation** is hidden by the library. The **north-east elevation** (dining hall) comprises a series of three large six-light casement/tilting windows, the same as those on the isolation wing gables.

### **4.2.3 School (3)**

#### ***Main façade (south-east elevation)***

The south-east elevation is the most impressive of the school and lessons and formal gatherings would be undertaken in front of it. The suntrap design was meant to focus light and fresh air into the school and provide shelter from the prevailing wind.

The school has a grander aspect than the Admin building (plate 9), particularly the central block at its heart. The **central block** (plate 10) comprises three bays, the central one of which projects outwards and is further distinguished by its rusticated brickwork on the corners, first floor oriel window, dentilled bowed arch and eaves board hipped roof and the clock tower with its golden ship weather vane, an early emblem of the school (appendix 1).

The only entrance is a doorway in the central bay; a basic semi-glazed form, less of a formal entrance than perhaps may be expected. Above is a square fanlight with segmental arch head and either side are slender casement/tilting windows with flat heads. The oriel window above rests on carved brackets and originally lit the nurse's room between the dormitories. It has the same six-pane windows on three sides and a dentilled frieze at the top (plate 10). The timber clock tower is set on the middle of the ridge with the dial facing the playground. The wooden cupola above is Italianate in design with arched openings and a leaded roof below the vane. The clock is no longer working and the bell is in storage. There are tall chimneys either end of the central block to heat the first floor dormitories above.

The bays either side are uniform and finish in rusticated brickwork on the corners. Fenestration is typical of the school/hospital part, designed to maximise light levels into the large classroom within and provide cross-ventilation, and comprise casement pairs below single tilting windows arranged in rows of three on each floor (plate 10). Those on the ground floor are slightly taller and have a segmental arch, while those above are built into the eaves.

The canted **north and south wings**, either side of the central block, are externally the same and are divided into three components: a three-bay verandah/balcony, dormitory block and a wider 3½ bay verandah/balcony (plate 11), connecting to the 1921 wings at an acute angle (fig. 1). The ground floor verandahs have 2.5m wide segmental arched openings repeated along the elevation, while the first floor balconies have brick Tuscan columns of equal spacing. All such openings have been filled-in with modern UPVC windows (that do not always match the style of the other windows) to create enclosed rooms. In the case of the first floor, these have replaced the original cast iron railings seen in historic photographs (fig. 3 and appendix 1).

The first floor balconies either side of the central block are fitted with sun blinds/canopies and have windows more in keeping with the dominant style. The windows above the balconies appear to have been sealed (plate 11).

The projecting dormitory blocks between the verandahs on each side have similar architectural themes to the central block, primarily the rusticated brickwork and dentilled eaves. Fenestration is identical and there are also tall chimneys either side to heat the dormitories (plate 11).

Entrances into the school (historically boys to the north and girls to the south) are located in the middle archways of the outer verandah ranges that connect to the 1921 wings, and remain intact. The open entrance bays retain the quarry tile floors that formerly extended either side into the verandahs. Beyond this is an open porch entered beneath an interesting semi-circular arch with its flint and brick vertical banding rusticated brickwork jambs (plate 12). The entrance doors are probably original.

Above, the balcony roofs have virtually flat roofs and dormer windows set back from the elevation (plate 11).

### ***Rear elevation (north-west)***

The rear elevation is more Unitarian than the main façade and comprises the central block, side wings and projecting sanitary blocks, at which point the original school finishes (fig. 1). From there on, the 1921 additions (4 and 5 in fig. 1) carry on the same forms and themes in stretcher/cavity wall bond rather than Flemish. Were the two phases built in the same bond it would be virtually impossible to distinguish the two, such is the continuity of the style and quality of build.

Examination and recording of this long elevation was difficult since the modern gym obscures much of the north wing, and the south wing is partly obscured by trees (plate 13). However, since the elevation is regular (the corridors are the only internal elements on this side), it is easy to understand.

The **side wings** are five bays long, each bay fenestrated with two-light tilting windows on the ground floor and two-light upper-tilting lucarne windows on the upper floor (for safety reasons) that served the corridors. Above and set back in the roof are tilting rooflights that provided cross-ventilation between bedrooms and balconies (fig. 8 and plate 14). The same window sequence is carried on into the rear of the **central block** where there are two

window bays either side of the dining room link (3), on the same level as the wings. There is also a good view of the clock tower (plate 15).

Doorways into the corridor are situated on the second bay each side of the central block. These have segmental-headed square fanlights over (plate 14).

Square **sanitary blocks**, containing bathrooms, lavatories, etc on both floors, project outwards at the end of each side wing (fig. 1). Each has a central projecting bay and single half-bays either side, two storeys and a hipped roof, but no architectural embellishment. Of the two, the north block is the best preserved (plate 16, right), since most ground floor windows have been lost on the south block and a small extension has been added (fig. 5 and plate 7, centre). As may be seen from plate 16, the sanitary blocks on this side are lit by tilting windows on both floors, those in the central bay being the largest. The sides have smaller mainly vent windows, between four and five on each level.

Although the brick bond is different, the wings continue in the same form for a further two bays past the sanitary blocks within the later build.

#### **4.2.4 Wing extensions (4 and 5)**

The 1921 extensions comprise two short three-bay ranges with cross wings at the ends and follow the style of the dormitory blocks of the main school building. Elevations on the **north-east, south-west and south-east sides** have the same fenestration (pair of double casements below a single tilting window), dentilled eaves and hipped roofs, and the end block also has rusticated brickwork piers, like the main blocks, on all sides (plate 17). Entry points are located on the south-east elevations and contain original centrally-placed doors under the usual square fanlights, leading out into their own separate playgrounds. The door in the north block now leads initially into a modern lean-to 'conservatory' (plate 17).

The **rear elevations** of the 1921 extensions are broadly the same, and were certainly constructed as such. Each is fitted with a fire escape from the corridor via a semi-glazed door on the second bay; the escape on the south wing (4) is perhaps original (plate 18), the other is clearly modern. A short fanlight projects from the pent roof above the door, which is on the same level as the corridor window to the south-east. Above the corridor are high tilting windows that provided cross-ventilation to the dormitories.

At ground level, both wings carry a modern window beneath the fire escape, most likely inserted into an earlier aperture. In extension 4 there is a doorway next to it, with fanlight (plate 18), but the other contains a window of usual style. Both appear to be original features.

Short projecting sanitary blocks are attached to the rear of each extension, which are of the same form and proportion as the original blocks, though smaller since sanitary facilities were provided for each dormitory (fig. 7). Windows are the same, though those in the ground floor of extension 4 are replacements in keeping with the character of the building. The first floor is fenestrated in both cases with mainly tilting windows (plate 13, right).

The north wing extension features a 1912 rainwater hopper, presumably reused from the original wing (fig. 5 and plate 19).

### **4.3 Internal descriptions**

Requirements of a modern school have inevitably had an impact on the original floor layouts through room division, blocking of access routes and refurbishments. This has mainly been wrought by the creation of staff offices in the Admin building and of classrooms and interconnecting toilet facilities in the main school. There are now approximately 15 classrooms (originally only one) and several therapy rooms, plus a swimming pool in what was originally one of the verandah rooms. Plans drawn in 2008, on which this survey is based, show the school before the gym extension was added and the hall (classroom 31) refurbished, and are included in the archive. The only part of the school to escape change is the first floor of the Admin block and the interlinking area behind, connecting to the school. This largely remains as it was during the residential phase of the school and since then has been largely used for storage purposes (furniture, etc), but will be refurbished in the new proposals.

Modern changes are often quite clear and follow a pattern, in the same way as the original layout of the floors followed a pattern. Architect's plans from the 1980s and 90s have been helpful in understanding the less obvious layouts (and also illustrate the high levels of modernisation) and, thanks to early 20th century documents in the ERO, original room function is largely understood. In the accompanying floor plans to this report (figs. 4-7), each room has been numbered and given its historic room title if possible, although present function is alluded to in the text where pertinent. Only areas of historic importance have been recorded and mentioned in the text. Modern partition walls, where identified, are outlined in grey on the plans. The rest may be assumed to be modern and representative photographs are included as plates to demonstrate the high levels of refurbishment. Of the original fixtures

and fittings, the main features (windows, doors, glazed brickwork, etc) survive, providing a 'period' feel to the essentially modern rooms that are characterised by modern suspended ceilings, fluorescent lighting, carpets and furniture. As may be seen from photographs in the 1934 prospectus, the original interiors were plain and functional, reflecting its institutional usage.

#### **4.3.1 Ground floor**

##### ***Entrance/Admin building)***

The main entrance, in the central block of the Admin building, leads into the **lobby 1**. To the left the bare wall contains an Arts and Crafts style brass plaque commemorating the opening of the school and to the right is the modern-day reception area, with seating and an enquiries window to the main receptionists/secretary office, which originally formed part of the matron's room (fig. 4), and is described later on in this section. The doorway into **entrance hall 2** is original, though now fitted like the outside doors with an electronic opening mechanism. The door is semi-glazed with leaded lights in the top part comprising five rows of three with margins either side imbued with green glass roundels, reminiscent of the contemporary Glasgow School/Rene Mackintosh style. The door is flanked by narrow leaded glass panels and plain sunken panels either side forming a screen that compliments the lower panel and stile of the door (plate 20). A dentilled band runs across the top of the screen, echoing the eaves bands on the exterior, and is a distinctive feature of the entrance/reception area. Above it is a leaded fanlight radiating out from the screen and decorated in the same style as the door. The entrance hall and **foyer 3**/reception area are essentially the same, but are provided with separate numbers here for ease of reference and minor changes in detail. Flooring in both parts is in a chequer board form using mosaic tiles, except for the diamond pattern in the hall (plates 21 and 22). General detail is unobtrusive, comprising 6-inch skirting (painted an 'institutional' red like the doors) and plastered walls, the upper parts of which are hidden from view by a suspended ceiling, like in many of the main rooms. Dentilled bands add decoration to the boxed construction beams and over the doorway into corridor 29.

Several doorways lead off the entrance hall 2 and foyer 3, all of which are two-panelled in form (one over the other) within wide plain architraves. This is true of all doorways throughout the Admin and school buildings, apart from some in the service range. Those connecting with corridors or entrances are semi-glazed, but are of the same form whether single or double doors. To the left (south-west) is the service wing and to the right (north-east) the isolation wing, which is now integrated with the main building.



Entry into **matron's room 5** and **boardroom/reception 4** is from the foyer (fig. 4). These were rooms for high-ranking persons (the matron being the Lady Superintendent and the boardroom used by the visiting Trustees) and therefore prominently located on the frontage adjacent to the main entrance, but now form one reception office area. Matron's room, which now forms the reception area and part of the main office, was probably also used by the doctor on his visits. Décor in the matron's room is minimal but the relative importance of the boardroom is shown by its moulded picture rail, truncated where the wall has been removed (plate 23).

Opposite the board room entrance are the stairs (fig. 4), which lead up to the matron's flat on the first floor, in quarter-wind form. The **stairs** are suitably formal: quite wide, solid and timber built with chamfered newels ending in carved diamond-shapes and flat tops, with grooved splat balusters (plates 22 and 24).

A short **corridor (8)** leads off the foyer through a dentilled arch, past the (probable) **dispensary (7) and toilet (6)**, to the former passage (now store 15) between the Admin and isolation block, which was probably the tradesman's entrance (fig. 4). The dispensary was enlarged to become the head teacher's office when the library extension was built, but apart from the door(s) contains no historic features.

### ***Isolation wing***

On the other side of the former passage is the **isolation wing**, which is entered solely through a brick arch and then via a doorway into a short lobby area. To the right is a blocked doorway into a room no longer there (perhaps a small store), and in front is a semi-glazed door leading into the corridor. The door has a rectangular three-pane fanlight over it, a typical feature of 19th and early 20th century institutional buildings (plate 25). In their instructions to the architects in 1911, the trustees outlined the following requirements: "...isolation rooms for each sex in case of infectious disease and a room between the two where the nurse can sleep, with lavatory and bathroom and small kitchen adjoining" (D/Q 43/47). The likely locations of these are shown in figure 4. **Corridor 8** leads to the **nurse's kitchen 14** (now an IT room), which contains a brick hearth for a former range attached to the chimney above (fig. 4 and plate 26). The hearth is constructed in brown-glazed brickwork (plate 26), a fire-proof material used throughout the building for the kitchen ranges and dados for the school corridors. Further room detail is difficult to identify, but it is worth noting the plastered walls, coved ceilings and skirting that would aid cleaning/disinfecting and which are common features of the isolation block and main school building. Both **isolation rooms** (11 and 13) have the same hygiene features, as well as rounded corners and apertures, to prevent dirt

being trapped in the corners and crevices. **Room 11** retains a wall vent high up in the east corner (fig. 4 and plate 27) and there were probably others originally to keep the rooms well-ventilated. The isolation area contains two recesses whose purpose is not fully understood. The first is in **corridor 8**, now housing the emergency medication cabinet, and the second is in the former nurse's bedroom (now deputy head's room) (fig. 4 and plate 28). The former may simply have held shelves tucked away, but the second looks like a low blocked doorway. It would not be unusual for there to be observation portals of some sort between the two rooms and the nurse's room, but there are no signs. Nor are there signs on the other side for any blocking. Perhaps this also simply held shelves or rails for equipment/medicines or clothes.

### ***Kitchen wing***

The kitchen wing occupies that part of the Admin building north-east of the main entrance lobby and hall and contains the whole service range for use of all domestic and kitchen staff. The Trustees requirements were for facilities for 3-4 female staff (D/Q 43/47) some of whom may have lived-in. Room function has, wherever possible, been allocated in figure 4 based on the original requirements, with question marks indicating areas of uncertainty. Staff bedrooms were on the floor above, but it is unclear how they were allocated between domestics (more than one per room?), teachers and nurses (probably accommodated in the main school). The caretaker probably lived in the lodge by the school gates.

The kitchen wing is accessed from the entrance by **corridor 17**. As a functional area, decoration is plain, with a vinyl floor, plain 3½-inch skirting and plastered walls. This is also true of the majority of rooms here, though this is the only part to have wooden skirting. A rare early fixture is the wooden staff cupboard and pigeon holes along the south-east wall (fig. 4 and plate 29). The original **pantry 18** (DT 43/47) and service stair are situated opposite, the former is featureless and now used by the cleaner. The **service stair** to the first floor is very plain in contrast with the stair in the foyer, extremely narrow with vinyl treads (over concrete), modern rail and dog-leg form (plate 30). Between the kitchen and larder, the walls of corridor 17 are faced with glazed brown brickwork and tile dado rail (plate 29, left) to a height of 1.4m. This is a feature of the kitchen also, but is more prolific in the corridors and **some classrooms** of the main school building, presumably for easy cleaning and durability. The former **kitchen (and scullery?) 19**, which now houses the caretaker's office, washing machines and freezers, has the same wall treatment for easy-cleaning (plate 31). Glazed brick open hearths for two ranges are situated either side of the room (fig. 4), the main one in the office area (plate 32). On the opposite side of corridor 17, is the current kitchen, formerly the **servery 20 and ?larder 21**, which were historically linked as one with entry/exit doors

onto the corridor, one of which is now blocked (fig. 4). Corridor 17 continues beyond the kitchen as **corridor 22**, which has plain plastered walls and extends up to the present day staff room at the end of the building (room 27) where it branches out both sides to become a through-corridor for staff and tradesmen between front and back. **Staff entrance 28** was probably also a delivery point for kitchen supplies.

Originally, **room 26** was probably two store rooms, similar in size to adjacent store 25 (fig. 4), but currently functions as two modern toilet/shower rooms. The original function of **room 23** on the opposite side of the corridor is unknown now that it has been refurbished as offices. However, the presence of two original doorways (one of which is blocked) suggests it was once two rooms. Trustees specified the inclusion of a linen room, stores, laundry and 'the usual offices' (D/Q 43/47), so one or more of these may have been located here.

The design of the doors into **stores 24 and 25** have a different form to the others, being matchboard-built rather than the common twin square-panelled design. Even though they are utility doors, they have quite ornate latches rather than the usual brass doorknobs (plate 33). Store 25 retains its wooden shelving and is still in use for this purpose.

The original and probably only **staff toilet** is by the staff entrance at the end and labelled **wc** in fig. 4. Opposite the now blocked south-east doorway are two former stores that were combined into one as the store for the new gym extension. One of these was an outside store (fig. 4), perhaps for coal.

At the end of corridor 22 is **room 27**, which is currently the staff room. This is single-storey open-plan end wing was formerly divided into at least two rooms judging by the two original doorways, one of which blocked (fig. 4). Its location away from the busiest area and well-lit aspect suggests it may have been used in part as the 'servant's sitting room' (D/Q 43/47). The décor of the room is completely modern, but it is interesting to see the partly-exposed timber roof trusses with their bolted iron stays either side (plate 34). The remaining gable window at the north-west end is fitted with the same original heavy stays that survive in all parts of the Shorefields School (plate 35).

### **Central link 2**

The central link joins the Admin building with the main school and is distinguished from the two for the sake of clarity in this report, although in reality it is integral to both. It comprises the dining hall and corridor 29, which are largely unaffected by modern alterations.

**Dining hall 16** (plates 36 and 37) is one of the main rooms in the school and was designed to accommodate 80 pupils and staff (D/Q 43/47). It is well-lit by a three casement window range on the north-east side and high tilting windows on the opposite side, over the lower-roofed corridor, which also provides cross-ventilation. The windows overlooking the courtyard have wide moulded sills and the high tilting windows have simple splayed sills (plate 37). The sides of the room are fitted with 1.4m-high vertical wooden panelling made from yellow deal (ibid) around a parquet floor and the ceilings have wooden coving. Entry points are located either end, those for staff from the Admin block end (since the whole school ate together) and for pupils at the school end, doors being provided for each sex (fig. 4). Food would be brought in to the hall via the servery (20) doors.

At the north-west (staff) end is a plain arched leaded window with side lights positioned opposite the entrance hall of the Admin building. An original matchboard-lined cupboard stands within this bay (fig. 4 and plate 38) and there is dentilled decoration to the beam above, also found in some of the other rooms (foyer and formerly classroom 31). At the opposite end is the fireplace, which has unfortunately been boarded over (plate 36), but whose design evidently matched the brickwork themes seen externally (plate 39).

**Corridor 29** is entered from the Admin block foyer through semi-glazed double doors under a dentilled arch (plate 40). It extends along the full length of the dining hall, facilitating direct access between the Admin block foyer and main school corridor 30. The interior walls are bare brickwork up to a glazed brown brick dado, 1.45m high, above which the brickwork is simply painted white, but not plastered (plate 40). This wall detail is also a common feature of the main school corridor. A low arched wall recess against the dining hall wall (fig. 4) is perhaps for a radiator, though perhaps not since there are no pipes feeding it. These features are commonplace along the corridors in general. Doorways into the library extension are modern but cut into former corridor windows (fig. 4).

### **School 3**

The ground floor of the school was designed to accommodate a single classroom, separate recreation/day rooms for each sex, adjoining washrooms and verandahs so children "...could sit and do lessons in wet weather" (D/Q 43/47). Outdoor teaching was therefore facilitated, and in the summer the pupils were probably outside for most of the day.

All rooms lead off the back corridor, **corridor 30, 32 and 43** (fig. 4), which runs the length of the building. This is uniform and furnished with the predominant exposed brickwork/glazed tile dado (plate 41) and lit by pairs of tilting windows (one over the other) on each bay, all

with moulded glazed brick sills (plate 42). External doorways (with square fanlights) are located opposite the verandahs and there are equally-spaced recesses, perhaps for radiators (fig. 4), though any associated pipework is gone. The corridor finishes at the stairs either end, which also indicates the ends of the original school wings. The same decorative brick theme is applied to the stairs, but this time stepped as the stair rises (plate 43). The stairs themselves are functional and wide, built from fire-proof concrete and well-lit by casement windows, replaced on the south stair. They retain their original round-topped outer handrails.

In more recent years the original **classroom 31** became the school hall but was completely refurbished in c.2009 as the food technology area and treatment rooms (plate 44). However, plate 45 (D/Q 43/56) provides a good representation of it in use in the 1930s from the same view. The historic photograph, viewed to the east, shows the doorway into the store and larger doorway, with an arched fanlight over, onto verandah 33 (fig. 4). Cast iron fresh air vents are located above the doors and the windows on each side are fully tilted, providing a good example of full cross-ventilation. The folding screen that separated the classroom into two has square panelling, like the doors, and glazed top panels. The dentilled theme runs along the woodwork above the screen. The radiators appear to be the large cast iron type and the cupboard on the left hand side of the picture is similar to the one in corridor 17 (plate 29). The brick dado around the wall is the same as seen elsewhere and it is worth noting the rounded corners of the piers. Lights fittings are standard throughout, with long cables dropping from the ceiling rather than modern fluorescent lights. Needless to say, none of these features remain, though the entry points from corridor 30 are evident and the side entry points from the verandahs of the different-sex wings, illustrating main circulation routes in the busy area between classroom and dining hall and intersection of the two wings in the corridor (fig. 4).

**Verandahs 33 and 44**, either side of the classroom, have been refurbished as the swimming pool and classroom L2, plus toilets. The infilled arches of room 44 are quite dramatic against the swimming pool (plate 46) and classroom L2 (room 35) is typical of those within the now-enclosed verandahs (plate 47). Original verandah doors, with fanlights the same as in room 31, survive between corridor 32 and room 33 (plate 48). **Recreation rooms 35 and 45** are now classroom L4 and the pool changing rooms respectively. Internal 6 and 9-pane (tilting) windows onto corridor 32 were photographed from room 35 (plate 49).

Early requirements of the school mention 'small rooms with sinks' added onto the recreation rooms and these have been labelled as **washrooms 36 and 42**. These could be entered directly from the playground via the verandahs or through arched doorways from the corridor

and entrance lobbies 39 and 54 (since blocked) (fig. 5 and plate 50). Their provision emphasises the importance placed on hygiene within the convalescent environment. **Lobbies 39 and 54** have exposed brickwork like the verandahs and contain lifts and small storage cupboards, accessed through arched doorways. From the outside, the lobby doors are set back from the decorative flint/brick entrance arch and the three-bay verandahs.

**Sanitary blocks 38 and 47** are now used for teaching and therapy purposes and retain no historic features.

### ***Wing extensions***

No records appear to survive detailing the later extensions, which were part of the original development plan for the school once it became successful and able to cater for more pupils. The wings, identical in plan and architecturally matching the existing school, contained two further classrooms (since there are three mentioned in the 1934 booklet, appendix 1), perhaps with recreation/playrooms at the ends and projecting blocks to the rear containing toilets and locker rooms (fig. 5). It would appear that the existing ground floor toilet facilities between former classrooms and playrooms are a modern insertion.

The wing extension **corridors (37 and 52)** are fitted with the same brown-glazed brick dado as those in the main building, but with moulded glazed brick dressings to piers and doorways adding extra detail (plate 51). The only exception is corridor 52, whose north-east wall is simply plastered (fig. 5), though this is seemingly not a later inserted wall. The two additional **classrooms 41 and 51** are quite long and have square fanlights over the doors and there are tilting windows between classroom 41 and the corridor (plate 51). Inside the refurbished rooms (e.g. classroom 41/S1, plate 52) the only historic features to remain are a 4-inch coved wooden skirting attached to the walls, and the same is true of **playrooms 42 and 53**, projecting outwards at either end. From the classrooms there was full access to the verandah and playground or the playrooms. Classroom and playroom windows are the same casement/tilting windows as elsewhere, some of which are lockable.

Each of the two ground floor blocks on the rear elevations originally housed a toilet and locker room, which still survive on the south wing. Fixtures and fittings in **toilet 49** appear to be complete (plate 53). What may be interpreted as children's lockers remain fitted to the west wall of **locker room 50**. In all there are eight lockable cupboards and a row of five cup-handled drawers in the centre (plate 54).

#### **4.3.2 First floor**

All of the school on the first floor has been refurbished apart from the Admin building and central link which have not been modernised and remain largely as they were when used as staff accommodation and storage areas in the residential school.

##### ***Admin building***

The upper floor of the Admin building remains unaltered from its days as part of the Ogilvie Residential School, when it was used as staff accommodation. Apart from some use as storage, the décor suggests this part of the school has not been properly used for some time. Many fixtures and fittings are likely to date from the early days of the school and some are common to all parts of the school such as the twin panelled doors in plain frames, window fittings and coved vinyl skirting. Other fixtures such as the radiators and fireplaces survive here but have been removed elsewhere.

Since this is living space, the majority of rooms are staff bedrooms and bathrooms. There is also a small kitchen. Probable original room functions are included in the floor plan (fig. 6) as inferred from the survey itself, requirements of the Trustees (D/Q 43/47) and a first floor plan from 1987, which is the last known plan of the school when it was still residential (included in the archive).

Ground floor access is at two points: the main staircase from the foyer and servants stair from the kitchen wing. The latter leads up to a small landing and **bathroom 36**, which, at the top of the stair, was for general staff use. Decoration is minimal and largely typical of these rooms, painted with a 1-inch dado rail set at 1.4m high. The cast-iron pedestal bath, sink and toilet (plate 55) are historic fixtures, but perhaps not original. **Corridor 35** is a spinal corridor that leads off the landing in both directions, its floor covered in a grey lino and its walls void of any embellishment (plate 56). Opposite is **kitchen 43**, which contains a large trough-like sink, mounted on a heavy wooden frame, metal worktop and a small gas hob and black/white chequer board lino floor (plate 57). The sink is probably an original feature. To the north-east side of the corridor is **staff common room 37**, a large room overlooking the front and sides of the Admin block through casement windows. The floor is carpeted and the walls have a 3¼-inch picture rail for decoration, like all the major rooms on this level. The room is heated by two thin-panelled radiators as well as an open fire, latterly replaced with an old electric fire (plate 58). The design of the fireplace is typical, simple cast iron with a floral medallion the only embellishment (see also plate 60). Further along the corridor on this side are the **linen cupboards**, built into room 37. There are four in all, two of which are semi-glazed and opened by quite elaborate cast-iron T-shaped handles (plate 59). Some of the linen shelves

are missing. Opposite the cupboards are two small bedrooms (**rooms 41 and 42**), probably used by domestic staff. Each had its own sink and make-shift wardrobe in the corner ('cpd' in fig. 6), really just a few hooks in the picture rail (plate 60) and perhaps once a curtain across the front. The fireplaces are intact (plate 60). Fanlights over the doors provided extra light into the corridor. Next to rooms 41 and 42 is a much larger **bedroom (40)** presumably for a person of higher standing, maybe one of the teachers. The standard fireplace here is not obscured but the room is cluttered with furniture, etc. Towards the end of the corridor is a second staff toilet (wc) and another large bedroom, **room 39**, with built-in cupboards (with square-panelled doors) and ensuite toilet (plate 61), suggesting occupation by another important person in the hierarchy, perhaps by one of the teachers. There is a hardboard curtain box along the top of the main window (popular in the 1930s) but otherwise fixtures and fittings are the same as the other rooms in this area. Latterly this was used as an office but more recently to store redundant school furniture.

Off the south-west end of corridor 35 are **sewing room 45** (fig. 6) and **stores 51 and 52**, either side of the stepped access to corridor 53. The stores currently contain school records and were locked during the survey. They are fitted with the same racking as seen elsewhere (e.g. room 25 on the ground floor). The former sewing room is now used for storing cleaning products and has the usual fittings. The corridor outside it steps down to become corridor/landing 44 which provides access to the 'matron's flat' at this end of the building (D/Q 43/47). It is likely that 'matron' is an early or alternative term for the Lady Superintendent, since the Lady Superintendent had the most senior position in the school and there is only an assistant matron mentioned in appendix 1. Inside the flat, décor in **corridor 44** is quite plain, and there is a folding table by the landing (fig. 6 and plate 62), though when it was fitted is unknown. Within the flat, an open arch leads into minor **corridor 48**, which gives access to **toilet/bathroom 46 and 47** on the right (fig. 6). Both contain fixtures of some age, but these are obscured by various objects. There is also a small built-in wardrobe ('cpd' in fig. 6) which is probably original. **Matron's bedroom 49** currently contains stored toys and has the same fixtures as other main rooms on this floor, but nothing of particular note. However her spacious **living room 50** is more interesting for two reasons; firstly its blue-tiled fireplace with bolection-moulded dark-stained timber overmantle, and secondly the French windows looking out over the back of the Admin building toward the school (plate 63).

Above the first floor, the roof over the Admin block has a simple nailed collar rafter form and is built in machine-sawn softwood.



### **Central link**

The central link on this level is essentially a corridor and large **storage area (53)**, with cupboards either side built into the roofspace in an area unaffected by modern alterations (plate 64). Those on the north-east side form one continuous storage area, now filled with modern furniture but no fittings (plate 65), while those on the opposite side alternate between walk-in cupboards, some with modern clothes rails, and others with shelving at the back, and smaller cupboards beneath the windows, fitted with shelves (plate 66). This acted as the main storage area for this floor, conveniently located between the staff and pupil areas. Fixtures and fittings are plain and functional: the smaller cupboards have single panel doors and oval brass fittings, while the others have ledged and batten doors and round brass handles. Interiors are matchboarded and survive well. Flooring is vinyl-edged with coved skirting, the usual for practical areas. **Bathroom and toilet 54** is situated next to corridor 1 (fig. 6), for use by the night nurse in room 3 and other staff in the school, and all fixtures and fittings appear to be original. A lockable semi-glazed door provided access exclusively for staff from corridor 53 into corridor 1, the pupil area (plate 64).

### **School**

In the early residential phase, the first floor layout largely consisted of the children's dormitories, intended to accommodate nine beds each, and two smaller rooms in the wings for four beds each (9D/Q 43/47), making a total of 44 pupils (fig. 6). The bedrooms either side were for staff, since the original requirements were for "...teacher's and nurse's bedrooms in contact with each dorm" (D/Q 43/47). Unlike the children's rooms, the staff bedrooms were fitted with fireplaces, though none remain. Like the ground floor, stairs and sanitary blocks were located at the end of each wing, with storage rooms either side of the central block and at the ends too (figs. 6 and 7). All rooms were accessed from the corridor apart from the four narrow balconies at the front that connected to the dormitories and two largest bedrooms.

**Corridor 1** has the same form and appearance as the corridor below, including the same wall covering and radiator recesses, but is built into the eaves (fig. 8 and plate 67). It is well-lit by pairs of windows the bottom sash of which is fixed and the upper tilting, similar to those downstairs. The **dormitory rooms 14, 19, 20 and 26** now function as classrooms (e.g. room 20/C2, plate 68) and, like those rooms on the ground floor, contain very few original fixtures apart from the vinyl covered hospital-style skirting around the walls. Each have direct access onto one or more of the balconies and high windows above the doors for cross-ventilation, though the windows to the rear of the central block are in rows of three lights, activated from below by a screw-mechanism, often a feature of inter-war schools. A photograph of dormitory

20 in 1934 is included as plate 69, which shows a plain but well-heated and ventilated room with at least eight cast iron beds, each with a wooden chair, bars across the windows and a doorway out onto the balcony to the left, though none of the beds have wheels.

The **nurse's room 3** is now incorporated with classroom C1, but was originally entered through a store room that contains a loft hatch into the roof and in particular to the clock tower.

The **staff bedrooms (12, 15, 18, 21, 24 and 29)** have been refurbished as modern kitchens, bathrooms/toilets and an office. The two **pupil bedrooms (rooms 16 and 23)** have been retained as 'quiet rooms', but were originally designed for "special cases" (D/Q 43/47). Room 16 was drawn as part of the cross-section A-B (fig. 8), both survive reasonably well. Each room has double doors giving access onto the balcony and are well-lit/ventilated by casement windows at floor level and tilting windows above, that are now blocked above the balcony (plate 70) but intact over the corridor. In room 16 there are metal wall vents either side of the balcony door. These were probably once common features in the bedrooms.

One of the most distinctive features of the school are the **sun balconies**, which have now been re-roofed and enclosed as play areas, computer room, etc. They still retain many historic features: the exposed brick walling, semi-glazed double doors through which the beds could be wheeled and windows into the bedrooms behind. Plate 71 shows **balcony 13** in the 1930s viewed from the doorway of the adjacent dormitory 8, including the wooden railings and iron rails enclosing the front between its brick Tuscan pillars. High light levels were achieved from the open front and what appears from the plate to be a glazed roof. The beds were fitted with wheels so the children could 'lie out' on the balconies and be moved inside when necessary. Of all the balconies, balcony 13 remains the best-preserved (plate 72), since it retains its roof joists that are now hidden in most.

The stairs either side of the wings enclose the lifts and lead straight onto corridor 1. **Stores 5 and 11** are located either side; store 5 contains original racking (fig. 7). Store 11 was locked, but believed to contain the same. **Sanitary blocks 2 and 28** have been refurbished recently, but are given labels in figure 7 based on the 1987 plan (see archive).

The roof over the central block has a nailed collar rafter form with ashlar bracing (Alcock et al 1996) and built in machine-sawn softwood. The clock tower frame is a heavier queen post strut form (plate 73).

### **Wing extensions 4 and 5**

To facilitate the increase in pupil numbers from 44 to 100, the upper floors of the new 1921 wing extensions provided an additional two dormitories each side each with its own bathrooms, toilets, etc, one housed in between and the others arranged as small projecting sanitary blocks (fig. 7).

All four **dormitories (8, 10, 32 and 34, fig. 7)** have been refurbished as modern classrooms and contain no other historic fixtures and fittings apart from those basic ones typified in their downstairs equivalents: coved wooden skirting, doors and windows. An image of the current S5 classroom (formerly dormitory 8) is provided as a modern day example, along with a detail shot of an original window of the normal casement/tilting variety (plates 74 and 75). The **sanitary blocks** have been largely converted for other purposes such as a dark room and quiet room, apart from room 6 that still functions as a toilet, but with modern fixtures. The same is true of the **bathrooms 9 and 33** that now serve classrooms either side with modern amenities, where no significant fixtures or fittings survive.

As one would expect, the wings are identical in plan and conform to the established décor of the 1912 school, creating a unified whole. The later **corridors (4 and 25)** have the **same glazed brick dados** as those below, but the apertures and piers have further embellishment in the form of brown glazed brick dressings.

The roof frame was not examined in this part of the building but is assumed to be similar to the others.

### **4.3.3 Basement**

The large basement has been well-maintained and contains a modern boiler and associated equipment mounted on concrete bases and various other fixtures and fittings (cupboards, etc). It is located beneath the old kitchen of the Admin block and divided into two: the boiler room and workshop (fig. 9). The main historic features of interest are an old workbench and small pump motor (plate 76, right) and a ladder hatch to the yard.

## **5.0 DISCUSSION**

The Shorefields School is the product of a 100-year tradition of teaching children with special needs on this site that was established in the early 20th century by the Ogilvie School of Recovery. Purpose-built, clearly with much thought and understanding of the needs of such an institution, this building complex is a significant example of a School of Recovery and an embodiment of the wider hospital/convalescence/open-air developments/movements of the late 19th and earlier 20th centuries in Britain. Its architecture, internal layout, provision of facilities and detail of surviving historic fixtures and fittings remain legible despite refurbishment and change over the decades. As such, the fabric of the school serves as a historical record, providing insights into the approaches and attitudes to children's health and welfare prevalent at the time and how these were reflected in institutional structures. The various aspects of this are discussed below, with reference to the surviving historic fabric of the school.

Clearly, the primary aim was to take in sick, but not unable children, out of their unfit surroundings and nurture them back to health in pleasant surroundings with plenty of exercise and fresh sea air. In this respect, the early school may be regarded as more a part of the hospital movement, or more specifically a convalescent home for treatment, rest and recovery, than as a residential school *per se*. Indeed, education was evidently secondary to treatment and recovery, though still recognised to be important in order to prevent further disadvantage through ill-health.

Architecturally, the buildings have some merit. In this era institutional architecture was still influenced by the revival movements, intended to convey a sense of familiarity and comfort. The Admin block with its projecting bays, dentilled courses and rusticated brickwork, is of Queen Anne revival style, and very much like the 1908 Reckitt Convalescence Home next door, upon which it was based. The main doorway is a good feature in this setting. The wings either side are plainer and more functional in nature, though help in part to contribute a domestic style of architecture to the Admin building.

In the school, the sea-facing south-east elevation is the most significant and repeats the same themes of the Admin block, whilst its central block employs a more flamboyant Queen Anne style character. The bell tower has an Italianate feel to it and provides an attractive centrepiece above an oriel window and blind dentilled arch. In the side wings, brick Tuscan pillars adorn the balconies, and the arches to the verandahs give a sense of openness despite the more recent addition of fenestration. Set back within the verandahs are the main

entrances into the wings that have unusual brick and flint-banded arches, suggesting a more Arts and Crafts appliance of materials. The later wing extensions conform exactly to the original appearance of the school, although the change in brick bond is puzzling unless one considers the ethos of 'honest' changes to (historic) buildings prevalent in the Arts and Crafts movement. To the rear of the school, the austere character of the less prominent side containing the corridors and sanitary blocks is remindful of the institutional nature of the building, particularly from the Victorian era.

Altogether, the major aspects are largely unchanged in their character, retaining their original pattern of fenestration, location and style of doorways, etc. Even the modern additions, in the form of the library and gym do not significantly impact upon the more important architectural elements of either building.

In the fulfilment of its purpose, the school was well-designed to meet the twin requirements of convalescence and education. Its layout had much to do with contemporary hospital design and it is evident from the architect's brief and other communications of the Board of Trustees that the design and fitting of the school was informed by people with experience and insight. Crucially, sub-division and remodelling of the interior configuration has been minimal through much of the school and so legibility of original layout and purpose has been preserved. That the function of many of these rooms is known from historic sources enables a good degree of understanding and an example that may be compared with other similar institutions.

The Admin building formed a long range containing the main entrance/Admin block, kitchen/service wing and isolation wing, all but the latter solely for staff use. The Admin block contained the main entrance for high-ranking staff, visitors and trustees and connected internally with the kitchen wing by a single central corridor and with the matron's flat on the first floor by a large timber staircase in the foyer, and to the staff bedrooms by a plain, narrow service stair in the kitchen wing. Staff entry points were located at the front of the kitchen wing, the one closest to the Admin block having a slightly higher level of detail due to its location or perhaps representing service staff hierarchies. The isolation wing was historically separate to the Admin block and its isolation rooms were plain and functionary like hospital wards, with easy-clean vinyl floors and coved skirting and high ceilings, where germs could not gather. Historically there was a covered passage between the two leading to the back of the school, with a side entrance into the Admin block, most likely for tradesmen. This passage has been enclosed and now provides a continuation of the central corridor up to the isolation rooms at the end. The first floor formerly contained staff bedrooms that vary in size

and scope depending on status of the occupants, and the layout here has been least affected by change.

The dining hall and side corridor provide the 'central link' between the Admin building and what is historically referred to as the 'children's home', i.e. the school. This was essentially the centre of the school community, where the staff and pupil zones merged, providing an equitable 'school family' set-up where all staff and pupils gathered to eat and meet. Clear entry points are located either end of the dining room, two for staff from the Admin and kitchen areas and separate entry points at the opposite end for boys and girls.

The school building provided for the accommodation, treatment and education of the pupils. Boys and girls were segregated between the two school building wings, north for boys and south for girls; but were taught, played and ate together. The school originally comprised a central block containing a single classroom with single-sex wings containing open air verandahs and recreation rooms either side forming a distinctive half-butterfly plan form, a symmetrical design intended to maximise levels of sunlight and fresh sea air. All rooms on both floors in the main school building were linked by a long corridor at the back, with stairs and sanitary blocks at either end. Room function was well-organised and thought-out and was the same for each wing, based on the main side corridors, enabling easy movement and flow. All rooms were well-lit by windows facing the front and either onto the corridor or above it to ensure cross-ventilation. The corridors were well-lit and ventilated too. Verandahs and balconies were integral parts of the building, allowing good air circulation and fitted with air vents in the adjoining room walls. The wing extensions of 1921 continued the corridor plan form and added additional two dormitories each side, each with their own sanitation facilities, one of which was integral to the building rather than built in the more traditional form as a block.

The verandahs joined the main classroom and recreation rooms on the ground floor, access from one end to the other through wide arched doorways the same as those on the main facade. Original doors remain between verandah 33 and corridor 32, and photographs from the 1934 booklet suggest these were once widespread and important features.

On the first floor were the dormitories and recreation/playrooms for each sex, separated by the night nurse's room (3). The balconies acted in a similar way to the verandahs below as a through-route between the dormitories and linked to the smaller special case bedroom by doors wide enough for the movement of beds. Many if not all these doors remain. The balconies had simple wooden railings along the front that were removed when the front was

fenestrated. They retain their architectural character, especially balcony 13, which is the best-preserved. Nursing staff, of which there were only a few to start with, had bedrooms in the children's home, and perhaps some of the teachers did too (labelled 'staff' in fig. 6). Their rooms were originally positioned between the pupil dormitories and sleeping rooms to provide care as well as supervision and control at night time.

The dormitories were laid out on the pavilion plan form whereby beds were located around the sides of the room, enabling free movement of staff and space and air around the patient. The smaller rooms allocated to 'special cases' were fitted out in the same way as the dormitories.

The Admin block includes the principal entry into the school, and there is some good and comparatively rare, contemporary modern-style detail and decoration over the lobby door. Much of the historic foyer décor remains. Although the kitchen wing of the Admin building is particularly minimal in its décor, the surviving hearths in the former kitchen itself are well preserved and distinctive features relating to function. Upstairs, the various cupboards along the corridors are also a notable historic feature.

It is interesting to note that room décor across the upper floor of the Admin building is remarkably uniform as well as austere, to the extent that, apart from the matron's rooms, it is difficult to discern any hierarchy of occupancy. It is therefore uncertain which rooms were used by which staff and it is possible that some were shared. All featured a plain cast iron fireplace and a cupboard or simple wardrobe. The matron had her own suite of rooms with grander features (tiled fireplace, French windows, etc). While the majority of other fixtures and fittings are fairly ordinary, they have a certain amount of group value and their presence and survival do allow an understanding and appreciation of the use of space, an insight into the lives of the live-in staff – sharing bedrooms and bathrooms and most probably taking most meals in the dining hall with the children.

Being primarily for treatment and recovery, none of the internal décor was ostentatious and most interiors are designed to be functional and easily cleaned. In the school building, the use of brown glazed and exposed brickwork in the corridors provided an institutional feel and was the same throughout, though the wing extensions have slightly more decorous glazed brick dressings, again illustrating the two building phases. The same decorative form was used in the central classroom, one of the major rooms of the school, though totally refurbished now. The other major room was the dining hall that still retains its parquet floor, wooden panelling and fireplace; the latter unfortunately now boarded over. The balconies

and verandahs as open spaces were, and generally still are, in exposed brickwork, and many of the other rooms were simply decorated with painted brickwork. Dormitory interiors, as may be expected, were plain and functional like hospital wards, with easy-clean vinyl floors and coved skirting and high ceilings. Few historic features survive apart from the doors, which are original throughout and important historic elements.

Modern gas central heating and electric lighting, which at the time were a relatively recent development, were integral to the design. While little of the central heating system is readily apparent, the wall niches in the corridors and regular appearance of radiators in the historic photographs would suggest that it was built in to the fabric of the building. Interestingly, while the children's rooms and communal areas such as the corridors were centrally-heated, the former staff accommodation features open fireplaces.

## **6.0 CONCLUSION**

Although not statutorily listed and despite a certain level of enlargement and refurbishment in more recent decades, much of the historic character and layout of the original school remains intact. The only significant structures that have been lost are the entrance lodge at the main gates and the 1950s nurse's home.

The exteriors retain their architectural form, particularly on the half-butterfly south-east side, providing a pleasant backdrop to the playground. To the rear, the design is more functional and institutional. The Admin block at the front, despite its more prominent location facing the road frontage has similar but secondary architectural interest. In recent years, the internal layout and interiors of the school have inevitably changed, but the original spatial layout and room function can largely be understood, thanks in part to contemporary accounts.

Surviving fixtures and fittings tend to be of the more permanent sort: doors, windows and the tiled wall finishes largely characteristic of the corridors. These features contribute much to the historic character of the school. Some of the reception rooms of the Admin block retain good-quality internal décor. It is clear from contemporary photographs that, apart from the dining hall and original classroom (latterly the hall), most of the other rooms, were sparsely decorated like hospital wards to suit their functional needs, though the so-called 'recreation rooms' may have had a cheerier aspect. This austerity of interiors seems to have extended to the staff accommodation.



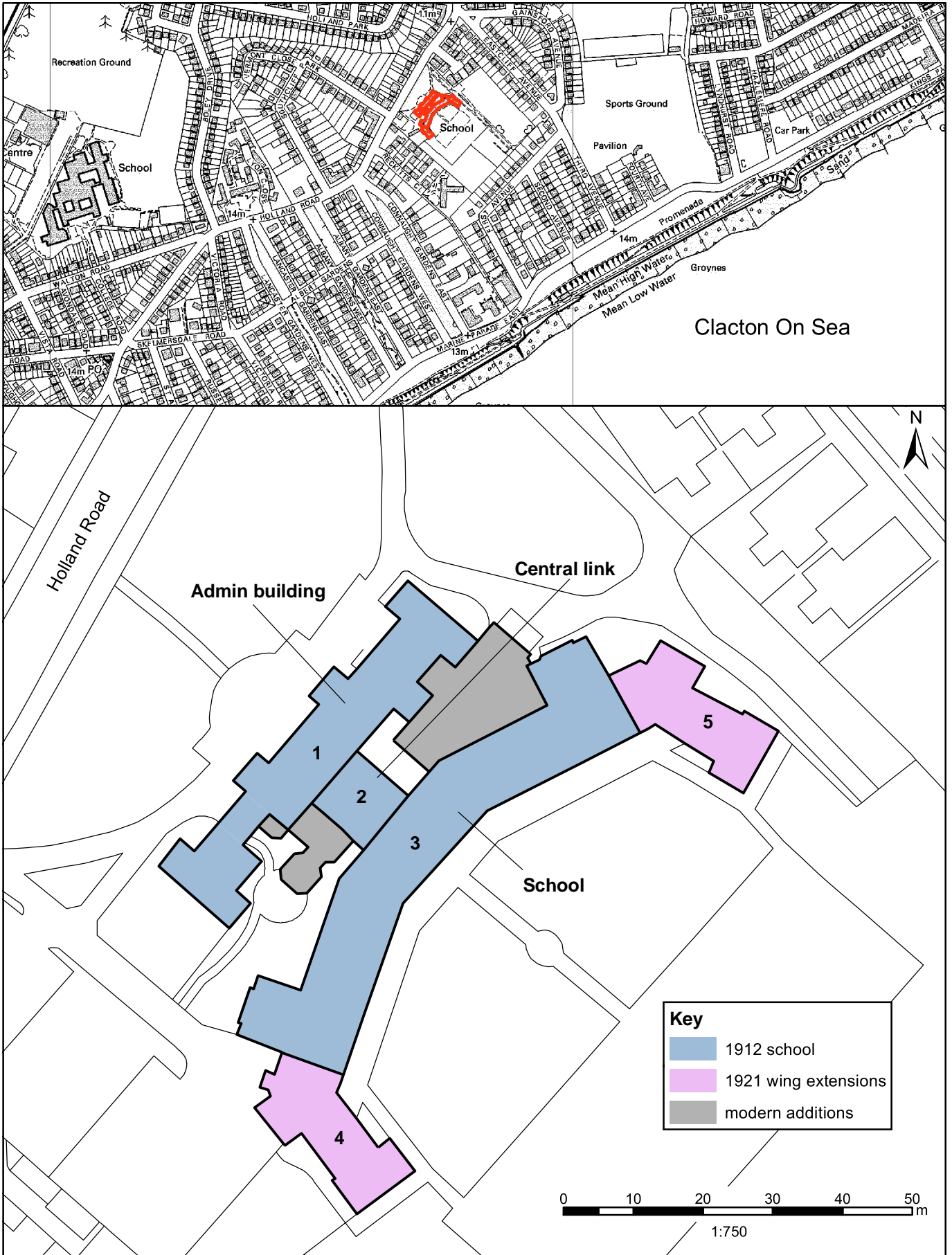
As the Ogilvie School of Recovery, the Shorefields School was established during a particularly active period of both change in health and welfare and in school development, largely funded by charities and local authorities. This change took its inspiration from a number of sources. Fundamental to this was an increased understanding of germs and infection in the second half of the Victorian period that led to the fresh air movement, and important innovations in the design of the whole range of medical establishments from hospitals to sanatoria and convalescence homes. From the late 19th century onwards, the half-butterfly design was used in all these various institutional buildings in outdoor settings, as the best way to maximise light levels and draw in the fresh air through verandahs and sun balconies. Such factors continued in hospital design up into the post-war period, often built in steel and concrete as part of the 'modern' movement – as typified by the TB hospitals. The same ethos also underpinned the Open Schools Movement, of which the Ogilvie's appear as early exponents. Not only is Shorefields important in the study of early 20th century education and hospital design, it is also important architecturally, providing a very good example of the use of revivalist styles in functional institutional architecture to promote well-being and recovery. Consequently, the Shorefields School is judged to be highly significant for its intact Queen Anne-style half-butterfly form and generally good state of preservation. As such, all future maintenance, refurbishment and alteration of its historic buildings needs to be carefully managed in order to preserve their heritage, character and integrity.

## ACKNOWLEDGEMENTS

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Fig.1. Location and block plan

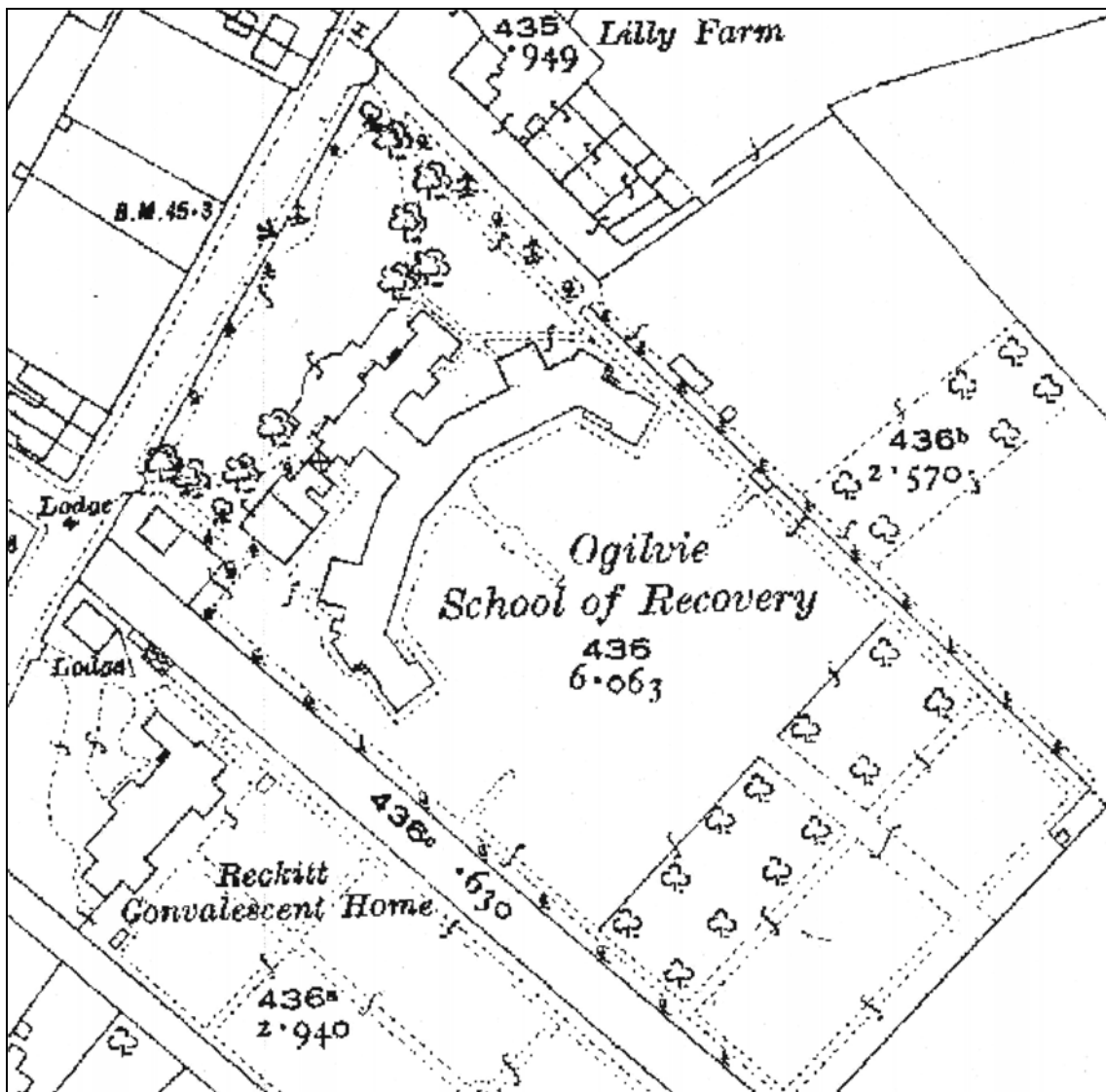


Fig. 2 New series OS map, 1925 (sheet 49 SE)



Fig. 3 Parent's Day 1951 (D/Q 43)



### Admin building

### Isolation wing

### Kitchen Wing

### Admin block

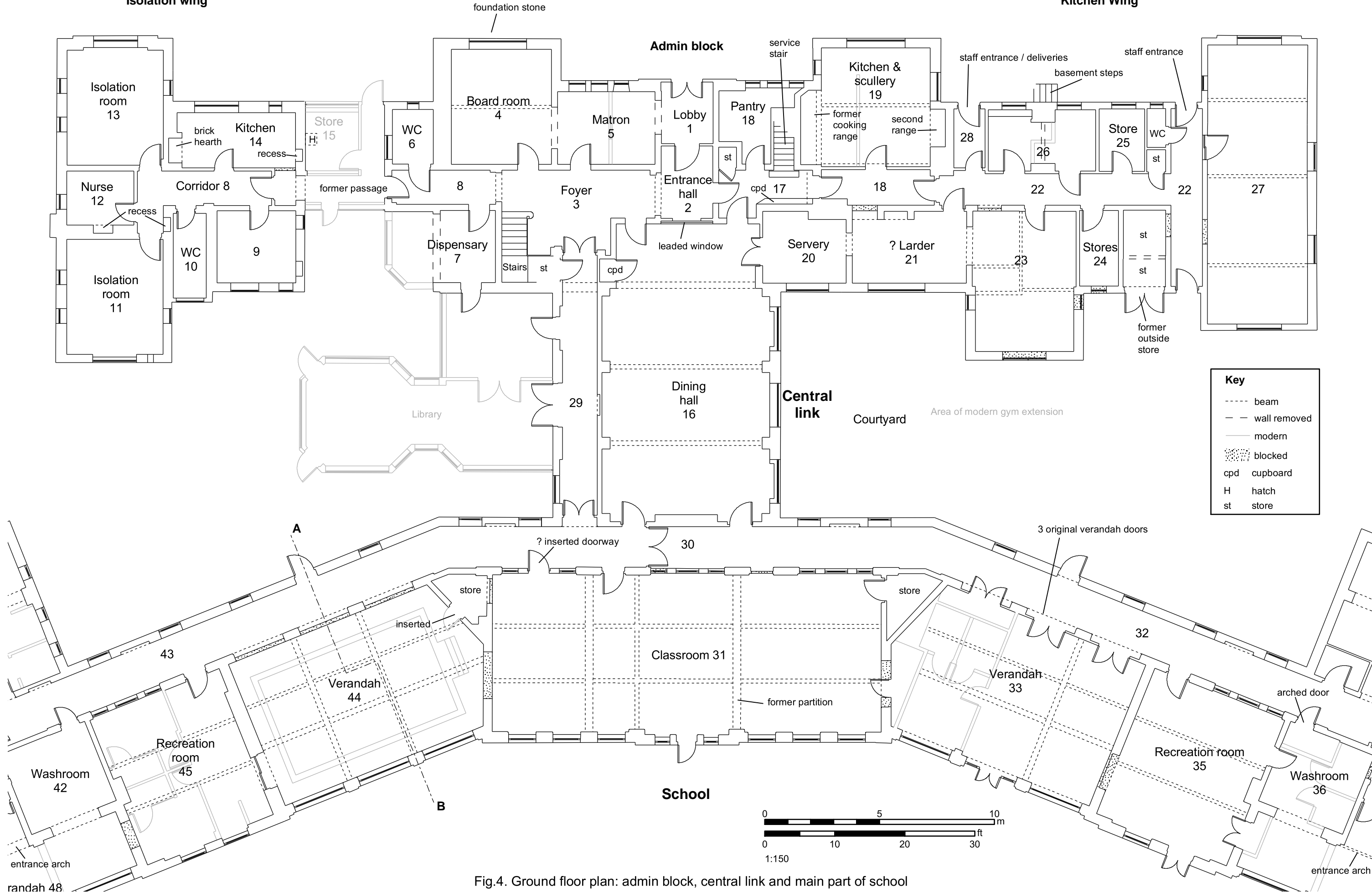
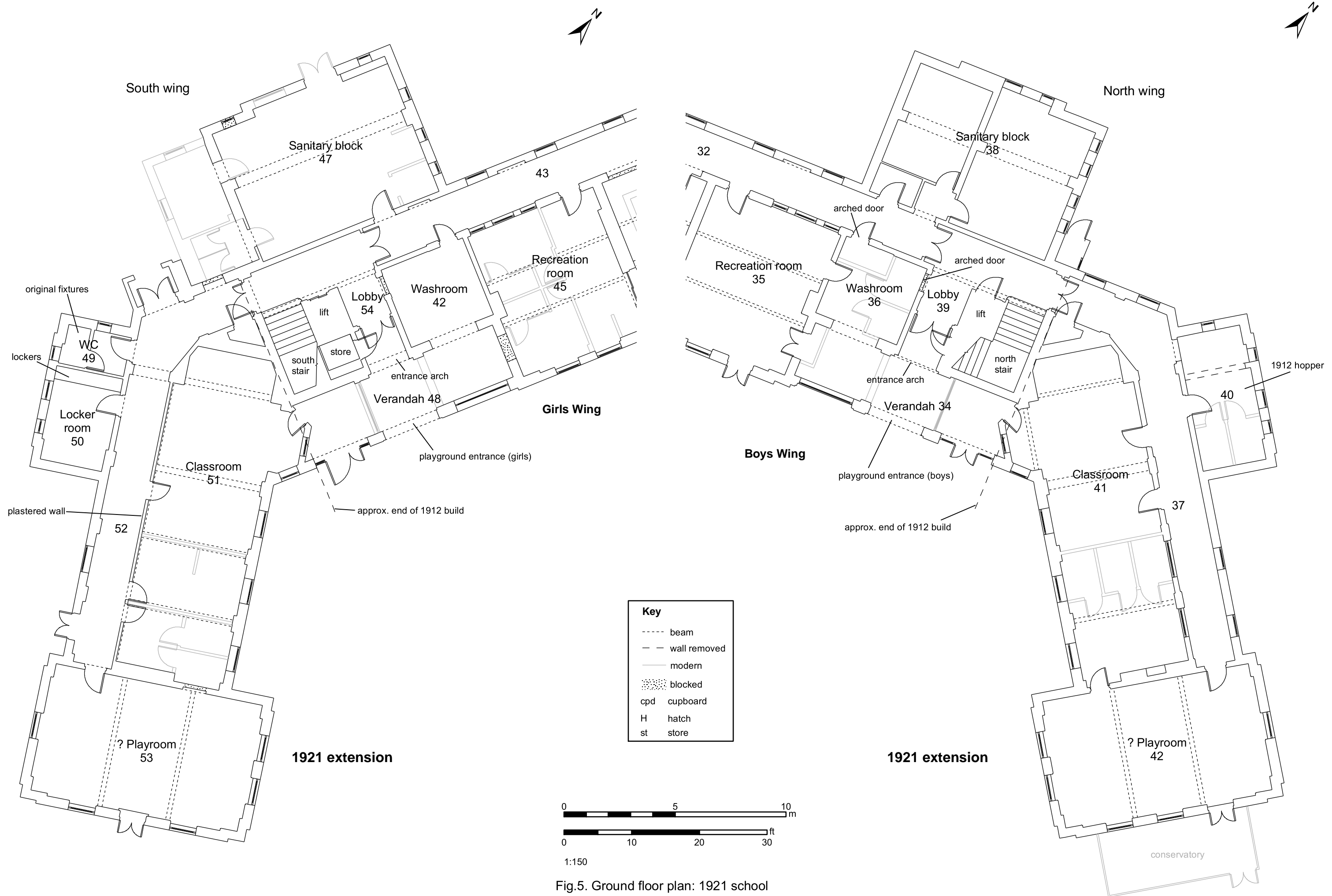


Fig.4. Ground floor plan: admin block, central link and main part of school



South wing

North wing

Sanitary block  
47

Sanitary block  
38

43

32

Recreation room  
45

Recreation room  
35

Washroom  
42

Washroom  
36

Lobby  
54

Lobby  
39

lift

lift

store

north stair

south stair

entrance arch

entrance arch

Verandah  
48

Verandah  
34

Girls Wing

Boys Wing

playground entrance (girls)

playground entrance (boys)

Classroom  
51

Classroom  
41

approx. end of 1912 build

approx. end of 1912 build

1912 hopper

original fixtures

WC  
49

lockers

Locker room  
50

plastered wall

52

? Playroom  
53

1921 extension

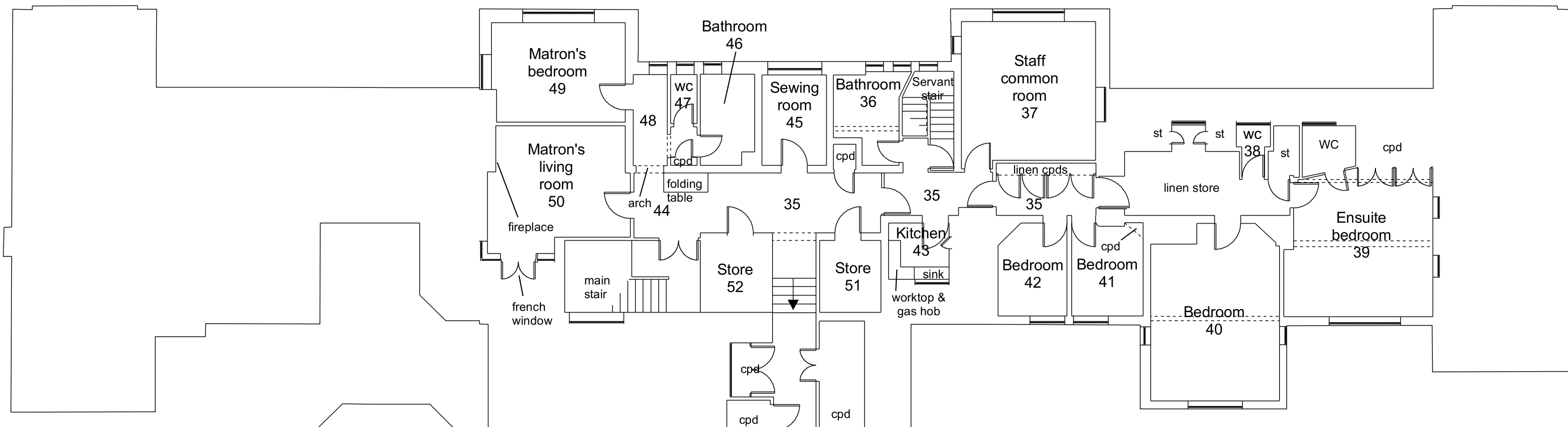
1921 extension

? Playroom  
42

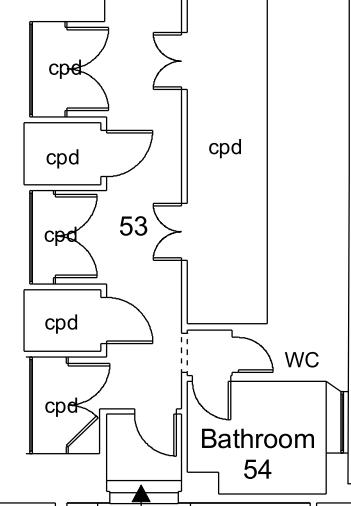
conservatory



**Admin block**



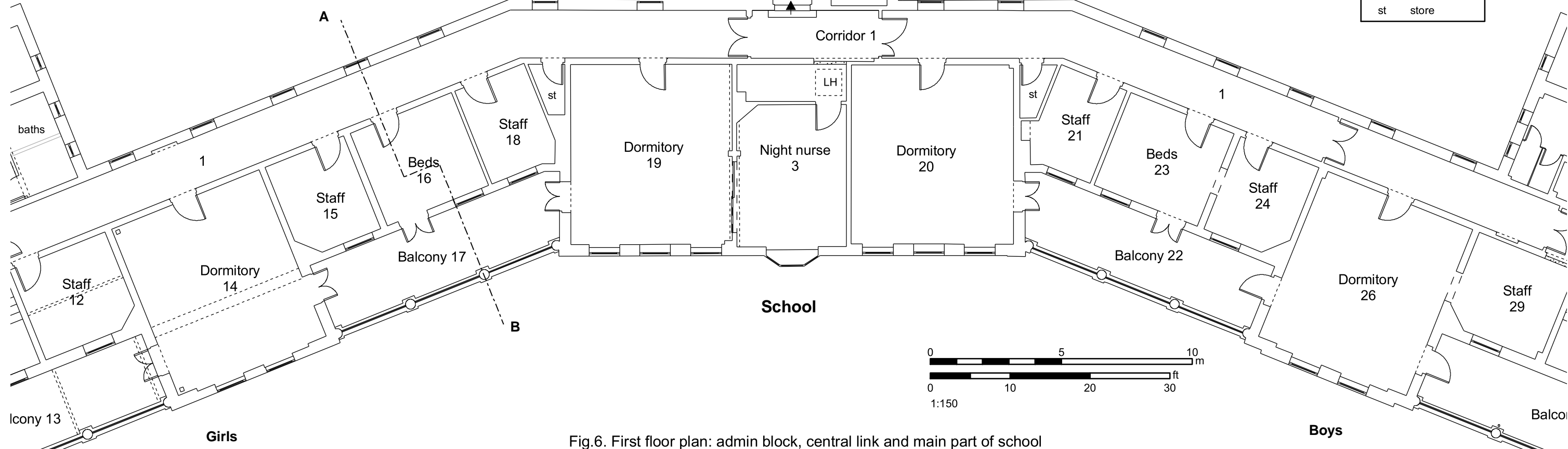
**Central link**



**Key**

- beam
- - - wall removed
- modern
- ▒ blocked
- LH loft hatch
- cpd cupboard
- st store

**Corridor 1**



**Girls**

**Boys**

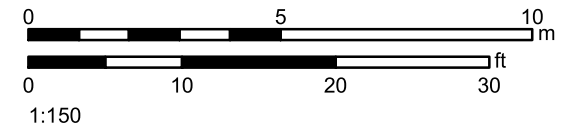


Fig.6. First floor plan: admin block, central link and main part of school

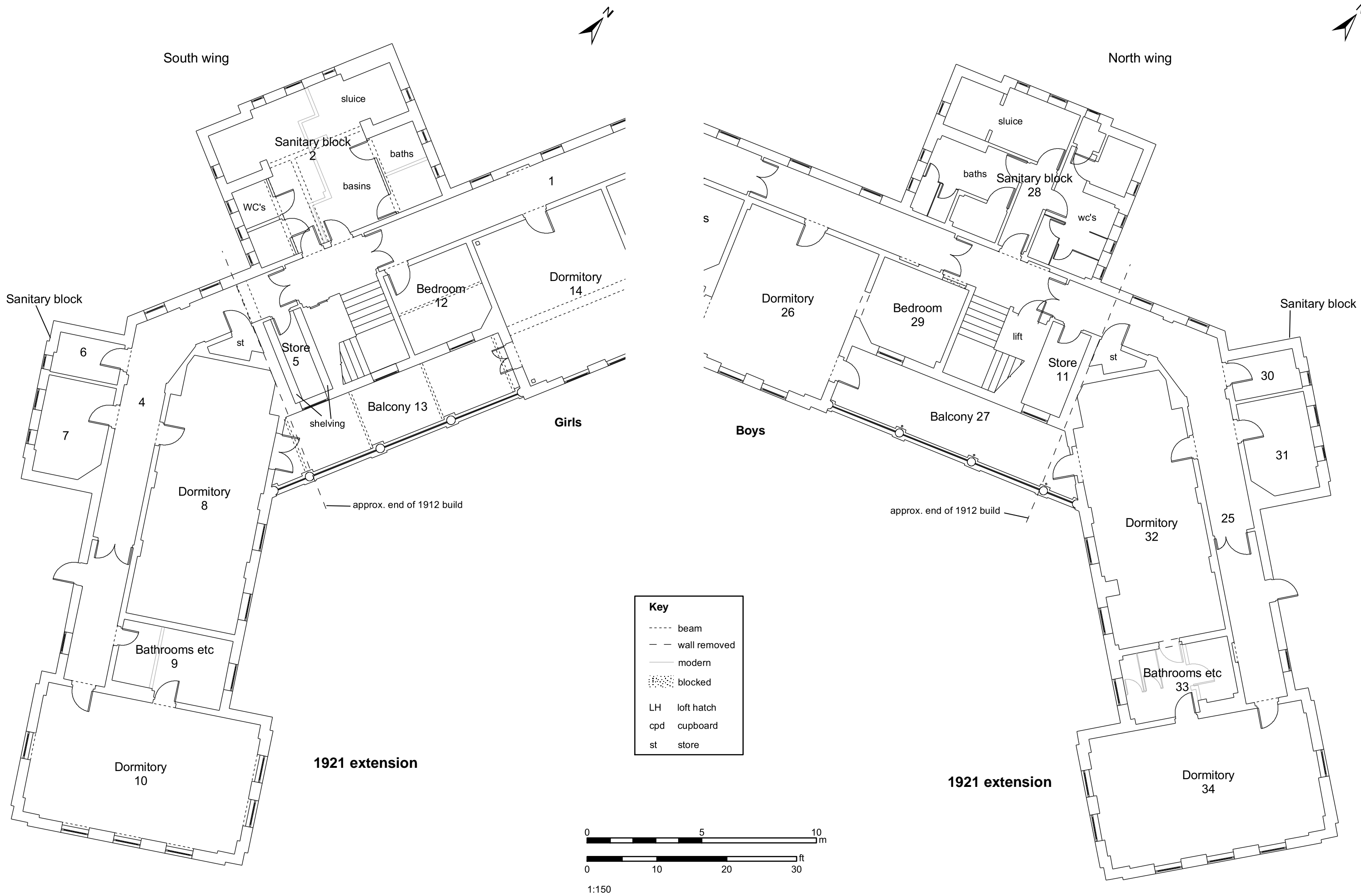


Fig.7. First floor plan



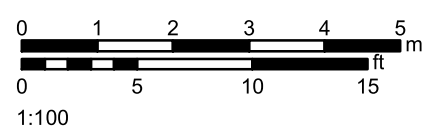
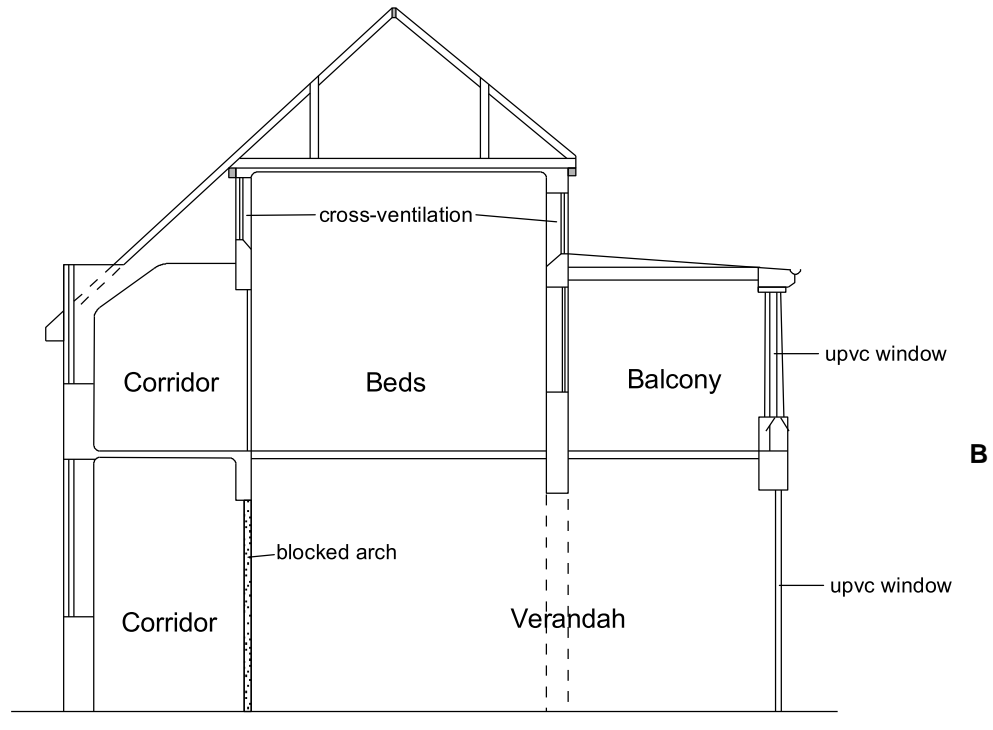
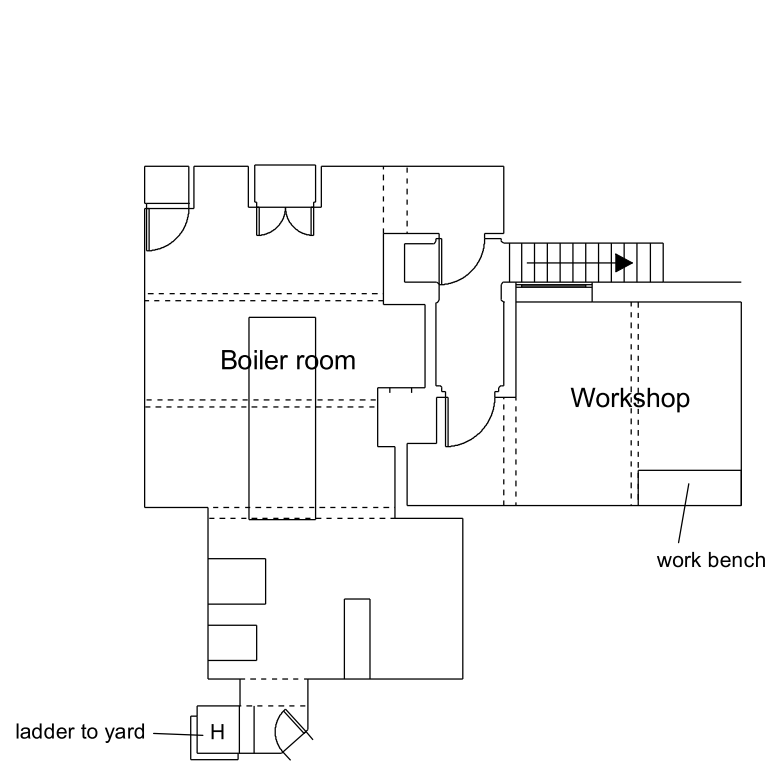


Fig.9. Section A-B through school



**Key**  
---- beam

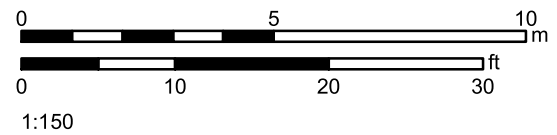


Fig.10. Basement plan



Plate 1 North-west elevation of admin building



Plate 2 Admin/entrance block



Plate 3 Main entrance



Plate 4 Isolation wing viewed to south



Plate 5 Kitchen wing viewed to east



Plate 6 Service end of kitchen wing (right) and rear of school (sanitary block) viewed with modern gym, to south-west



Plate 7 South-west elevation of isolation wing (left) viewed with rear of school



Plate 8 Isolation wing viewed to north



Plate 9 South-east elevation of school



Plate 10 Central block



Plate 11 Dormitory block between verandah ranges (north wing)



Plate 12 Playground entrance with blocked former verandah either side (south wing)



Plate 13 North-west (rear) elevation of school, with sanitary block (south wing)



Plate 14 Window detail on north-west elevation of school





Plate 15 Detail of clock tower and weather vane, viewed to north-east



Plate 16 North wing viewed to south (main school and 1921 extension)



Plate 17 North wing extension viewed to north



Plate 18 Rear of south wing extension viewed to north-east



Plate 19 Reused 1912 rainwater hopper on rear of north wing



Plate 20 Entrance door into admin block viewed from hall to lobby



Plate 21 View across foyer to kitchen wing



Plate 22 View across foyer to isolation wing



Plate 23 Former board room/matrons room 4/5 viewed to foyer

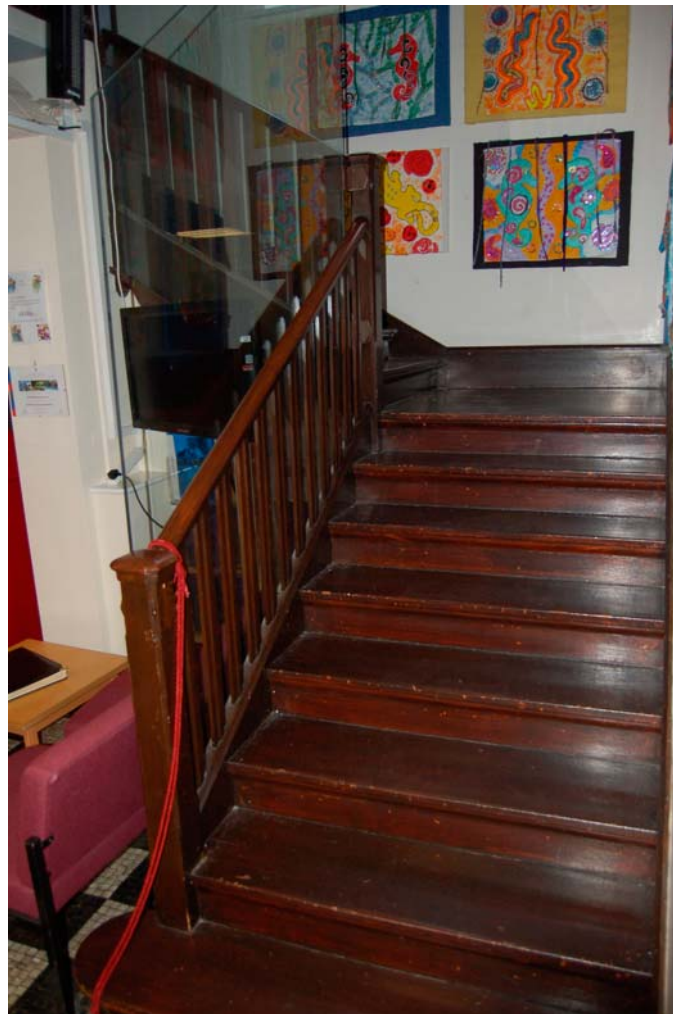


Plate 24 Main stair in foyer



Plate 25 Corridor 8 viewed to former passage



Plate 26 Brick hearth in former nurse's kitchen 14



Plate 27 Isolation room 11 viewed to south



Plate 28 Recesses in rooms 12 and corridor 8



Plate 29 Original cupboards in corridor 17



Plate 30 Service stair





Plate 31 Kitchen 19 viewed to north-west



Plate 32 Brick hearth for former cooking range



Plate 33 Storeroom door in corridor 22 (store 25)



Plate 34 Room 27 viewed to north-west



Plate 35 Window detail in room 27



Plate 36 Dining hall viewed to corridor 30 (pupil's entrances)



Plate 37 Dining hall viewed to entrance hall 2 (staff/service entrances)



Plate 38 Dining room cupboard



Plate 39 Dining room in 1934 (view to corridor 30)



Plate 40 Corridor 29 viewed to south-east (school)



Plate 41 Corridor 30/43 viewed to south



Plate 42 Typical corridor window



Plate 43 South stair



Plate 44 Modern food tech area (former classroom 31) viewed to east



Plate 45 Classroom 31 viewed to east in 1934



Plate 46 Swimming pool (verandah 44) viewed to north





Plate 47 Verandah 33 (classroom L2) viewed to east



Plate 48 Original doorways onto verandah 33 from corridor 30



Plate 49 Typical windows between corridor and recreation rooms



Plate 50 Arched doorways into former washroom 36 from north lobby



Plate 51 Corridor 37 in north wing extension



Plate 52 Typical modern classroom in wing extensions (S1, north wing)



Plate 53 Original toilet in south wing extension (wc 49)



Plate 54 Lockers in room 50



Plate 55 Bathroom 36 in staff living area



Plate 56 Corridor 35 viewed to north-west (matron's flat)



Plate 57 Staff kitchen 43



Plate 58 Staff common room 37 viewed to north



Plate 59 Linen cupboards in corridor 35



Plate 60 Bedroom 41 viewed to corridor 35



Plate 61 Bedroom 39 viewed to north-west (front)



Plate 62 Folding table in corridor 44, with room 50 beyond





Plate 63 Matron's living room viewed to south

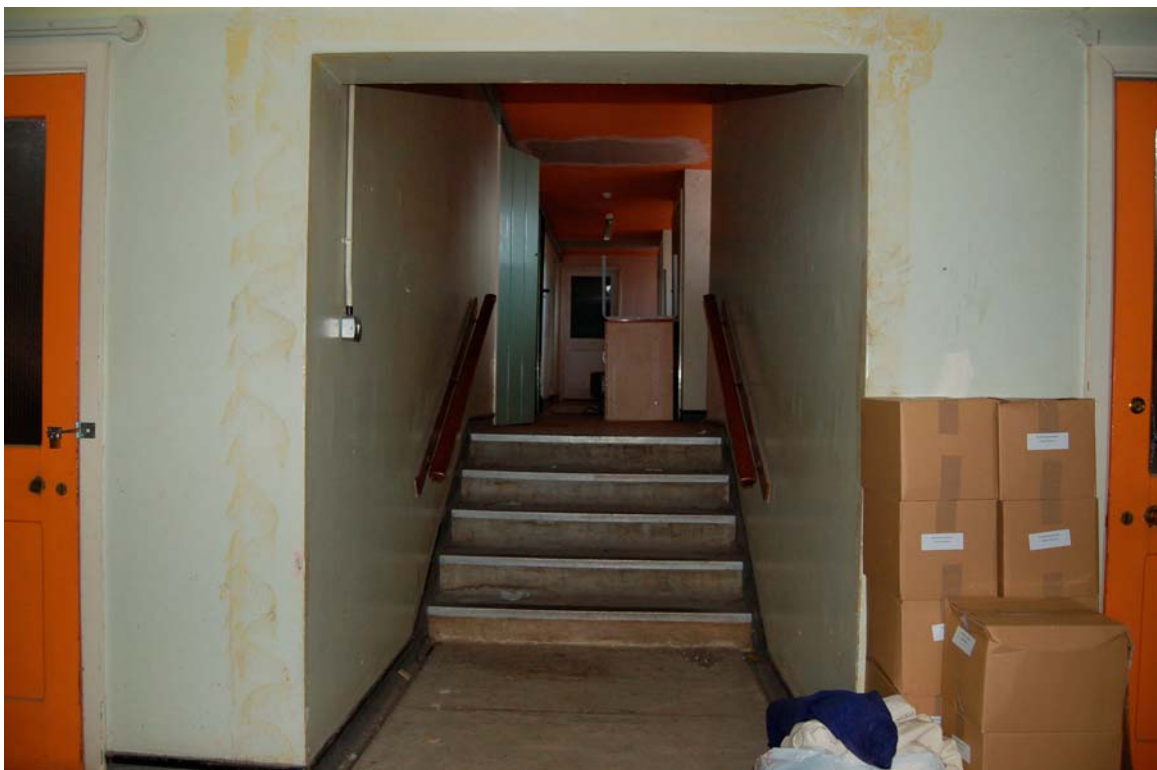


Plate 64 Corridor 53 viewed to south-west, toward school



Plate 65 Long storage cupboard in corridor 53



Plate 66 Storage cupboards on south-west side of corridor 53



Plate 67 First floor corridor of 1912 school (corridor 1) viewed to north-east



Plate 68 Modern classroom C2 in former dormitory 20



Plate 69 Dormitory 20 in 1934



Plate 70 Room 16 viewed to balcony 17



Plate 71 Balcony 13 in 1934



Plate 72 Balcony 13 today (computer room)



Plate 73 Roof and bell tower frame over central block



Plate 74 Modern classroom in north wing extension (S5, former dormitory 34)

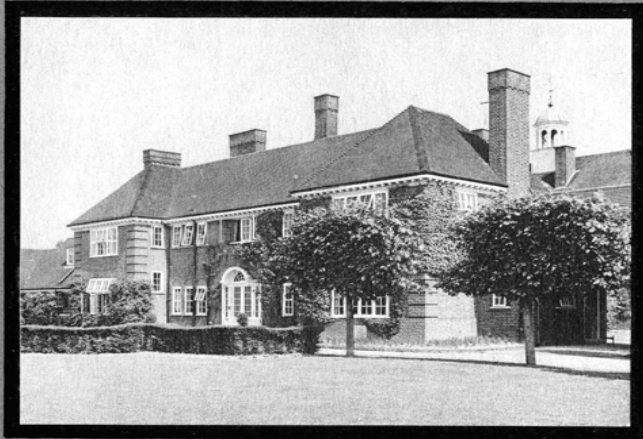


Plate 75 Typical casement/tilting windows (room 34)



Plate 76 Basement workshop viewed to north-east

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SEX 61270



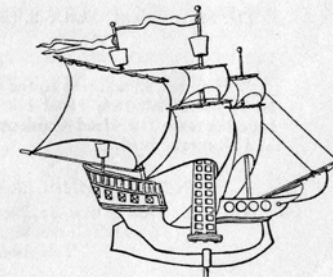
# The Ogilvie School of Recovery

## F O R E W O R D

This booklet has been prepared upon the occasion of the "Coming of Age" of the Ogilvie School of Recovery in order to set out, for the benefit of those interested in the objects and work of the School, some account of its history and present activities. The Trustees acknowledge their indebtedness to Mr. H. Bedford Lemere for the excellent photographs of the Institution which are reproduced herein.

*January, 1934.*

*Wind-vane designed for  
the Ogilvie School by  
J. D. Penrose, a former  
Trustee.*





# The Ogilvie School of Recovery

Holland Road, Clacton-on-Sea, Essex



## LIST OF TRUSTEES

THOS. EDMUND HARVEY, M.A.	Appointed 1908
*GEO. STAFFORD ALLEN, J.P.	” ”
KENNETH C. ALLEN	” ”
J. FREDERICK BRAITHWAITE	” ”
GEO. RAYMOND FOX, J.P., F.R.C.S. (Eng.).	” ”
SIR GEO. MASTERMAN GILLETT, M.P.	” ”
*FRANCIS EDWARD MARRIAGE	” ”
*ALBERT GRIPPER	” 1924
*EDWARD HOWARD COLLINSON	” 1930
HOWARD DIAMOND, A.C.A.	” ”

## SCHOOL MANAGERS

The Trustees whose names are marked with an asterisk, together with the following ladies, form the Committee of Management:—

MISS E. T. MARRIAGE  
MRS. G. STAFFORD ALLEN, J.P.  
MRS. F. E. MARRIAGE

## LADY SUPERINTENDENT

MISS HAYNES. MISS E. SHEAD, S.R.N.,  
The Ogilvie School of Recovery, Holland Road, Clacton-on-Sea  
Telephone: Clacton 57

## HEAD MISTRESS

MISS M. M. McKEAND

## MEDICAL OFFICER

DR. S. A. GRANT, M.R.C.S. (Eng.), L.R.C.P. (Lond.), Clacton-on-Sea

## STAFF

The Staff, in addition to the above, consists of four Assistant Teachers, an Assistant Matron, Head Nurse, Night Nurse, four Assistant Nurses, together with the Head Gardener, two Assistant Gardeners, an Engineer and Domestic Staff.

## GENERAL MANAGER OF THE OGILVIE CHARITIES

CHAS. LAWSON SMITH, 12, New Court, Carey Street, London, W.C.2  
(To whom all communications should be addressed.)  
Telephone: Holborn 5807



## FOUNDATION OF THE TRUST.

**T**HE OGILVIE CHARITIES were founded and endowed by the late Mrs. Margaret Ogilvie (wife of Alexander Ogilvie), who resided at Sizewell, near Aldeburgh, Suffolk. Shortly after the death of her husband in 1886, in pursuance of what she knew to be his wishes as well as her own, Mrs. Ogilvie executed two Charitable Foundation Deeds, the first in 1887, which is intended primarily to benefit persons resident in the Counties of Suffolk and Essex, and the second in 1890, which is principally for the benefit of persons resident within the County of London, and also to some extent the immediately adjoining Counties. Simultaneously with the execution of the first of the above Foundation Deeds, Mrs. Ogilvie transferred to the Trustees, in addition to a considerable Endowment Fund, several existing Institutions, one of which was a Children's Convalescent Home, situated at Sizewell, near Aldeburgh, which was used for the reception of children during the summer months only.



#### *PLANS FOR THE SCHOOL OF RECOVERY.*

Mrs. Ogilvie, who had retained the management of the Charities in her own hands during her life, died in 1908. The Trustees then assumed responsibility and, acting on the advice of the Medical Officers of the Board of Education, with the approval of the Charity Commissioners, decided to dispose of the old premises and to erect not an ordinary Children's Convalescent Home but an Institution of a pioneer character where children of delicate physique from the Public Elementary Schools could be received for longer periods so that they might be restored to permanent good health through studying under specially auspicious physical surroundings. The result was that the present building at Clacton-on-Sea, the plans of which were prepared by the late Mr. Fred Rowntree, F.R.I.B.A., and submitted to and approved by the Board of Education, was erected during 1912 and enlarged in 1921. The School is recognised by the Board as an Open Air School for the purposes of Part V of the Education Act 1921.

The Institution proving an immediate success, the Trustees soon decided to extend the building, provision for extension



having been made in the original plans. Unfortunately, however, the War intervened and not only delayed the carrying out of the project but added enormously to the cost. The extension was eventually opened on 20th October, 1921.

#### *NUMBER OF CHILDREN.*

Before the Extension was built the number of children in the School averaged 38, with a total accommodation of 44. The Extension permitted the total accommodation to be enlarged to 100, and the average number in residence in recent years has been about 90.

#### *MANAGEMENT OF THE SCHOOL.*

The Trustees, in whom is vested the final responsibility for the School, appoint annually School Managers who meet quarterly to manage the affairs of the School. The daily conduct of the Institution is in the hands of the Lady Superintendent and the Head Mistress.



### CO-OPERATION OF LOCAL AUTHORITIES.

Most of the children who attend the School are sent by Local Education Authorities. Some, however, come through the Invalid Children's Aid Association and from private sources. At present most of the available accommodation is allocated between the following Authorities :—

West Ham Borough	Colchester Borough
East Ham Borough	Ipswich Borough
Invalid Children's Aid Association	Middlesex County
Essex County	Cambridge County

The School Managers will be glad to consider applications for places from any Educational Authorities and others desirous of sending children to the School.

The Institution is undenominational.



### AFTER-CARE.

The Local Authorities who send children select those children most likely to benefit from residence in the School, and undertake to see that they shall receive efficient after-care on their return to their homes. Once a year reports are obtained as to the then condition of such children as have left the School about six months previously, and these reports are tabulated and analysed. A copy of such tabulation is sent with a copy of the School Managers' Annual Report to the Board of Education. The results of the tabulation for the last three years may be summarized thus :—

		<i>Satisfactory.</i>	<i>Fair.</i>	<i>Poor.</i>	<i>Total.</i>
Boys left Christmas 1930	...	24	6	4	34
Girls „ „ 1930	...	23	11	7	41
Boys „ „ 1931	...	25	14	7	46
Girls „ „ 1931	...	17	7	4	28
Boys „ „ 1932	...	26	9	7	42
Girls „ „ 1932	...	23	4	4	31
		138	51	33	222



From this table it will be seen that a very large percentage of the children sent to the School respond favourably to the care they receive.

#### *CHARGES.*

The present contributions towards the expense of the maintenance and education of the children paid by those sending children to the School are as under :—

Local Authorities contribute 20/6 a week, an amount approved by the Board of Education, and such Authorities obtain the Board of Education grants in respect of the children they send.

Other bodies or private persons sending children contribute 12/- a week, and in these cases the Trustees apply for the Education and Medical grants.

The difference between the amounts so received and the actual cost of the Institution is made up by the Ogilvie Charities. In 1932 the difference so made up amounted to £1,756 13s. 8d.



#### *THE DAILY LIFE OF THE SCHOOL.*

**T**HE daily life of the School commences at 7 a.m. when the children rise, wash, and—except for the smallest and the more delicate ones—make their own beds, in preparation for breakfast at 7.50.

After breakfast there is a free period, followed by the discharge of light household duties, such as helping to wash up the breakfast dishes, and dusting the classrooms and dormitories. During this period children needing treatment are dealt with at the School Dispensary. The Medical Officer visits the School once a week to see any child needing attention and calls at other times in case of need. Every child is examined on admission and at the end of each quarter. Careful records of weight and physical condition are kept in every case.

School begins at 9.30 a.m. and from that time until 6.45 p.m. the Teachers—as distinct from the Nursing Staff—are responsible for the children except during meal-times. The School, which is divided into three classes, follows the lines of the Elementary

*PARENTS' APPRECIATION.*

That the children themselves appreciate their stay at the Ogilvie School is self-evident to anyone who visits the School, and this appreciation is often expressed by visits which "Old Scholars" make in later years when on a visit to Clacton.

Most parents value highly what is done for their children, as these extracts from letters, chosen at random from the Matron's files, will show :—

*Braintree.*

Dear Matron,

I do not hardly know how to express my gratitude to you and the others who have been so kind and considerate to my son Arthur. He is quite a different boy altogether in manners as well as health . . . he has started school at the Intermediate School, of which they are very proud of him, he has not got one bad mark. . . .

E.

*Ilford.*

Dear Matron,

Just a letter to let you know Grace arrived home quite safely. Having her back with us makes us appreciate how much has been done for her at Ogilvie. She is more steady and quieter. Her manners and speech too have greatly improved and we must add that she is a credit to what you and your staff have done. Thanking you all. . . .

E.

*Manor Park.*

Dear Madam,

Kenneth returned home safely yesterday, we were pleased to see him looking so bonny, my husband and I wish to thank you and your staff for your kindness . . . we see a great improvement and hope it will be lasting. . . .

A.P.

## **Appendix 2: Contents of Archive**

**Site name: The Shorefields School (former Ogilvie School of Recovery), Holland Road,  
Clacton-on-Sea, Essex**

**Project no.: 2502**

### **Index to the Archive:**

Document wallet containing:

#### **1. Introduction**

- 1.1 FAU written scheme of investigation
- 1.2 Client/archive report
- 1.3 Unbound version of report
- 1.4 CD containing digital photographs, architect's drawings & copy of report, pdf-formatted

#### **2. Site Archive**

- 2.1 Photographic record (digital prints & monochrome 35mm prints & negatives)
- 2.2 Photographic registers
- 2.3 Site notes, annotated architect's plans, & elevations
- 2.4 First floor plan of residential school from 1987

### Appendix 3: EHER Summary Sheet

<b>Site Name/Address:</b> The Shorefields School (former Ogilvie School of Recovery), Holland Road, Clacton-on-Sea, Essex	
<b>Parish:</b> Clacton-on-Sea	<b>District:</b> Tendring
<b>NGR:</b> TL 1875 1578	<b>OASIS Record No.:</b> 115731
<b>Type of Work:</b> Building recording	<b>Site Director/Team:</b> Andrew Letch ECC FAU
<b>Date of Work:</b> November 2011	<b>Size of Area Investigated:</b> N/A
<b>Curating Museum:</b> Colchester	<b>Funding Source:</b> ECC ESH Infrastructure Delivery team
<b>Further Work Anticipated?</b> No	<b>Related HER No.</b> none
<b>Final Report:</b> Summary in EAH	
<b>Periods Represented:</b> Early 20th century	
<p><b>SUMMARY OF FIELDWORK RESULTS:</b></p> <p>A programme of historic building recording was undertaken on The Shorefields School, a special school catering for pupils with a wide range of profound educational needs, prior to refurbishment and enlargement under the Building Schools for Future Project. The original school was established in 1912 as the Ogilvie School of Recovery, a residential children's home where children of 'delicate physique' from the public elementary schools could receive long-term care to restore them to permanent good health. A wide range of conditions were treated, and in this respect its function was as a hospital rather than a school. Teaching was secondary, but still important and the national curriculum was studied as well as a programme of physical exercise, singing and dancing. Indeed, good exercise, rest, fresh sea air and treatment were the order of the day. To accomplish this, the school was built in a country setting overlooking the sea with unfettered access to the beach, within an area close to existing convalescent homes such as Reckitts (1908).</p> <p>The school was built of red brick and tile roofs and arranged in two mostly two-storey buildings- an admin building for staff at the front, with the main admin/reception block and two wings: the kitchen wing and isolation wings, set back from the main road. Linked at the back by the dining hall was the children's home, consisting of a classroom, recreation rooms and upstairs dormitories with attached sanitary blocks. The half-butterfly plan of the home, designed by Fred Rowntree FRIBA, also had open-air verandahs and sun balconies which were crucial to the concept of improving the health of the children through fresh air and sunlight treatment. Lessons would be taken outside or in the verandahs and at the front all rooms were cross-ventilated. Expansion took place in 1921 after the end of WWI by extending the two wings in the same form and style. The school closed in the 1950s, due largely to improvements in healthcare after WW2 and was taken over by Essex County Council and continued as a residential school for special needs children in various forms up until 2005 when the Shorefields School was established, as a day school. During the 1990s</p>	

and early 2000's much of the school was refurbished, partly through deterioration but mostly to modernise and improve facilities. The only part of the school to be unaffected by this was the former staff living accommodation above the admin block and dining hall.

Despite a certain level of enlargement and refurbishment already, much of the historic character and layout of the original school remains intact. In particular, the exteriors retain their Queen Anne revival form, particularly on the half-butterfly south-east side, providing a pleasant backdrop to the playground. To the rear, the design is more functional and institutional. The admin building at the front, despite its more prominent location, has similar but secondary architectural interest. In recent years, the internal layout and interiors of the school have inevitably changed, but the original spatial layout and room function can largely be understood, thanks in part to contemporary accounts. All areas of the admin building were served from a single spinal corridor on both levels from the entrance. All rooms of the main building (school) were served by a rear corridor that followed the symmetrical half-butterfly form of the single-sex wings, with sanitary blocks and stairs either end. Surviving fixtures and fittings tend to be of the more permanent sort: doors, windows and the tiled wall finishes largely characteristic of the corridors, though it is clear from contemporary photographs that apart from the dining hall and original classroom (latterly the hall) most of the other rooms particularly those for treatment, were sparsely decorated like hospital wards.

The Shorefields School was established during an active period of school development, largely funded by charities and local authorities. It took its inspiration from a number of sources. Fundamental to this was an increased understanding of germs and infection in the second half of the Victorian period that led to the fresh air movement; and important in the designs of the whole range of medical establishments from hospitals, sanatoria and convalescence homes. From the late 19th century onwards, the half-butterfly design was used in all these cases when built away from urban areas, as the best way to maximise light levels and draw in the fresh air. Such theories also undermined the Open Schools Movement, of which the Ogilvie's appear as early exponents, though perhaps not to the degrees of some. Not only is it important in the study of early 20th century education and hospital design, it is also important architecturally, providing a good example of the use of revivalist styles in institutional architecture to promote well-being and recovery.

***Previous Summaries/Reports:*** None

***Author of Summary:*** Andrew Letch

***Date of Summary:*** 8th November 2011