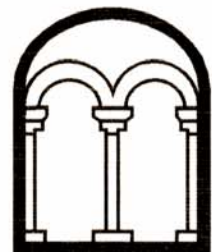


**LONSDALE SPECIAL SCHOOL
STEVENAGE
HERTFORDSHIRE**

HISTORIC BUILDING RECORDING

Albion
archaeology



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All photographs by Albion Archaeology



Preface

Every effort has been made in the preparation of this document to provide as complete a report as possible, within the terms of the specification. All statements and opinions in this document are offered in good faith. Albion Archaeology cannot accept responsibility for errors of fact or opinion resulting from data supplied by a third party, or for any loss or other consequence arising from decisions or actions made upon the basis of facts or opinions expressed in this document.

This report has been prepared by Christiane Meckseper (Project Officer) and approved by Drew Shotliff (Operations Manager). The photographic survey was undertaken by Nigel Macbeth (freelance photographer).

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Structure of this report

This report presents the results of a building recording survey of Lonsdale Special School. After an introductory section and sufficient historical background to place the building in context, the results of the survey are described. A selection of photographs and plans are included to illustrate the text. A synthesis of the results and the conclusions of the survey are presented in Section 3. Section 4 represents the bibliography and list of sources consulted, and Section 5 contains the appendices with a detailed list of all photographs taken as part of the Level 3 survey.

Plans are based on photographic copies of original architectural drawings and site plans provided by Hertfordshire County Council's Terrier Department.



Non-Technical Summary

Lonsdale Special School has recently moved out of its grounds at Webb Rise and into new purpose built-facilities on a new site at Britton Way, where it is co-located in expanded grounds with Marriot secondary school.

Outline planning permission (12/00496/OPM) has now been granted for the redevelopment of the Lonsdale Special School site and the erection of 67 dwellings. The first stage in the redevelopment of the site will be the demolition of the school buildings. A condition was attached to the planning permission that called for a Written Scheme of Investigation (WSI) for a programme of historic building recording to English Heritage Level 3 standard prior to demolition, and archaeological observation and investigation during groundworks for the construction of the new development. This is in line with National Planning Policy Framework (NPPF) which was published in March 2012.

The building survey took place on 14th February 2013 and this report describes the results and presents a selection of the photographs taken.

Lonsdale Special School is a purpose-built special school that was constructed between 1969 and 1971. It was part of the large-scale post-war school building programme that led to the development of pioneering techniques of prefabricated construction, in which Hertfordshire County Council played a leading role.

The school was built using the standard SEAC system of prefabricated construction that was utilised for all school building in Hertfordshire from 1966 onwards. The system was deemed flexible enough for the demands of a special needs school and seems to have served its purpose well over the last few decades. Apart from small-scale internal renovation and alterations, the school buildings have changed little since their construction.

The school is a standard example of a SEAC MK2 brick and steel type construction and its interest lies in the utilisation of this system for the purposes of a special needs school.



1. INTRODUCTION

1.1 *Planning Background*

Lonsdale Special School has recently moved out of its grounds at Webb Rise and into new purpose built-facilities on a new site at Britton Way, where it is co-located in expanded grounds with Marriot secondary school.

Plans for the school's relocation and new-built facilities had first been drawn up under the Building Schools for the Future (BSF), a large Labour-led initiative to rebuild or refurbish every secondary school in England. The BSF programme was disbanded by the current government, but Lonsdale and Marriot School were two of three schools that had been intended to be the first schools to be renovated in Stevenage (Gill 2010) and the project was chosen to go ahead. The new combined campus opened its doors in January 2013.

The Lonsdale Special School site was first subject to an archaeological evaluation and historic building assessment in 2009 (Albion Archaeology 2009 a and b). The building assessment recommended an English Heritage Level 3 survey prior to its demolition.

Outline planning permission (12/00496/OPM) has now been granted for the redevelopment of the Lonsdale Special School site and the erection of 67 dwellings. The first stage in the redevelopment of the site will be the demolition of the school buildings. A condition was attached to the planning permission that called for a Written Scheme of Investigation (WSI) for a programme of historic building recording prior to demolition and archaeological observation and investigation during groundworks for the construction of the new development. This is in line with National Planning Policy Framework (NPPF) which was published in March 2012.

The WSI was submitted by Albion Archaeology (Albion 2013) and approved by the Historic Environment Management Team (HET). The historic building recording of the school took place on 14th February 2013. The results are presented in this report.

1.2 *Site Location and Description*

The Lonsdale Special School campus is located in the Pin Green neighbourhood, one of the initial six units of the New Town of Stevenage (Figure 1). It lies off Webb Rise within landscaped grounds that form playing fields and grassed verges with small trees and shrubs. The Larwood Primary School lies to its south at the end of Webb Rise and a small number of private dwellings that were built as accommodation for staff at Lonsdale School lie between both schools.

The school campus is *c.* 2.98ha in size and centred on (NGR) TL 2477 2520.



2. ARCHITECTURAL AND HISTORICAL BACKGROUND

2.1 *Post-war School Building and “The Hertfordshire System”*

In 1944 the Education Act (Butler Act) increased the school leaving age to 15 and gave force to pre-war policy guidelines which had not only set out the separation of primary and secondary education, but also the sub-division of secondary education into grammar, technical and modern schools. This, together with the rising influx of population moving from London out into the neighbouring counties and predominantly into Hertfordshire, put pressure on the authorities to provide increased educational facilities.

Hertfordshire County Council became one of the first counties to come under the chief education officer, John Newsom, and had its own County Architectural Department by 1946. The team responsible for building primary schools in Hertfordshire throughout the 1950s also included a number of people who went on to become influential figures in the ‘new school building movement’ (e.g. Bruce Martin, Mary Cowley, David Medd).

In order to combine the vision of the new educationalists with the need to provide a structural system with great flexibility, and on an economical scale adaptable to the post-war shortage of labour and raw materials, Hertfordshire took the pioneering decision to adopt a “Meccano” style system of prefabricated parts which could be constructed in factories and assembled on site (Aslin 1949). This consisted of a light steel frame based on a standard module to which other structural elements such as walls, doors and windows were merely bolted on.

The advantages of this approach were that it was flexible and allowed the informal approach to the planning of new schools that was so favoured by the new educationalists.

The first system of prefabricated parts consisted of a steel frame, set out on an 8’3” grid, and became known as the “Hertfordshire System”. Initially devised for primary schools, the use of the system was soon expanded to include colleges, police stations and municipal buildings. To allow the greater flexibility in design that was needed for the requirements of many secondary schools, a 3’4” grid system was developed in 1951 and was further adapted to an even more flexible 2’8” grid. From 1962 onwards the 2’8” grid was used almost exclusively in school buildings in Hertfordshire (Educational Facilities Laboratories Inc. 1963).

In 1963 Hertfordshire joined with Kent and Essex to form the South-Eastern Architects’ Collaboration (SEAC). The Hertfordshire System, in amended form, continued to form the basis for subsequent school construction but a terminology of various “Marks” of SEAC was now being used, rather than the previous grid system (Saint 1987). Thus after 1965 the HCC Terrier Department lists all schools as being built using a MK. 2, 2A or 3 brick or steel type construction.



2.2 **School Building in Stevenage**

The small town of Stevenage, with its medieval core and small-scale Georgian and Victorian development, was designated as the site of the first New Town to be created after the Second World War. The New Towns were part of a vision to create a series of satellite towns around London that were able to house London's increasing and overflowing population. It was first developed by Patrick Abercrombie in 1944 and the New Town Committee was formed in 1945 (Thomson 2005).

The Stevenage Development Corporation was formed in 1946 and the first Master Plan setting out the design of the New Town was formulated in 1949. This envisaged six neighbourhoods or 'units', which were based on existing hamlets, and a new pedestrianised town centre. Each neighbourhood was to have its own focal point, public amenities and facilities such as churches, primary schools and community centres.

The Master Plan began to be implemented immediately but due to the exponential population growth of Stevenage it was revised first in 1955 and several times thereafter until 1978 in order to accommodate further residential and employment areas, roads, educational facilities and other much needed services (*ibid* 2005).

Schools were a much needed part of the development of Stevenage and the building programme benefited from the progressive vision implemented by Hertfordshire County Council's Educational and Architecture Departments and the Stevenage Development Corporation.

The "Hertfordshire System" and successive prefabricated building systems are clearly in evidence in the school buildings of Stevenage's secondary schools. Barclay, the first school to be built in Stevenage in the post-war era was initially conceived as part of a non-standard design but the plans were altered and adapted to the 8'3" Hertfordshire System before construction began in 1947 (Miller 2008). Heathcote, another early school, built between 1953 and 1955 also conforms to the 8'3" system while the Nobel School is a late example of that grid. From 1962 onwards most schools were built almost exclusively using the more adaptable 2'8" grid (School Planning Laboratory 1962).

2.3 **Lonsdale Special School**

The provision of special schools arose from the 1944 Butler Education Act that guaranteed secondary school education to all. However, it was not until the early 1970s that the responsibility for the education of handicapped children was transferred from hospital schools to state schools which were then the responsibility of the Department of Education and Science (Penton 1974). With this change the provision of the school buildings fell into the remit of the local educational councils.

Lonsdale Special School was designed by B J Woodthorpe, project architect for Hertfordshire County Council, and built between 1969 and 1971 using a standard SEAC "MK. 2 Brick/Steel" construction. Its project name was "Stevenage Pin



Green Residential School for Physically Handicapped Children” but it was soon re-named Lonsdale Special School.

Lonsdale Special School is set in open grounds and consists of a teaching and hydrotherapy block adjacent to a cluster of residential units. Although a purpose-built special school, an early decision was made to utilise the standard SEAC system for its construction as it was thought flexible enough to adapt to the requirements of the handicapped pupils (Penton 1974). Apart from small-scale internal renovation and alterations, the school buildings have changed little since their construction.



3. HISTORIC BUILDING RECORDING

3.1 *Aims and Objectives*

The importance of school buildings has been highlighted by an English Heritage policy paper (English Heritage 2005) which urges the consideration of schools of historical and architectural significance as part of the planning process.

The objectives of the historic building recording were to record a class of building associated with the pioneering post-war school building programme in Hertfordshire. Lonsdale is also of interest as a purpose-built special school within this programme.

In order to do this the project provides a comprehensive visual record of the structures prior to demolition of the buildings. The survey was to English Heritage Level 3 standard. It also undertook a review of the local and regional historical context, with reference to the appropriate regional research agendas. This is adequately detailed to place the findings of the recording in context.

The project aimed to produce a high quality, fully integrated archive suitable for long-term deposition in order to ‘preserve by record’ the buildings in their current form prior to demolition. The photographic archive and report will be deposited with Stevenage Museum. A copy of the report will also be submitted to the Historic Environment Record (HER). A full set of original architect’s drawings, and drawings of alterations to the buildings are archived with Hertfordshire Country Council’s Terrier Department. Plans and example elevations are given in the figures at the end of this report.

3.2 *Methodology*

The methodology for the project is set out in detail in the Written Scheme of Investigation (Albion 2013). Throughout the project the following standards were adhered to:

<ul style="list-style-type: none"> • IfA 	<ul style="list-style-type: none"> • <i>By-Laws and Code of Conduct;</i> • <i>Standards and Guidance for the archaeological investigation and recording of standing buildings or structures (2008);</i> • <i>Standards and Guidance for the creation, compilation, transfer and deposition of archaeological archives (2012).</i>
<ul style="list-style-type: none"> • EAA 	<i>Standards for Field Archaeology in the East of England (2003)</i>
<ul style="list-style-type: none"> • English Heritage 	<i>Management of Research Projects in the Historic Environment (MoRPHE) (2009)</i> <i>Understanding Historic Buildings: A guide to good practice (2006)</i>
<ul style="list-style-type: none"> • Albion Archaeology 	<i>Procedures Manual: Volume 1 Fieldwork (2nd ed, 2001).</i>



3.3 General Description of Site and Buildings

Lonsdale Special School is situated in the Pin Green residential area of Stevenage and shares an area of open grounds with Larwood School and the Pin Green Primary School to the south. Lonsdale Special School consists of two main elements: a teaching block that also houses a hydrotherapy pool, main hall, dining area and administrative facilities; and a more multi-faceted residential unit that consists of several self-contained flats, further classrooms and staff and administrative areas (Figures 2 and 3).

The teaching and hydrotherapy block consists of a single-storey rectangular building with three central courtyards that provide natural light for the therapy departments, swimming pool and main hall. One of the courtyards is now roofed over (see section 3.4). The main hall, hydrotherapy pool, physiotherapy area and library cluster are in the centre, with classrooms, staff rooms and additional facilities arranged around the perimeter.

The building is constructed using a lightweight steel frame with a façade made up of large windows, lined with reflective adhesive foil, and steel panels (Figures 4-9). Steel frames are used for the windows and doors. The roof is flat with a continuous wooden fascia.

The main approach to the school is by an access road from the west, leading up to the main frontage of the teaching block (Figure 6). Here, a large freestanding canopy marks the main entrance to the school and hydrotherapy pool for pupils and members of the community (Figures 6-7). A visitor's and administrative entrance is to the left of the main entrance and is signposted "Reception".

The residential blocks are situated to the rear of the school, connected by a short corridor. They consist of several self-contained flats for the pupils (Figures 15-22), as well as further classrooms and play areas. Visually, the residential blocks differ from the teaching block in that they consist of large sections of yellow brickwork, interspersed with vertical panels that accommodate openings containing metal-framed windows and doors of the same type as the ones used in the main teaching block (Figures 10-14). The residential blocks are also single storey with a flat roof and the same wooden fascia along the top of the façade as the teaching block.

Apart from access ramps for wheelchairs (Figure 10) and a continuous wooden handrail along certain sections of the corridor walls (Figures 32 and 33) there is little within the fabric of the building that differentiates it as purpose-built. Utilising the widest door span of 1.0m, available within the SEAC system, was one of the few concessions the designers made for the special purpose of the school (Penton 1974). Sliding doors are also noticeable throughout the building (Figures 17 and 19). Also, some of the communal kitchen areas have taps set low and at the front of each sink unit, so they can be operated from a wheelchair (Figure 20).

The main element of the school that was purpose-built for work and therapeutic exercise for children with additional mobility needs was the hypopool that forms



a central feature of the teaching block (Figure 28). Unfortunately it was inaccessible at the time of the photographic survey. The photograph in Figure 28 was taken through the glass panels of the hydro pool doors.

The lattice style beams, that are a hallmark of the Hertfordshire System, are visible in the internal roof space of the assembly hall, physiotherapy hall and hydro pool (Figures 24, 25, 28, 30, 31).

Another design feature of the Hertfordshire System is the freestanding columns which support the roof girders. These are visible throughout the teaching blocks in corridors and classrooms (Figures 26-31).

The landscape around the school buildings consists of grassy and planted courtyards and borders. A large play area is provided adjacent to the school in the south. The school grounds are demarcated with low wooden fences.

3.4 Development and Phasing

Architecturally, Lonsdale Special School has remained virtually unchanged over the last three to four decades. The layout and form of the buildings today is still very much as it was on the original architectural plans dating to 1969 (Figures 2 and 3). Design plans dating to 1993 that show a proposed three classroom extension to the north-east of the teaching block and a smaller primary classroom extension to the south-west, seem never to have been realised. It seems that only the new recreation area to the south of the school, also indicated on the 1993 plans, was put in place.

Internally, some changes have taken place to the layout of the building. When the school was built, the residential block was purely made up of clusters of self-contained flats. Over time, the area used for residential purposes has become smaller, and some of the hostel units are now teaching spaces, play areas and specialised classrooms. For this purpose some internal walls have been altered and one open space between the flats has been enclosed and turned into a CDT room. This change was undertaken in 2005. PVC frames have replaced many of the original steel window and door frames in the residential quarters.

In the teaching block, the easternmost courtyard was roofed over and turned into a library and wheelchair charging bay. Plans showing the design of a new charging bay date from 1995.

With the exception of the modernisation of elements like lighting and specialised equipment, most of the original fixtures and fittings still survive, down to the small detail of labelling plaques on classroom doors (Figure 28).

3.5 Function and Design

Lonsdale Special School was built in the early 1970s as part of Hertfordshire County Council's remit to provide schools for special education within its county-wide school building programme.



In terms of architectural form and function, the buildings are a standard example of the SEAC MK2 type construction, employed within Hertfordshire from *circa* 1966 onwards. The steel frame, glass and steel-panelled façade and lattice beams of the main teaching block bear all the hallmarks of the Hertfordshire System, on which the later SEAC systems were based. The architectural components of this building have remained virtually unchanged since its construction.

The residential block, also a standard example of the SEAC brick type construction at the time, is largely built in brick. Some of its original steel-framed doors and windows are still in place, but a large number have been replaced by PVC components. Some internal alterations to the layout of the residential block have also taken place over time. These mainly consist of the construction of an additional classroom, by filling in the space between two existing building clusters, along with the alteration of some internal walls and doors.

Apart from some modernisation of electric and specialist equipment the internal fixtures and fittings of the buildings have remained unchanged.

The interest of Lonsdale Special School comes from the utilisation of the standard SEAC system of construction for a school catering to specialised needs. Few design guidelines existed in the early 1970s for the construction of special schools and architects often had to draw on previously built examples to inform their own designs (Penton 1974).

In Hertfordshire the decision was made that the standard SEAC system was flexible enough to adapt to the needs of specialist education. One of the concessions made to the special purpose of the school was the utilisation of the widest 1.0m door spans available within the system to facilitate wheelchair access. Another design feature is that the main hall, dining area and principal access spine of the teaching block all open into each other (Figures 23, 24) and provide a space that is particularly suited for wheelchairs and other aids (Penton 1974).

One of the criticisms levelled at the building at the time was that its interior fittings lacked detail. The design of interior fixtures and fittings are considered of principal importance in the furnishing of special schools as they are a large factor in determining movement and development of children with physical disabilities (Penton 1974). However, for the most part, the design of the building seems to have been well-suited to its use as a special school.

Debates on whether to build purpose-built special schools or whether to design integrated special units within standard state schools were ongoing at the time Lonsdale was being built, although there was a general move towards a more integrated approach of special education within the wider community. The siting of Lonsdale Special School within open grounds in a residential area of Stevenage, and adjacent to other schools fits in with this approach. Also the standardised design of the school, which is in most respects similar to other state-built schools, may be a facilitating factor in its integration within its surroundings and acceptance by the wider community (Penton 1974).



Lonsdale Special School is an interesting example of a standard Hertfordshire System building (in its later SEAC incarnation), adapted for special educational needs.



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4.2 Other Sources Consulted

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Hertfordshire County Council Terrier Department. PDF copies of Lonsdale Special School architects' and engineers' plans.



5. APPENDICES

5.1 List of Digital Photographs

The location of all internal photographs is annotated on Figures 34 and 35. Not all internal rooms were photographed but specific “example” rooms were selected. External photographs were taken moving clockwise around the school starting with the main western façade.

Image no.	Description
01	Horizon residential unit common room and kitchen
02	Horizon residential unit common room and kitchen
03	Horizon residential unit bedroom
04	Horizon residential unit bedroom
05	Horizon residential unit bedroom
06	Horizon residential unit bedroom
07	Horizon residential unit bedroom
08	Horizon residential unit, corridor and view to entrance door
09	Horizon residential unit bathroom
010	Horizon residential unit bathroom
011	Horizon residential unit bathroom
012	Horizon residential unit bedroom
013	Horizon residential unit bedroom
014	Horizon residential unit bedroom
015	Corridor outside Horizon and Cotswold residential unit
016	Corridor between Horizon and Cotswold residential unit and Cheviot unit
017	Corridor between Horizon and Cotswold residential unit and Cheviot unit
018	Cheviot residential unit bedroom
019	Cheviot residential unit bedroom
020	Cheviot residential unit corridor
021	Cheviot residential unit corridor, door to bathroom
022	Cheviot residential unit corridor
023	Cheviot residential unit bathroom
024	Cheviot residential unit bathroom
025	Cheviot residential unit bathroom
026	Cheviot residential unit bedroom
027	Cheviot residential unit bedroom
028	Cheviot residential unit common room
029	Cheviot residential unit common room
030	Cheviot residential unit common room
031	Cheviot residential unit common room
032	Cheviot residential unit common kitchen
033	Cheviot residential unit common kitchen
034	Cheviot residential unit common kitchen
035	Cheviot residential unit common kitchen



Image no.	Description
036	Cheviot residential unit bedroom
037	Cheviot residential unit bedroom
038	Cheviot residential unit common room
039	Cheviot residential unit bedroom
040	Cheviot residential unit bedroom
041	Residential block, main corridor looking south
042	Residential block, main corridor looking south
043	Residential block, corridor towards CDT and food tech block
044	Residential block, corridor looking towards Cheviot door
045	Residential block main corridor, medical room door
046	Residential block medical room
047	Residential block medical room
048	Residential block medical room
049	Residential block, office between medical room and store room
050	Residential block, former liquid oxygen store near medical room
051	Residential block, former liquid oxygen store near medical room
052	Residential block, corridor towards Pennine residential unit between staff offices
053	Residential block, corridor looking towards main access spine
054	Residential block, duty room and view into Pennine
055	Residential block duty room
056	Residential block duty room
057	Residential block duty room
058	Residential block, door into Pennine residential unit
059	Residential block, door into Pennine residential unit
060	Residential block, Pennine, staff toilet door
061	Residential block, Pennine, main corridor
062	Residential block, Pennine, main corridor
063	Residential block, Chiltern, bedroom
064	Residential block, Chiltern, bedroom
065	Residential block, Chiltern, common room
066	Residential block, Chiltern, ceiling service pipes
067	Residential block, laundry and drying room
068	Residential block, laundry and drying room
069	Residential block, laundry and drying room, storage room
070	Residential block, laundry and drying rooms
071	Residential block, central corridor
072	Current Lonsdale school plan
073	Current Lonsdale school plan
074	Residential block, central corridor, view from main hall
075	Residential block, central corridor, view into main hall
076	Teaching block, main hall food counter and kitchen
077	Teaching block, main hall food counter and kitchen
078	Teaching block, kitchen
079	Teaching block, kitchen
080	Teaching block, kitchen staff room



Image no.	Description
081	Teaching block, kitchen store room
082	Teaching block, kitchen store room
083	Teaching block, kitchen staff room
084	Teaching block, kitchen staff room
085	Teaching block, kitchen small annex
086	Teaching block, west, corridor and door to kitchen complex
087	Main hall, area outside food counter
088	Main hall, area outside food counter
089	Main hall, sports and play area
090	Main hall, sports and play area
091	Main hall, sports and play area
092	Main hall, sports and play area
093	Main hall, sports and play area
094	Main hall, sports and play area ceiling, lattice girders
095	Main hall, sports and play area ceiling, lattice girders
096	Main hall, sports and play area ceiling, lattice girders
097	Main hall, sports and play area ceiling, lattice girders
098	Main hall, sports and play area ceiling, lattice girders
099	Teaching block, western courtyard
0100	Teaching block, western courtyard
0101	Teaching block, western courtyard
0102	Teaching block west, corridor
0103	Teaching block west, corridor
0104	Teaching block west, corridor towards main entrance
0105	Teaching block west, corridor towards main entrance
0106	Teaching block west, corridor towards main entrance
0107	Teaching block, main hall, seen from school entrance
0108	Teaching block, entrance, reception corridor
0109	Teaching block, entrance, reception corridor
0110	Teaching block, entrance, reception corridor
0111	Teaching block, door to reception and head teacher's office
0112	Teaching block, door to reception and head teacher's office
0113	Welcome to Lonsdale School sign
0114	Teaching block central, corridor past hydropool
0115	Teaching block, central courtyard
0116	Teaching block, central courtyard
0117	Teaching block, hydropool, boys changing room door
0118	Teaching block, hydropool, girls changing room door
0119	Teaching block, central E-W corridor
0120	Teaching block, central E-W corridor ceiling
0121	Teaching block, central E-W corridor main door to hydropool
0122	Teaching block, hydropool
0123	Teaching block, physiotherapy room opposite pool
0124	Teaching block, physiotherapy
0125	Teaching block, physiotherapy, lattice girders and posts
0126	Teaching block, physiotherapy, lattice girders and posts



Image no.	Description
0127	Teaching block, physiotherapy, lattice girders
0128	Teaching block, physiotherapy, lattice girders and posts
0129	Teaching block, physiotherapy, lattice girders and posts
0130	Teaching block, doors to physiotherapy room
0131	Teaching block corridor
0132	Teaching block corridor
0133	Teaching block corridor
0134	Teaching block corridor
0135	Teaching block classroom
0136	Teaching block classroom
0137	Teaching block, view from classroom to geodesic dome
0138	Teaching block, main hall, emergency alarm switches
0139	Teaching block, south-western corner
0140	Teaching block, main southern façade (images 140 - 148 taken S to N)
0141	Teaching block, main western façade
0142	Teaching block, main western façade
0143	Teaching block, main s western façade
0144	Teaching block, main western façade
0145	Teaching block, main western façade
0146	Teaching block, main western façade
0147	Teaching block, main western façade
0148	Teaching block, main western façade
0149	Teaching block, north-western corner
0150	Teaching block, northern side
0151	Teaching block, northern side, side entrance into main hall
0152	Teaching block, north, eastern wall
0153	Residential block, Chiltern, external, western side
0154	External between teaching block and kitchen
0155	Teaching block, north, eastern side
0156	Residential block, Chiltern, external, western side
0157	Residential block, Chiltern, eastern side, looking towards teaching block
0158	Residential block, Chiltern and Cheviot
0159	Residential block, Chiltern and Cheviot
0160	Residential block, Cheviot
0161	Residential block, Cheviot and view towards Horizon
0162	Residential block, Horizon
0163	Residential block, Horizon
0164	Residential block, Horizon
0165	Residential block, Horizon, western side, Horizon and Cotswold, looking south
0166	Residential block, Horizon, western side, Horizon and Cotswold, looking north
0167	Residential block, south-western corner
0168	Residential block, south-western corner, looking west towards teaching block



Image no.	Description
0169	Residential block, south-western corner, looking west towards teaching block
0170	Outside garage
0171	Residential block, southern side, looking east towards garage
0172	Residential block, southern side
0173	Residential block, southern side
0174	Residential block, southern side
0175	Residential block, southern side, play area
0176	Residential block, southern side, play area
0177	Residential block, southern side, play area
0178	Residential block, southern side, greenhouse
0179	Residential block, southern side, greenhouse
0180	Residential block, southern side, greenhouse
0181	Residential block, southern side
0182	Residential block, southern side
0183	Residential block, southern side
0184	Residential and teaching block, southern side
0185	Residential and teaching block
0186	Residential and teaching block, southern side
0187	Teaching block, south-eastern corner
0188	Residential and teaching block, looking north-east
0189	Teaching block, southern side
0190	Teaching block, south-western corner
0191	Teaching block, south-western corner
0192	Teaching block, main western façade
0193	Teaching block, main western façade and access
0194	Teaching block, main western façade and access
0195	Teaching block, main western façade and access

5.2 List of Black and White Photographs

Photographs were taken moving anti-clockwise around the school, starting in the south-west corner.

Negative no.	Description
1	Main western façade
2/3	Teaching block, SW corner, entrance to hydropool in W
4	Teaching block, SE corner, southern and eastern façades
5	Residential block, southern side, western part
6	Teaching block, eastern façade, southern part
7	Residential block, southern side, looking north-east
9	Residential block, south-eastern corner
10	Residential block, eastern side
11	Residential block, western side
12	Teaching block, eastern façade, northern part
14	Teaching block, eastern façade, NE corner
15	Teaching block, northern façade, entrance to main hall



Negative no.	Description
16	Teaching block, main western façade, NW corner
17	Teaching block, main western façade, northern part
18	Teaching block, main western façade

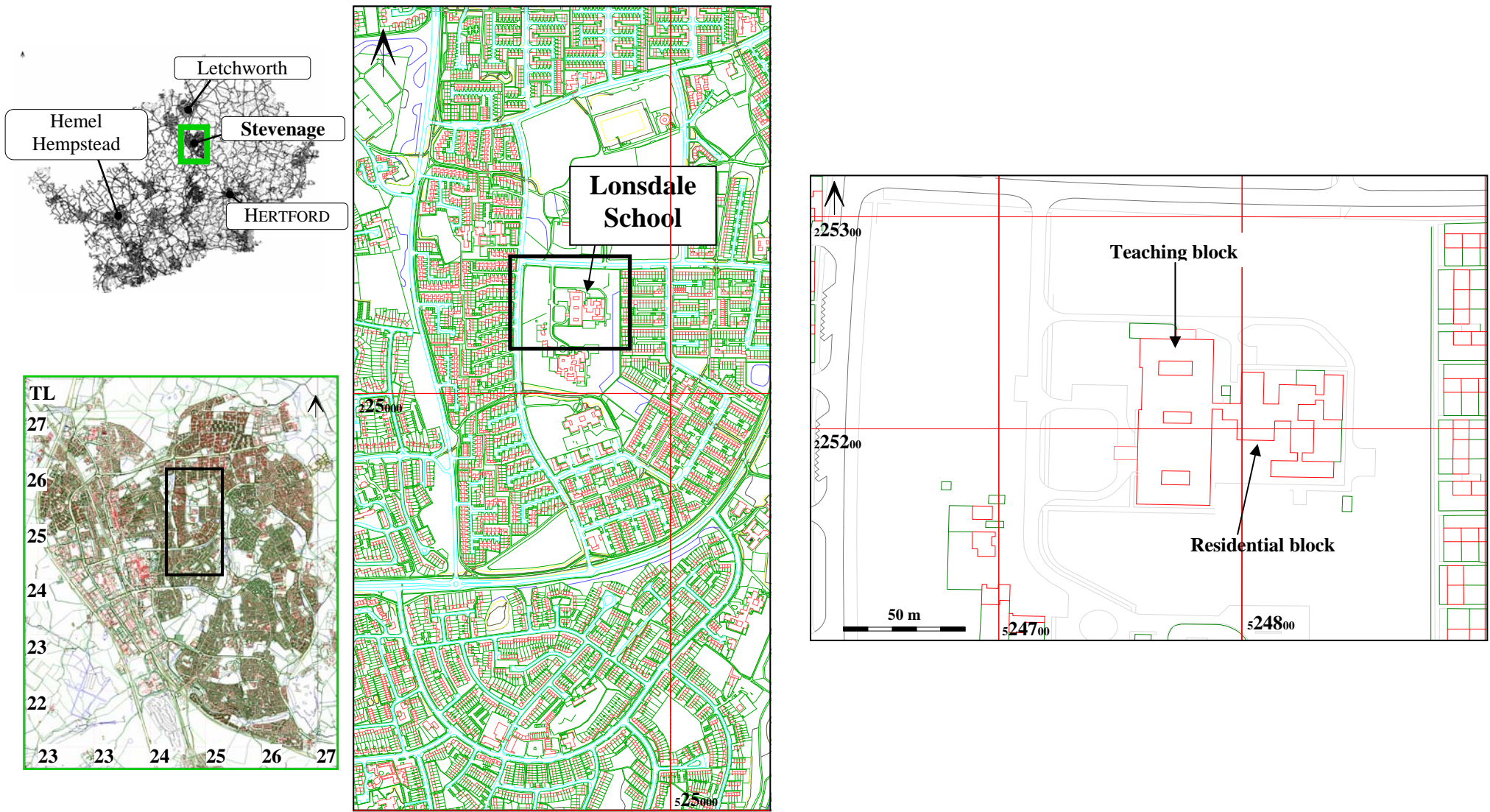


Figure 1: Site location

Base map reproduced from the Ordnance Survey Land-line Map (2004), with the permission of the Controller of Her Majesty's Stationery Office, by Bedfordshire County Council, County Hall, Bedford. OS Licence No. 100017358... © Crown Copyright.

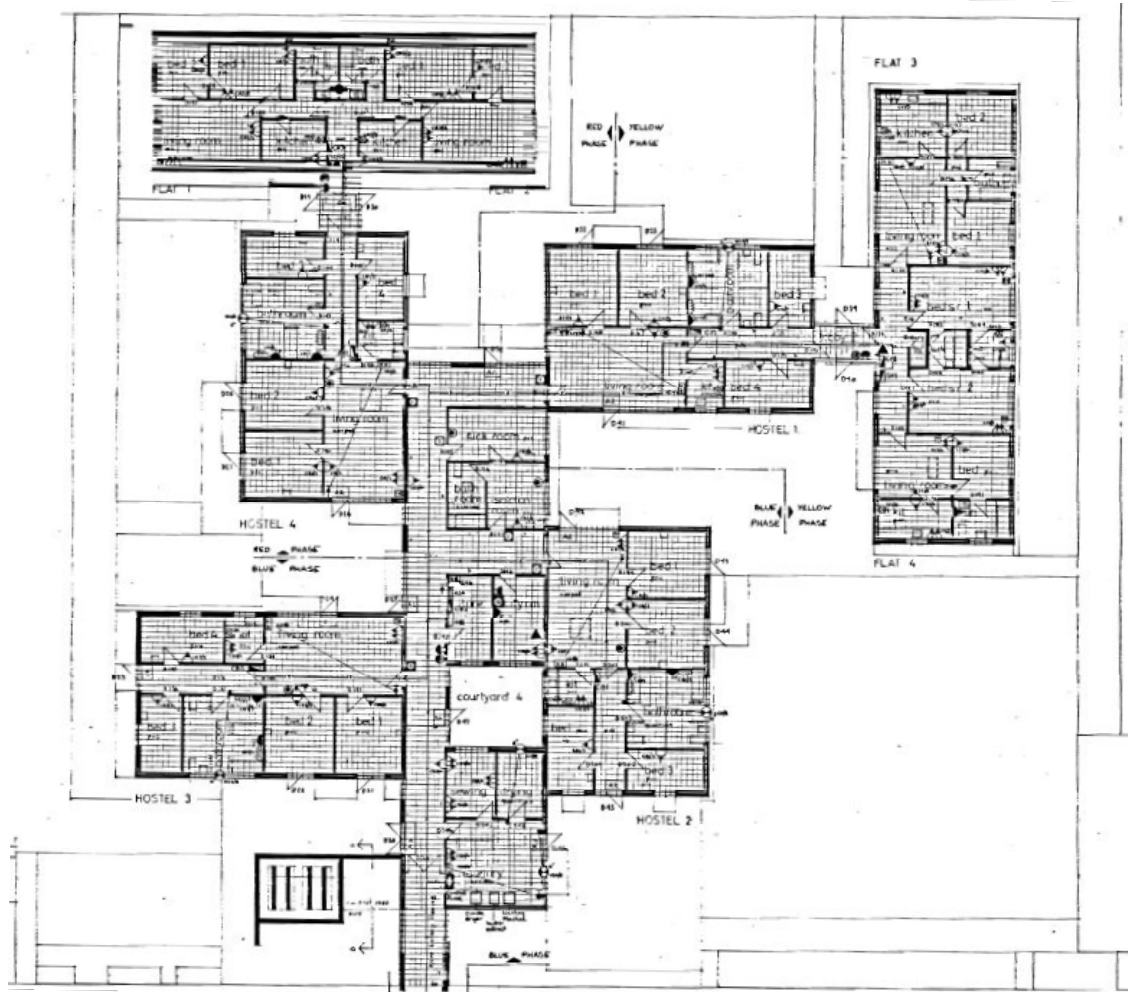


Figure 2: Architect's plan of original school layout, residential block (1969)

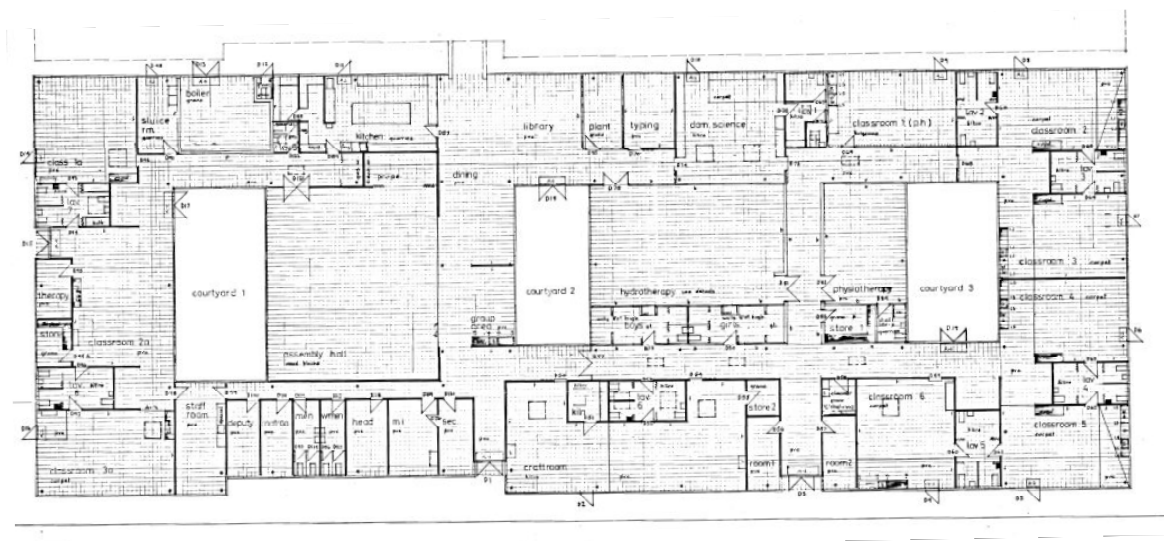


Figure 3: Architect's plan of original school layout, teaching and hydrotherapy block (1969)

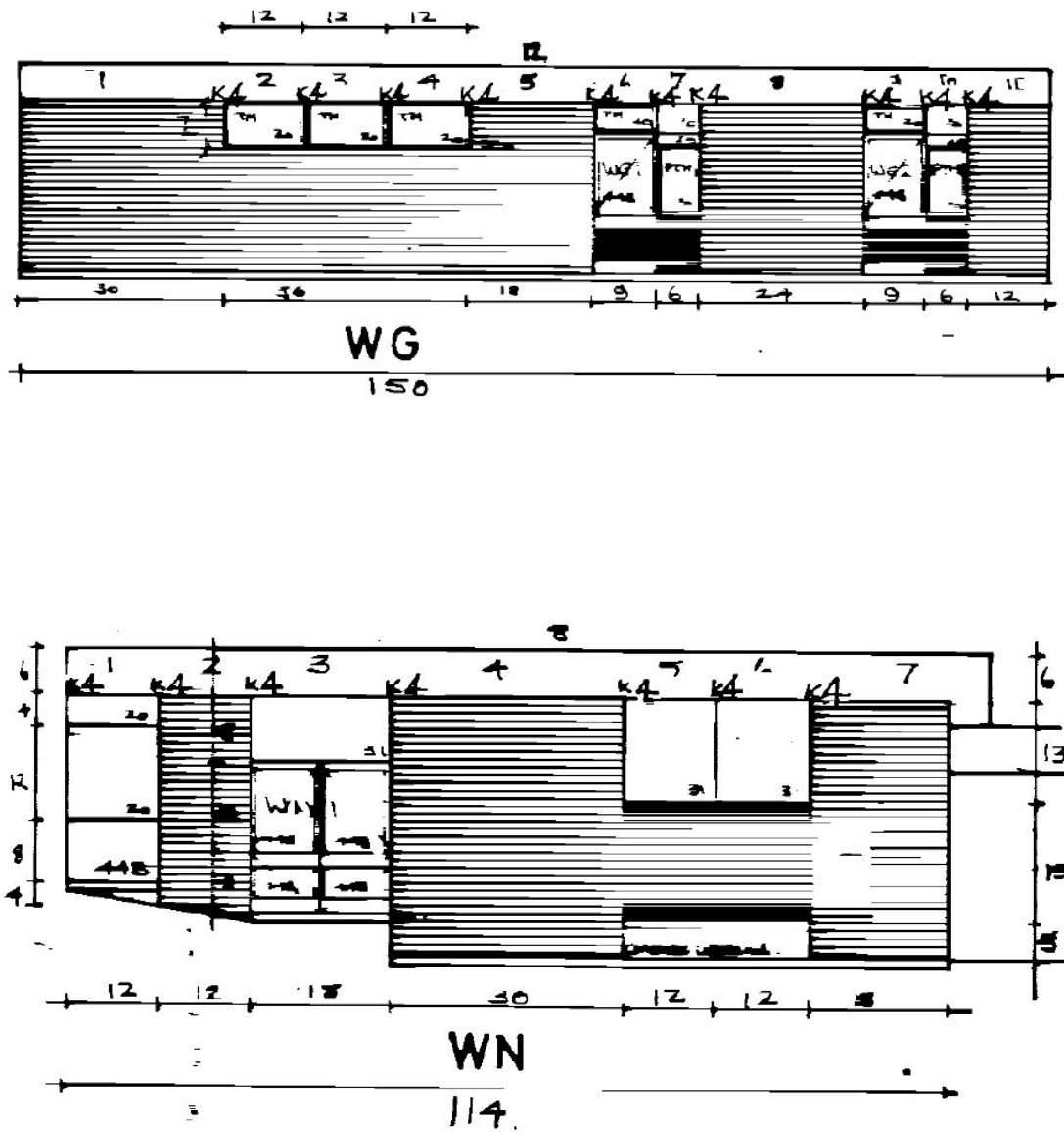


Figure 4: Architect's drawings — sample elevations of residential block.
Cheviot western side (top), main corridor western side (bottom)

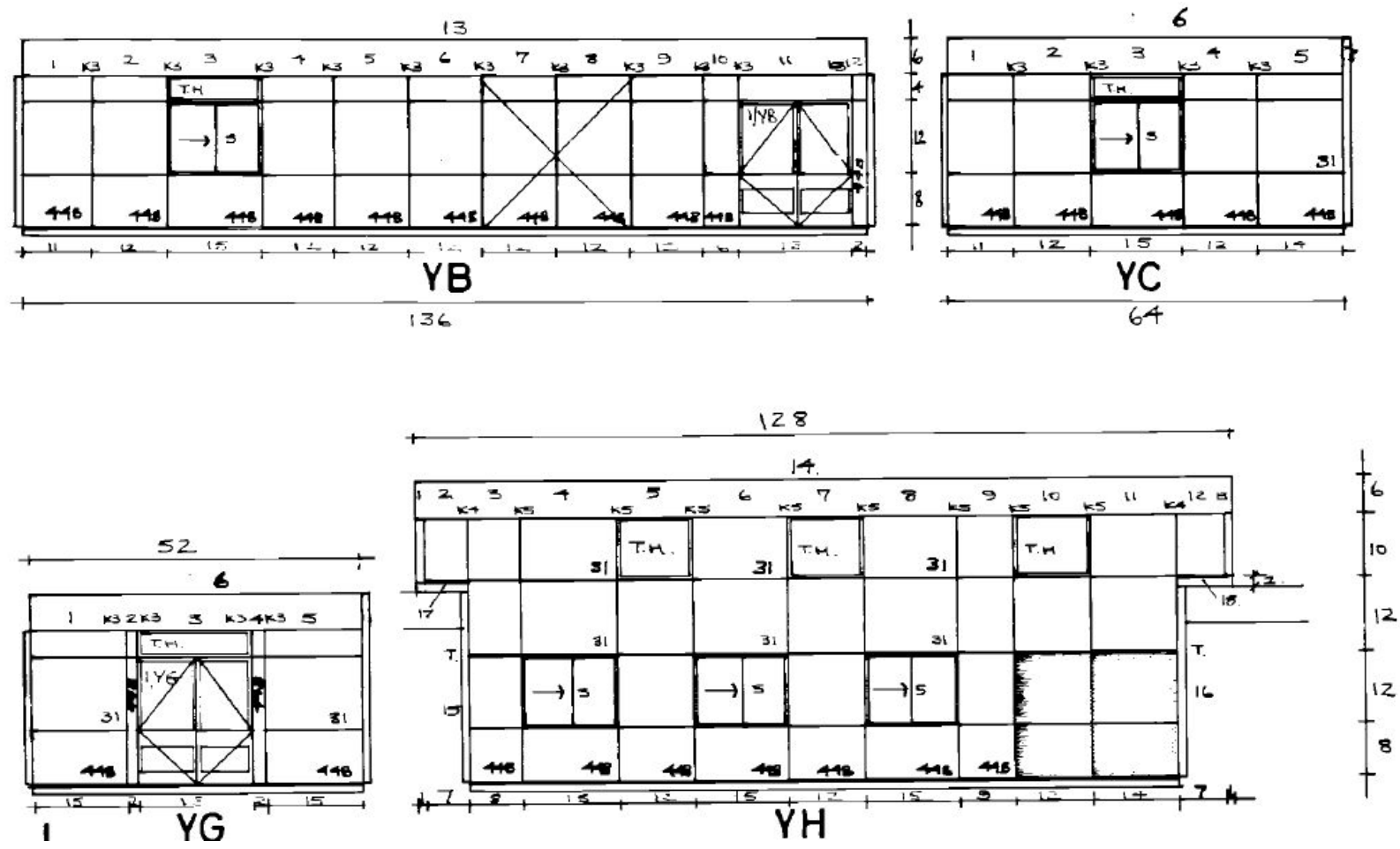


Figure 5: Architect's drawings, sample elevations of teaching block.



Figure 6: Main western façade



Figure 7: Main western façade, south-western corner



Figure 8: Main western façade, north-western corner



Figure 9: Northern side of school, entrance to main hall



Figure 10: Chiltern residential unit, western side with wheelchair ramp



Figure 11: Residential block, northern side, Chiltern and Cheviot residential units



Figure 12: North-eastern corner of residential block (now classrooms), looking west towards teaching block



Figure 13: Residential block, southern side



Figure 14: Teaching block (left) and residential block in background, southern side



Figure 15: Entrance to Horizon and Cotswold residential units



Figure 16: Main doors to Horizon and Cotswold residential units



Figure 17: Cheviot residential unit, bathroom sliding entrance door



Figure 18: Cheviot residential unit, bathroom



Figure 19: Cheviot residential unit, common room



Figure 20: Cheviot residential unit, common kitchen



Figure 21: Chiltern residential unit, bedroom



Figure 22: Kitchen and dining room, serving counter



Figure 23: Dining hall looking towards main hall. Kitchen door far right, inner central courtyard left



Figure 24: Main hall. Dining room and main access spine to the right.



Figure 25: Main hall ceiling, lattice girder detail



Figure 26: Corridor by reception



Figure 27: Corridor towards hydroponic, along western side of teaching block



Figure 28: Door to Girls Changing Room and view into hydrotherapy hall



Figure 29: Classroom



Figure 30: Physiotherapy hall, ceiling with lattice girders



Figure 31: Physiotherapy hall, detail of lattice girder and post



Figure 32: Central corridor, wooden handrail (left), wall switch and indicator light on wall to right



Figure 33: Central corridor, wooden handrail along inclined section towards residential block

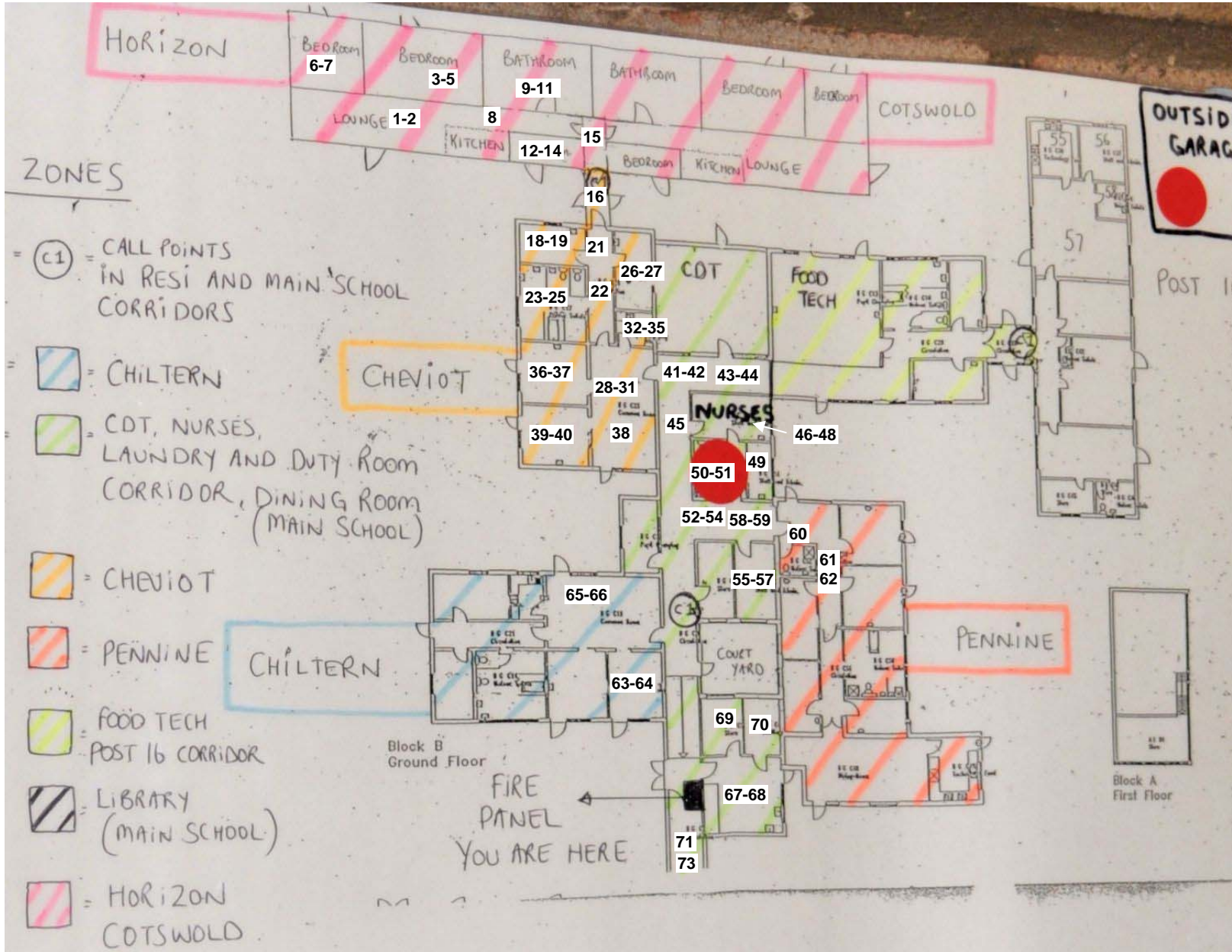


Figure 34: Residential block, location of internal photographs (cross-referenced to Appendix 6.1)

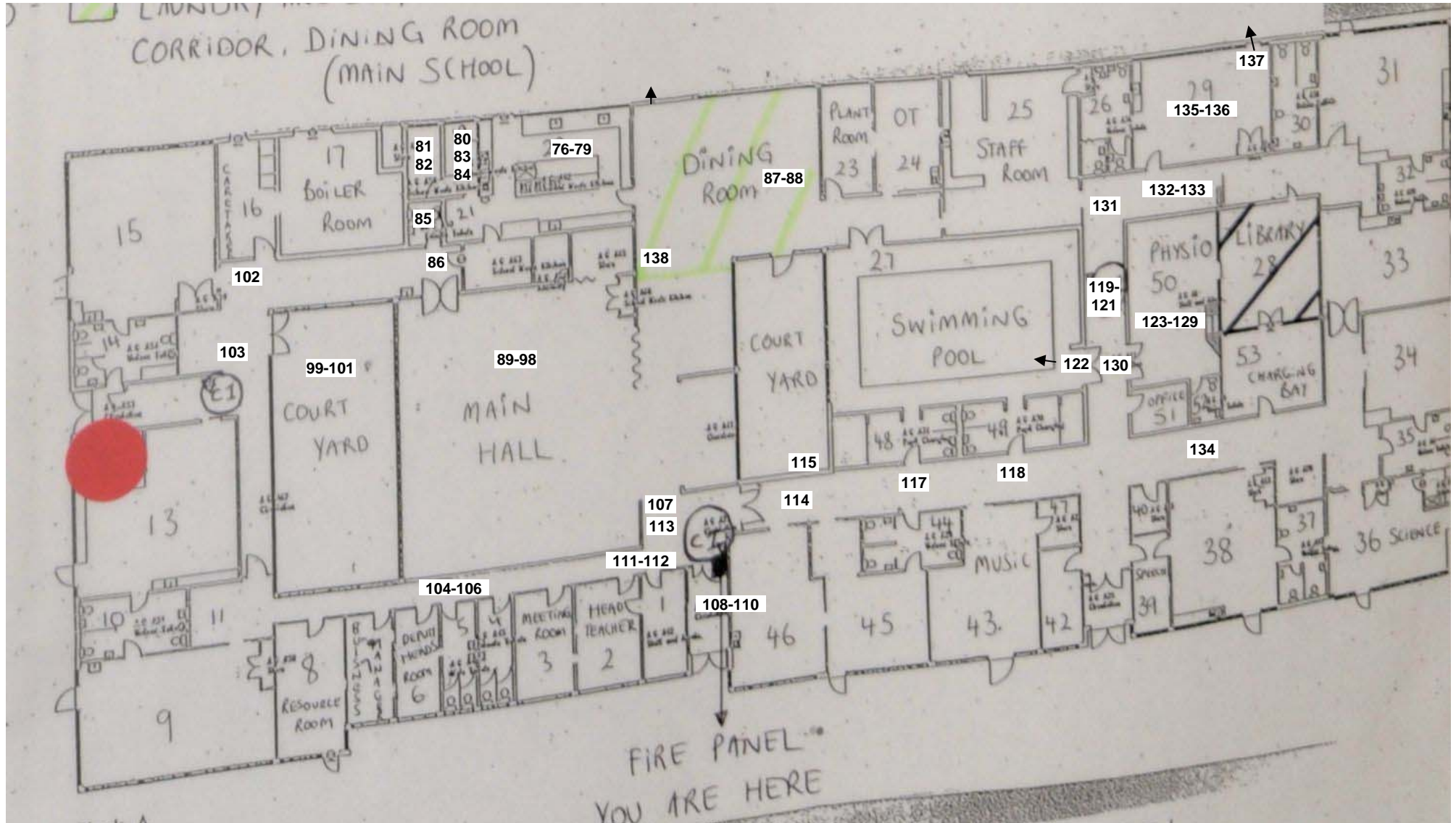


Figure 35: Teaching block, location of internal photographs (cross-referenced to Appendix 6.1)

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