

**LONG ROAD SIXTH-FORM COLLEGE
CAMBRIDGE**

HISTORIC BUILDING ASSESSMENT

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Town / Parish	Cambridge
Address	Long Road, Cambridge
National Grid Reference	TL 4593 5542
Client	Turner and Townsend Project Management Ltd, on behalf of Long Road College





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All photographs 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 H. Cooper-Reade BA (hons) MIFA; Joan Lightning BA (hons), AIFA prepared the plans and illustrations.

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Structure of this report

This report presents the results of an historic building assessment of Long Road Sixth-Form College. After an introductory section and sufficient historical background to place the building in context, the results of the assessment are described. A selection of photographs and plans are included to illustrate the text. A synthesis of the results and the conclusions of the assessment are presented in Section 4.

Plans are based on photographic copies of original architectural drawings and site plans provided by the client.



Non-Technical Summary

During January 2009 Albion Archaeology carried out an historic building assessment of Long Road Sixth-Form College, Long Road, Cambridge for Turner and Townsend Project Management on behalf of their clients, Long Road Sixth-Form College. The assessment was carried out in advance of a planning application for a new college on the site which involves the demolition of the existing buildings.

The Cambridgeshire and County High School for Girls represents the Cambridgeshire County Council response to the educational needs school children between the wars. The design of the building not only shows the influence of the modern movement of architecture but the innovative thinking of public servants such as Henry Morris, the Chief Education Officer in Cambridgeshire between 1922 and 1954. The present buildings retain a number of moderne-style design features and despite later alterations and additions much of the contemporary 1939-49 buildings remain largely intact.

The report recommends that the 1939-1949 building complex making up the former Cambridgeshire and County High School for Girls is recorded at English Heritage Level 3/4 prior to demolition.



1. INTRODUCTION

1.1 *Planning Background*

Turner and Townsend are gathering baseline information on the campus of Long Road Sixth Form College ahead of proposed re-development. As part of this process, Albion Archaeology has been commissioned to prepare this built heritage assessment. Its purpose is to provide an assessment of the built heritage within the proposed development area and, where appropriate to provide recommendations for mitigation prior to re-development.

1.2 *Stages of Work*

The work comprised some basic documentary and cartographic research, an inspection of the buildings and a low level digital photographic survey.

1.3 *Site Location and Description*

The proposed development area comprises a broadly square piece of land located in the southern part of modern Cambridge (Figure 1-2). It is c. 9.4ha in size and centred on (NGR) TL 4593 5542. Long Road defines its northern boundary, while Addenbrooke's Hospital lies to its immediate east. To the south and west the landscape is more open and comprises fields. The railway line linking Cambridge to London defines the western boundary.

Long Road Sixth-Form College was established on the site in 1974. Prior to this it was the Cambridge and County High School for Girls. A significant portion of the college's current buildings date from the years between 1939 and 1949, although there has been extensive renovation and the construction of three entirely new blocks, as well as a new sports centre that opened in 2005 (the college's first new sports building since 1939). Other recent renovation projects included the expansion of the Learning Resource Centre and the creation of two new classrooms

1.4 *Designations*

The buildings have no statutory designations although a proposal to add the former County High School buildings to the list of Buildings of Local Interest on account of its architectural quality (defined as high quality design and use of materials and strong aesthetic appeal).

1.5 *Aims and Objectives*

The purpose of the work was to provide an assessment of the significance of the buildings and to recommend an appropriate level of pre-demolition mitigation. In order to achieve this, the following objectives were set:

- Understand the historical context and development of the building through rapid overview of documentary sources
- Describe the structure and development of the buildings through a walk-over survey



- Provide illustrative material for the report in the form of low-level jpeg format photographs.
- Produce a suitably illustrated report to describe the results of the work.

Note: the digital photographs taken as part of this survey are for illustrative purposes and do not represent a full archival quality photographic survey.



2. ARCHITECTURAL AND HISTORICAL BACKGROUND

2.1 *General Architectural Background*

Long Road Sixth-Form College shows the influence of the modernist style of architecture current in the 1920s and 1930s. It was designed and built during the period Walter Gropius was designing Impington Village College, for the then head of education at Cambridgeshire County Council, Henry Morris.

Walter Gropius was the founding director of Germany's Bauhaus where he worked from 1916 to 1928. The Nazis had closed the Bauhaus in 1933, after which many of its teachers and students fled to other European Countries and the United States.

The Modern Movement is most usually associated with the 'International Style' of architecture, a term first used by Alfred Barr writing a preface to the book which accompanied the 1932 exhibition, 'The International Style: Architecture Since 1922' held at the Museum of Modern Art in New York (Hitchcock and Johnson, 1995, 3rd ed.). Although the English Arts and Craft Movement was the starting point for many of the basic tenets of the Modern Movement, it was in Europe that they developed further, particularly at the Bauhaus. Collaboration between artists, designers and architects was encouraged at the Bauhaus which did not have an architectural department until 1927. It was Walter Gropius who designed the complex of functionalist buildings at Weimar to which the Bauhaus moved in 1925.

Technological advances played a vitally important role in the development of new styles of architecture in the 1920s and 30s. Ferroconcrete was invented in 1849, but it was not until the early years of the 20th century that it began to play a significant role in architectural construction. Reinforced concrete could be used to span considerable distance and hence framed buildings using reinforced concrete could conform to a totally different design from traditional masonry buildings that relied on supporting walls. As Walter Gropius pointed out, "...the role of the wall becomes restricted to that of mere screens stretched between the upright columns of the frame to keep out rain, cold and noise" (quoted in Darton, ed. 1990:109). For many architects working in The International Style, the steel frame with its concrete screen walls became the dominant feature in the design of any building.

The architecture represented by the buildings of Walter Gropius, Mies van der Rohe and Le Corbusier in the 1920s was stark and functional: buildings had flat roofs, living areas; they were devoid of all decorative, referential detail. The house was, in Le Corbusier's words, simply a machine for living in' (quoted in Jencks, 1973:117). In order to create the impression of volume, concrete, with various surface treatments, and cladding replaced the solid mass of traditional masonry. Flat roofs were an



important element in achieving this effect as was the use of light, simple-framed windows that did not break up the general wall surface. Simple forms of standardized detail were developed and it was important that these were aesthetic, economic and could be produced mechanically. A common and important detail seen on many International Style buildings was the use of parapets and railings. Hitchcock and Russell stated that the parapet enclosing the roof space should be treated as an extension of the wall surface and that open railings should relate in scale to the building and the window muntins (1954: 84).

At the other end of the spectrum to the International Style was Art Deco, a decorative style rather than a type of architecture. Unlike buildings designed in The International Style, Art Deco buildings were typified by non-structural decorative elements. Common elements of Art Deco decoration were stylized floral panels and spandrels, curved streamlining, geometric design, ornamental metalwork, use of colour and even classically influenced sculptures and relief. A distinguishing factor of many Art Deco buildings was the streamlined effect, often reminiscent of ocean liners. These and other symbols of the 'machine age' were used as references for decoration by those who found pure functionalism of style too stark. Such streamlining effects became popular in all areas of design, and it was this pseudo-modernism which found considerable success in England. Many new factories, especially those for the new electrically-based industries were built in this style.

Pseudo-modernism or 'moderne' style lay somewhere between Art Deco and the International Style and the term is often used to describe structures built in a generally International Style but with some concession to elaboration and decorative ornament. England was especially rich in moderne industrial buildings, an important example of which is the former Battersea power station. Buildings such as these were successful architectural solutions to what were primarily engineering problems. Indeed, many factories and municipal structures were designed by engineers rather than formally-trained architects.

An architect particularly influential in the design of moderne civic buildings, especially in England, was the Dutch architect Willem Marinus Dudok (1884-1974). Dudok's work, notably his 1928-30 Raadhuis (Town Hall) in Hilversum, comprised massive brick forms which achieved lightness and even warmth in juxtaposition of verticals and horizontals and frequent use of light-coloured brick (Bayer, 1992:182-3). These influences, particularly the architecture of Gropius who, with Maxwell Fry, with Mahad recently been commissioned by the chief education officer to design Impington Village College, are clearly evident in the design and construction of Long Road College.

2.2 School Building in 1930s Cambridgeshire

The complex social and academic aspirations of the 1930s and 1940s and the need to educate new generations of school children led to the



construction of large institutional buildings with multi-functional spaces. The architecture of these buildings was seen as an instrument for social change rather than a way of solidifying existing social status as have been the Victorian vision for mass education (Dudek, 2000).

Through its chief education officer, Henry Morris (1889-1962), Cambridgeshire was at the forefront of 1930s school building. The functional style of the modern movement sat easily with the developing educational philosophies of the 1930s which saw design of the physical environment as a significant factor in the successful education of the nation's children. Despite the fact that Cambridgeshire was a largely rural county with only limited budget provision, during the inter-war years its education department was one of the most innovative and influential in the country. Although this was achieved largely through the development of Village Colleges, the provision of secondary education within Cambridge itself was also subject to a major construction programme. Cambridgeshire and County High School for Boys (Hills Road), Coleridge Community College, Chesterton Community College and Cambridgeshire and County High School for Girls (Long Road) were all built between 1928 and 1941.

Henry Morris was the Chief Education Officer for Cambridgeshire between 1922 and his retirement in 1954. In 1925 Morris published his memorandum, *The Village College. Being a Memorandum on the Provision of Education and Social Facilities for the Countryside with Special Reference to Cambridgeshire*. This described the innovative village college and outlined Morris's educational philosophy in which he expounded the ideal of 'lifelong learning' and the community nature of education. Morris believed that the architecture and design of the village colleges was crucial to their success. He saw buildings, landscape and public works of art as powerful educators (Jefferies, 1999); beliefs that would have had powerful echoes within the modern movement.

The design, decoration and equipment of our places of education cannot be regarded as anything less than of first-rate importance – as equally important, indeed, as the teacher. There is no order of precedence – competent teachers and beautiful buildings are of equal importance and equally indispensable...We shall not bring about any improvement in standards of taste by lectures and preachings; habitation is the golden method. Buildings that are well-designed and equipped and beautifully decorated will exercise their potent, but unspoken, influence on those who use them from day to day. This is true of education. The school, the technical college, the community centre, which is not a work of architectural art is to that extent an educational failure. (quoted in Jefferies, 1999: 58)

In Morris's view, the design of a successful educational establishment would include a number of key elements. These included a 'fine' central hall, workshop space, airy and inviting classrooms, a large suite of community rooms including social areas, a library, a broad, long corridor or promenade, changing rooms and playing field and land for a school garden. The first village college at Sawston (built 1930) was the first state school to have a separate hall, an adult wing, a library for school and



community use, a medical services room, playing fields and changing rooms, plus a warden's house. Other village colleges built before the Second World War were Bottisham and Linton in 1937 and the Gropius and Fry designed Impington in 1939. Pevsner describes Impington College as one of the best buildings of its date in England "if not the best" (1954)

Most local authority-commissioned building was built to plans drawn up by County Architect's Department headed up by the chief architect. The Cambridgeshire County Architects who helped bring Henry Morris's designs to fruition were H R Dunn until 1934, S E Urwin between 1934 and 1939 and W H Wingage from 1939. Prior to 1934 Urwin was Deputy County Architect. The influence of the modern movement can clearly be seen in buildings designed by the County Architect's Department from the mid 1930s onwards (e.g., Chesterton Community College c. 1935, Coleridge Community College c. 1937, Cambridgeshire and County High School for Girls, Long Road 1939-1941). These designs show a progression from the more Arts and Crafts influenced buildings such as Sawston Village College (1930) and the boys high school on Hills Road. The land for the Cambridgeshire High School for Girls was bought by the council in 1937 and the school was fully operation by September 1940. Some additional building work took place in 1949 but it was not until the mid-1960s onwards, mostly post-1970, that significant changes and additions were made.

Although it is likely that Urwin would have worked on the original design for Long Road College, the detailed layout plans most of which date from June 1939 were the work of Wingage. Only one of the original plans currently held by the college, a plan showing the proposed layout of the Air Raid Protection Trenches, dated to March 1939 is signed off by Urwin (see Plate 29). The remainder of the plans showing room layout and specifications and measurements for fixtures and fittings were all completed under the stewardship of Wingage (See Plates 27-28, 30-34). Although the County Architect's Departments were clearly influential in the design of the large institutional buildings such as hospitals and schools being constructed during the inter-war years, they would largely have been implementing the vision of the Chief Officers.



3. BUILDING ASSESSMENT

3.1 *Methodology*

Throughout the IFA *Standard and Guidance for the Archaeological Investigation and Recording of Standing Buildings and Structures* and English Heritage's *Understanding Historic Buildings* (2006) have been used for guidance. All work has been done in accordance with the IFA Code of Conduct.

The site survey comprised an examination of the buildings and a low-level photographic survey.

A selection of the photographs and reproductions of some of the original architectural plans and engineering drawings have been reproduced to illustrate the text.

3.2 *Detailed Description*

3.2.1 **General Description of Site and Buildings**

Pevsner (1970) describes Long Road College as an excellent example of the progressive school architecture of the thirties. When writing, at a time when the school was very much in its original form, he noted the “freely grouped and generously” spaced buildings had aged “extremely well” and were “as attractive as ever”. Although significant alteration has taken place post-1970, the school still retains much of its original form and structure.

As with the Village Colleges, the girls' high school contained a number of what were then innovative features: the school hall, sports facilities and changing rooms, a library, light, airy classrooms, long corridors, gardens and courtyard areas onto which the classrooms could open out and a caretaker's house.

The school is a roughly cross-shaped, two-storey, flat-roofed building with single-storey blocks perpendicular to the north-west/south-east aligned wings. These wings are slightly offset from each other. The larger north-east/south-west aligned wing is wider and shorter to the north-east of the north-west/south-east cross wings. The hall and cloakrooms (now administrative offices) were located in this wing with the main classrooms in the longer, narrower wing beyond. The single-storey wing perpendicular to the south-eastern cross wing was extended in 1949 and that perpendicular to the north-western wing some time prior to 1972. The alignment of the school ensures that most classrooms benefited from a southerly or easterly aspect. Toilet blocks and a separate block for use as a library were added in the 1960s. Until the mid-1970s the school was very much in its original form; from that period onwards, however, building works have resulted in a number of unsympathetic additions and the



construction of several additional blocks within the vicinity of the original buildings.

The former caretaker's house still exists, to the north east of the main school building. Playing fields (south) and gardens (north) surround the buildings.

3.2.2 Main Block

Plates 1-18

The wall envelopes of the main block are constructed of pale brick in Flemish bond. Perhaps the most prominent features of the building are the windows, either large metal-framed or circular 'port-hole' style, doors which open out onto the school 'courtyard', roof parapets, balconies and use of concrete and brick detailing.

Use of steel framing and reinforced concrete allowed vast expanses of thin metal-framed windows along each of the corridor and main classroom elevations. Of particular note are the corner windows wrapping round the south-western and south-eastern elevations of the main class room wing (Plated 7-8, 27-28). On the ground floor, the former geography room contains a standard height window wrapping around the southern corner of the wing. The floor above containing the former library has two narrow strip windows running the whole length of the south-eastern and north-western elevations of the classroom and wrapping round into the south-western, end wall, of the block. Use is made of an unbroken line of concrete render to outline the roof and ceiling level, directly above the window openings. However, the roof parapet, above the upper line of concrete has been unsympathetically heightened and although only by a small amount, it has somewhat altered the symmetry of the building. Mirroring the concrete above, the narrow window sills also form a continuous line along the main elevations.

Main entrances, for pupils and visitors respectively, were located in the north-eastern and north-western elevations of the wider main hall and former cloakroom wing (Plates 2-3). The alignment of the existing college entrances and the need to manage traffic flow mean that these entrances no longer face the site access. Other entrances were located central to the principal class room wing in the south-eastern, courtyard, elevation, in the north-east and north-west corners of the former 'crush hall' and on the northern side of the building in the corner between the north-westernmost and south-westernmost wings (Plates 5, 10, 12).

The main school entrance (Plate 2) has a flat porch with curved edges and large windows above. These windows extend across both floors and are framed in concrete, they have striking projecting mullions and capitals. The doorway has curved sides formed from polished concrete blocks. Three wooden-framed and glazed, double entrance doors are in their original form as are their large metal handles. Pupils entered a similarly striking, although plainer, entrance that led on to the cloak rooms which



were situated below the main hall. This area now houses the administration offices.

The former pupil entrance (Plate 3), again with its two storey window above and curved entrance, is within a slightly projecting square 'bay'. The long window above the door has a projecting concrete lintel and sill but not the same concrete framing as the main entrance. Metal-framed circular port-hole windows are set in the wall beyond the projecting bay either side of the door. As with the pupil entrance the doorway leading onto the corridor and stairwell that bisects the north-east/south-west aligned wing forming the main classroom is set in a slightly projecting square bay and has a large window above. The porch, however, is plain and unornamented. Doors at the north-eastern end of this wing and north-western end of the adjacent wing are more recently inserted. It is not clear whether the single-storey extension at the north-western end of the south-eastern arm of the cross is part of the original construction. This extension, containing the more recently inserted door and circular 'port-hole' windows, is built in a style that mirrors the original design but does not seem to appear on the earlier plans.

The former staff room (Plate 4) was located in a single storey extension at the far end of the north-western cross-arm. A curved bay is clearly shown on the original build plans but again it is not clear whether the existing bay was rebuilt sometime before 1972 when the single-storey extension was enlarged.

The first-floor hall (Plate 17) is located in the north-eastern wing. It has large full height windows in each of the elevations and, on its south-western aspect a balcony (Plate 18). Although the balcony railings still exist, they have been enclosed for safety reasons.

A single storey wing (Plates 14-16) running perpendicular to the south-eastern arm of the school contains the former gymnasium and changing rooms. This was extended to the north-east in 1949. As with the hall the gymnasium contains full height windows in each of its elevations. There has been an element of re-building here, including a new roof to the gymnasium.

The addition of the library to the south-western facing elevation of the south-eastern arm and a wooden-clad first-floor extension onto the flat roof above the former changing room/gym has considerably altered this part of the building complex (Plates 13-15). The addition of further blocks extending from the toilet block built at the south-western end of the south-western arm in 1969 also alters the original form.

3.2.3 Main Block Internal

Plates 19-22



Internally, considerable alterations have taken place, particularly to the former room division and function. However, a number of original features still exist and the general layout of long corridors along one side of each of the wings remains. The corridors almost act as external promenades with large expanses of window on both their external aspect and within the internal classroom walls. Port-hole windows in the classroom doors mirror those seen externally. The external walls are clad, below window height with grey-glazed tile. These are possibly original, although they may be a more modern replacement of similar ceramic cladding. None of the original class room fixtures, so important to the design of the building, were noted during the present inspection visit.

Curved and fluted concrete jambs mirroring the external doorway entrances, flank the entrance to the stairwell leading from the main entrance hall to the first floor hall and classrooms. The banisters with their brass handrails and concrete newel posts give the stairwell its distinct moderne character.

At the time of the visit the main hall was being used for exams, however, a brief inspection indicated that this space retains its former layout and design. The hall contains wooden panelling and has parquet floor, features no longer present in any of the classrooms. The parquet floor is however still evident in some of the corridor locations and the main entrance hall.

The classroom layout and room function shown on a plan dated to 1972 is largely as it would have been in 1940/1949. Of note are the range of office rooms in the north-westernmost arm of the building. These included a suite of medical rooms; an important feature in the schools designed by Henry Morris. Other significant rooms included the gymnasium and changing rooms, separate laboratories and work areas for subjects such as physics, biology, chemistry, domestic science/home economics and geography, purpose-built cloakrooms, indoor toilet facilities and, of course, the main hall.

3.2.4 Caretaker's Cottage

Plates 23-24

A well-appointed former caretaker's cottage is located to the north-east of the main building. The house is 'L'-shaped with a flat roof and chimney projecting from its southern elevation. A yard to the north of the house is enclosed by a curving brick wall which extends without break from the building. There are two 'port-hole' windows adjacent the door, a common design feature throughout the complex.

3.2.5 Later Additions and Alterations (post-1950)

Plates 1, 4, 6, 12-16

Until the mid 1970s the school retained much of its original form and structure, both internally (as seen in the class room layout) and externally. Much of the new building work would have taken place at the time the



sixth-form college was created in 1974. Although the new build often mirrored the existing design, the construction of new blocks in the vicinity of the main building and extensions to the 1939 wings have, to a certain extent, destroyed the legibility of the building. Some of the new development is particularly unsympathetic to the former High School, in particular the height extension to the roof parapet, the 1978 library block and the wings ranging out from the south-western end of the main class room wing. More recent development includes 1120 square metres of additional teaching space was created from new build and alterations to the existing drama block between 1995 and 2001, and in 2005 a new sports hall.



4. SUMMARY AND ASSESSMENT

Taking elements from the International Movement and Art Deco, the moderne style can be used to describe many of the large institutional buildings constructed in the period immediately prior to the Second World War. Along with other contemporary schools built in Cambridge (Chesterton, Coleridge) and the surrounding county (Impington), the Cambridgeshire and County High School for Girls showed both the influence of the modern movement on architecture. With its emphasis on function and design, the new approach to architecture was a natural fit with the social ideas of the time. Often designed as a result of the innovation of chief officers and following plans drawn up by engineers in the county architect's department, these buildings show an often eclectic mix of modern styles, always governed by budgetary considerations. In many cases the function of these institutional buildings (mostly schools and hospitals) has remained the same until the present day. Continued use over many years has usually required expansion, addition and in most cases the original build, although still visible, has lost a large part of its legibility.

Although its use as a present-day school has led to a number of unsympathetic additions and alteration, the former Cambridgeshire and County High School for Girls retains elements of its former character and design. Function and the educational ideals of Henry Morris, governed every aspect of the design from the positioning and external setting of the school through to individual class room fixtures and fittings. Although the shell of the school, core design and a number of important moderne features still exist, the strong and important link between function, form and design has been largely broken through continued development and use. This has to a certain extent destroyed the architectural legibility of the building.

Although fairly typical of their time, the present buildings have some significance in both their representation of the history of education in Cambridgeshire and as a result of a number of design features that remain. Long Road Sixth Form College does not have statutory protection although there is a proposal to add it to the list of buildings of historic interest. Better examples of this history and design are seen in e.g., Impington College; whilst similarly non-designated buildings also exist in Cambridge itself (Coleridge and Chesterton colleges). The existing buildings are not sufficiently important to warrant statutory designation and are no longer fit for purpose; they do however warrant recording prior to demolition. Relatively few local authority-built structures of this date and style have been previously recorded, although Rochford Hospital in Essex, a building of local significance with a number of 'moderne' design elements is a good example of a similar building recorded prior to demolition (Cooper-Reade, 1996, 1998).



Given the philosophy and ideas of Henry Morris and the important link between design and function, it could be argued that the re-design and proposed re-use of this site as an educational establishment designed for 21st century needs is as significant a factor in the development of the site as the original school itself was.



5. RECOMMENDATIONS

Level 3/4 record as defined by English Heritage (2006) prior to demolition. Buildings of this nature lend themselves well to photographic survey. This record will be largely photographic (level 4); the drawn record will make use of existing plans with the record of elevations and architectural detail largely covered by the photographic survey. The report will include documentary and cartographic research and an analysis of existing archive plans.



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6. APPENDICES

6.1 Archive

6.1.1 Summary of Archive Contents

Report (hard and pdf digital copy)

Drawings – digital and hard copy

Digital photographs – saved on CD format (.jpg)



6.1.2 The photographic record

PROJECT CODE LRC1410	FILM	FILM TYPE Digital
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IMAGE No	Plate No.	SUBJECT	VIEW	BY	DATE
1		General View (refectory, former music room/stores, 1949 extension)	S	HC-R	07/01/09
2		Classrooms, including post-1978 first floor extension, former biology lab (first floor) and kitchen with adjacent store (ground floor)	S	HC-R	07/01/09
3		General view existing main entrance, hall, balcony, ground- and first-floor classrooms, tower above stage	N	HC-R	07/01/09
4		General view first-floor hall, former ground floor cloaks	NW	HC-R	07/01/09
5		Caretaker's House	N	HC-R	07/01/09
6		Detail view steps up to first-floor hall balcony	SW	HC-R	07/01/09
7		Entrance NE-facing elevation	SW	HC-R	07/01/09
8		Entrance NE-facing elevation	SW	HC-R	07/01/09
9		Caretaker's House	E	HC-R	07/01/09
10		Detail, entrance NE-facing elevation	SW	HC-R	07/01/09
11		Detail, entrance NE-facing elevation	SW	HC-R	07/01/09
12		Detail, entrance NE-facing elevation	SW	HC-R	07/01/09
13		General view, northern elevation, first-floor hall, former ground floor cloaks and main entrance	S	HC-R	07/01/09
14		General view, northern elevation, main entrance	S	HC-R	07/01/09
15		Main entrance, northern elevation	SE	HC-R	07/01/09
16		NW elevation, former staff room, bay window, post-1950 extensions	SE	HC-R	07/01/09



PROJECT CODE LRC1410	FILM	FILM Digital TYPE
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IMAGE No	Plate No.	SUBJECT	VIEW	BY	DATE
17		SW elevation, former ground-floor offices, first-floor art room	E		
18		NW elevation, ground- and first-floor classrooms	SE		
19		NE elevation, post-1978 infill extension	S		
20		NE elevation, post-1949 extension wing	W		
21		General view of grounds	SW		
22		NW elevation, post-1949 extension wing	SE		
23		SW elevation post-1949 extension wing	SE		
24		SW elevation, former ground-floor geography room and first-floor art room	NE		
25		Detail of former first-floor geography room window	N		
26		SE elevation, general view, oblique	NE		
27		SE elevation, former ground-floor library and first-floor art-room	NW		
28		SE elevation, former ground-floor library and first-floor art-room	NW		
29		SE elevation	NW		
30		SE elevation, entrance	NW		
31		SE elevation	NW		
32		SE elevation	NW		
33		SE elevation, detail of windows	NW		
34		SE and SW elevations, main entrance to former crush hall	N		



PROJECT CODE LRC1410	FILM	FILM Digital TYPE
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IMAGE No	Plate No.	SUBJECT	VIEW	BY	DATE
35		Detail of SW elevation, showing 1978 library extension	E		
36		NW elevation, former gymnasium and post 1949 additions	S		
37		General view of SE elevation	NW		
38		SE elevation, former gymnasium	W		
39		SE elevation, former dining room, 1949 extension and post 1978 first floor wooden-clad extension	W		
40		Caretaker's House	N		
41		SE elevation first-floor hall and balcony, former cloaks, entrance	NW		
42		Internal detail, steps from entrance hall to first floor class rooms and hall	SW		
43		Internal detail, steps from entrance hall to first floor class rooms and hall	SW		
44		Internal detail, landing window SE elevation, steps up to main hall	SE		
45		Internal detail, from first floor towards landing window SE elevation	S		
46		Internal detail, from first floor towards landing window SE elevation	S		
47		Internal detail along first-floor corridor, northernmost wing	NW		
48		Internal detail, corridor along westernmost wing	SW		
49		Internal detail, view from landing along corridor, northernmost wing	NW		
50		View from main entrance	NW		
51		View of college from main access road	SW		
52		View of college from main access road	NW		



PROJECT CODE LRC1410	FILM	FILM Digital TYPE
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IMAGE No	Plate No.	SUBJECT	VIEW	BY	DATE
53		View of college and caretaker's house from main access road	NW		
54		SW elevation, post-1949 extension	NE		
55		General view of grounds, western edge of buildings	NW		
56		SW elevation and westernmost modern block	SE		
57		SW elevation, westernmost modern block (SE end)	E		
58		SW elevation, westernmost modern block (NW end)	NE		
59		SW and SE elevations, former gymnasium, modern single-storey additions along SW elevation	E		
60		SE and SW elevations, entrance, library extensions, ground- and first-floor classrooms.	NE		
61		SE and SW elevations, entrance, library extensions, ground- and first-floor classrooms.	NE		
62		SE elevation	NW		
63		View of existing Blocks D and E (post-1978)	S		
64		View of college from playing fields; mostly showing post-1978 blocks	NW		
65		View of playing fields showing college boundary (from southernmost boundary)	NW		
66		General view of college from playing fields	NW		

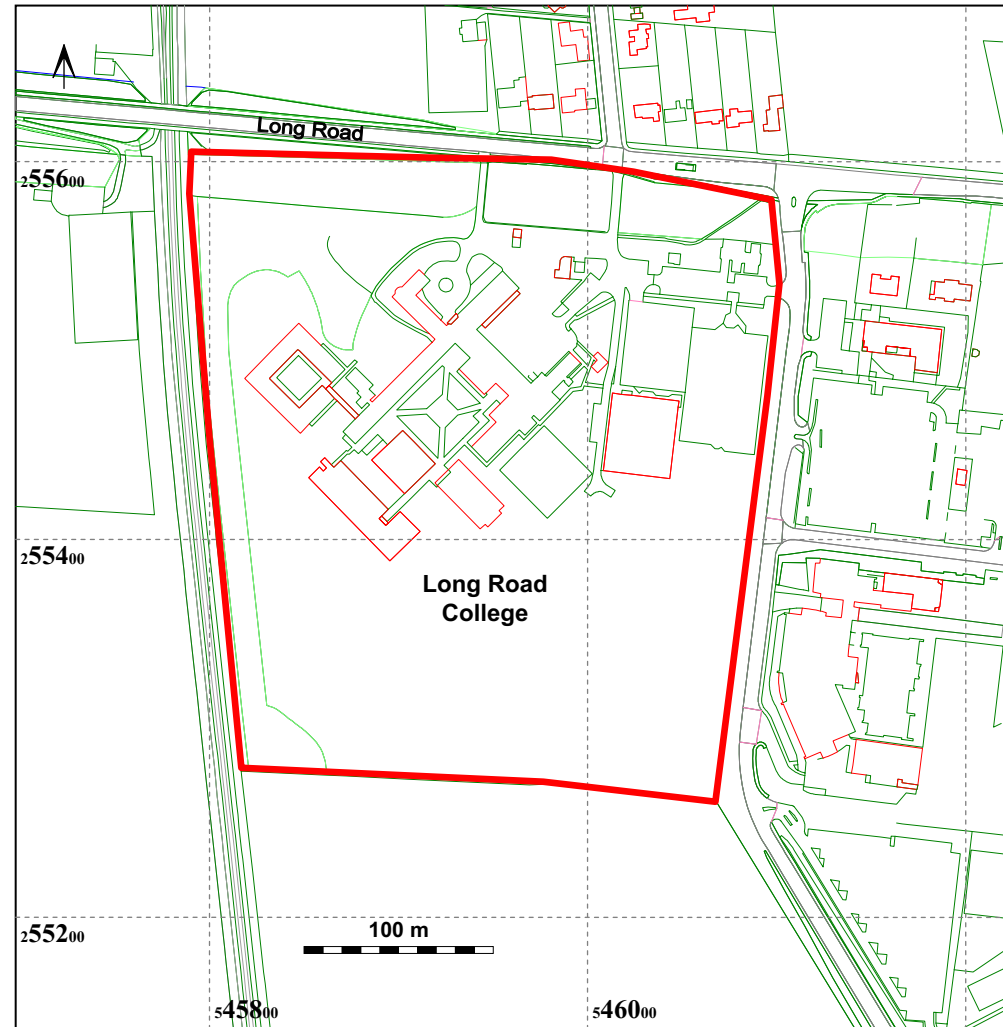
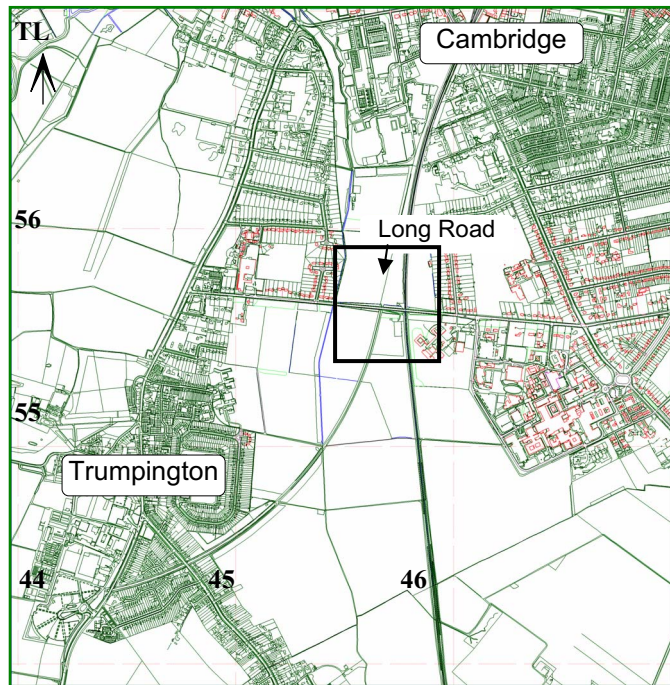
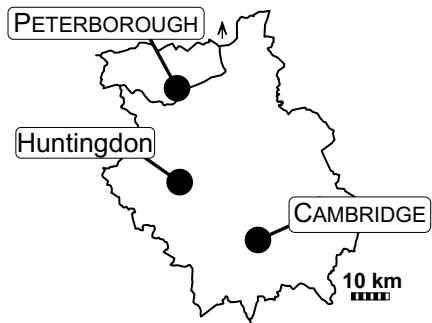


Figure 1: Site location plan

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Figure 2: Existing and proposed buildings
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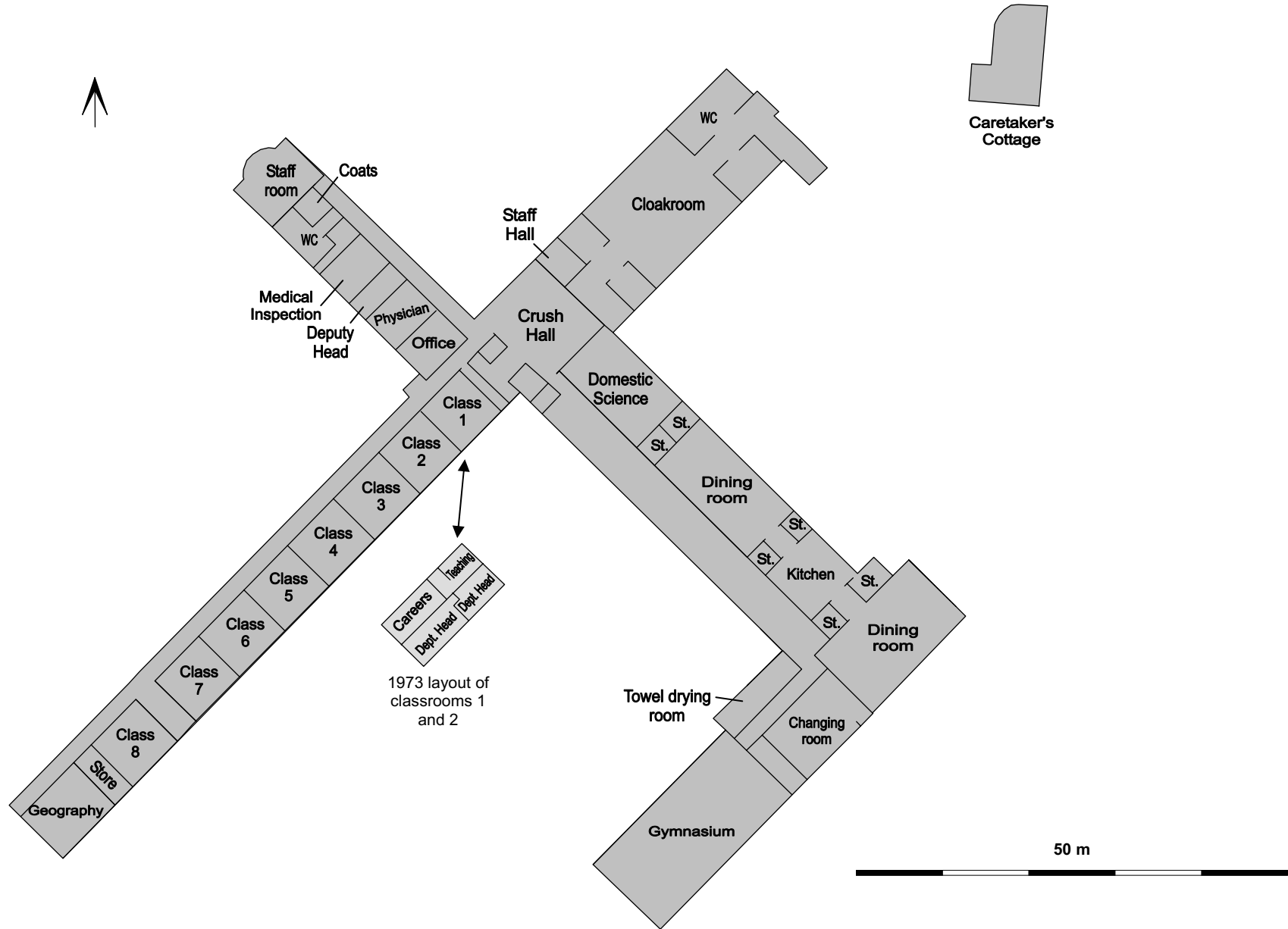


Figure 3: Ground floor plan as built

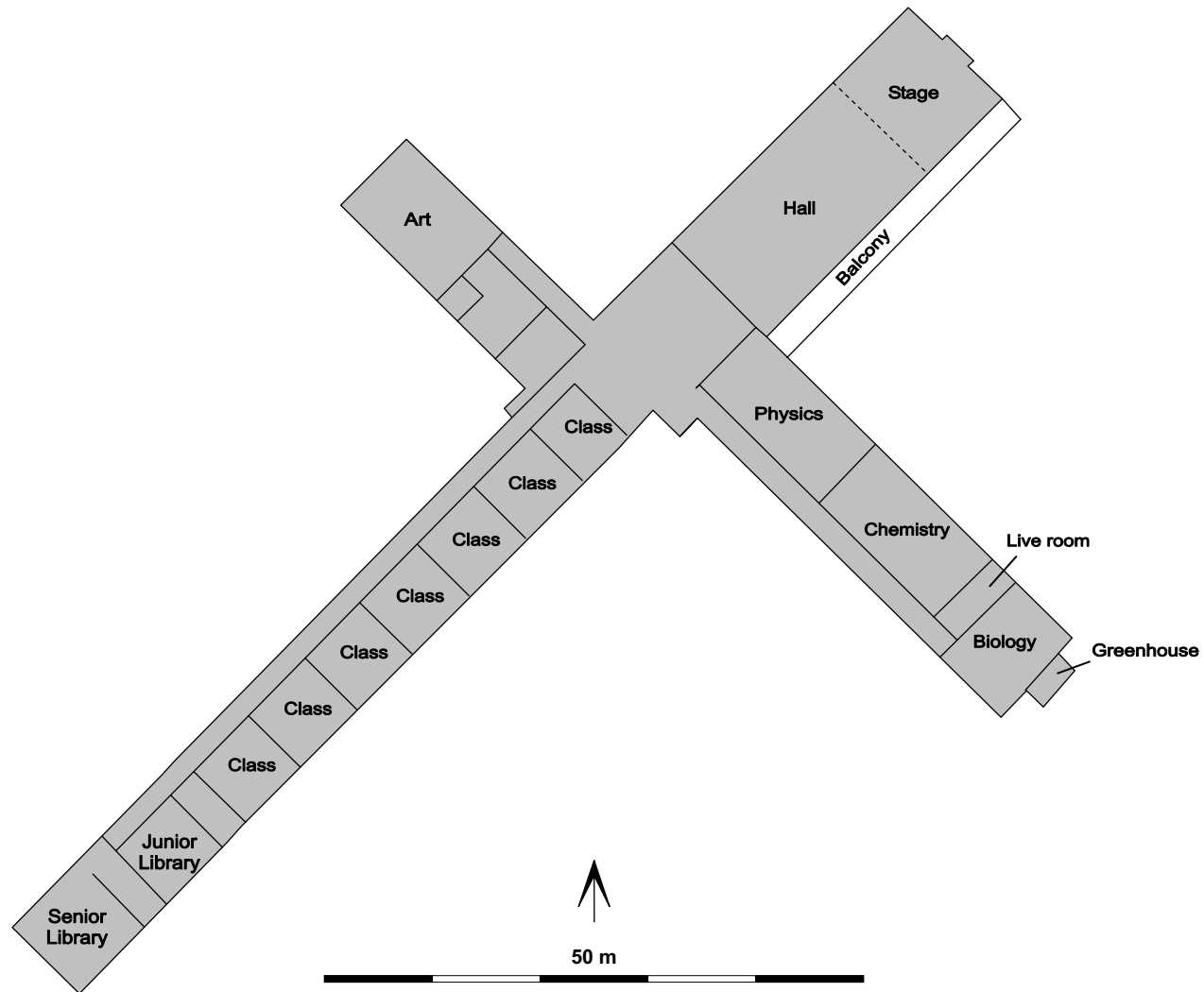


Figure 4: First floor plan as built



Figure 5: Building Phases 1939-1978



Plate 1: General View of College from Playing Field



Plate 2: Main Entrance



Plate 3: Detail, Former Pupil Entrance



Plate 4: Staff Room and Post-1949 extensions



Plate 5: North-Western Block, Former First-Floor Art Room and Ground-Floor Administration



Plate 6: Modern Additions to North West



Plate 7: South-West End of South-Western Block
(Former Library Windows)



Plate 8: Detail of Window, South-West End of South-Western
Block (Former Geography Room)



Plate 9: South-East Elevation of South-Western Arm



Plate 10: South-East Elevation, South-Western Wing



Plate 11: Detail of Windows, South-East Elevation,
South-Western Wing



Plate 12: South-East Elevation, South-Western Wing



Plate 13: South Western and North-Eastern Wings from Courtyard



Plate 14: Gymnasium



Plate 15: Single Storey Block at End of North-Eastern Wing



Plate 16: Single Storey Block at End of North-Eastern Wing
(1949 Extension)



Plate 17: North-Eastern Wing: Main Hall



Plate 18: Details of Stairs up to First Floor Balcony



Plate 19: Internal Detail Main Stair Case



Plate 20: Internal Detail: Main Stair Case



Plate 21: Internal Corridor



Plate 22: Internal Corridor, Showing Detail of Classroom Doors



Plate 23: Caretaker's House



Plate 24: Caretaker's House

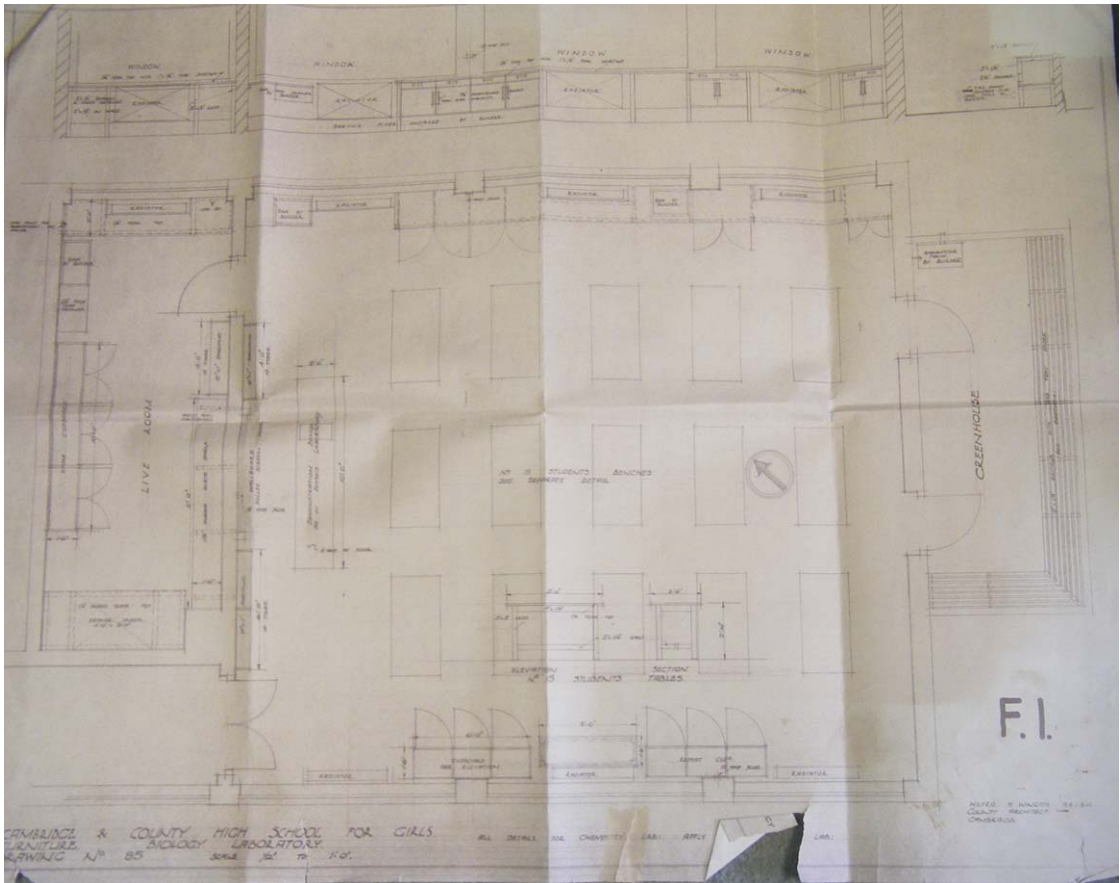


Plate 25: Plan Showing Design of Biology Lab
 (Note greenhouse which would have projected above ground floor changing rooms) (W.H.Wingage)

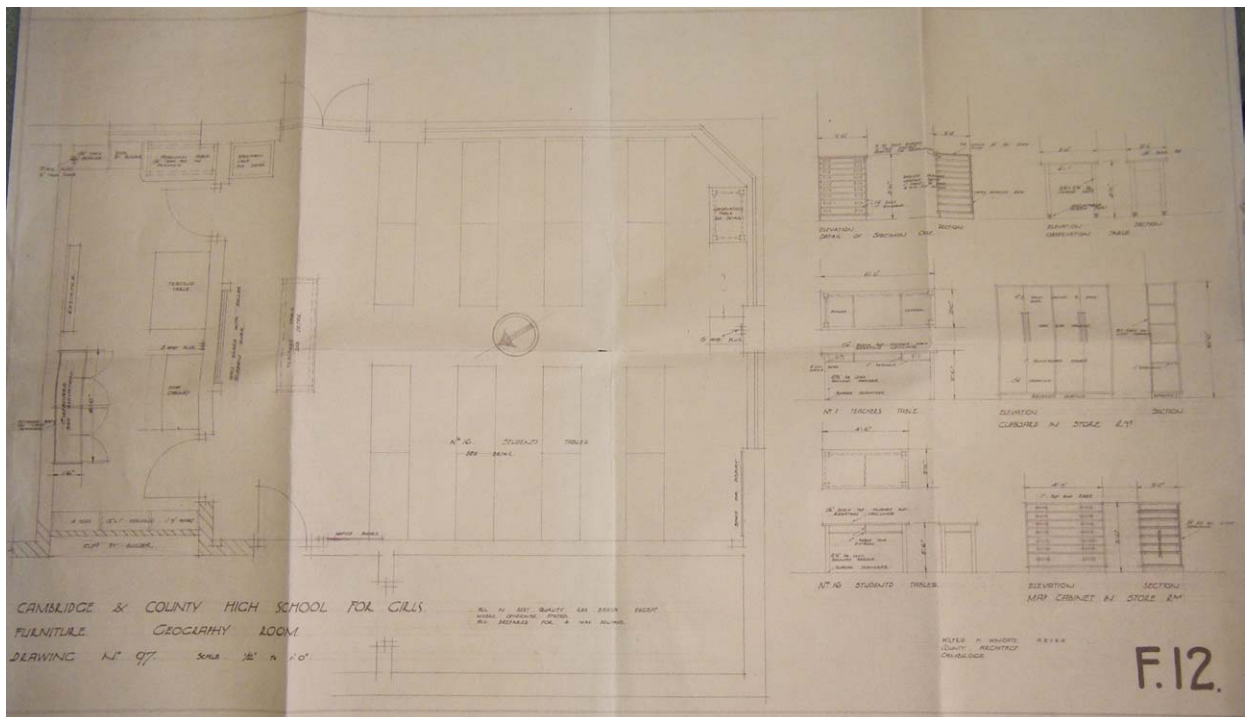


Plate 26: Plan Showing Design of Geography Room
 (W.H. Wingage)

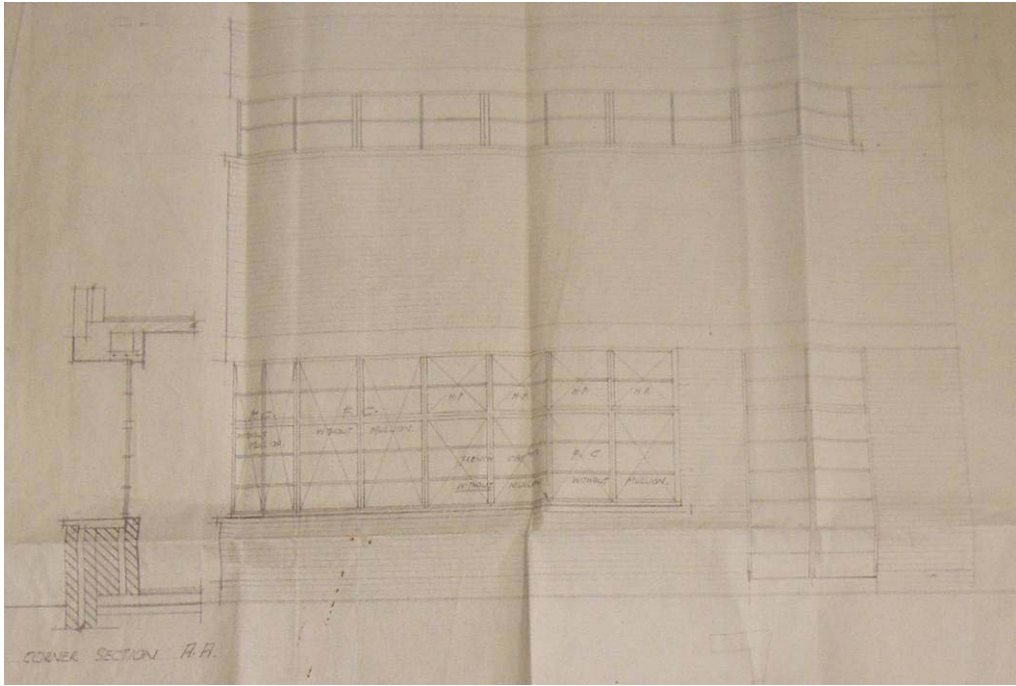


Plate 27: Detail from Plan Showing Elevation of Former Geography Room (W. H. Wingage)

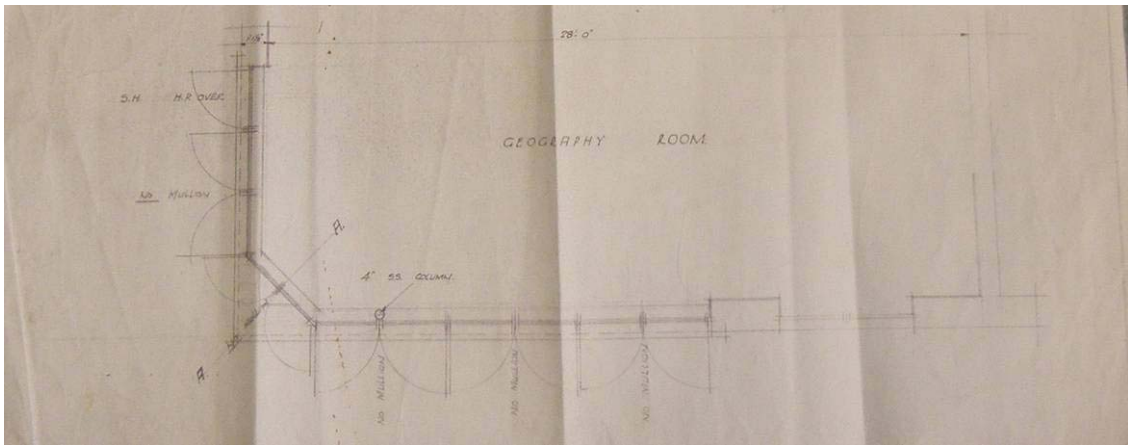


Plate 28: Detail from Plan Showing Former Geography Room (W H Wingage)

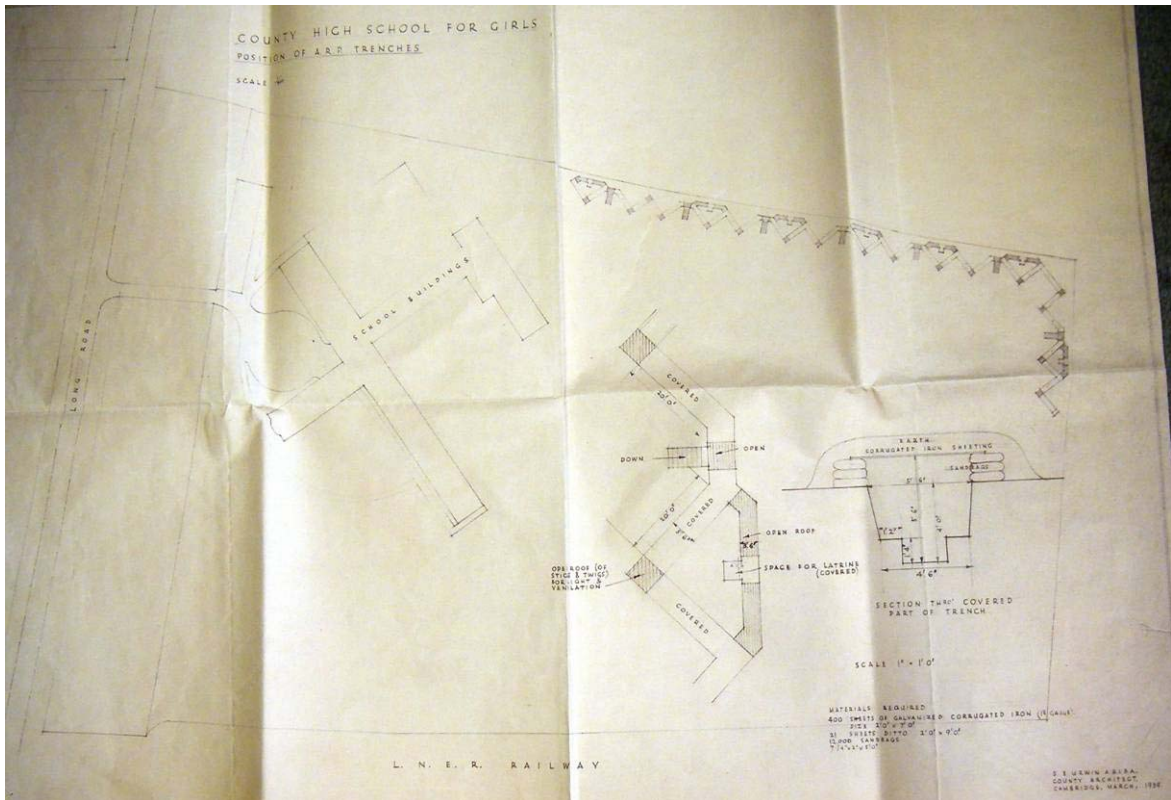


Plate 29: Layout of Proposed ARP Trenches Showing Outline of Building (S E Urwin)

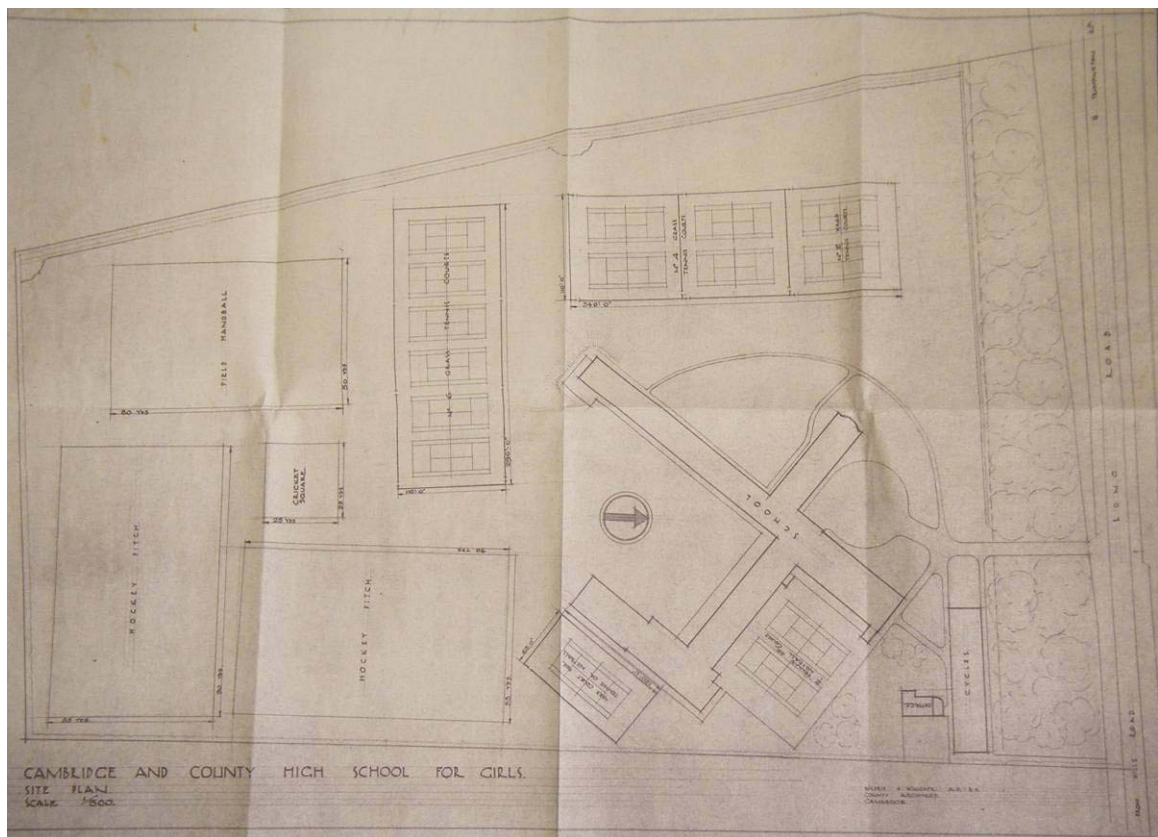


Plate 30: Layout of Sports Pitches, Showing Outline of Building (W.H. Wingage)

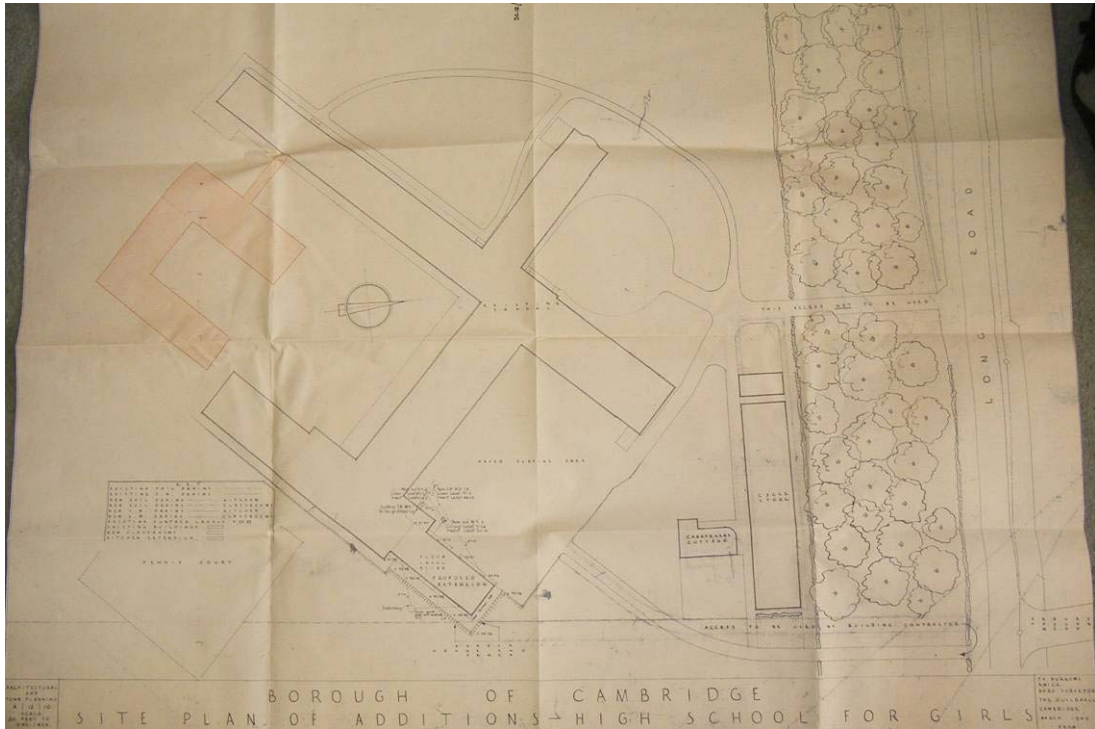


Plate 31: Proposed Alterations 1949

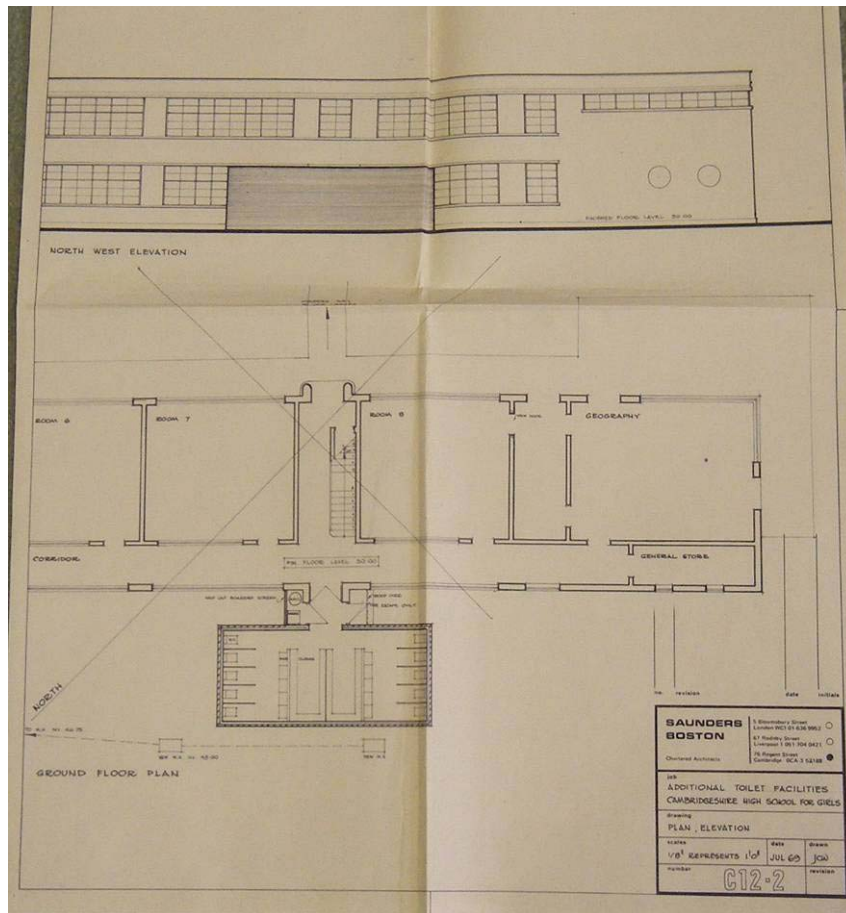


Plate 32: Alterations 1969, Showing Existing Elevation

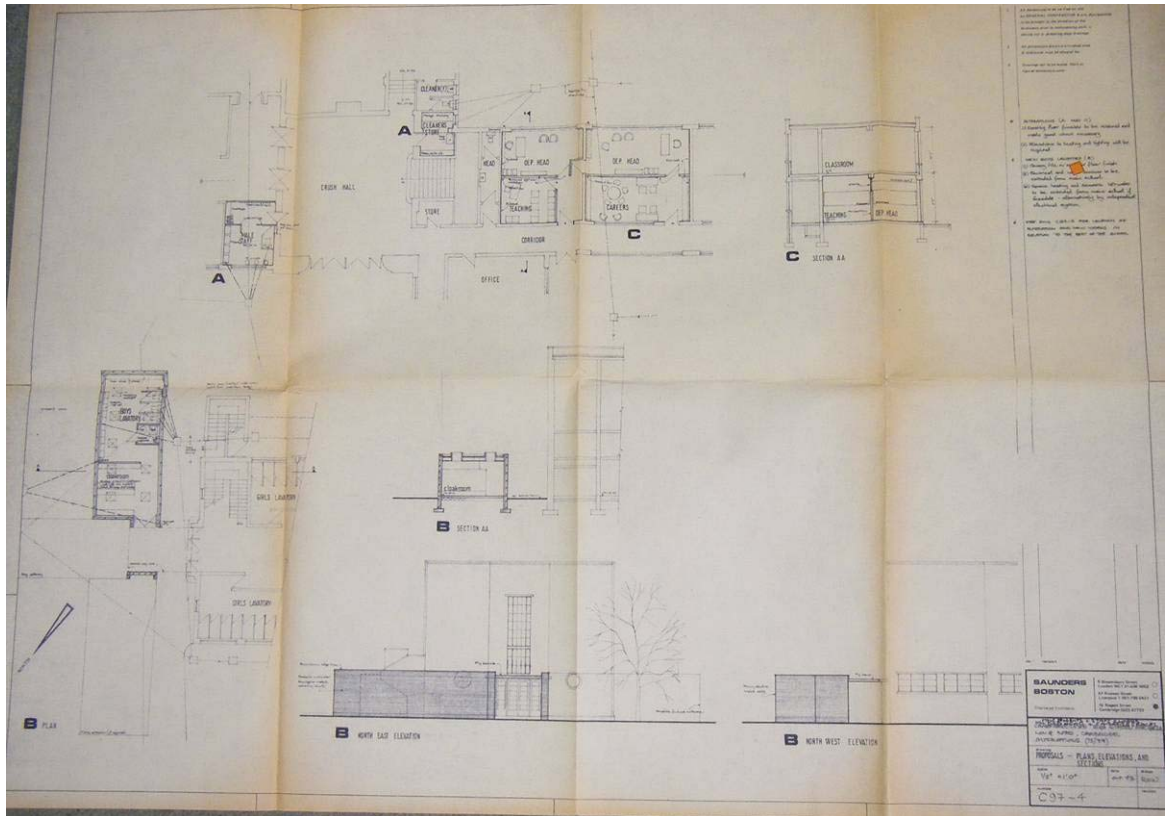


Plate 33: Proposed Alterations 1972, Showing Existing Elevation

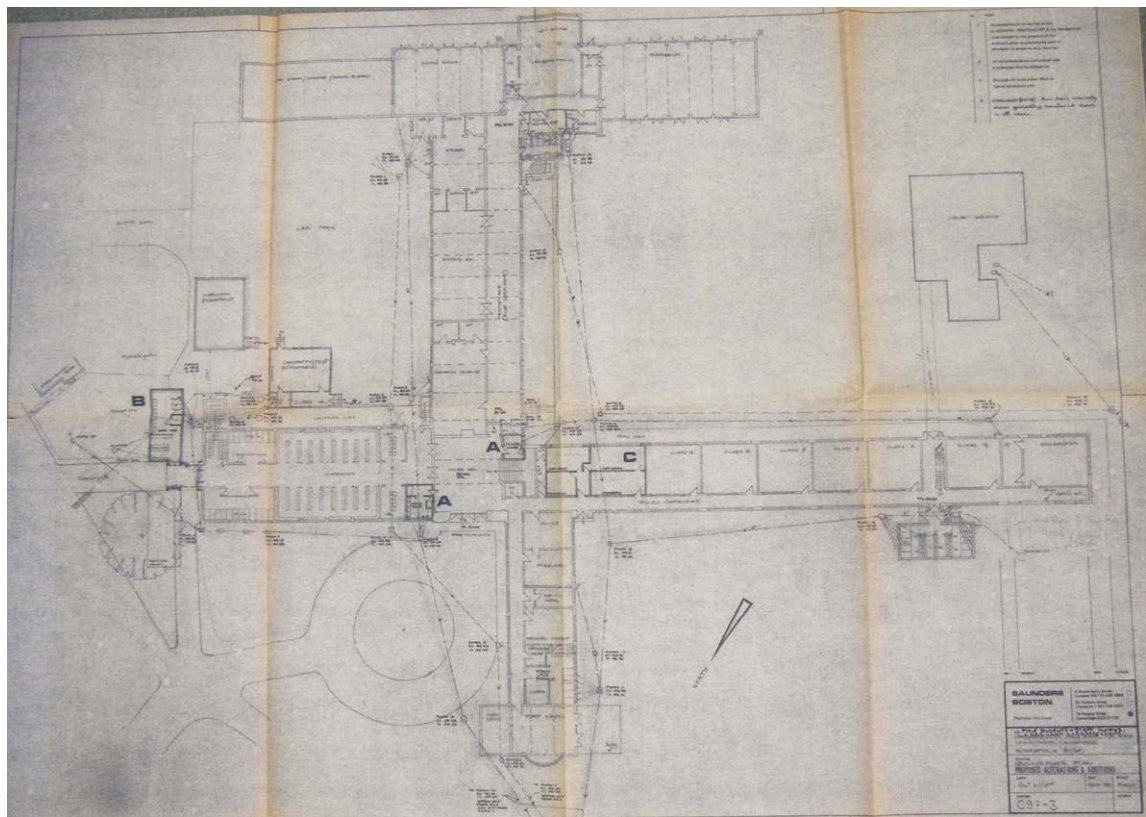


Plate 34: Proposed Alterations 1972, Showing Existing Layout and Room Functions