

**Aboyne Lodge School
Etna Road
St Albans
Hertfordshire**

Historic Building Recording



*Report prepared for:
Spatial Initiative*

CA Project: MK0088

Event UID: ABO19

CA Report: MK0088_1



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date	September 2019 & June 2021
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date	September 2019 & June 2021
issue	2

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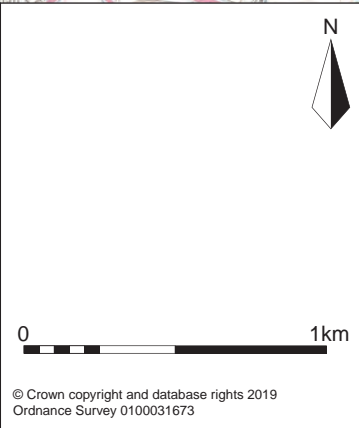
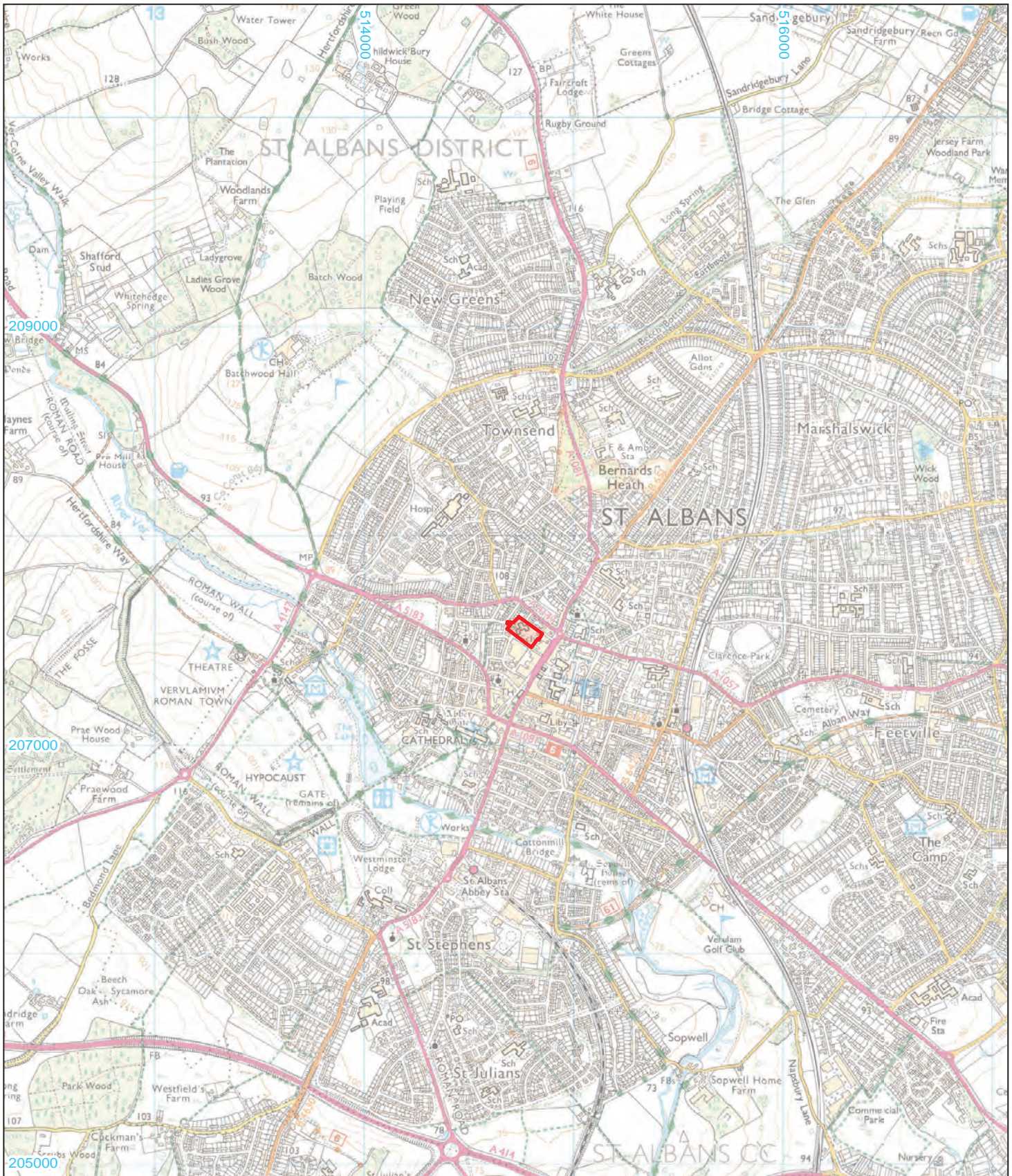
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PROJECT TITLE
 Aboyne Lodge, School, Etna Road,
 St Albans, Hertfordshire

FIGURE TITLE
 Site location plan

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SUMMARY

In June 2019 Cotswold Archaeology was commissioned by Spatial Initiative to undertake Historic Building Recording in relation to the Grade II Listed Aboyne Lodge School, St Albans, Herts. The School comprises a modular building, constructed in 1950, with extensions added in 1976. The historic building recording has been undertaken in response to a condition attached to planning application 5/19/0679, relating to the refurbishment of the Listed building.

Aboyne Lodge School was constructed in 1950 as part of a programme of school building in Hertfordshire following the end of the Second World War. A combination of population growth coupled with shortages of building materials and labour resulted in a demand for school places at short notice with little chance of meeting the demand through conventional building methods and materials. Hertfordshire became the national leader in post-war school building by developing a pre-fabrication method employing the Hills '8 feet 3 inches' module system that made use of available materials such as steel and concrete. The Hertfordshire model went on to influence school architecture throughout the rest of the country and abroad.

The special interest of the school lies principally in its Evidential and Historic value as an early example of a school in the pioneering post-war Hertfordshire school building programme. The school was one of the earliest to be constructed within the programme and retains much of its historic layout, having been relatively unaltered by later extensions and alterations. The broad layout of the school remains intelligible and the visible structural fabric of the buildings adds an element of interest that clearly identifies the school in its historical context.

The programme of works includes the remodelling of two areas of the school (Staff Room and Nursery Server Room), however, the remainder of the works are focussed on the replacement or refurbishment of existing fixtures, fittings and surfaces. This record has documented the areas affected by the works and illustrated the changes to the historic fabric, layout or appearance, where appropriate.

1. INTRODUCTION

1.1. In June 2019 Cotswold Archaeology was commissioned by Spatial Initiative to undertake a programme of Historic Building Recording in respect of the Grade II Listed Aboyne Lodge School, St Albans, Herts (NHLE: 1393724, hereafter referred to as ‘the school’ or ‘the building’). The building is presently in use as a school and is located to the east of the road junction between Worley Road, Etna Road and Stapley Road in St Albans (centred at NGR: 514761, 207561; Fig. 1).

1.2. The historic building recording has been undertaken in response to Condition 13 attached to planning application, ref: 5/19/0679, relating to the refurbishment of the Listed building. The application comprises the following works to the Listed Building that are pertinent to the building’s historic interest:

- The staff room will be enlarged to incorporate a new kitchen. This also involve reconfiguring the adjacent WC’s.
- A new server room will be provided in the nursery building.
- New electrics and lighting throughout
- New natural and mechanical ventilation systems
- Replacement of glazing to provide safety glass
- New internal doors to ensure fire and safety requirements are met
- Fitting of new acoustic ceilings
- Provision of fold-down roof access rails to provide self maintenance
- Repair and redecoration of internal walls and steelwork
- Removal of asbestos, including replacement of roof soffits and window spandrel panels
- New roof lights
- Overhaul of windows and external doors throughout
- Replacement of one non-original uPVC door

1.3. Section 5 comprises a record of the building after the above works have been carried out. The record focusses only on those areas of the building directly affected by the above works.

Objectives and professional standards

1.4. Cotswold Archaeology (CA) is a Registered Organisation with the Chartered Institute for Archaeologists (CIfA). This report has been prepared in accordance with

appropriate standards and guidance, including the ‘Standard and Guidance for archaeological investigation and recording of standing buildings or structures’ published by ClfA (2019) and a Written Scheme of Investigation (CA 2019) agreed with St Albans City and District Council (hereafter ‘SACDC’).

- 1.5. The key objective of the Historic Building Recording was to produce a record of the building prior to, and subsequent to, the refurbishment works being undertaken. The survey has recorded the building in its entirety in order to place the recording of all the elements in their proper context. Additionally, the objective of the recording is to understand the structural and functional history of the school and provide a clear record of significance. The building survey equates to Level 2 standards as defined in ‘*Understanding Historic Buildings; A guide to good recording practice*’ (Historic England, 2016).
- 1.6. The assessment provides a comprehensive review of the local and regional historical context of the building, making reference to the appropriate regional research agendas and the *Education Buildings Listing Selection Guide* produced by Historic England (2017). This will place the findings of the Historic Building recording in their context and will inform conservation decisions and the subsequent management of the building.

Consultation

- 1.7. This assessment has been undertaken in accordance with a Written Scheme of Investigation (WSI), formalising the adopted scope and methodology (CA 2019). The WSI was written in accordance with condition 13 attached to the planning permission (SACDC planning ref: 5/19/0679) for the proposed refurbishment works. The WSI was formally approved by SACDC on 23 August 2019. Condition 13 states:

“No works shall commence on the site until the applicant, or their agent or successors in title, has secured the implementation of a programme of photographic building recording and analysis to be maintained during the course of the works affecting the historic fabric of the building concerned. This must be carried out by a professional archaeological/building recording consultant or organisation in accordance with a written scheme of investigation which shall first have been submitted to and agreed in writing by the Local Planning Authority.”

2. METHODOLOGY

Data collection, analysis and presentation

2.1. The Historic Building Recording was guided in its composition by the *Standard and Guidance for the Archaeological Investigation and Recording of Standing Buildings or Structures* (Chartered Institute for Archaeologists, 2019). The building recording was undertaken to Level 2 standards as defined in *Understanding Historic Buildings: A guide to good recording practice* (Historic England, 2016). This approach has been agreed with St Albans District Council through the submission and approval of a Written Scheme of Investigation, in accordance with a planning condition 13 of planning application ref: 5/19/0679.

2.2. The building survey included the following elements:

- The production of a contextual overview of the school and Site plans establishing an accurate record of the historic, above ground features, informed by historic cartographic sources, planning history and the building inspection;
- The completion of a photographic survey to Historic England Level 2 showing the building in its present condition;
- Detailed recording of any structural features that are of significance.

Drawn Record

2.3. A drawn record was made, indicating the form and location of any structural features and/or detail of historic significance including any evidence for fixtures of significance, including former fixtures and fittings. Drawings showing any form of any architectural decoration and measured elevations to aid the understanding of the building's design, development or function, are included at an appropriate scale of not less than 1:100; and a site plan at 1:500 or 1:1250 relating the building to other structures, topographical and landscape features. These plans establish an accurate archaeological record of the structures. The drawn plan and location overview have been annotated, depicting features of architectural value and photographic locations (Fig. 6).

Photographic Record

2.4. A full photographic record consisting of digital photographs was made. The photographic record includes general views of the structures, shots of their external appearance and the overall appearance of principal spaces and functional areas in

their present condition. Particular attention was given to the recording of the parts of the building to be altered or demolished as part of the refurbishment. Specific architectural details that relate to date, alteration, or function will be subject to more detailed photographic recording these will include any detailing, decoration or graffiti.

2.5. The photographic survey comprises digital images of the building and has been created in compliance with Historic England guidance. Select photographs were taken using a Digital Single Lens Reflex (DSLR) Camera with a sensor of a minimum of 20 megapixels. A compact digital camera was used for more general shots and working shots. Lenses were chosen to reflect the requirements of the particular feature/features being recorded.

2.6. Images have been saved in TIFF format. At the current time TIFF formatting is regarded as the best format for archiving although advice will be taken from the archive depository (see below) prior to completion of the project. Some files may be converted to .jpeg format for use in the report, but original RAW or TIFF versions have been maintained in the project archive. Appropriate levels of Metadata will be maintained and included in the digital archive following the approach set out in the Historic England guidance.

Written Record

2.7. The written account includes the location of the building; any designations; the date and circumstances of the record and name of recorder; an account of the building's form, function, date, and development sequence; and the names of architects, builders, patrons and owners, where known. Detail of the buildings history, development and use has been taken from the historical studies already published. The written account seeks to place the building in its local and regional historic and archaeological context and provides an interpretation of its phased development and date.

Assessment of heritage significance

2.8. The significance of known and potential heritage assets within the Site has been assessed and described, in accordance with paragraph 189 of the NPPF (2019), the guidance issued by ClfA (2019) and *Historic Environment Good Practice Advice in Planning Note 2* (Historic England 2015). Determination of significance has been undertaken according to the industry-standard guidance on assessing heritage value provided within 'Conservation Principles' (English Heritage 2008). This approach

considers heritage significance to derive from a combination of discrete heritage values, principal amongst which are: **i)** evidential (archaeological) value, **ii)** historic (illustrative and associative) value, **iii)** aesthetic value, **iv)** communal value, amongst others. Further detail of this approach, including the detailed definition of those aforementioned values, as set out, and advocated, by Historic England, is provided in Appendix 1 of this report.

Limitations of the assessment

- 2.9. This assessment is principally based upon two historic building surveys, undertaken on 30 August 2019 and 1 June 2021 respectively, which have been supplemented by secondary information derived from a variety of sources, only some of which have been directly examined for the purpose of this assessment. The assumption is made that this data, as well as that derived from other secondary sources is reasonably accurate. The building surveys were undertaken in favourable weather conditions and in compliance with COVID-19 guidance in place at the time of the visit (2021 survey only). Access to the building was possible within all areas of direct importance to this assessment.

3. HISTORIC BACKGROUND

Introduction

- 3.1. The results of the Historic Building Recording are set out below. The assessment is formed of two sections. Section 3 discusses the historic development of the school, and the post-war Hertfordshire school building programme, through an assessment of available historic sources; section 4 provides a detailed description of the school on a room by room basis, focussing on those elements that will be most affected by the proposed refurbishment plans. Where architectural or structural features are repeated throughout the building only one example will typically be assessed and presented. The plan of the building is recorded and annotated in Fig. 6.

Historic background of the post-war Hertfordshire school programme

- 3.2. The provision of accessible education in England gained traction in 1899 with the establishment of the Board of Education, whereupon the State accepted full responsibility for elementary (primary) education. Multiple improvements and proposals were implemented during the early years of the 20th-century, including school meals and medical and dental services. Furthermore, there was a desire to separate senior (over age 11) and junior (under age 11) pupils from one another, requiring the creation of many more schools than were available at the time (Keath 1983).
- 3.3. After the cessation of The Second World War a combination of population growth coupled with shortages of building materials and labour resulted in a demand for school places at short notice with little chance of meeting the demand through conventional building methods and materials. This need was acutely felt in the county of Hertfordshire where five New Towns (Hatfield, Hemel Hempstead, Stevenage, Letchworth Garden City and Welwyn Garden City) were designated to receive thousands of people dispossessed of their homes by bombing in London (New Town Herts 2016). In total, the requirement was for fifty new primary schools within seven years (Keath 1983).
- 3.4. Hertfordshire became the national leader in post-war school building by developing a pre-fabrication method developed by architect Stirrat Johnson-Marshall, along with Mary and David Medd, working for Hertfordshire County Council. In the light of a shortage of bricks and bricklayers, they developed a lightweight pre-fabrication method using the Hills '8 feet 3 inches' module system that made use of available

materials such as steel and concrete as the principal building fabric (Keath 1983). The Hertfordshire model went on to influence school architecture throughout the rest of the country and abroad via the Consortium of Local Authorities Special Programme (CLASP) where local authorities were brought together to further develop the pre-fabrication system (New Town Herts 2016).

Historic development of St Albans and Aboyne Lodge School

- 3.5. In the Iron Age the area appears to have been of great importance, with a settlement at the Prae Wood located to the south-west of the Site (Wheeler & Wheeler 1936). Following Roman conquest in AD 43 there was a shift in settlement and the Roman town of *Verulamium* was laid out on the south side of the River Ver. Saxon occupation followed and an Abbey dedicated to St Alban was founded in the late 8th-century (Lambert n.d.). The present St Albans Cathedral dates from the late 11th-century when it was constructed as St Albans Abbey. It became a parish church after the dissolution of the Benedictine Abbey in 1539 before becoming a cathedral in 1877. The Cathedral remains the focal point of the city.
- 3.6. During the late 18th and early 19th-century, St Albans was still a rural market town with a relatively small population; however, its location as the first coaching stop from London to the Midlands resulted in a proliferation of coaching inns throughout the town but particularly on Holywell Hill. By the late 19th-century the railway had arrived in the town and was the catalyst for population growth into the 20th-century. In the midst of this period, in 1877, Queen Victoria issued a royal charter, granting the town city status. After the Second World War the town expanded rapidly as part of the redistribution of displaced populations in London.
- 3.7. The earliest cartographical evidence consulted as part of this assessment was the 1898 OS map (Fig. 2) which shows that the area of the Site consisted of a series of enclosures within an emerging residential landscape. St Peter's Street, approximately 80m to the south-east of the Site was one of the principal thoroughfares through the city at that time and this importance was reflected in the density of burgage plot development, particularly to the north-western side of the street. The Site was therefore situated close to the commercial centre of the city and was gradually being surrounded by Victorian residential development, such as that on the adjacent Adelaide Street.

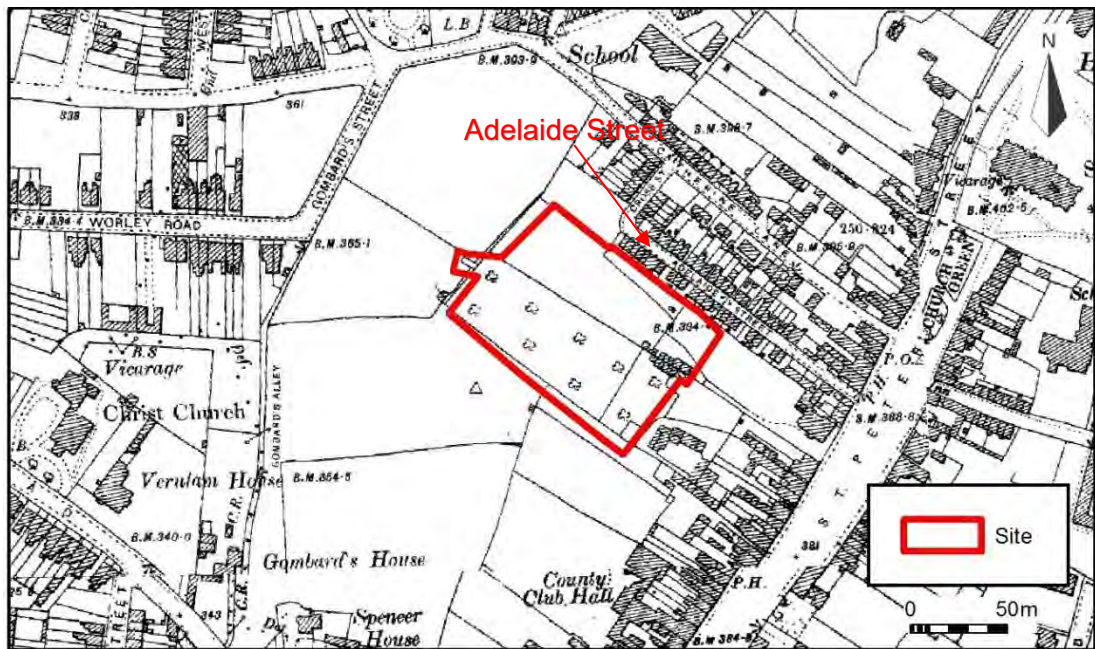


Fig. 2: Extract from the 1898 OS 25 inch map

3.8. By 1939 (Fig. 3), the Site had been largely enclosed by residential development, including the establishment of new roads such as Stapley Road, Upton Avenue and the renaming of Gombard's Street to Etna Road. Some historic burgage plots on St Peter's Street had been amalgamated to facilitate larger buildings, likely of a commercial function. The Site itself appeared to have changed little since the late 19th-century except for a small realignment of enclosure boundaries. The majority of the Site appeared to consist of orchards at that time but the rural characteristics of the Site were an increasingly isolated feature in such a central location within the city.

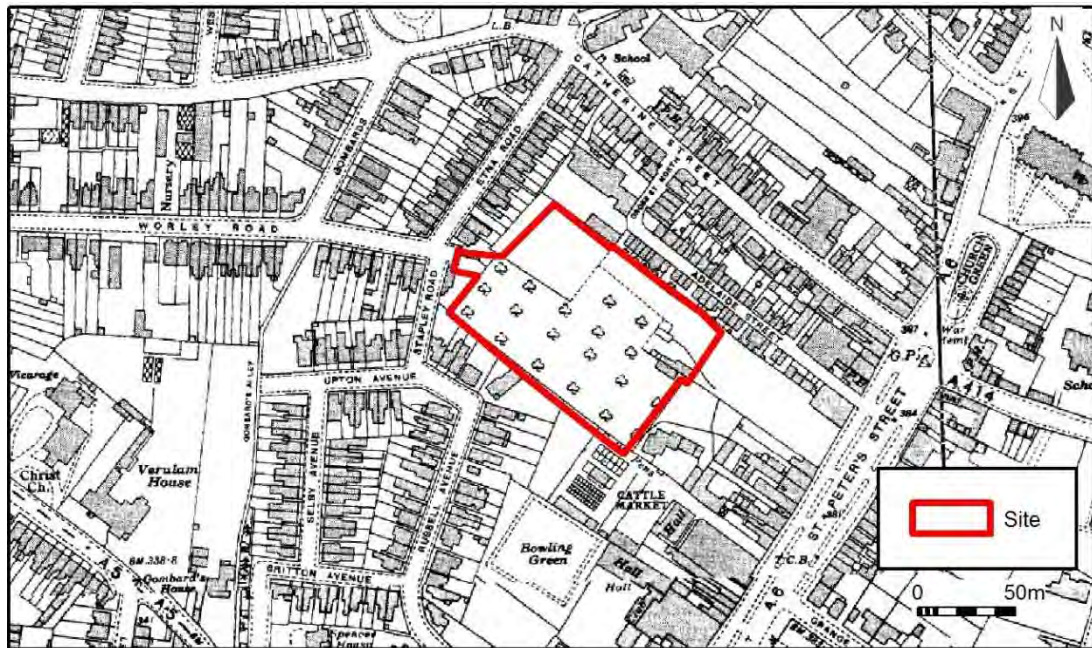


Fig. 3: Extract from the 1939 OS 25 inch map

3.9. Aboyne Lodge School was constructed as an infant school in 1950 as part of the 1948-1949 Primary School programme conducted by Hertfordshire County Council; the school was completed in 1950. The original school plan, as depicted in 1960 (Keath, 1983, page 118), shows an arrangement of six classrooms, separated into two separate groups of three, each arranged around a common circulation area containing cloakrooms and WC facilities. The plan also annotates the remnants of the former orchard that previously characterised the Site. A third group of rooms consists of the principal administrative and hall areas of the school including the main hall, dining hall, kitchens, offices and reception. The original school buildings incorporated many changes in roof heights, allowing the use of clerestory windows within the classrooms and halls. An aerial photograph (Fig. 4), dating from 1950, shows the school soon after construction and illustrates the variety of roof heights employed. The photograph also contextualises the school's position among late 19th-century housing.



Fig. 4: Aboyne Lodge School, 1950, viewed from the north (Britain from Above, ref: EAW030235)

- 3.10. The 1965 OS map (Fig. 5) depicts the first cartographical record of the school within an urban landscape that had remained relatively unchanged since 1939. The orientation of the school is curious and does not conform to that of any buildings in neighbouring streets. This may have been a conscious decision in order to best accommodate the architect's design or else to provide the southerly situated classrooms with as much light as possible.



Fig. 5: Extract from the 1965 OS 25 inch map

- 3.11. The school was subject to a small extension in 1976 whereupon a detached nursery block and additional classroom were added to the Site. Overall, the new additions largely reflected the original design to incorporate lattice roof trusses, large areas of glazing and concrete cladding panels although the new rooms lacked the clerestory windows used in the original classrooms. These changes are depicted in Fig. 6. After 1976, the school has remained relatively intact, without any major extensions or alterations.

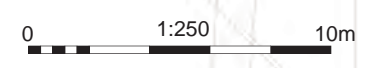


- Site boundary
- Phase 2 (all other areas Phase 1)
- Staff room, reception and offices
- Main Hall
- Dining Hall
- Classrooms
- Nursery block
- Former Doctors room
- Rooflight
- Hardstanding
- External shelter
- ★ Sculpture
- 1 Room number
- 7 → Photograph location

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PROJECT TITLE
 Aboyne Lodge, School, Etna Road,
 St Albans, Hertfordshire
FIGURE TITLE
Plan of Aboyne Lodge School

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4. HISTORIC BUILDING SURVEY – PRE-WORKS

4.1. The following section comprises a record of the building prior to the commencement of the permitted works. A record of the changes to the building is incorporated within Section 5.

4.2. Aboyne Lodge School is a Grade II Listed Building. The full Listing entry, dated 24 March 2010 (NHLE: 1393724) can be found within Appendix 2. The following summary outlines the reasons for designation:

It is an early example of the celebrated Post- War Hertfordshire school building programme which pioneered the use of a prefabricated unit construction system, the first example of such an [sic] system in England.

The school has undergone little significant alteration and retains evidence of its original constructional form and spatial planning.

The school is one of the first to have been designed at a scale befitting the children [sic] who were to be its occupants and with an interior which was both accessible and adaptable to changing needs.

The school represents an early example of an integrated multi-disciplinary [sic] design and build project, with architects, structural engineers and component manufacturers all engaged in the development of a new modular construction system.

4.3. Phase 1 of the school incorporates the 1950s school construction and is entirely single storey. It is modular in plan where the administrative, dining and assembly areas are grouped within the northern extent of the school. Corridors branch from the reception area to two groups of teaching areas incorporating classrooms, circulation areas and cloakrooms, principally to the southern extent of the school. Phase 2 represents the 1976 alterations and extension to the school where a new classroom (Room 19) was constructed to the south of Room 20 and a detached nursery block (Rooms 21 to 23) was constructed to the north-western extent of the Site.

Phase 1 – Exterior

4.4. The northern extent of the western elevation includes the administrative functions of the school such as offices, staff room and reception, and incorporates the main entrance, which consists of a uPVC door likely installed in the late 20th/early 21st-century (Photo 1). The elevation (Photo 2) incorporates a large proportion of glazing

with six-light casement units arranged in a continuous row. The height of this element of the school is the lowest of the three roof heights incorporated within the building, below the height of the hall and classrooms.



Photo 1: uPVC main entrance door



Photo 2: Overview of the northern extent of the western elevation

4.5. The configuration of glazing becomes less consistent to the northern elevation (Photo 3) where the dining hall and kitchen are located. Both the kitchen and dining hall incorporate clerestory windows to the northern elevation, visible as a row of three-light units. The greater height of the main hall clerestory windows is visible beyond those of the kitchen. The kitchen function is evident through the incorporation of extraction units within the glazing (Photo 4) whilst an original galvanised steel framed door allows direct access to the dining hall (Photo 5). These doors remain in most areas of phase 1 although the door handles appear to be later replacements.

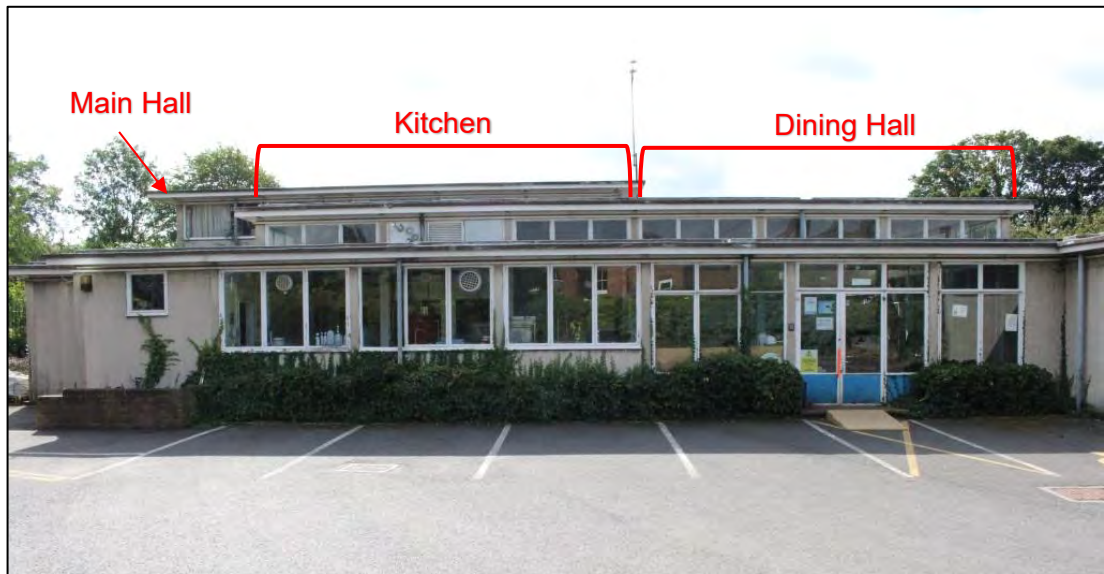


Photo 3: Overview of northern elevation



Photo 4: Detail of extraction unit within kitchen glazing



Photo 5: Door to dining hall within northern elevation

- 4.6. The eastern elevation incorporates the eastern wall of the main hall (Room 8, Photo 6) which represents the tallest element of the school building. The fenestration arrangement of the eastern elevation of the hall incorporates a lower set of three-light units above a painted panel with a row of parallel three-light units to the clerestory, separated from the lower units by a further series of painted panels. This arrangement of clerestory windows with a further row of larger windows lower down was a repeated feature among schools in the early stages of the Hertfordshire programme before national steel shortages forced architects to lower classroom ceiling heights and use roof lights in lieu of clerestory windows in later school plans (Keath 1983). The flat roof of the hall incorporates a deep eaves, a feature replicated throughout the school.

-
- 4.7. Overall, the composition of the eastern elevation is characteristically utilitarian (Photo 7), incorporating a higher proportion of concrete panels, where glazing is generally only required for necessary amounts of light to plant, cloakroom and storage rooms.



Photo 6: Overview of the eastern elevation of the main hall (Room 8)



Photo 7: Overview of southern extent of eastern elevation

-
- 4.8. The southern extent of the school incorporates the principal teaching areas of the school, including classrooms. The exterior of each classroom within Phase 1 (Photo 8; Rooms 11, 13, 14, 17, 18 and 20) are consistent in design and height. The fenestration arrangement incorporates lower three-light windows with a further row of three-light clerestory windows, separated by painted panels. This configuration mirrors that found to the eastern elevation of the main hall (Room 8), albeit at a lower height.



Photo 8: Overview of southern elevation of Room 18

- 4.9. Within the central, recessed portion of the southern elevation, Room 9, which is presently in use as a Special Educational Needs room, incorporates the lower height of the corridor spaces and thus, incorporates a pair of three-light windows without a further row of clerestory windows (Photo 9) found in taller rooms. Photo 9 also illustrates the variation of roof heights between the main hall (Room 8), a classroom (Room 20) and Room 9. To the east of Room 9, the original galvanised steel door has been replaced by a modern uPVC door, probably in the late 20th/early 21st-century (Photo 10). The western extent of the southern elevation incorporates a further three classrooms (Rooms 11, 13 and 14) of the same design and height as Room 18, shown in Photo 8.



Photo 9: Overview of Room 9, main hall (Room 8) in background



Photo 10: uPVC door within southern elevation

- 4.10. The southern extent of the western elevation (Photo 11) consists principally of the circulation areas serving Rooms 11, 13 and 14 and the northern elevation of Room 13. The mix of building heights and fenestration arrangement illustrates the variety of

functions present in this part of the building. A covered walkway (Photo 12) links Phase 1 with the detached nursery block portion of Phase 2. The walkway is open sided and is constructed of steel posts, timber cross beams and a fibrous corrugated roof. The walkway was most likely constructed during the late 1970s to coincide with the construction of Phase 2.



Photo 11: Overview of southern extent of Western elevation



Photo 12: Covered walkway linking Phases 1 and 2, looking northwards towards Room 21

Phase 1 - Interior

Staff Room, Reception and Offices

- 4.11. The principal public access to the school is through the main entrance within the western elevation (see Photo 1 and Fig. 6). This leads into Room 1 which functions as the main reception area of the school and is a key area of circulation where staff and pupils pass through between classrooms, offices and the two halls (Rooms 6 & 8). Photos 13 to 15 illustrate the use of lattice steel roof 'trusses' that form a key component of the structural integrity of the school building. The use of this form of truss was evaluated and decided upon after its use within prefabricated houses in Birmingham and became known as the 'Hills Presweld Steel Framework' (Keath 1983). The solution was lightweight, strong, low maintenance and allowed for a variety of spacings, suitable for different cladding solutions. Photo 14 illustrates the interaction between steel roof trusses and the insulating fibreboard ceilings used throughout the school.



Photo 13: Overview of Room 1, looking southwards



Photo 14: Detail of ceiling boards between lattice roof trusses

- 4.12. To the eastern extent of the ceiling in Room 1, four roof lights are positioned in a linear arrangement and provide natural light to those areas of the room positioned away from external walls. The roof lights are installed at roof height and filter light down a well where a plastic glazing panel is fitted flush with the internal ceiling. All of the glazing panels are still intact within the four reception light wells (Photo 15).

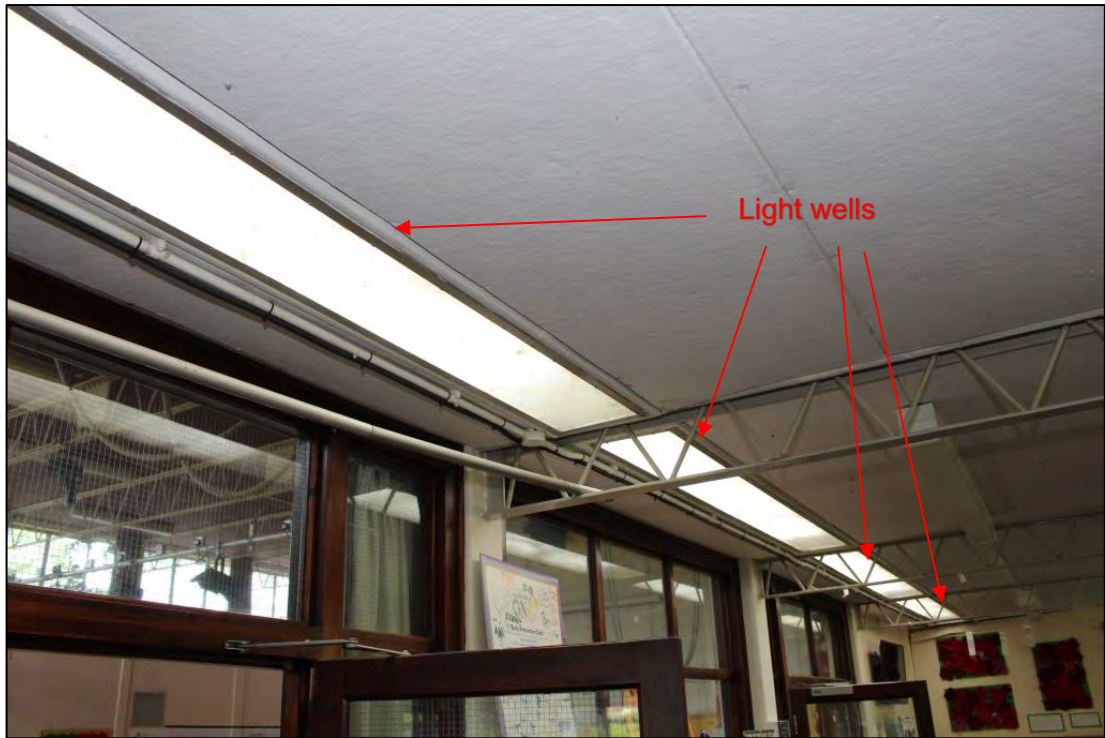


Photo 15: Detail of ceiling of Room 1, looking towards Room 8

- 4.13. Northwards of the reception area are the principal administrative and staff areas of the school. Rooms 2 and 3 comprise an office and the Headmaster's office whilst Room 4 acts as a corridor leading to the staff room (Room 5). There are three separate WC rooms leading from Room 4 (Photo 16), all containing modern fixtures and fittings (Photo 17). The two northernmost WC rooms (Rooms 4a and 4b) were originally constructed as a single 'doctors room' (Keath 1983), however they have since been partitioned to form the two extant WC rooms (see Fig. 6). Although the former doctors room once appeared to incorporate two doorways the position of these doorway may have been altered once the room was converted into separate WC rooms (see Fig. 6).



Photo 16: Overview of Room 4



Photo 17: Overview of Room 4b

- 4.14. Room 5 comprises the staffroom and is positioned to at the northernmost point of the school building. The southern wall incorporates a radiator (Photos 18 and 19), likely dating from the original construction date of the school, incorporating historic fittings.

Further fittings are evident to the windows where metal handles and arms survive (Photos 20 and 21). These window fixtures are replicated throughout Phase 1.



Photos 18 and 19: Detail of radiator in Room 5



Photos 20 and 21: Detail of window fixtures in Room 5

Dining Hall

- 4.15. The dining hall (Room 6, Photo 22) occupies a position at the northern extent of the school building and incorporates a clerestory row of three light window units to the northern, western and southern extents. Photo 22 illustrates the interaction between the steel lattice ceiling trusses and the steel stanchions which form the principal supporting structure of Phase 1. The western extent of Room 6 is separated from Room 4 by a glazed screen (Photo 23) whilst the floor of Room 6 incorporates quarry tiles (Photo 24), likely to be contemporary to the original construction of Phase 1. To the east of Room 6 is the kitchen (Room 7, Photo 25), which incorporates modern equipment with little evidence for the original fixtures and fittings that would have once been used for the preparation of food.



Photo 22: Overview of Room 6, looking northwards



Photo 23: Glazed screen to western extent of Room 6



Photo 24: Quarry tiles in Room 6



Photo 25: Overview of Room 7, looking north-eastwards

Main Hall

- 4.16. Room 8 (Photo 26) comprises the main hall area, used for assemblies and active indoor lessons. Thus, the room incorporates the largest floor area and highest ceiling of all the rooms in the school. Six parallel steel lattice roof trusses span the hall from

east to west whilst clerestory windows occupy the eastern, northern and western extents. Further windows are positioned lower down within the eastern extent, providing light from outdoors. A timber glazed screen and two pairs of double doors (Photo 27), installed to the western extent, separate the hall from the reception area (Room 1) and are likely to be contemporary to the original Phase 1 construction of the building.



Photo 26: Overview of Room 8, looking south-eastwards



Photo 27: Overview of timber screen and double doors to western extent of Room 8

Classrooms

- 4.17. Phase 1 of the school incorporated six classrooms, separated into two blocks of three. The westernmost group of classrooms is accessed via a corridor (Room 10) that incorporates WC and cloakrooms to the northern extent and leads to a common circulation area (Room 12) that can be used for group activities. Room 10 incorporates a row of three roof lights (Photo 28) that run centrally, providing a degree of natural light to an area of the school with limited external walls. Roof lights in the school are generally restricted to circulation and group areas as these areas are typically surrounded by classrooms or cloakrooms and rarely benefit from windows within an external wall.



Photo 28: Detail of roof lights within Room 10

- 4.18. Each classroom in Phase 1 follows consistent design and dimensions. Each is approximately square in plan and incorporates a high ceiling, allowing for the incorporation of clerestory windows. Room 11 (Photo 29) is typical of the standard classroom layout of Phase 1 and incorporates a pair of parallel steel lattice roof trusses positioned between three light window units (Photo 30) installed at the clerestory level. The classrooms are all positioned to the southern extent of the school and thus benefit from generous amounts of light during the daytime. Preliminary research for the Hertfordshire programme concluded that pupils would benefit from the provision of natural light throughout the day so that “if children show no desire to move from one part of the room to another in order to see, better (satisfaction) will have been achieved” (Keath 1983). Each classroom in Phase 1 incorporates large timber shelving at sill level beneath each window. The shelving is curious in that

although they appear to be timber in composition, they incorporate a Terrazzo style laminate coating to the useable surface (Photo 31).



Photo 29: Overview of Room 11, looking southwards



Photo 30: Detail of clerestory window in Room 13



Photo 31: Detail of window shelf in Room 11

- 4.19. The architectural features and composition of both circulation areas and classrooms is broadly replicated to the eastern extent of Phase 1, including Rooms 15 to 18 and Room 20. They are therefore not subject to extensive analysis in this section.

Phase 2

- 4.20. The school was subject to a programme of extension in 1976 as part of a move to include junior pupils and a nursery (Historic England 2010), this extension constitutes Phase 2 of the school building (see Fig. 6) and incorporates a new classroom (Room 19) plus ancillary rooms to the southern extent of the building plus a detached nursery unit, comprising three principal rooms, positioned to the north-west of the Site.
- 4.21. Room 19 (Photo 32) comprises a single classroom that is accessed from a corridor linked to Room 16. There is also direct access to Room 20 via a door to the northern extent. Room 19 follows the same construction method as Phase 1 with the use of lattice roof trusses and stanchions, with concrete cladding blocks placed between. Nevertheless, Room 19 represents a departure from the standard classroom design

used for Phase 1 in that the dimensions of the room are rectangular rather than square. Furthermore, the height of the roof had been reduced, resulting in the omission of a distinct clerestory level, the windows instead forming part of the lower fenestration arrangement to provide a large, glazed southern elevation.

- 4.22. The lower roof height was likely as a result of an earlier rationalisation of materials which affected the Hertfordshire programme as early as 1949 when a national steel shortage and a government cost limit on school places forced designers to dispense with the clerestory windows and pursue a lower cost option (Keith 1983). However, the southerly aspect remains, albeit at the expense of the southern elevation of the adjacent Room 20. In contrast to the Hills galvanised steel doors of Phase 1, external doors to Room 19 are of an aluminium construction. Internally, the lower roof height of Room 19 is apparent (Photo 34); however, the lattice roof trusses remain visible, in common with classrooms of Phase 1. The addition of Room 19 resulted in the creation of a small courtyard area within the eastern group of rooms. Within this courtyard is a sculpture titled 'Tobias and the Angel' by Daphne Henrion (Photo 35). This sculpture has been present at the school since 1950, however, it has at some point been relocated from the front of the school to its present location (The Decorated School 2011).



Photo 32: Overview of southern elevation of Room 19. Room 18, to the east, represents a classroom within Phase 1



Photo 33: Detail of external door to Room 19



Photo 34: Overview of Room 19, looking south-westwards



Photo 35: Sculpture of 'Tobias and the Angel' within courtyard

- 4.23. The nursery block of Phase 2 (Rooms 21 to 23) was constructed as a detached structure and is linked to the main school building by a covered walkway only (see Photo 12). As with all other teaching spaces within the building, the southern

elevation incorporates large amounts of glazing to take advantage of the available sunlight. In contrast to the principal southern elevation of the main school building, Rooms 21 and 23 are entirely glazed to their southern elevation (Photo 36) but retain the concrete cladding to the eastern and western elevations (Photo 37) common with the general construction of the school, albeit, the panels are arranged horizontally as opposed to vertically as on Phase 1.



Photo 36: Overview of southern elevation of Rooms 21 and 23



Photo 37: Overview of concrete cladding to eastern elevation of Room 23

- 4.24. Internally, Rooms 21 to 23 incorporate the exposed lattice roof trusses found elsewhere in the building, however due to the extended width of Rooms 21 and 23, beyond the standard classroom width, a free standing column appears to have been necessary to support the ceiling, likely as a result of standard length trusses (Photo 38).



Photo 38: Overview of Room 21, looking south-westwards. Note the free standing post between roof trusses

- 4.25. Situated between the principal teaching spaces, a common cloakroom area (Room 22, Photo 39) provides access to both rooms and incorporates a small kitchen. The central portions of the block incorporate roof lights of a square design, in contrast to the rectangular units within Phase 1, which are controlled by a screw mechanism (Photo 40). Room 23 represents the second teaching room in the block and incorporates a set of modern units to the north-western extent (Photo 41), otherwise its composition and fabric reflects that of Room 21.



Photo 39: Overview of Room 22, looking north-westwards



Photo 40: Detail of typical rooflight within the nursery block



Photo 41: Overview of north-western extent of Room 23

5. HISTORIC BUILDING SURVEY – POST-WORKS

- 5.1. The following section comprises a record of the building subsequent to the permitted works. The record incorporates headings that relate to discrete portions of works and focuses on those works that are directly related to the historic fabric of the building. This section incorporates written descriptions and photographs that record the changes to the fabric of the building. Where changes are extensive and are replicated across multiple areas of the school, this has been highlighted and one example provided.

Remodelling works

- 5.2. Rooms 4a, 4b and 5 have been remodelled to create a new, larger staff room. The new staff room (Photo 42) incorporates a new kitchenette area in place of the former toilet cubicles (and previously, part of the former doctors room, see Fig. 6) that comprised Rooms 4a and 4b. The radiator (Photos 18 and 19) and one internal wall have been removed as a result.



Photo 42: New Staff Room configuration

- 5.3. Within the Nursery block (Phase 2), the north-western corner of the block has been sub-divided to create a new server room (Photo 43). The new room follows the existing alignment of the adjacent kitchenette area to create a continuous wall

alignment across the northern extent of Room 23. No historic fabric has been removed.



Photo 43: Extent of new server room (indicated by red arrows)

Replacement of rooflights

- 5.4. Every rooflight within the school has been replaced with a black metal framed double glazed conservation rooflight (Photo 44). As part of the completed works, each aperture will be recovered at ceiling level with the existing glazed panels (Photo 28) where these were previously present, except where ventilating rooflights are used in Rooms 1 (Photo 45), Room 15 and Room 10.



Photo 44: Replacement rooflight in Comms Room adjacent to Room 10 (ceiling glazing panel not *in situ*)



Photo 45: Position of ventilating rooflights in Room 1

Replacement of glazing

- 5.5. All windows and doors have been refurbished using safety glass (Photo 46). This work involved the use of new putty within the existing window and door frames (Photos 47 & 48). The new glazing has not altered the appearance of the school.



Photo 46: New safety glass in windows at south-western corner extent of Room 14



Photo 47: Replacement glazing and putty in internal windows, Room 1



Photo 48: Replacement glazing in Room 10

Replacement of internal and external doors

- 5.6. All timber veneer and painted internal doors have been replaced with matching doors (Photo 49). The original steel lobby doors, found in Rooms 1, 10 and 15 have been refurbished and remain *in situ* (Photo 50). One external uPVC door at the southern extent of Room 1 (Photo 10) has been replaced by a steel model that better reflects the original features of the building (Photo 51).



Photo 49: Internal door between Rooms 1 and 15



Photo 50: Steel internal lobby doors, Room 1



Photo 51: Steel replacement door at southern extent of Room 1

Installation of acoustic ceilings

- 5.7. Existing fibreboard ceiling has been removed from the whole building. These were affixed to the concrete roof structure using timber battens (Photo 14). The new ceiling is comprised of separate elements for distinct areas of the school. For taller rooms

such as the classrooms and halls (see Fig. 6), the concrete structure of the roof has been cleaned and left exposed and rectangular acoustic panels and light fittings are in progress of being installed. These will be suspended from the ceiling structure and allow for glimpses of the concrete roof structure once fully installed (Photo 52).

- 5.8. Elsewhere, in corridors, open teaching spaces and offices, acoustic panels are in progress of being installed using a grid system that will cover the concrete roof structure to the same extent as the removed fibreboard (Photo 53). Prior to the completion of this portion of the works, the concrete roof system is fully visible, which currently provides for an understanding of the building's prefabricated construction (Photo 54). Furthermore, the present exposure of the roof structure reveals the difference in construction between Phases 1 and 2 (Photo 55).



Photo 52: Acoustic panels in Room 14



Photo 53: Acoustic grid system, partially installed in Room 16



Photo 54: Exposed concrete roof structure in Room 8

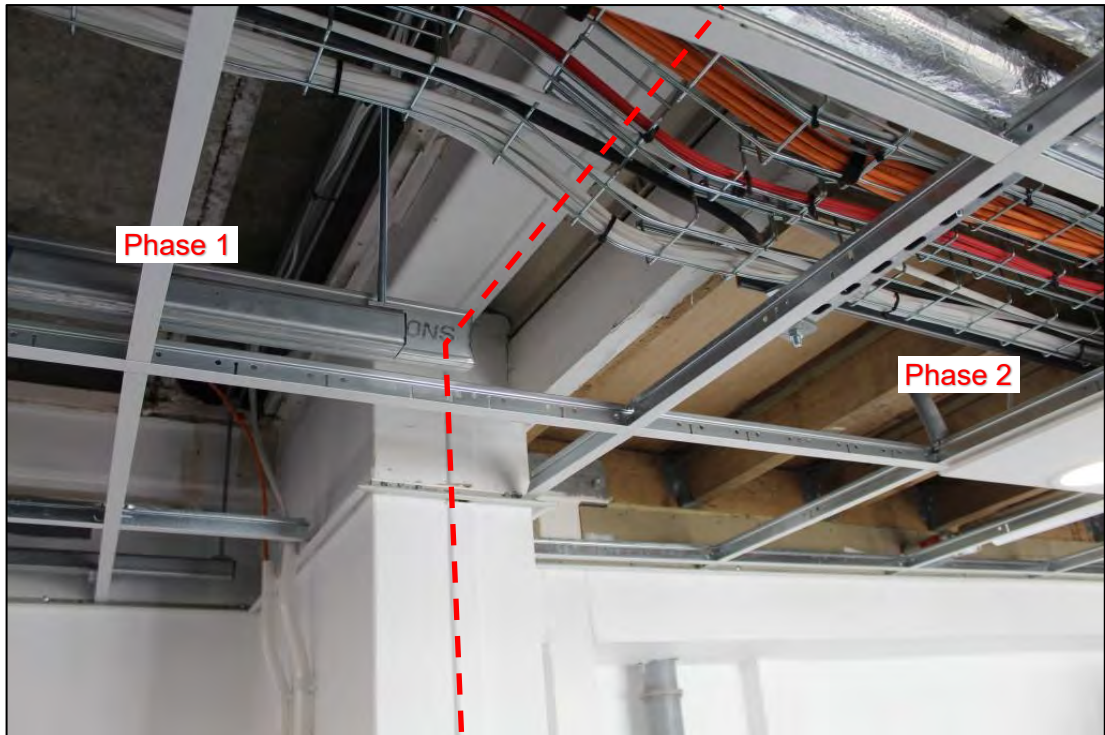


Photo 55: Junction between Phases 1 and 2 in Room 16

Installation of natural and mechanical ventilation systems

- 5.9. Following pre-application consultation with SACDC, a ventilation strategy was structured around the division of solutions between high-level rooms (Classrooms and halls) and low-level rooms (corridors, offices and open teaching areas). High-level rooms now incorporate mechanical ventilation using hybrid thermal mixing units fixed to the clerestory windows. In each classroom, the units occupy the central window within the northern clerestory windows; within the dining room they are positioned as a pair in the northern clerestory windows (Photo 56) whilst in Room 8 where they are positioned within the second rows of clerestory windows within the eastern and western elevations (Photo 57). Externally, the ventilation units are identifiable through louvred panels in the clerestory (Photo 58). Within low-height circulation areas, natural ventilation is provided through louvred rooflights (Photo 45). Louvred panels have also been installed within the upper windows of the southern elevation of the nursery block (Photo 59).



Photo 56: Ventilation units at clerestory level in Room 6



Photo 57: Ventilation units at Clerestory level in Room 8



Photo 58: Louvred ventilation panel, Room 8, eastern elevation



Photo 59: Louvred panels within southern elevation of nursery block

Installation of fold-down roof access rails

- 5.10. In accordance with an agreed roof access strategy, the building is in the process of being fitted with fold-down roof access rails around the perimeter of the roof. Substantial portions have been installed and are currently residing in their 'up'

position (Photo 60), however, when not in use the rails will be folded down to minimise visibility and maintain the aesthetic interest of the building.



Photo 60: Fold-down roof rail system in 'up' position

Installation of new electrics

- 5.11. The school has been installed with new electrics throughout the building. This has necessitated alterations to the ceiling in certain areas of the school, principally limited to circulation areas such as Rooms 1, 10 and 15 where the acoustic panel ceiling system serves to accommodate the new services (Photo 61). Where the new services are routed through circulation areas this has necessitated the overall lowering of the ceiling height so as to partially obscure the formerly exposed lattice roof trusses in these areas, however, the scale and function of lattice trusses is better appreciated within the classrooms and hall spaces where they can be read in conjunction with the concrete roof construction.



Photo 61: Electrical services in Room 1

Replacement of roof soffits and window spandrel panels

- 5.12. The roof soffits across the school have been replaced by new board to match the former, asbestos soffits in appearance (Photo 62). This has been carried out for both low-level and high-level portions of the building. Whilst spandrel panels on the main school building have been repainted, the panels on the Nursery building have been replaced (Photo 63).



Photo 62: Detail of replacement soffits



Photo 63: Nursery block, northern elevation

6. STATEMENT OF SIGNIFICANCE

- 6.1. The following Statement of Significance has been produced with reference to the four heritage values identified in *Conservation Principles* (English Heritage 2008, section 2) along with the Listing Selection Guide for Commerce and Exchange Buildings (Historic England, 2017).

Evidential Value

- 6.2. The evidential value of the building lies principally in the surviving fabric of the 1950's school building constructed as part of Hertfordshire's pioneering post-war school building programme. The school building is relatively intact with important features such as steel window and door frames surviving to a large degree. The concrete cladding, lattice roof truss and stanchion system also remains and its exposed nature provides a visible means of appreciation of the construction methods that were employed in many subsequent school buildings. The original layout of the school is mostly intact and intelligible with only minor changes to the reception layout and room designations.

Historical Value

- 6.3. The building is considered to be of historical value as an example of a school of the important Hertfordshire post-war school building programme. The catalyst for the programme was broadly a combination of post-war rapid population growth with a shortage of skills and materials which necessitated a method of school building that was low cost and fast to implement. The school was one of the earliest schools in the programme to be completed and incorporated features unique to that phase such as the use of clerestory windows to the halls and classrooms. The design of schools within the programme incorporated progressive ideas that were a template for schools moving forward. The philosophy of designing schools at a scale appropriate to children served to reduce the 'institutional feel' of pre-war schools, a philosophy that was used in the design of Aboyne Lodge.

Aesthetic Value

- 6.4. The key aesthetic contribution of the school lies in the external composition of the building that incorporates multiple different roof heights that add visual interest to the building. Furthermore, the multiple corners and projections serve to mitigate the risk of long, flat elevations and create a sense of a series of smaller clusters of buildings rather than a single whole that, in combination with the varied roof heights, avoids

the impression of a sprawling, single storey edifice. Internally, aesthetic value may be drawn from the exposed construction materials such as the lattice roof trusses and abundant use of glazing.

Communal Value

- 6.5. The building is considered to be of high communal value as place where children come together to learn, socialise and celebrate achievement. The building is a publicly accessible entity that acts as an active hub within a local community. The educational function of the building is a principal contributor to the communal value of the building and this value would likely be eroded should the educational function cease.

Summary

- 6.6. The special interest of the school lies principally in its Evidential and Historic value as an early example of a school in the pioneering post-war Hertfordshire school building programme. The school retains much of its historic layout and has been relatively unaltered by later extensions and alterations. The broad layout of the school remains intelligible and the visible structural fabric of the buildings adds an element of interest that clearly identifies the school in its historical context.

7. CONCLUSIONS

- 7.1. Aboyne Lodge School was constructed in 1950 as part of a programme of school building in Hertfordshire following the end of Second World War. A combination of population growth coupled with shortages of building materials and labour resulted in a demand for school places at short notice with little chance of meeting the demand through conventional building methods and materials. Hertfordshire became the national leader in post-war school building by developing a pre-fabrication method employing the Hills '8 feet 3 inches' module system that made use of available materials such as steel and concrete. The Hertfordshire model went on to influence school architecture throughout the rest of the country and abroad.
- 7.2. The special interest of the school lies principally in its Evidential and Historic value as an early example of a school in the pioneering post-war Hertfordshire school building programme. The school was one of the earliest to be constructed within the programme and retains much of its historic layout, having been relatively unaltered by later extensions and alterations. The broad layout of the school remains intelligible and the visible structural fabric of the buildings adds an element of interest that clearly identifies the school in its historical context.
- 7.3. The programme of works includes the remodelling of two areas of the school (Staff Room and Nursery Server Room), however, the remainder of the works are focussed on the replacement or refurbishment of existing fixtures, fittings and surfaces. This record has documented the areas affected by the works and illustrated the changes to the historic fabric, layout or appearance, where appropriate.

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