

Proposed Grove Field
Amphitheatre
Leighton Park School
Shinfield Road
Reading

Heritage Statement

AH Project Ref. AH492
AH Report Ref. AH492/1

June 2017



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SUMMARY

PROJECT NAME: PROPOSED GROVE FIELD AMPHITHEATRE
LOCATION: LEIGHTON PARK SCHOOL, SHINFIELD ROAD, READING
NGR: 473169, 171486
TYPE: HERITAGE STATEMENT

In June 2017 Armour Heritage was commissioned by Leighton Park School to complete a Heritage Statement with regard to the proposed construction of an amphitheatre on land known as Grove Field at Leighton Park School, Shinfield Road, Reading, centred on NGR 473169, 171486. The Site and Grove Field form part of a surviving area of parkland which lies within the wider school property. School House and its attached laboratories represent a Grade II Listed Building. Other school buildings which are, for the most part, situated around the perimeter of Grove Field are of later 19th and 20th century date and comprise a range of architectural styles. An addition to a 1970s music block, which will form a new Media Centre, is currently under construction to the immediate east of the Site.

The proposal comprises the construction of a low level predominantly earth-built amphitheatre to accommodate outdoor performances, providing an assembly space for 250 people. New planting is proposed which would serve to both screen the 1970s theatre from some views across the wider site and new trees around the drive from Grove House to School House will enhance the sense of a procession from the new car park for visitors. Further new tree planting is proposed, designed to integrate the mound further with peripheral woodland along the school's boundary with Shinfield Road. It is proposed that the earthwork elements of the amphitheatre will be planted with meadow grasses, partly to reduce maintenance, but also to create a more natural appearance more appropriate to the space.

Whilst no formal assessment of the archaeological potential has been undertaken with regard to the proposals, previous archaeological evaluation works undertaken in advance of groundworks associated with the adjacent development of the new Media Centre identified no archaeological remains or finds. The potential for buried archaeology at the Site is assessed as very low, although if present it would likely be impacted by the development.

This assessment has examined the developmental history of the Site and the wider school holdings and has found that the proposed construction of an amphitheatre at the Site would result in No Impact in respect of the significance of the Grade II Listed School House or the three undesignated historic school buildings assessed within the body of this document. In light of this assessment it is considered that the proposed construction of the Grove Field Amphitheatre will result in No Harm to the setting or significance of the Listed Building or the three undesignated heritage assets considered within this heritage statement.

This assessment has been completed in line with the NPPF and PPG, and following guidance issued by Historic England.

1. INTRODUCTION

Outline

- 1.1. In June 2017 Armour Heritage was commissioned by Leighton Park School to complete a Heritage Statement (HS) with regard to the proposed construction of an amphitheatre on land known as Grove Field at Leighton Park School, Shinfield Road, Reading, centred on NGR 473169, 171486 and hereafter referred to as 'the Site' (Fig. 1).
- 1.2. The Site and Grove Field form part of a surviving area of parkland which is within the wider school property. School House and its attached laboratories represent a Grade II Listed Building. Other school buildings which are, for the most part, situated around the perimeter of Grove Field are of 19th and 20th century date and comprises a range of architectural styles. An addition to the 1970s music block, which will form a new Media Centre, is currently under construction.
- 1.3. The setting and condition of the Listed Building, and a number of associated undesignated heritage assets, are discussed in detail in Sections 4-5 of this document

Planning proposal

- 1.4. The proposal is for the construction of a low level predominantly earth-built amphitheatre to accommodate outdoor performances, providing an assembly space for 250 people. New planting is proposed which would serve to both screen the 1970s theatre from some views across the wider site and new trees around the drive from Grove House to School House will enhance the sense of a procession from the new car park for visitors. Further new tree planting is proposed, designed to integrate the mound further with peripheral woodland along the school's boundary with Shinfield Road.
- 1.5. It is proposed that the earthwork elements of the amphitheatre will be planted with meadow grasses, partly to reduce maintenance, but also to create a more natural appearance more appropriate to the space.

Scope, Nature and Structure of Report

- 1.6. Following this *Introduction*, this assessment continues in Section 2 by providing a summary of the planning and development context within which the assessment has been undertaken. This identifies that an appreciation of context, and the historic environment in particular, is embedded within relevant national and local planning policy.
- 1.7. Section 3 sets out the methodology that has been employed in developing this heritage statement. It explains how the assessment of the developmental history of the Site and its environs has shaped and influenced the significance of the Grade II Listed School House and its setting. This will provide context and background for assessment of any perceived impacts upon the Listed Building which may result from the proposed amphitheatre. In addition, the nature and scope of the research is summarised, and the assessment process and criteria for assessment are set out.
- 1.8. Section 4 describes the Site and, where considered appropriate, its wider environs, which provides context for the proposals. Statutory designations are identified and the character of the Site is described, as is the extent of survival and historical significance of Grove Field.
- 1.9. Section 5 assesses the significance and setting of the Listed Building and its relationship with the Site and Grove Field.

- 1.10. Section 6 examines the potential impacts to the Listed Building's setting and significance which may result from the proposed amphitheatre.
- 1.11. Section 7 comprises a series of recommendations based upon the assessments in Sections 5 and 6, seeking to minimise, and where possible, remove, *harm* (in heritage planning terms and as defined in the NPPF and PPG) to the significance of the Listed Building through both design and mitigation.
- 1.12. Finally, Section 8 references the source material, written or otherwise, used during the completion of this assessment.

2. PLANNING POLICY CONTEXT

Introduction

- 2.1. There is national legislation and guidance relating to the protection of, and Proposed Development on or near, important archaeological sites or historical buildings within planning regulations as defined under the provisions of the Town and Country Planning Act 1990. In addition, local authorities are responsible for the protection of the historic environment within the planning system.

Planning policy and guidance

- 2.2. The assessment has been written within the following legislative, planning policy and guidance context:
 - National Heritage Act 1983 (amended 2002);
 - Town and Country Planning Act (1990);
 - Planning (Listed Buildings and Conservation Areas) Act (1990);
 - National Planning Policy Framework (2012);
 - Planning Practice Guidance: Conserving and enhancing the historic environment (2015);
 - Historic Environment Good Practice Advice in Planning: Note 2 - Managing Significance in Decision-taking in the Historic Environment (Historic England 2015)
 - Historic Environment Good Practice Advice in Planning: Note 3 - The Setting of Heritage Assets (Historic England 2015);
 - Conservation Principles: policies and guidance for the sustainable management of the historic environment (English Heritage 2008); and the
 - Reading Adopted Core Strategy Document (adopted January 2008, Revised January 2015).

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

- 2.3. Section 66 of the Planning (Listed Buildings and Conservation Areas) Act 1990 ('the Listed Buildings Act') imposes a General duty as respects Listed Buildings in exercise of planning functions.
- 2.4. Subsection (1) provides: In considering whether to grant planning permission for development which affects a Listed Building or its setting, the local planning authority or, as the case may be, the Secretary of State shall have special regard to the desirability of preserving the building or its setting or any features of special architectural or historic interest which it possesses.

National Planning Policy Framework (NPPF)

- 2.5. The National Planning Policy Framework sets out planning policies relating to conserving and enhancing the historic environment. It defines the historic environment as all aspects of the environment resulting from the interaction between people and places through time, including all surviving physical remains of past human activity, whether visible, buried or submerged, and landscaped and planted or managed flora. It further classifies a heritage asset as a building, monument, site, place, area or landscape identified as having a degree of significance meriting consideration in planning decisions, because of its heritage interest.
- 2.6. Heritage assets include designated heritage assets and assets identified by the local planning authority (including local listing). Policies relate to both the treatment of the assets themselves and their settings, both of which are a material consideration in development management decision making.
- 2.7. The NPPF states that: “The purpose of the planning system is to contribute to the achievement of sustainable development and that there are three dimensions to sustainable development: economic, social and environmental. The role the environment will play is described as contributing to protecting and enhancing our natural, built and historic environment; and as part of this, helping to improve biodiversity, use of natural resources prudently, minimise waste and pollution, and mitigate and adapt to climate change including moving to a low carbon economy”.
- 2.8. Within the over-arching roles that the planning system will play, a set of twelve core land-use planning principles have been developed to underpin place-shaping and decision making. The 10th principle is to: “...conserve heritage assets in a manner appropriate to their significance, so that they can be enjoyed for their contribution to the quality of life of this and future generations”.
- 2.9. The NPPF continues: “When determining planning applications local planning authorities should take account of:
 - the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation;
 - the positive contribution that conservation of heritage assets can make to sustainable communities including their economic vitality; and
 - the desirability of new development making a positive contribution to local character and distinctiveness”.
- 2.10. Further to this, local planning authorities can request that the applicant should describe the significance of any heritage assets affected, including any contribution made by their setting. The level of detail required in the assessment should be proportionate to the asset’s importance and no more than is sufficient to understand the potential impact of the proposal on their significance “...Where a site on which development is proposed includes or has the potential to include heritage assets with archaeological interest, local planning authorities should require developers to submit an appropriate desk-based assessment and, where necessary, a field evaluation”.
- 2.11. A key policy within the NPPF (Para. 132) is that when considering the impact of any proposed development on the significance of a designated heritage asset “...great weight should be given to the asset’s conservation. The more important the asset, the greater the weight should be. Significance can be harmed or lost through alteration or destruction of the heritage asset

or development within its setting. As heritage assets are irreplaceable, any harm or loss should require clear and convincing justification. Substantial harm to or loss of a Grade II Listed Building, Park or Garden should be exceptional. Substantial harm to or loss of designated heritage assets of the highest significance, notably Scheduled Monuments, Protected Wreck Sites, Battlefields, Grade I and II* Listed Buildings, Grade I and II* Registered Parks and Gardens, and World Heritage Sites, should be wholly exceptional”.

- 2.12. It continues: “However, where a proposed development will lead to less than substantial harm to the significance of a designated heritage asset, this harm should be weighed against the public benefits of the proposal. With regard to non-designated heritage assets specific policy is provided in that a balanced judgement will be required having due regard to the scale of any harm or loss and the significance of the heritage asset affected”.

Planning Practice Guidance (PPG)

- 2.13. With regard to heritage assets, whether designated or not, the PPG states: “Heritage assets may be affected by direct physical change or by change in their setting. Being able to properly assess the nature, extent and importance of the significance of a heritage asset, and the contribution of its setting, is very important to understanding the potential impact and acceptability of development proposals”.
- 2.14. With regard to the setting of a heritage asset, the PPG states: “A thorough assessment of the impact on setting needs to take into account, and be proportionate to, the significance of the heritage asset under consideration and the degree to which proposed changes enhance or detract from that significance and the ability to appreciate it.
- 2.15. Setting is the surroundings in which an asset is experienced, and may therefore be more extensive than its curtilage. All heritage assets have a setting, irrespective of the form in which they survive and whether they are designated or not.
- 2.16. The extent and importance of setting is often expressed by reference to visual considerations. Although views of or from an asset will play an important part, the way in which we experience an asset in its setting is also influenced by other environmental factors such as noise, dust and vibration from other land uses in the vicinity, and by our understanding of the historic relationship between places. For example, buildings that are in close proximity but are not visible from each other may have a historic or aesthetic connection that amplifies the experience of the significance of each.
- 2.17. The contribution that setting makes to the significance of the heritage asset does not depend on there being public rights or an ability to access or experience that setting. This will vary over time and according to circumstance.
- 2.18. When assessing any application for development which may affect the setting of a heritage asset, local planning authorities may need to consider the implications of cumulative change. They may also need to consider the fact that developments which materially detract from the asset’s significance may also damage its economic viability now, or in the future, thereby threatening its ongoing conservation.
- 2.19. Of particular importance to the assessment process is the PPG Section titled How to assess if there is substantial harm. This section states: What matters in assessing if a proposal causes substantial harm is the impact on the significance of the heritage asset. As the National

Planning Policy Framework makes clear, significance derives not only from a heritage asset's physical presence, but also from its setting.

- 2.20. Whether a proposal causes substantial harm will be a judgment for the decision taker, having regard to the circumstances of the case and the policy in the National Planning Policy Framework. In general terms, substantial harm is a high test, so it may not arise in many cases. For example, in determining whether works to a listed building constitute substantial harm, an important consideration would be whether the adverse impact seriously affects a key element of its special architectural or historic interest. It is the degree of harm to the asset's significance rather than the scale of the development that is to be assessed. The harm may arise from works to the asset or from development within its setting.
- 2.21. While the impact of total destruction is obvious, partial destruction is likely to have a considerable impact but, depending on the circumstances, it may still be less than substantial harm or conceivably not harmful at all, for example, when removing later inappropriate additions to historic buildings which harm their significance. Similarly, works that are moderate or minor in scale are likely to cause less than substantial harm or no harm at all. However, even minor works have the potential to cause substantial harm".

Local planning policy: Reading Adopted Core Strategy Document (adopted January 2008, Revised January 2015)

Policy CS33: Protection and Enhancement of the Historic Environment

- 2.22. The policy states: "Historic features and areas of historic importance and other elements of the historic environment, including their settings, will be protected and where appropriate enhanced. This will include:
 - Listed Buildings;
 - Conservation Areas;
 - Other features with local or national designation, such as sites and features of archaeological importance, and historic parks and gardens.
- 2.23. Planning permission will only be granted where development has no adverse impact on historic assets and their settings. All proposals will be expected to protect and where appropriate enhance the character and appearance of the area in which they are located.
- 2.24. The Borough Council is committed to protecting and where appropriate, enhancing, the Borough's historic environment. This includes ensuring that buildings and features of local architectural and historic interest (which are not necessarily recognised components of the historic environment) are taken fully into account and safeguarded, as appropriate. Regard must also be had to Reading's buried archaeological evidence, some of which is known, and much of which remains to be discovered.
- 2.25. The character and integrity of Listed Buildings will be preserved, and the Council will seek to enhance the settings of Listed Buildings wherever appropriate, by ensuring that new development in their vicinity is sympathetic".

3. METHODOLOGY

- 3.1. This assessment has been carried out with reference to a number of guidance documents produced by Historic England (English Heritage prior to April 2015) since 2008, and, where

appropriate, in accordance with the Chartered Institute for Archaeologists' *Standards and Guidance for Historic Environment Desk-Based Assessment* (CIfA 2014).

Historic Environment Good Practice Advice in Planning: Note 2 - Managing Significance in Decision-taking in the Historic Environment

- 3.2. The GPA note advises a 6-stage approach to the identification of the significance of a heritage asset and the potential effects on its significance as a result of any development.
- 3.3. The significance of a heritage asset is the sum of its archaeological, architectural, historic, and artistic interest. A variety of terms are used in designation criteria (for example outstanding universal value for world heritage sites, national importance for Scheduled Monuments and special interest for Listed Buildings and conservation areas), but all of these refer to a heritage asset's significance.
- 3.4. The list of Steps is set out below, however the GPA does add "...it is good practice to check individual stages of this list but they may not be appropriate in all cases and the level of detail applied should be proportionate. For example, where significance and/or impact are relatively low, as will be the case in many applications, only a few paragraphs of information might be needed, but if significance and impact are high then much more information may be necessary".
- 3.5. The recommended *Steps* are as follows:
 - 1. Understand the significance of the affected assets;
 - 2. Understand the impact of the proposal on that significance;
 - 3. Avoid, minimise and mitigate impact in a way that meets the objectives of the NPPF;
 - 4. Look for opportunities to better reveal or enhance significance;
 - 5. Justify any harmful impacts in terms of the sustainable development objective of conserving significance and the need for change; and
 - 6. Offset negative impacts on aspects of significance by enhancing others through recording, disseminating and archiving archaeological and historical interest of the important elements of the heritage assets affected.
- 3.6. With regard to the application process, the GPA offers the following advice: "Understanding the *nature of the significance* is important to understanding the need for and best means of conservation. For example, a modern building of high architectural interest will have quite different sensitivities from an archaeological site where the interest arises from the possibility of gaining new understanding of the past.
- 3.7. Understanding the *extent of that significance* is also important because this can, among other things, lead to a better understanding of how adaptable the asset may be and therefore improve viability and the prospects for long term conservation.
- 3.8. Understanding the *level of significance* is important as it provides the essential guide to how the policies should be applied. This is intrinsic to decision-taking where there is unavoidable conflict with other planning objectives".
- 3.9. With regard to the assessment of the significance of a heritage asset, the GPA also states that the "...reason why society places a value on heritage assets beyond their mere utility has been explored at a more philosophical level by English Heritage in Conservation Principles (2008). Conservation Principles identifies four types of heritage value that an asset may hold:

aesthetic, communal, historic and evidential value. This is simply another way of analysing its significance. Heritage values can help in deciding the most efficient and effective way of managing the heritage asset so as to sustain its overall value to society”.

- 3.10. For the purposes of this assessment and in line with Conservation Principles, the assessment of significance will include an assessment of a heritage asset’s communal value.

Historic Environment Good Practice Advice in Planning: Note 3 - The Setting of Heritage Assets

- 3.11. GPA note 3. expands on the six stages outlined in GPA Note 2, as set out above.

Step 1: identifying the heritage assets affected and their settings

- 3.12. The starting point of any assessment is the identification of those heritage assets likely to be affected by the proposed development. For this purpose, if the proposed development is seen to be capable of affecting the contribution of a heritage asset’s setting to its significance or the appreciation of its significance, it can be considered as falling within the asset’s setting.

Step 2: Assessing whether, how and to what degree these settings make a contribution to the significance of the heritage asset(s)

- 3.13. This *Step* provides a check-list of the potential attributes of a setting that it may be appropriate to consider in order to define its contribution to the asset’s heritage values and significance. Only a limited selection of the possible attributes listed below is likely to be important in terms of any single asset.

The asset’s physical surroundings

- Topography;
- Other heritage assets (including buildings, structures, landscapes, areas or archaeological remains);
- Definition, scale and ‘grain’ of surrounding streetscape, landscape and spaces;
- Formal design;
- Historic materials and surfaces;
- Land use;
- Green space, trees and vegetation;
- Openness, enclosure and boundaries;
- Functional relationships and communications;
- History and degree of change over time;
- Integrity; and
- Issues such as soil chemistry and hydrology.

Experience of the asset

- Surrounding landscape or townscape character;
- Views from, towards, through, across and including the asset;
- Visual dominance, prominence or role as focal point;
- Intentional intervisibility with other historic and natural features;
- Noise, vibration and other pollutants or nuisances;
- Tranquillity, remoteness, ‘wildness’;
- Sense of enclosure, seclusion, intimacy or privacy;
- Dynamism and activity;

- Accessibility, permeability and patterns of movement;
- Degree of interpretation or promotion to the public;
- The rarity of comparable survivals of setting;
- The asset's associative attributes;
- Associative relationships between heritage assets;
- Cultural associations;
- Celebrated artistic representations; and
- Traditions.

Step 3: Assessing the effect of the proposed development on the significance of the asset(s)

- 3.14. The third stage of the analysis is to identify the range of effects that any Proposed Development may have on setting(s), and to evaluate the resultant degree of harm or benefit to the significance of the heritage asset(s).
- 3.15. The following check-list sets out the potential attributes of any proposed development which may affect setting, and thus its implications for the significance of the heritage asset. Only a limited selection of these is likely to be particularly important in terms of any particular development.

Location and siting of development

- Proximity to asset;
- Extent;
- Position in relation to landform;
- Degree to which location will physically or visually isolate asset; and
- Position in relation to key views.

The form and appearance of the development

- Prominence, dominance, or conspicuousness;
- Competition with or distraction from the asset;
- Dimensions, scale and massing;
- Proportions;
- Visual permeability (extent to which it can be seen through);
- Materials (texture, colour, reflectiveness, etc);
- Architectural style or design;
- Introduction of movement or activity; and
- Diurnal or seasonal change.

Other effects of the development

- Change to built surroundings and spaces;
- Change to skyline;
- Noise, odour, vibration, dust, etc.;
- Lighting effects and 'light spill';
- Change to general character (e.g. suburbanising or industrialising);
- Changes to public access, use or amenity;
- Changes to land use, land cover, tree cover;
- Changes to archaeological context, soil chemistry, or hydrology; and
- Changes to communications/accessibility/permeability.

Permanence of the development

- Anticipated lifetime/temporariness;
- Recurrence; and
- Reversibility.

Longer term or consequential effects of the development

- Changes to ownership arrangements;
- Economic and social viability; and
- Communal use and social viability.

Step 4: Maximising enhancement and minimising harm

3.16. Enhancement, as specified in the NPPF para. 137, may be achieved by actions including:

- removing or re-modelling an intrusive building or feature;
- replacement of a detrimental feature by a new and more harmonious one;
- restoring or revealing a lost historic feature or view;
- introducing a wholly new feature that adds to the public appreciation of the asset;
- introducing new views (including glimpses or better framed views) that add to the public experience of the asset; or
- improving public access to, or interpretation of, the asset including its setting.

3.17. Options for reducing the harm arising from development may include the relocation of a development or its elements, changes to its design, the creation of effective long-term visual or acoustic screening, or management measures secured by planning conditions or legal agreements.

Step 5: Making and documenting the decision and monitoring outcomes

3.18. Step 5 identifies the desirability of making and documenting the decision-making process and monitoring outcomes. For the purposes of the current assessment Stages 1 to 3 have been followed, with Stage 4 forming, if/where appropriate, part of the recommendations.

Limitations of data

3.19. Much of the data used in this assessment consists of secondary information derived from a variety of sources, only some of which have been directly examined for the purposes of this assessment. The assumption is made that this data, as well as that derived from other secondary sources, is reasonably accurate.

Copyright information

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Instruction & limitations of this report

- 3.21. Armour Heritage Ltd were instructed by Leighton Park School, to complete a heritage statement with regard to the proposed construction of an amphitheatre on land known as Grove Field at Leighton Park School, Shinfield Road, Reading.
- 3.22. This report is a response to a specific instruction for end use and site layout with regard to the historic setting as present at the time of the site visit on 12th June 2017 and proposed works within the assessment framework on the date of issue. It is prepared for the sole use of Leighton Park School, their agents and their associates at the time of instruction.
- 3.23. For the avoidance of doubt, any duty of care to any other end users or third parties is specifically excluded. If a period of one year passes prior to commencing site operations or the planning framework for assessment is changed, then, a further survey or assessment may be required to ensure compliance with the statutory legal responsibility of the developers. Please contact Armour Heritage if there is any doubt.
- 3.24. The assessment is based on the assumption that buildings, settings or records have not been accidentally or intentionally removed or destroyed prior to survey or assessment and that evidence of historic remains have not been accidentally or deliberately removed prior to survey.
- 3.25. Armour Heritage can accept no responsibility for the accuracy of the survey if the Site has been accidentally or deliberately disturbed to remove evidence of archaeological remains.
- 3.26. Assignment of this report without the written consent of Armour Heritage Limited is forbidden. An assignment can be easily arranged but may require a re-assessment.
- 3.27. In the case of a change of plans, site use, site layout or changes of use of the wider area or buildings and/or end use, a new assessment is required to ensure its fitness for purpose, for which a fee is levied. Please contact Armour Heritage Limited for assignments at rob.ac@armourheritage.co.uk.

Documentary research

- 3.28. Detail of designated sites and monuments was acquired from Historic England's online National Heritage List for England (NHLE) and enhanced through further documentary research and site visits. Historic Ordnance Survey maps were acquired from Landmark's *ProMap* service.
- 3.29. A synthesis of all relevant and significant information is presented below. A selection of historic maps and plans are presented in Figs 3-11. Photographs of the Site and its environs are presented in Plates 1-4.
- 3.30. Initial studies involved the consultation of readily available information from documentary and cartographic sources. The major repositories of information consulted comprised:

National Heritage List for England:

- World Heritage Sites;
- Scheduled Monuments;
- Listed Buildings;
- Registered Parks and Gardens; and

- Registered Battlefield Sites.

Other sources:

- The National Archives;
- Heritage Gateway;
- Reading.gov.uk;
- Leighton Parks School archives;
- Available historic Ordnance Survey maps (Landmark/ProMap);
- Online sources, including ADS; and
- Site visits and photographic survey.

Assessment Process

- 3.31. Underlying the identification of significance is a considered assessment process, the aim of which is as far as possible to bring objectivity to bear on the understanding of historic value of the Site and its key sensitive receptors, in particular designated heritage assets, the setting of which, can be affected by any proposed development or alteration.
- 3.32. The Site has been assessed as per the Historic England guidance set out above, but also in consideration of the following criteria:
- Historical development of Leighton Park School including associated buildings, and its environs;
 - The significance of the Grade II Listed School House and assessment of the potential effects of development of the amphitheatre on its significance; and
 - Recommendations for the minimisation of any harm to the significance of the heritage asset and historic elements of the wider school site.

Assessment Criteria

- 3.33. The criteria used in this assessment to assign a value to the potential magnitude of impact as a result of any Proposed Development are set out in Table 1, below.

Table 1: Impact Magnitude Criteria

Magnitude of Impact	Defined as
Substantial Adverse	Total loss or major alteration of the assets or change in its setting, leading to the total loss or major reduction in the significance of the asset
Moderate Adverse	Partial Loss or alteration of the assets or change in its setting leading to the partial loss or reduction in the significance of the asset
Slight Adverse	Slight change from pre-development conditions to the asset or change in its setting leading to the slight loss or reduction in the significance of the asset
Negligible	No change or very slight change to the asset or change in its setting resulting in no

	change or reduction in the significance of the asset
Slight Beneficial	Slight improvement to the asset or change in its setting which slightly enhances the significance of the asset
Moderate Beneficial	Moderate improvement to the asset or change in its setting which moderately enhances the significance of the asset
Substantial Beneficial	Major improvement to the asset or change in its setting which substantially enhances the significance of the asset

3.34. Table 2, below, establishes the importance of a heritage asset in line with national criteria.

Table 2: Value of Heritage Assets

Importance of Heritage Asset	Criteria
High	World Heritage Sites Scheduled Monuments Archaeological sites of Schedulable quality & importance Grade I & II* Listed Buildings and their settings Registered Parks and Gardens and their settings Registered Battlefields Conservation Areas
Medium	Grade II Listed Buildings, Local Authority designated sites e.g. locally listed buildings and their settings Undesignated sites of demonstrable regional importance
Low	Sites with importance locally

3.35. Table 3, below, represents a significance and magnitude of impact matrix which illustrates how levels of impact equate to 'harm' as employed in the NPPF. It should be noted that it is not the intention of the author to use this matrix table rigidly, rather it should be viewed as an additional aid to the assessment of harm.

Table 3: Significance and Magnitude of Impact Matrix

Significance of Receptor	Magnitude of Impact				
	Substantial Adverse	Moderate Adverse	Slight Adverse	Negligible	Beneficial
High	Substantial Harm	Less than Substantial Harm	Less than Substantial Harm	Less than Substantial Harm	Positive Effect
Medium	Substantial Harm	Less than Substantial Harm	Less than Substantial Harm	No Effect	Positive Effect

Low	Substantial Harm	Less than Substantial Harm	Less than Substantial Harm	No Effect	Positive Effect
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- 3.36. It should be noted that where **no impacts** are identified, then the resulting assessment will conclude **No Effect**.

4. SITE ASSESSMENT

Introduction

- 4.1. Leighton Park School is situated c. 2km south of Reading town centre, occupying land between Shinfield Road and Pepper Lane, and immediately adjacent to the Whiteknights complex, part of the University of Reading.
- 4.2. The school is set in approximately 26.3ha of parkland and playing fields, which is considered to form much of the setting of the school, and in particular the Grade II Listed School House. It has two primary entrances; the first off Shinfield Road with a second service access off Pepper Lane (Fig. 1).
- 4.3. A number of the school buildings, whilst undesignated, are considered within the scope of this heritage statement. These are generally arranged along the eastern boundary of the Site, adjacent to Pepper Lane and around Grove Field, with playing fields and areas of open meadow extending through the centre of the parkland. A woodland strip forms the western boundary of the Site, providing an effective visual buffer to Shinfield Road.
- 4.4. School House (Fig. 2), located beyond the ongoing Media Centre site (Plate 3) is located some 50m to the east of the Site, and is accessed via a perimeter road and axial avenue. The building and its attached laboratories are, as previously stated, Grade II Listed.
- 4.5. The School Theatre (New Hall) is located immediately to the southeast of the Site, with the new Media Centre currently under construction to the immediate east. The theatre building was constructed in the 1970s and comprises a brick built structure over two storeys.
- 4.6. The setting and condition of the Listed Building, and a number of associated undesignated heritage assets, are discussed in detail in Sections 4-5 of this document.

Geology

- 4.7. The Site is flat and lies at c. 79m above Ordnance Datum (aOD).
- 4.8. The underlying geology of the Site is described by the British Geological Survey (BGS) as London Clay Formation, comprising clay, silt and sand, a sedimentary bedrock formed approximately 34 to 56 million years BP. Superficial geological deposits are recorded as River Terrace Deposits: sand and gravel, formed up to 3 million years BP in the Quaternary Period.

Statutory Designations

Introduction

- 4.9. No formal study area was established in the completion of this heritage statement, due to the nature of the proposed development and the fact that its location is very well-screened from any heritage assets beyond the school's boundaries. In this case, only heritage assets within the boundaries of the school's holdings were considered in relation to the potential of the

proposal to adversely affect them. Alongside the Listed Building, a further three undesignated assets within the Site's boundary have been considered. These comprise Grove House (1894), Peckover Hall (1916) and Townson House (1910). Within the body of Table 4, below, distances from the Site are measured from the boundary of the Site.

Table 4: Designated and undesignated heritage assets considered by this assessment

Name	Date	Designation	Distance from Site
School House & Attached Laboratories at Leighton Park School	1830	Grade II	50m
Grove House	1894	None	78m
Townson House	1910	None	91m
Peckover Hall	1916	None	88m

Scoping

- 4.10. Due to the nature of the very effective screening afforded by the many mature trees around the wider school perimeters, all designated heritage assets which lie outside the school boundary have been scoped out of any further assessment. It is not considered that the proposal will have any adverse effect upon the sites or their settings.
- 4.11. For the purposes of this assessment, therefore, the following heritage assets have been considered with regard to the potential impact of each of the options; School House, Grove House, Townson House and Peckover Hall. In addition, a small number of key visual receptors have also been included. These comprise significant views to and from the Grade II Listed School House.

Historic map regression and the developmental history of the Site

1610-11 John Speed's Map of Barkshire Described

- 4.12. The earliest map accessed for this heritage statement was a copy of John Speed's 1610-11 *Map of Barkshire Described*. This early 17th century map identifies Reading but lacks sufficient detail to contribute further to this assessment.

1756 plan of the Lordship and Liberty of Earley (Fig. 3)

- 4.13. The earliest manuscript mapping accessed for this heritage statement was the 1756 *Plan of the Lordship and Liberty of Earley*. The approximate location of the Site lies within a broad area of land annotated as Pepper Farm. The later *Pepper House*, which is believed to have replaced the 18th century (or possibly earlier) *Pepper Farm*, was not built until 1830 by the Cobham family, and is the original name of School House.

1820 Plan of the tithings of Sonning Town, Woodley & Sandford and Earley (Fig. 4)

- 4.14. This earlier 19th century map illustrates a similar situation to that shown in the late 18th century map described above. Although there is now no reference to Pepper Farm, the field layout is illustrated, although with no field/plot numbering or place/field names. There is, however, some degree of uniformity to the lines of trees illustrated within the wider site which was to become Leighton Park School, suggesting some formal avenues were in place and thus at least the beginnings of the formal parkland apparent by the later 19th century.

1877 1:2,500 Ordnance Survey County Series (Fig. 5)

- 4.15. The 1877 First Edition Ordnance Survey (OS; Fig. 5) shows the Site occupying the northern part of Leighton Park, illustrated as formal parkland complete with unnamed building identified as *Pepper House*, but possibly now known simply as *Leighton Park*. The north and south lodges to the country house are shown along with the two approaches to the west end of the main drive. Both approaches pass through dense tree cover, as seen today, prior to the house being 'revealed' at the convergence of the two drives.

1899 1:2,500 Ordnance Survey County Series (Fig. 6)

- 4.16. Historical research identifies that in 1891 School House was extended by the renowned British architect Alfred Waterhouse, with the addition of a gymnasium, a fives court, laboratories and a lecture room, which now form part of the Listed Building.
- 4.17. A small pavilion sanatorium was constructed in 1893 on the site of the present Townson House, and in 1894 Grove House was built to the northwest of School House, to the north of the Site.
- 4.18. The 1899 OS illustrates these additional structures, along with a swimming bath to the rear (east) of School House which was added in 1895. This OS edition also illustrates considerable division of land within the school's grounds, presumably for recreation/sports purposes. The Site itself includes one of these sub-divisions at its southern extent.

1912 1:2,500 Ordnance Survey County Series (Fig. 7)

- 4.19. By the issue of the 1912 OS map very few changes are evident within the wider school lands. A pavilion is noted between South Lodge and the main east-west drive and the ha-ha and lawn area has been added to the immediate south of School House.
- 4.20. The land division which includes the southern extent of the Site remains extant.

1932 1:2,500 Ordnance Survey County Series (Fig. 8)

- 4.21. Prior to the issue of this map, during the period 1915-16, school records indicate that Peckover Hall and the Central Buildings, including the Central Library, were completed, with Townson House renamed from *Third House* in 1920.
- 4.22. The 1932 OS (Fig. 7) illustrates the changes set out above and includes more detailed annotation, including playing fields.
- 4.23. The land division in the south of the Site has now been removed, however a square enclosed area is now shown to the Site's immediate southwest, with its northeastern corner possibly just within the boundary of the proposed amphitheatre.

1959 1:1,250 Ordnance Survey Plan (Fig. 9)

- 4.24. Archive material supplied by Leighton Park School indicates that between the later 1930s and the late 1950s there were few changes at the school. The swimming baths to the rear of School House were covered and extended to include a new gymnasium in 1953 and the square enclosed area to the southwest of the Site is now annotated as a *Tennis Court*. An additional rectangular area is now shown to the southeast of the Site.

Further information

- 4.25. Further historical map regression has been sourced from school archives and plans dating from 1960 and 1990 (Figs. 10-11).
- 4.26. In 1962 the construction of East Lodge and Fryer House were completed, with new classrooms and the Geography Block added in 1964. Further development is evident in 1964 with the opening later that year of Field House. Reckitt Lodge was added to the school complex in 1970. The New Hall and Music Centre opened in May 1972 whilst in 1990 the New School House was completed.
- 4.27. The Site remained open and undeveloped through this period.

Satellite Imagery

- 4.28. The historic satellite imagery sequence offered by Google Earth for the Site covers the period 2003 to 2017.
- 4.29. No changes are evident at the Site throughout this sequence with the exception of the most recent 2017 image which shows construction work relating to the new Media Centre as underway.

5. ASSESSMENT OF THE SIGNIFICANCE OF HERITAGE ASSETS

Introduction

- 5.1. The site visit confirmed that, with the exception of School House, no other designated heritage assets have the potential to have their setting or significance affected as a result of the proposed conversion of the outbuildings. A number of undesignated heritage assets within the school complex have also been considered, as set out above.
- 5.2. The detailed assessments set out below has been completed in line with the principles set out in the document *Historic Environment Good Practice Advice in Planning: Note 3 - The Setting of Heritage Assets* (Historic England 2015b), as detailed above.

Detailed Assessment

School House & Attached Laboratories at Leighton Park School (Grade II Listed; List Entry 1113577; Fig. 2, Plates 1-2)

The heritage asset and its setting

- 5.3. The Grade II Listing includes School House, formerly Pepper House, originally constructed in 1830, and an extension completed in 1891 by Alfred Waterhouse, which comprised the addition of a laboratory block attached to the north of School House.
- 5.4. School House comprises a two storey structure with basement and is constructed of painted brick on plinth with flanking corner piers, stone architraves and bracket sills, moulded string courses are included at 1st floor level. There is a small extension to the east featuring a tile-hung lavatory oriel.
- 5.5. The Listed Building is situated within a well-defined area of parkland formerly associated with Pepper House, although clearly the subject of much landscaping since, particularly in the formation of sports pitches to the south of the main drive to School House.

- 5.6. Situated predominantly to the north of the main drive, and including the area defined as the Site, the parkland features broad areas of lawn interspersed with impressive mature trees, both individually and in groups.
- 5.7. School House is accessed via an entrance off Shinfield Road, utilising the northern of two original entrances which include lodges. The southern entrance no longer serves the school, with alternative access now available off Pepper Lane to the east.
- 5.8. The school, its associated buildings and remnant parkland are well-screened, particularly from Shinfield Road, by mature tree growth, a feature of the park, and possibly the site's precursor Pepper Farm, since at least the early 19th century.
- 5.9. The laboratories, which also form part of the Listing, have been significantly remodelled since 1890. These alterations include works dating to the 1920s to the small single storey section at the front of the Annex, and a group of classrooms attached to the rear in 1960.
- 5.10. School House forms the principal building of the school complex, which also features a suite of school buildings dating from the 19th century to the late 20th century.

Contributing factors to the significance of the heritage asset

- 5.11. Archaeological value: The Listed Building will derive limited significance from the archaeological value described through its historic fabrics and features which survive well within the structure of this well-preserved example of a modest early 19th century country house. This archaeological value is, however, considered to have been compromised by the considerable restorative works which the building has undergone, particularly in the period 1962-63.
- 5.12. Archaeological value may also be derived from buried archaeological deposits beneath and in the immediate vicinity of the Listed Building, although recent field evaluation undertaken in advance of the start of construction of the new Media Centre identified no remains of archaeological significance. Archaeological remains, if present, may relate to the site's previous use as a country house and prior to that, a working farm.
- 5.13. Historical value: There is associative historical value which will contribute to the overall significance of the heritage asset, whilst from an illustrative historical perspective it is considered that the Listed Building represents one of many similar examples regionally, and thus will provide little unique evidence about the past.
- 5.14. With regard to its associative historical value, however, the post-1890 history of the school is very well documented, as is the physical development and structural evolution of School House, from its inception as a school in 1890, through to the present day. The very well-kept records of former staff and pupils contribute further associative historical value.
- 5.15. Further associative value is derived from the connections to the English architect Alfred Waterhouse, who was responsible for the design and addition of the laboratory block. Alfred Waterhouse became a fellow of the Royal Institute of British Architects in 1861, and was president from 1888 to 1891.
- 5.16. Architectural value: The architectural quality of the Listed Building adds little to the overall significance of the heritage asset. The original School House itself is of relatively modest design. The addition of the laboratory blocks by British architect Alfred Waterhouse in 1891-92, which differ greatly both in fabric and design, have left the 1830 building appearing rather

incongruous when juxtaposed against these weightier more imposing wings. The whole Listed Building appears rather disproportionate and asymmetrical, detracting from its architectural and its aesthetic value. It is also considered that the alterations to the attached laboratories, detailed above, further detract from this value.

- 5.17. Communal value: It is assessed that the Listed Building derives considerable communal value from its position as a school, which has been in existence since the late 19th century. Many local families will have attended the school, possibly across generations, and the building and its environs therefore contributes to a collective memory and sense of identity.
- 5.18. Contribution of setting: The enclosed parkland setting of School House is assessed to contribute value to its overall significance, both in an aesthetic and historic context.
- 5.19. However, it is further assessed that the presence of the nearby busy Shinfield Road detracts from this setting to a degree. Whilst the road would have been in operation when the original Pepper House was constructed, the exponential increase in traffic volume in recent years impacts upon the heritage asset audibly, and significantly detracts from the sense of calm space within the parkland environment.

Overall

- 5.20. As a Grade II Listed Building, School House is regarded as of moderate significance and local to regional importance, whose significance is largely derived from its associative historical and communal value, and to a lesser degree, its setting.

Grove House (Undesignated; Fig. 2, Plate 1)

The heritage asset and its setting

- 5.21. Grove House was constructed in 1894, the Governors of the school having received a windfall from Grove House School in Tottenham. Grove House remained one of the two buildings at the Leighton Park site until 1914, subsequent to which further school buildings were added to the complex. It comprises a two storey structure in red brick with a red tile roof and a modern single storey extension to the front (south) of the main building.
- 5.22. The building lies at the northern extent of the surviving parkland, formerly associated with Pepper House, now School House, and some 78m north of the Site. The remnant parkland in this area features a broad area of lawn interspersed with mature trees, both individually placed and in groups. A tarmac access road to School House separates the building from the parkland.

Grove House and its associated buildings are well-screened from Shinfield Road, and partially screened from the Site, by mature trees.

Contributing factors to the significance of the heritage asset

- 5.23. Archaeological value: The historic building will derive limited significance from the archaeological value attached to its late 19th century fabrics and a number of features which survive well within its historic structure.
- 5.24. There is further limited potential for archaeological value in the form of buried archaeological deposits which may survive beneath or around the building. Further archaeological remains

may reflect the broader school site's previous use as a country house and, prior to that, a working farm.

- 5.25. Historical value: As was the case with the Grade II Listed School House, there is considerable associative historical value which will contribute to the overall significance of Grove House, including detail of its construction, funding and first pupils and masters. The history of the school is well documented, including well-kept records of former staff and pupils which will contribute associative historical value.
- 5.26. Limited illustrative historical value may be derived from the building's design, representing a well-preserved example of a purpose-built Victorian school house.
- 5.27. Architectural value: The architectural quality of the building adds to its overall significance, with Grove House visually of recognisable late Victorian design with high gables and multiple stacks. The presence of the modern single story extension detracts considerably from the building's aesthetic/architectural value, in particular when viewed from the south/front. Its wider parkland setting contributes positively to its significance, as to a lesser degree do the rather limited views across the remnant parkland.
- 5.28. Communal value: It is assessed that the building will derive communal value from its position as an element of the Leighton Park School, which has been in existence since the late 19th century. Many members of local families will have attended the school and the building and its environs will therefore contribute to a collective memory and sense of identity.
- 5.29. Contribution of setting: The setting of Grove House comprises a number of elements, predominantly its position as a component of the wider school environment and its associated parkland and school playing fields. This environment is considered to contribute positively to the building's significance as a heritage asset.
- 5.30. The presence of the nearby busy Shinfield Road is considered to detract from the building's setting. Whilst the road would have been in operation when the original Grove House was constructed, the increase in traffic volume in recent years impacts upon the heritage asset audibly, and significantly detracts from the sense of calm space within the parkland.

Overall

- 5.31. As an undesignated heritage asset, Grove House is assessed to be of relatively low significance and local importance. Its significance as a heritage asset is assessed to be derived largely from its historical and communal value, with setting representing a lesser though nonetheless important contributor.

Townson House (Undesignated; Fig. 2)

The heritage asset and its setting

- 5.32. Townson House was constructed in 1910, at which time it was known as *Third House*. It was opened as Townson House in May 1920.
- 5.33. The building represents a two storey structure in grey brick with a red brick string course on the lower floor and a red tile roof, fronting on to a modern access.
- 5.34. Townson House lies some 20m to the north of the Grade II Listed School House and c. 91m northeast of the Site. The building enjoys views across the remnant parkland, although these

are limited somewhat by the presence of large mature trees and the ongoing construction of the new Media Centre. A tarmac driveway/access road separates the building from the parkland. The building is considered to form one of the more significant historic buildings on the school site.

Contributing factors to the significance of the heritage asset

- 5.35. Archaeological value: The heritage asset will derive very limited significance relating to the archaeological value contained in its historic early 20th century fabrics and features which will survive well within the building.
- 5.36. There is further limited potential for archaeological value in the form of buried deposits beneath and in close proximity to the building. Further archaeological remains may reflect the wider school site's previous incarnation as a modest country house and, prior to that, a working farm.
- 5.37. Historical value: As with the Grade II Listed School House described above, there is considerable associative historical value which will contribute to the overall significance of this heritage asset, including detail of its construction, past pupils and masters. The history of the school is well documented, including well-kept records of former staff and pupils which will contribute associative historical value.
- 5.38. Limited illustrative historical value is derived through Townson House representing a well-preserved example of a purpose-built early 20th century school building.
- 5.39. Architectural value: The architectural quality of the building is considered to add limited value to its overall significance as an undesignated heritage asset. Townson House is of an architecturally austere design, both functional and symmetrical, and considered an appropriate design for a building constructed specifically as part of an educational establishment.
- 5.40. Communal value: Townson House will derive communal value from its position as an element of the Leighton Park School, which has been in existence since the late 19th century. Local families, residents and others will have attended the school, possibly across a number of generations, and the building and its environs will therefore contribute to a collective memory and sense of identity.
- 5.41. Contribution of setting: The setting of Townson House is considered largely to relate to its location within the wider school environment of Leighton Park, including its buildings, both historic and modern, its associated parkland and school playing fields. This setting is considered to contribute positively to the heritage asset's overall significance.
- 5.42. The presence of the nearby busy Shinfield Road, and to the rear of the building Pepper Lane, are considered to detract from the building's setting. Whilst both roads would have been in operation when the original building was constructed, the increase in traffic volume in recent years impacts upon the heritage asset audibly, and significantly detracts from the sense of calm space within the parkland.

Overall

- 5.43. The significance of this heritage asset is assessed to be derived in large part from its purpose-built nature as a school building, in combination with its communal value, and to a lesser

degree its school and parkland setting. As an undesignated heritage asset, Townson House is assessed to be of low significance and local importance.

Peckover Hall (Undesignated; Fig. 2, Plate 2)

The heritage asset and its setting

- 5.44. Peckover Hall was constructed between 1915 and 1916. The building comprises a one and one and a half storey structure in red brick with a grey tile roof, fronting on to a small area of lawn and a modern access road. A striking white clock and bell tower sits above the central roof area.
- 5.45. The school building lies some 83m to the northwest of the Grade II Listed School House and c. 88m northeast of the Site. A tarmac driveway/access road separates the building from the remnant parkland to the south and west.
- 5.46. Peckover Hall is relatively well-screened from areas outside of the school's boundaries, particularly from Shinfield Road, by mature tree growth, although screening is less effective to the east along Pepper Lane. The building is identified as one of the more significant historic structures at the school site.

Contributing factors to the significance of the heritage asset

- 5.47. Archaeological value: Peckover Hall will derive limited significance from the evidential value contained in its historic earlier 20th century fabrics and features, which will survive well within the structure of the building.
- 5.48. There is further limited potential for archaeological value in the form of buried deposits beneath and in close proximity to the building. Further archaeological remains may reflect the wider Leighton Park's historic use as a modest country house and, prior to that, a working farm.
- 5.49. Historical value: Peckover Hall, in common with the other buildings which make up the Leighton Park School complex, has considerable associative historical value which will contribute to the overall significance of this heritage asset, including detail of its construction, past pupils and masters. The history of the school is well documented, including well-kept records of former staff and pupils which will contribute associative historical value.
- 5.50. Limited illustrative historical value will be derived from the building representing a well-preserved and well-documented example of a purpose-built earlier 20th century educational building.
- 5.51. Architectural value: The architectural design of the building adds value to its overall significance as a heritage asset. Peckover Hall represents an unusual and interesting design architecturally, almost reflective of a stand-alone traditional Victorian primary or secondary school, complete with bell tower and clock. The architectural value of the historic structure is considered to contribute at least modestly to its overall significance as a heritage asset.
- 5.52. Communal value: It is assessed that the building will derive communal value from its position as an element of the Leighton Park School, which has been in existence since the late 19th century. A number of local families will have attended the school, possibly across a number of generations, and the building and its environs will therefore contribute to a collective memory and sense of identity.

- 5.53. Contribution of setting: The setting of Peckover Hall is considered to comprise the wider school environment of Leighton Park, including its buildings, both historic and modern, its associated parkland and school playing fields. This setting is considered to contribute positively to the heritage asset's overall significance
- 5.54. The presence of the adjacent Pepper Lane to the rear detracts from the building's setting. Whilst both roads would have been in operation when the original building was constructed, the increase in traffic volume in recent years impacts upon the heritage asset audibly, and significantly detracts from the sense of calm space within the parkland.

Overall

- 5.55. The overall significance of Peckover Hall is assessed to derive from its purpose-built nature as a school building, in combination with its communal value, and to a lesser degree its school and parkland setting. As an undesignated heritage asset, it is assessed to be of low significance and local importance.

Key and Significant Views

Introduction

- 5.56. A number of views were assessed from what were regarded as potential sensitive receptors during the site visit, with views of significance being assessed as those to and from the Grade II Listed School House.
- 5.57. It is not considered that the Site will feature in any of these key views, largely due to the presence of the extant 1970s music block and the new Media Centre which is currently under construction (Plate 3).

6. POTENTIAL EFFECTS OF THE PROPOSED DEVELOPMENT

Planning Proposal

- 6.1. In general terms, it is proposed that the development of the amphitheatre will represent a low level 'green' construction, largely comprising earthworks with these elements planted with meadow grasses. New tree planting will serve to both screen the development from other elements of the school complex, and integrate it with woodland along Shinfield Road.

Impact on the significance of School House

- 6.2. Archaeological value: The proposal will not impact physically upon the fabric or immediate environs of the Listed Building and therefore **No Impact** is assessed with regard to the archaeological value of School House.
- 6.3. Historical value: It is not considered that the historical value derived from School House will be affected by the construction of an amphitheatre at the Site. The Listed Building is historically intrinsically linked to the wider school environment which includes buildings of a number of dates and periods from the later 19th century to the present day. The proposal represents an additional school facility within this environment and **No Impact** upon any historical value attached to the Listed Building is assessed.
- 6.4. Architectural value: The architectural quality of the Listed Building will be unaffected by the proposal. The Site lies beyond both existing and ongoing development within the boundaries

of the school and will offer no juxtaposition with the Listed Building. **No Impacts** are assessed in this instance.

- 6.5. Communal value: It has been assessed that the Listed Building derives considerable communal value from its position as an element of the wider school complex. The addition of further school facilities will not affect this communal value and **No Impacts** upon the communal value of the Listed Building are identified.
- 6.6. Setting: The remnant parkland setting of School House has been assessed to contribute value to its overall significance, both in an aesthetic and historic context. The nature of the proposal, which represents an inherently 'green' development, is reversible in its nature. There is currently very limited intervisibility between the Listed Building and the Site, however once the ongoing construction of the new Media Centre is completed, any intervisibility will be entirely removed. It is assessed that the proposal will result in **No Impact** upon the setting of the Listed Building in any significant or meaningful way.

Impact on the significance of Grove House

- 6.7. Archaeological value: The proposed amphitheatre will not impact physically upon the fabric or immediate environs of the heritage asset and therefore **No Impact** is assessed with regard to the archaeological value of Grove House.
- 6.8. Historical value: It is not considered that the historical value associated with Grove House will be affected by the construction of an amphitheatre at the Site. The historic structure is considered to be historically linked to the wider school environment which includes buildings and facilities of a number of styles, functions, dates and periods from the later 19th century to the present day. The proposal represents an additional school facility within this environment and **No Impact** upon any historical value attached to the heritage asset is assessed.
- 6.9. Architectural value: It is assessed that the architectural value of the heritage asset will be unaffected by the proposed construction of an amphitheatre at the Site. **No Impact** is assessed in this regard.
- 6.10. Communal value: It has been assessed that the heritage asset will derive considerable communal value from its position as an element of the wider school complex. The addition of further school facilities will not affect this communal value and **No Impact** upon the communal value of the heritage asset has been identified.
- 6.11. Setting: The parkland and wider school setting of Grove House has been assessed to contribute value to its overall significance as a heritage asset. The nature of the proposal, which represents an inherently 'green' development is reversible in its nature, and is not assessed to impact significantly upon the setting of Grove House and **No Impact** is identified.

Impact on the significance of Townson House

- 6.12. Archaeological value: The proposed construction will not impact physically upon the fabric or immediate environs of the heritage asset and therefore **No Impact** is assessed with regard to the archaeological value of Townson House.
- 6.13. Historical value: It is not considered that the historical value which contributes to the heritage significance of Townson House will be affected by the proposal. The historic building identified as historically linked to the wider school environment which comprises buildings and facilities of a number of styles, functions, dates and periods from the later 19th century to the present

day. The proposal represents an additional school facility within this environment and No Impact upon any historical value attached to the historic building is assessed.

- 6.14. Architectural value: It is assessed that the architectural value of the historic building will be unaffected by the proposed construction of an amphitheatre at the Site and **No Impact** is therefore assessed.
- 6.15. Communal value: It has been assessed that the school building will derive significant communal value from its position as an element of the wider school complex. The addition of further school facilities will not affect this communal value and **No Impact** upon the communal value of the heritage asset has been identified.
- 6.16. Setting: The parkland and wider school setting of Townson House has been assessed to contribute value to its overall heritage significance. The nature of the proposal, which represents an inherently 'green' development is reversible in its nature, and is not assessed to impact significantly upon the setting of Townson House and **No Impact** is identified.

Impact on the significance of Peckover Hall

- 6.17. Archaeological value: Construction of the proposed amphitheatre at the Site will not impact physically upon the fabric or immediate environs of Peckover Hall and therefore **No Impact** is assessed with regard to its archaeological value.
- 6.18. Historical value: It is not considered that historical value associated with Peckover Hall will be affected by the proposal. The historic building identified as historically linked to the wider school environment which comprises buildings and facilities of a number of styles, functions, dates and periods from the later 19th century to the present day. As has been the case with all assessments of the school buildings, it is assessed that the proposal represents an additional school facility within this environment and **No Impact** has been assessed in this regard.
- 6.19. Architectural value: It is assessed that the architectural value of Peckover Hall will not be affected by the proposals at the Site and **No Impact** is therefore assessed.
- 6.20. Communal value: It has been assessed that Peckover Hall derives considerable communal value from its position as an element of the wider school complex. The addition of further school facilities will not affect this communal value and **No Impact** upon the communal value of the heritage asset has been identified.
- 6.21. Setting: The wider school setting of the historic building has been assessed to contribute to its overall heritage significance. The nature of the proposal, which represents an inherently 'green' development is reversible in its nature, and is not assessed to impact significantly upon the setting of Peckover Hall and **No Impact** is identified.

Key and Significant Views

- 6.22. As set out in the previous section, a number of views were assessed from what were regarded as potential sensitive receptors during the site visit, with views of significance being assessed as those to and from the Grade II Listed School House.
- 6.23. Given that the Site does not comprise an element of any of these key views, **No Impact** is assessed in this regard.

Buried archaeological features

- 6.24. Whilst no formal assessment of the archaeological potential has been undertaken with regard to the proposals, previous archaeological evaluation works undertaken in advance of groundworks associated with the adjacent development of the new Media Centre identified no archaeological remains or finds.
- 6.25. The potential for buried archaeology at the Site is assessed as very low, although if present it would likely be impacted by the development.

7. CONCLUSION***General***

- 7.1. The effect of the proposals on the identified heritage significance of the Listed Building, other undesignated historic buildings and their settings will be identified as a material consideration in the determination of any planning application for the construction of the proposed amphitheatre.
- 7.2. This assessment has examined the developmental history of the Site and the wider school holdings and has found that the proposed construction of an amphitheatre at the Site would result in **No Impacts** in respect of the significance of the Listed School House or the three undesignated historic school buildings assessed above.
- 7.3. In light of this assessment it is considered that the proposed construction of the Grove Field Amphitheatre will result in **No Harm** to the setting or significance of the Listed Building or the three undesignated heritage assets considered within this heritage statement.
- 7.4. This assessment has been completed in line with the NPPF and PPG, and following guidance issued by Historic England.

8. SOURCES AND REFERENCES

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1756 Plan of Lordship and Liberty of Earley

1820 Plan of the tithings of Sonning Town, Woodley & Sandford and Earley

1877	1:2,500 Ordnance Survey County Series
1899	1:2,500 Ordnance Survey County Series
1912	1:2,500 Ordnance Survey County Series
1932	1:2,500 Ordnance Survey County Series
1959	1:1,250 Ordnance Survey plan
1960	Buildings and buildings plans (courtesy of Leighton Park School)
1990	Buildings and buildings plans (courtesy of Leighton Park School)

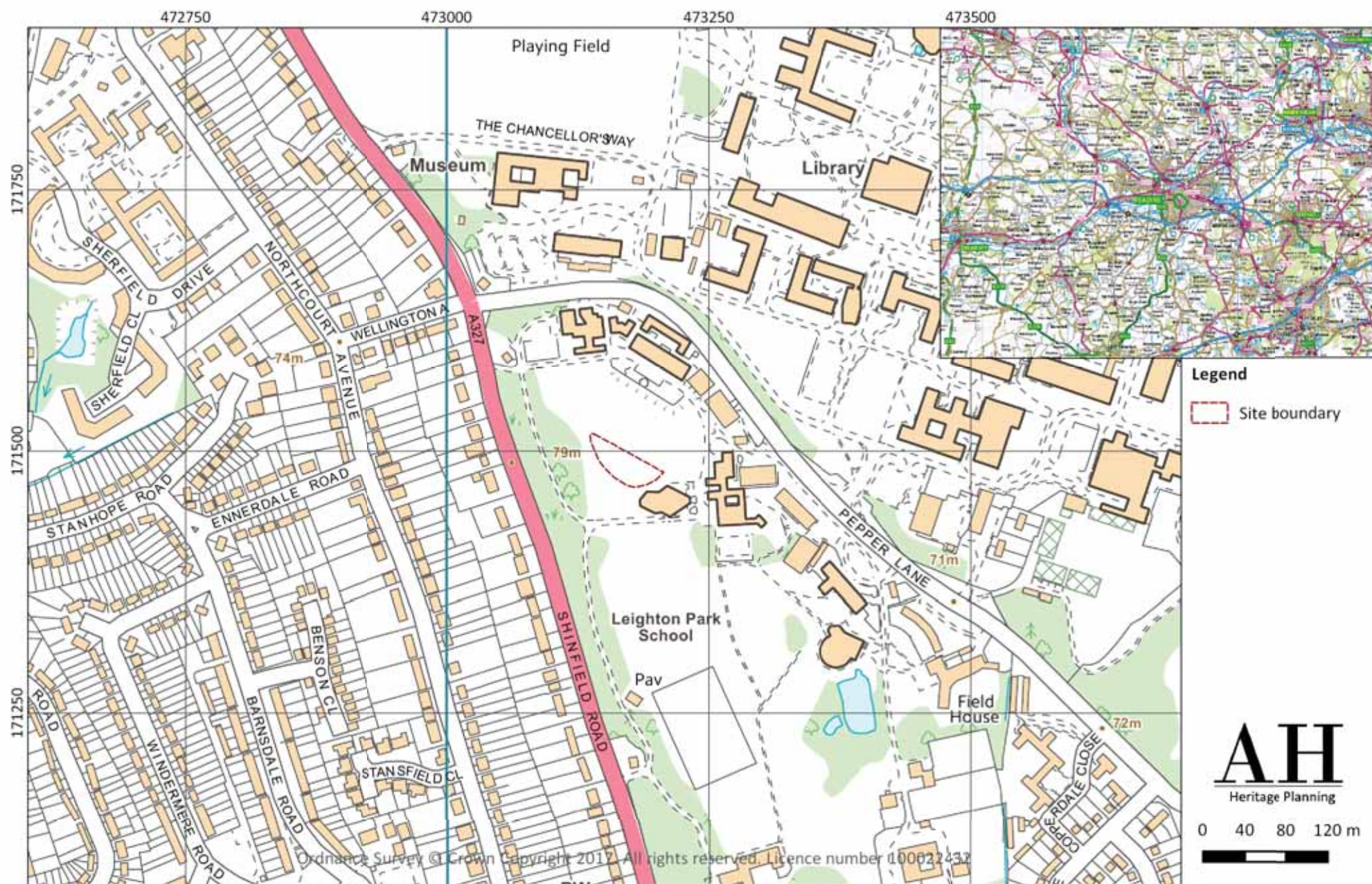


Fig. 1 Site location plan



Fig. 2 Site location showing significant heritage assets

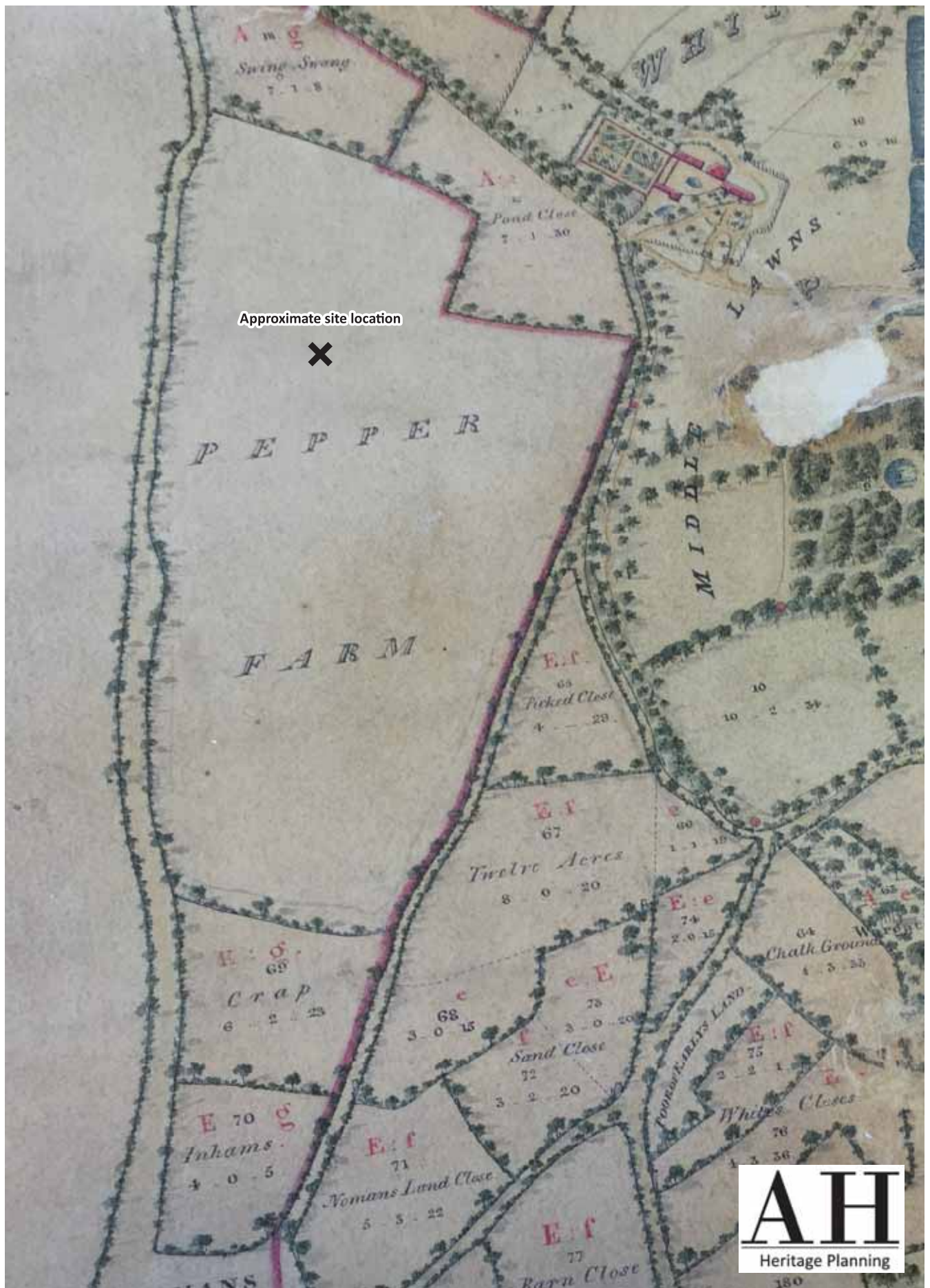


Fig. 3 1756 plan of Lordship and Liberty of Earley



Fig. 4 1820 plan of the tithings of Sonning Town, Woodley & Sandford and Earley

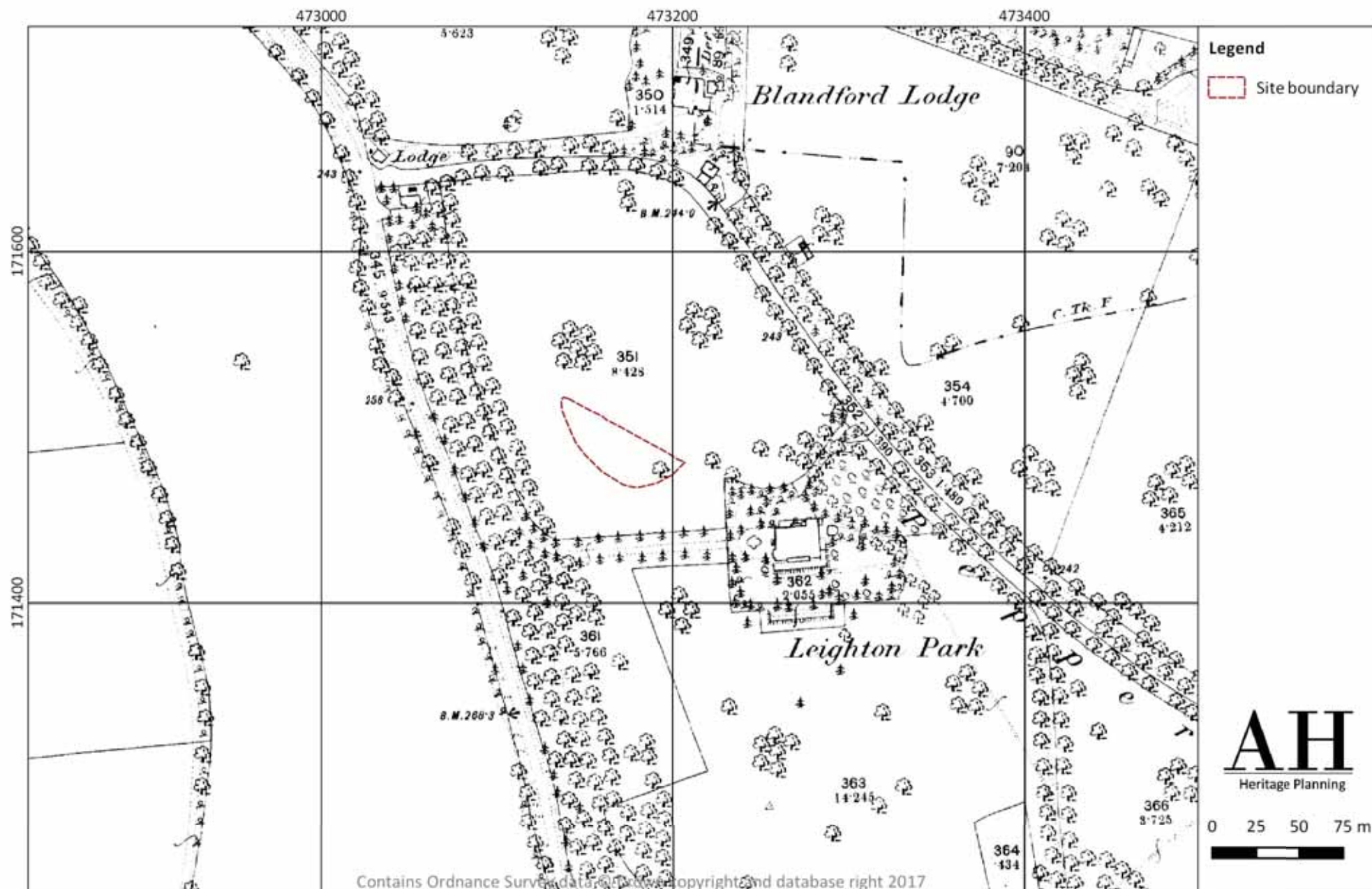


Fig. 5 1877 1:2,500 Ordnance Survey map

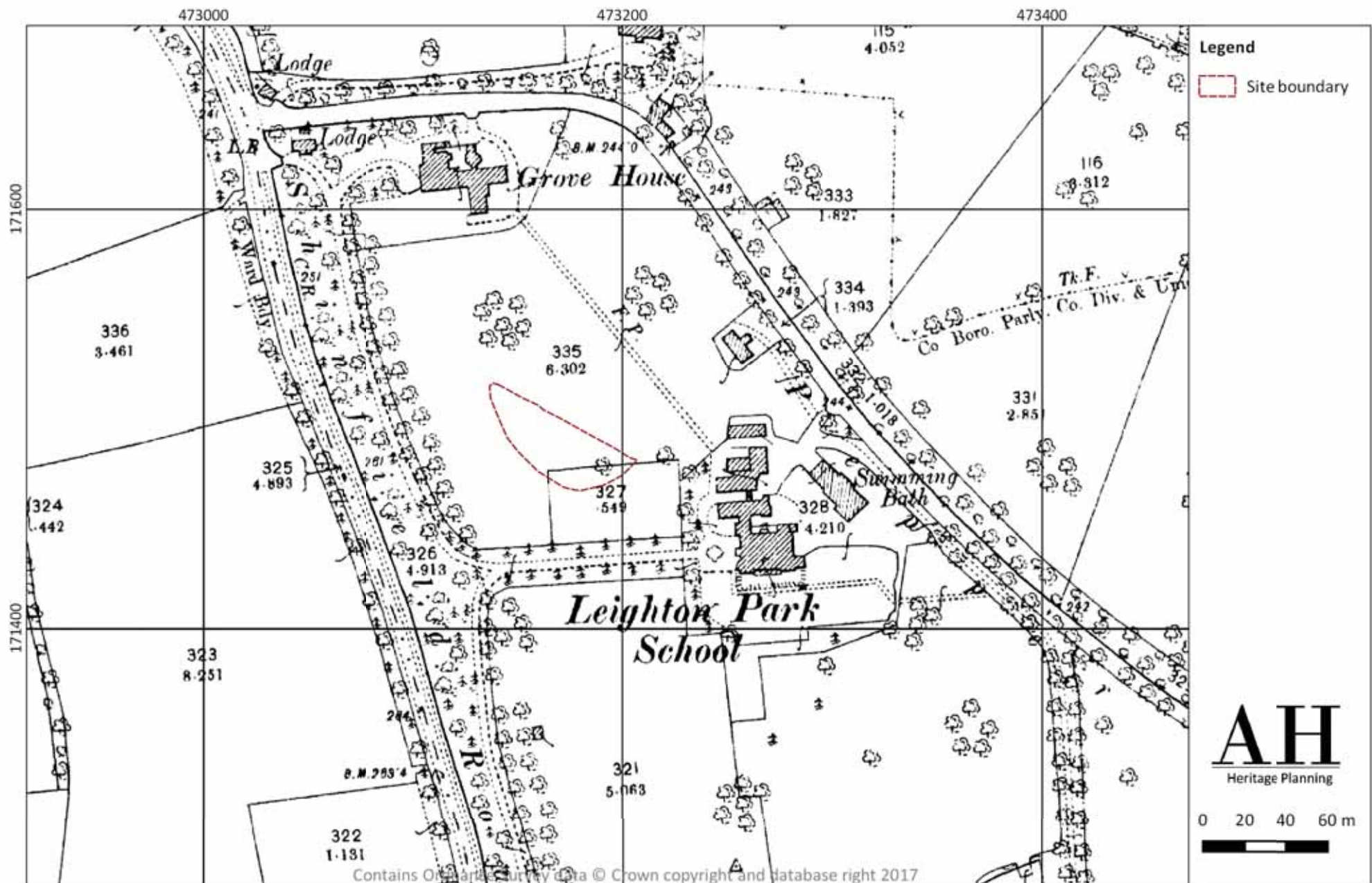


Fig. 6 1899 1:2,500 Ordnance Survey map

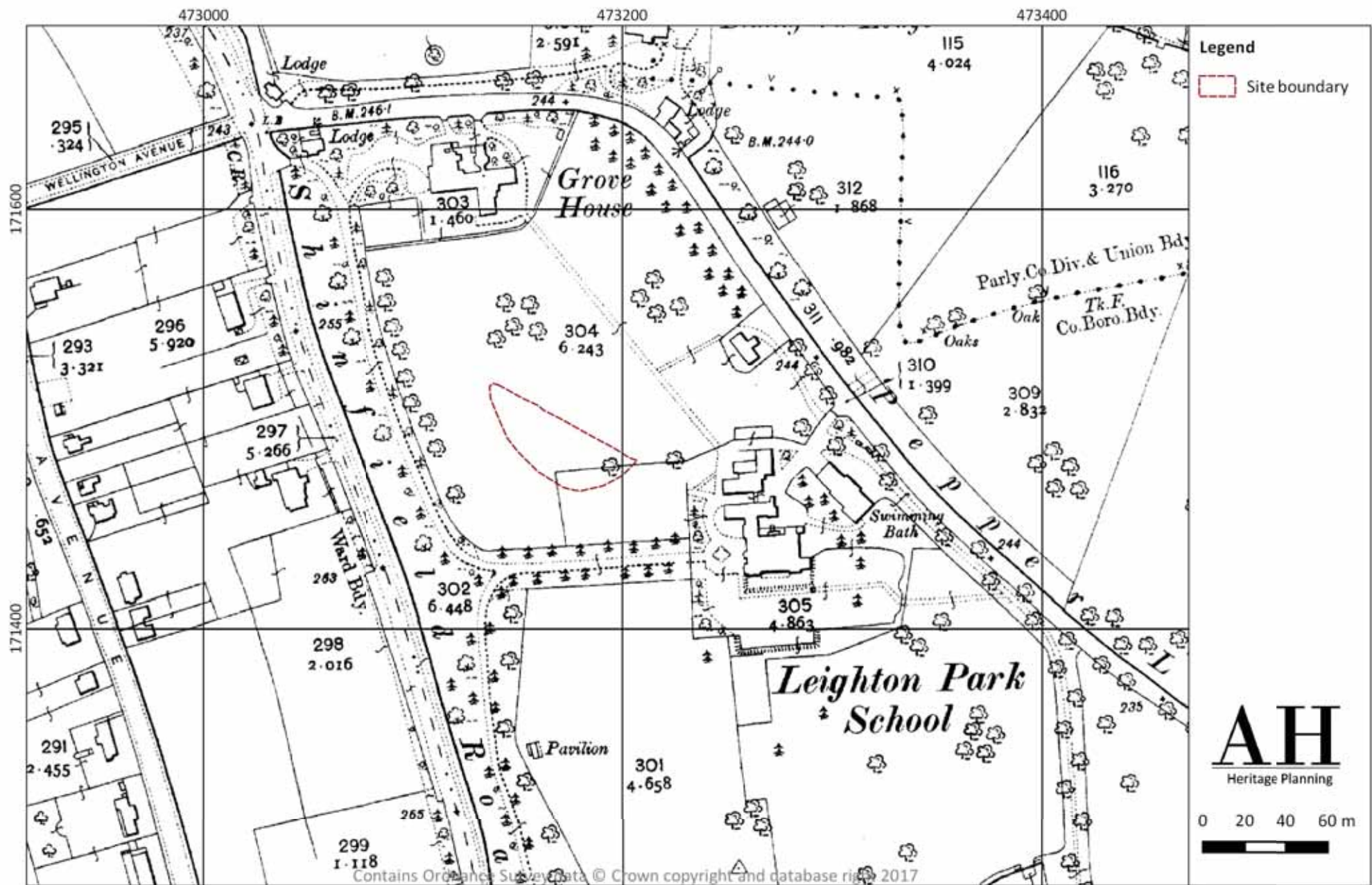


Fig. 7 1912 1:2,500 Ordnance Survey map

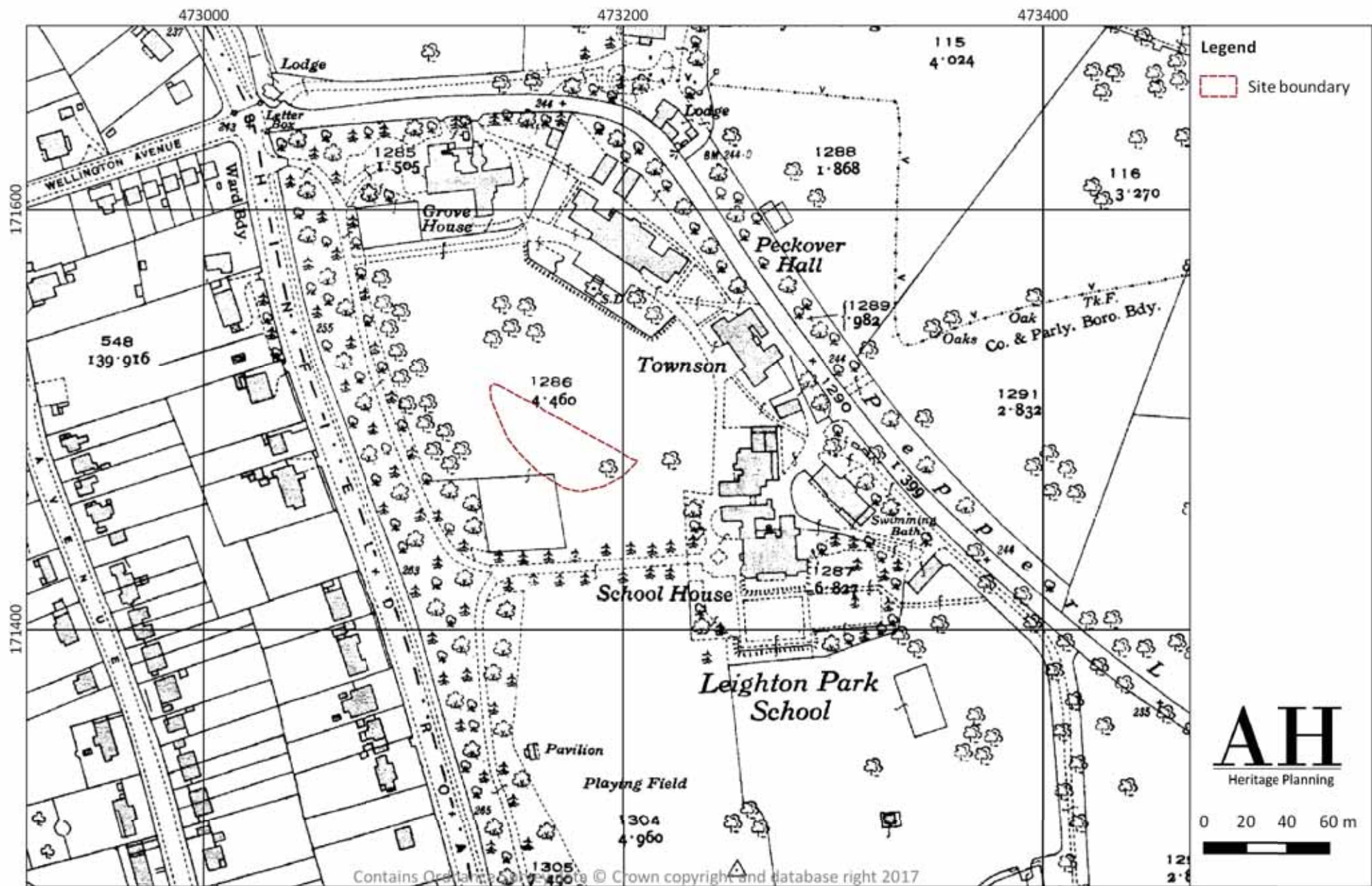


Fig. 8 1932 1:2,500 Ordnance Survey map

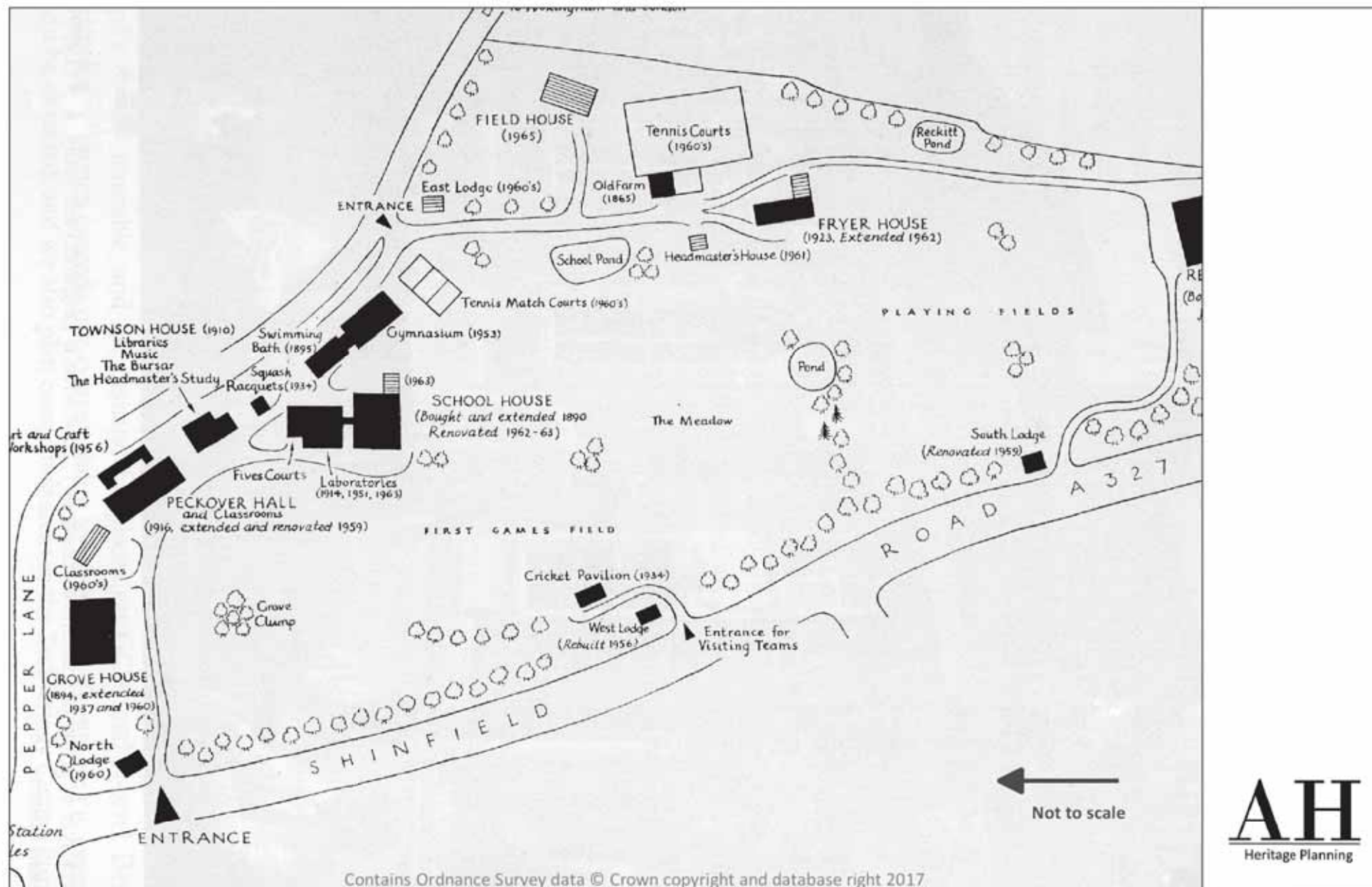


Fig. 10 Buildings and buildings plans 1960 (courtesy of Leighton Park School)

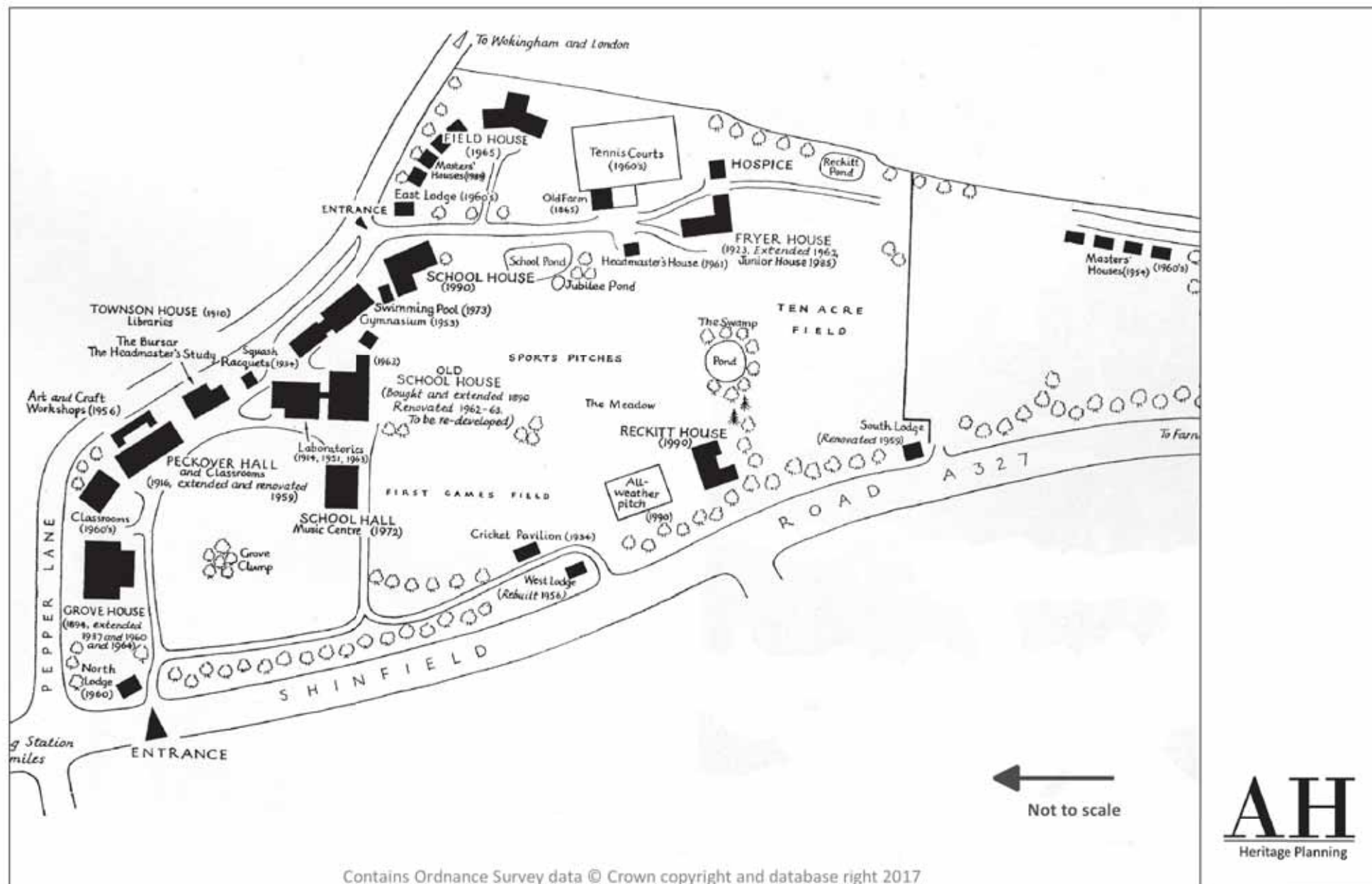


Fig. 11 Buildings and buildings plans 1990 (courtesy of Leighton Park School)



Plate 1 View north from the Site showing part of Grove House



Plate 2 View northeast from the Site toward Peckover Hall



Plate 3 Construction works ongoing on new Media Centre, Grade II Listed Science Block beyond



Plate 4 View west toward Shinfield Road



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